

Academic Senate for College of the Canyons
March 26, 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: March 12, 2015, 2015 **(pg. 2)**
 - b) Curriculum Summary: March 19, 2015 **(pg. 6)**
4. Academic Senate President's Report - Paul Wickline
5. Academic Senate VP Report – Rebecca Eikey

B. Committee Reports

1. CPT – Russell Waldon

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
5. Institutional Learning Outcomes

D. Discussion Items

1. Learning Management System Task Force - James Glapa-Grossklag
2. Academic Hiring Procedures for Adjunct Faculty – Diane Fiero **(pg. 9)**
3. Minimum Quals – Edel Alonso

E. Action Item

1. BP 4260 and AP 4260 Prerequisites **(pg. 12)**
2. BP 4250 Academic Probation (Spring 2015 CPC Approved), AP 4250 (Spring 2015 CPC Approved), BP 4251 Progress Probation (Spring 2015 CPC Approved) and AP 4255 (Spring 2015 CPC Approved) **(pg.31)**

F. Reports

- Division Reports

G. Announcements

1. Learning Management System Task Force, March 27th, 10:00 am to 12:00 pm, in LTL 159.
2. Online Education Initiative (OEI), March 27th, Foothill
3. Instructional Advisory Council meeting March 27th 8:30 am to 10:30 am MENH 343
4. Spring Area C Meeting, 10:00 am to 3:00 pm March 28th, Cerritos College
5. Spring Plenary Session, April 9-11th, Weston San Francisco Airport
6. Online Education Initiative (OEI), May 1st, Cerritos
7. Vocation Leadership Institute, May 7-9th, San Jose Marriott
8. Day of Assessment II May 9th, 9:00 am to 3:00 pm, location UCEN 107
9. Online Education Initiative (OEI), May 15th Mt. SAC
10. Scholarly Presentation, Edel Alonso presenter, May 21st 6:00 p.m.
11. Faculty Leadership Institute, June 11-13, San Jose Marriott
12. Curriculum Institute, July 9-11th, Anaheim-Orange Country, Doubletree
13. Strengthening Student Success 2015: looking Back, Looking Forward, Oct. 7-9, Oakland Marriott

I. Adjournment

The next Senate meeting will take place on **April 23, 2015**
 As always everyone is welcomed

Summary of Academic Senate Meeting March 12, 2015

Attendance: Paul Wickline, Lee Hilliard, Ann Lowe, Deanna Riveira, Wendy Brill, Andy McCutcheon, Patty Robinson, Ron Karlin, Michael Sherry, Dr. Jerry Buckley, Jennifer Brezina Thea Alvarado, Amy Shennum, Heidi McMahon, David Andrus, Chelley Maple, Shane Ramey, Rebeca Eikey, Garrett Hooper, Edel Alonso, Ruth Rassool, Bob Maxwell and Bryan Lee

A. Routine Matter

1. Call to order 3:04 p.m.
2. Approval of the agenda: Motion Wendy Brill, seconded David Andrus. Unanimous. **Approved**
3. Approval of the consent calendar: Motion Rebecca Eikey, seconded Ruth Rassool. Amy Shennum abstained both Senate Summary and Curriculum Summary. **Approved**
4. President's Report, Paul Wickline
 - On Monday there is a PAC-B and CPT meetings
 - On March 26th Edel Alonso will be chairing the Senate meeting because Rebecca and Paul will be at a conference.
 - CID grant: The college has chosen to pursue this. This will have little impact on faculty. It is a statewide Academic Senate partnership. They are looking as part of the CID grant to have a pass through fiscal agent and an operations manager that is funded by the state chancellor. If we receive the grant then we might be able to make some head way and possibly make improvements in getting courses that are submitted in a timely manner approved. It is possible that the CID process will soon begin to include the CTE work force initiative courses.
 - Paul attended the Board meeting last night. Kudos were given to Wendy Brill as photography chair and students. Had a great presentation by the ASG and their impact at the Canyon Country Campus. Joe Gerda represented Dr. Buckley last night and did a very good representing the CIO.
 - In Paul's report to the Board he spoke about the Institutional Learning Outcomes. He mentioned what was happening now with the Assessment committee.
 - Russell Waldon will be at our next Senate meeting on 3/26/15 to report on CPT. The Chancellor emailed Paul asking why he was asking for a report and he said that the Senate was interested in hearing from CPT.
 - Paul is attending the Academic Academy on Equity March 13 and 14. Barry Gribbons will be there to talk about the **Institutional Effectiveness** (IE), Daylene will be there to talk about the Equity process that we have gone through. 3SP is also being discussed.
 - We have elections coming up for at large. There are five people up for election. We will start the process real soon.
 - No divisional reorganization until July 1st. New position will be revealed then.
5. **VP Report, Rebecca Eikey: N/A**

B. Committee Reports

1. Minimum Qualifications, Edel Alonso
 Edel let the Senate know that the 10th edition of the minimum qualifications was published and there are some changes to the manual. Edel passed around an outline of some of things that have changed that you could share with your divisions. First off there are four new disciplines. Chicano Studies, Kinesiology, Peace Studies and Pharmacy Tech. These are official now and they

All require a master's degree. There is one CTE Pharmacy Tech the requires a BA/BS+2 years experience OR AA/AS+6 years' experience. Also there is a whole new group of disciplines that were not included in the existing list. They were delegated to the back of the manual because they existed in title V. It now has been decided to incorporate them into the regular disciplines list. Those are listed on the outline that was handed out. This is new to the faculty members. Listed **are** existing "non-credit" discipline. These lived in Title V in the back of the manual and They also have been incorporated into the manual. Edel has already received inquiries about teaching non-credit from our own faculty. Edel also outlined that in the document passed out: Citizenship, Health & Safety, Home Economics, Interdisciplinary-Basic Skills, Mathematics-Basic Skills, Older Adults, Parent Education, Reading Basic Skills, Specialized Instruction, Vocational and Writing Basic Skills. These are now in the manual. There were Some Modifications, Health, Health Services Director/Health Services Coordinator/College Nurse And Learning Assistance or Learning Skills Coordinators or Instructor and Tutoring. These are all The new changes in the new version of the manual. There were some questions for Edel and discussion on the changes in the manual. The link for the new manual will be posted on the Senate website. Edel also wanted to let the Senate know that the committee has contacted all the chairs of all the disciplines that require masters to ask whether they would like to reconsider their choice from last year as to whether they would accept equivalencies or not. This was the first year that we instituted equivalencies. There were people concerned about their pool. Edel is getting those responses now. Nothing was sent out to the non-masters because all of them accept equivalencies. MLT and Nursing cannot accept equivalencies.

Edel also addressed the "Interdisciplinary" **discipline**. According to the minimum quals., when you assign courses to interdisciplinary, you have to define which disciplines are part of that. We now have the discipline of Humanities that we have assigned to interdisciplinary and we have had to define what disciplines are encompassed in Humanities. The committee ran into a problem. The definition for Humanities says that you must have the degree in one area and additional course work at the upper division or graduate level in another a, but it does no say how many units. HR has asked them to define how many units that second discipline should have. At their committee discussion they are split. They came up with two options:

- ✓ **Master's in 1st discipline masters PLUS 3 units in a 2nd discipline**
- OR**
- ✓ **Master's in 1st discipline PLUS**
12 units in 2nd discipline or 6 units in a 2nd discipline AND 6 units in a 3rd discipline

The committee would like for Senate to be a part of this discussion **since the Min. Quals. & Equivalency Committee** is split. There was a lengthy discussion and suggestions and it was decided that this item will come back as a discussion item.

1. PAC-B, Edel Alonso

Edel gave a report on PAC-B for the Senate. A nice working group and many questions are now welcomed. At the last meeting Dr. Van Hook asked to come and speak to the committee and clarified what it is she wants from PAC-B. The committee **organized** the **budget** parameters and the new chart for the development of the budget and are now looking at **monthly budget** transfers. The plan is to do what the committee did last year to look at every single academic and administrative program review to see the ranking at each of the three levels. That spreadsheet identifies ranking at department level, ranking at the deans level, the ranking at the

executive cabinet level. **PAC-B** has added an additional meeting on Monday 3/23 -- a two hour working meeting. The committee will sit and go through all information and develop recommendations for Dr. Van Hook in terms of expenditures for next year -- 2015/16. Dr. Van Hook **met with PAC-B** and wants the committee to make two lists **of recommendations**. One for ongoing expenses and for onetime expenses. The committee is not sure if they will get through all the program reviews in two hours. Their next meeting is April 20th and they will have to finalize their recommendations to Dr. Van Hook by that time.

C. Unfinished Business

1. Policies on Counseling Services – Policy Review Committee
2. Formation of Ongoing Accreditation Committee – for Senate discussion in Fall 2014
2. Local Graduation Requirements – for Senate discussion in Fall 2014
3. Adjunct minimum Qualifications – HR

D. Discussion Items

1. BP 4260 Prerequisites and AP 4260 Prerequisites, David Andrus

This has come now for a third time to Senate as a discussion. David asked if there were any questions or comments. Paul stated at his division he gave an over to them and no one voiced any negative concerns. Ann stated no concerns from her division. David stated that no one will have any concerns until they have to use this. This will come back as an Action Item for the next meeting. Consider this as a FLEX session.

2. Recommendations from Accreditation, Dr. Buckley

Dr. Buckley sent around a summary of the accreditation findings. Here are some of the findings:

- ✓ Recommendations to improve institutional effectiveness:
 - The college should align its program review and strategic plan with its performance indicators
 - Develop a systematic, on-going evaluation of its distance education courses and programs – the evaluation of data should be integrated into the college's assessment and planning cycle to ensure quality.
 - Develop formal, written policies and procedures to ensure that governance/decision-making structures and processes are regularly evaluated to ensure integrity and effectiveness – then widely communicate the results and use them as a basis for improvement.

Additional accreditation considerations

- ✓ Prior accreditation cycle recommendations – 2014 visiting team comments
 - ✓ Sustainability of student learning outcomes – the college must address the unevenness of adjunct faculty participation
 - ✓ The college does not consistently link assessment of SLO's and program improvements to institutional learning outcomes
 - ✓ Actionable improvements plans
 - ✓ Eighteen categories were identified for improvement
 - ✓ How many improvement plans have already been addressed?
3. Institutional Learning Outcomes, Rebecca Eikey and Andy McCutcheon
- Rebecca and Andy went over the outcomes and any changes made to it asked by the Senate. It was stated that this document will no longer be called LEAP. Rebecca stated that there had been no plans for FLEX. She and Andy are coming to the divisions and speaking to the

divisions about the outcomes. There was a lengthy discussion and it was decided that this will come back as a discussion item for the next meeting.

E. **Action Items:** N/A

F. **Reports:** N/A

G. **Announcements:** see the agenda

H. **Adjournment:** 4:32 p.m. Motion Ruth Rassool, seconded Shane Ramey. Unanimous

CURRICULUM COMMITTEE SUMMARY

March 19th, 2015

3:00 pm – 5:00 pm

BONH-330

Members present: Backes, Patrick – Curriculum & Articulation Coordinator; 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; Jacobson, Julie – Member at Large; Lowe, Ann – Co-Chair, Faculty; Matsumoto, Saburo – Member at Large; Ramey, Shane – Adjunct Faculty; Solomon, Diane – Student Services; Waller, Tina – Allied Health

Members absent: Karlin, Ron – Learning Resources; Marengo, Anne – Social Science & Business; Ruys, Jasmine – Admissions & Records; Stephens, Cindy – Education

TECHNICAL CHANGE MEMOS:

Subject	#	Title	Description of action	Author	Effective
ESL	060	College Writing and Grammar I	Removing prerequisite of NC.ESL-4A.	E. McLean	Summer 2015
ESL	070	College Writing and Grammar II	Removing prerequisite of NC.ESL-4B.	E. McLean	Summer 2015

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 had questions about the course content in relation to the course objectives.	D. Stoenberg	Fall 2015
HIST	112	Unites States History II	Revised objectives and content based on C-ID reviewer comments. <i>Rationale for revision: Updates per C-ID reviewer comments.</i>	E. McCall	Fall 2015
HIST	112H	Unites States History II - Honors	Revised objectives and content textbooks based on C-ID reviewer comments. <i>Rationale for revision: Updates per C-ID reviewer comments.</i>	E. McCall	Fall 2015
HRMGT	101	Introduction to the Hospitality Industry	Revised objectives and content, updated textbook. Added DLA. <i>Rationale for revision: DLA addition.</i>	E. Anthony	Fall 2015
HRMGT	150	Introduction to Hotel/Resort Operations	Revised objectives and content. Added DLA. <i>Rationale for revision: DLA addition.</i>	E. Anthony	Fall 2015
HRMGT	210	Hotel and Restaurant Law	Revised objectives and content. Added DLA. <i>Rationale for revision: DLA addition.</i>	E. Anthony	Fall 2015
HRMGT	220	Restaurant Operations	Revised objectives and content. Added DLA. <i>Rationale for revision: DLA addition.</i>	E. Anthony	Fall 2015
HRMGT	225	Food Service Sanitation and Safety	Revised objectives and content. Added DLA. <i>Rationale for revision: DLA addition.</i>	E. Anthony	Fall 2015

HRMGT	235	Hotel and Restaurant Sales and Marketing	Revised objectives and content. Added DLA. <i>Rationale for revision: DLA addition.</i>	E. Anthony	Fall 2015
HRMGT	245	Hotel Restaurant Supervisions and Guest Relations	Revised objectives and content. Added DLA. <i>Rationale for revision: DLA addition.</i>	E. Anthony	Fall 2015
MEA	110	Writing for Journalism and New Media	Revised objectives and content to match C-ID JOUR 110 Descriptor. <i>Rationale for revision: Updates per C-ID reviewer comments.</i>	D. Brill	Fall 2015
MEA	114	Digital Sound Editing	Revised description, revised SLO's (2), revised objectives and content, updated textbook. Item tabled as committee had questions about the course content in relation to the course objectives.	D. Stoenberg	Fall 2015

NEW ISA COURSES:

Subject	#	Title	Description of action	Author	Effective
FIRET	027	S-390 Introduction to <u>Wildland</u> Fire Behavior Calculations	1 unit, 24 hours lecture, 8 hours lab, pass/not pass only, new SLO's (2), new prerequisite of FIRET-026. <i>Rationale for new course: Contract with LA County Fire Department.</i>	A. Green	Summer 2015
FIRET	089	Fire Captain Academy	1.25 units, 24 hours lecture, 16 hours lab, pass/not pass only, new SLO's (2), new prerequisite of FIRET-033. <i>Rationale for new course: Contract with LA County Fire Department.</i>	A. Green	Summer 2015
FIRET	092	Communications Specialist	1.75 units, 29 hours lecture, 19 hours lab, pass/not pass only, new SLO's (2), new L.A. County Fire Department prerequisite. <i>Rationale for new course: Contract with LA County Fire Department.</i>	A. Green	Summer 2015
LESD	016	Basic Report Writing Skills	0.15 units, 8 hours lecture, pass/not pass only, new SLO, new POST prerequisite. <i>Rationale for new course: Contract with LA Sheriff Department.</i>	A. Green	Summer 2015
LESD	020	AR-15 Certification	0.25 units, 8 hours lecture, 8 hours lab, pass/not pass only, new SLO's (2), new POST prerequisite. <i>Rationale for new course: Contract with LA Sheriff Department.</i>	A. Green	Summer 2015
LESD	036	Hostage Rescue for Custody Environments	0.15 units, 8 hours lecture, pass/not pass only, new SLO, new POST prerequisite. <i>Rationale for new course: Contract with LA Sheriff Department.</i>	A. Green	Summer 2015
LESD	038	Control, Escort, Restrain and Takedown (CERT) Series #3	0.15 units, 8 hours lecture, pass/not pass only, new SLO, new prerequisite of LESD-037. <i>Rationale for new course: Contract with LA Sheriff Department.</i>	A. Green	Summer 2015

-Motion to approve Technical Change Memos, Modified Courses, and New ISA Courses; Motion by Mary Bates, second by Rhonda Hyatt. All in favor: Unanimous.

NEW COURSES-DISCUSSION OF NEED:

Subject	#	Title	Description of action	Author	Effective
ART	116	Art of the Ancient Americas	3 units, 54 hours lecture, new SLO . Comparison to C-ID ARTH 145 Descriptor. Course proposed to be added to the Studio Arts A.A.-T Degree. Item tabled. The committee compared the course to the Art History and Studio Arts Associate for Transfer Degrees. Questions sent to department chair.	Dr. Heccegery	Fall 2015
CIT	076	Introduction to WordPress	1.5 units, 18 hours lecture, 27 hours lab, new SLO's (2) , new DLA . Course proposed in be added to the Website Development Certificate of Specialization.	A. Sturges	Fall 2015

-Motion to approve the need for the CIT-076 new course proposal: Motion Rhonda Hyatt, second by Tina Waller. All in favor: Unanimous.

NEW PROGRAMS:

Program	Degree/Certificate	Description of action	Author	Effective
Business Administration	A.S.-T Degree	28-30 required units based on state approved Transfer Model Curriculum (TMC), New Program SLO added . Rationale for new program: The COC Business Department does not currently offer a traditional Business Administration Degree.	B. Maxwell	Fall 2015

-Motion to approve the Business A.S.-T Degree by Julie Jacobson, second by Diane Solomon. All in favor: Unanimous.

NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
ESL	060	College Writing and Grammar I	Removing prerequisite of NC.ESL-4A.	B. Maclean
ESL	070	College Writing and Grammar II	Removing prerequisite of NC.ESL-4B.	B. Maclean
FIRET	027	S-390 Introduction to Wildland Fire Behavior Calculations	New prerequisite of FIRET-026.	A. Screen
FIRET	089	Fire Captain Academy	New prerequisite of FIRET-033.	A. Screen
FIRET	092	Communications Specialist	New L.A. County Fire Department prerequisite.	A. Screen
LESD	016	Basic Report Writing Skills	New POST prerequisite.	A. Screen
LESD	020	AR-15 Certification	New POST prerequisite.	A. Screen
LESD	036	Hostage Rescue for Custody Environments	New POST prerequisite.	A. Screen
LESD	038	Control, Escort, Restrain and Takedown (CERT) Series #3	New prerequisite of LESD-037.	A. Screen

NEW DISTANCE LEARNING ADDENDUMS:

Title	#	Title	TYPE OF DELIVERY	Author
HRMGT	101	Introduction to the Hospitality Industry	100% Online, Online/Hybrid.	K. Anthony
HRMGT	150	Introduction to Hotel/Resort Operations	100% Online, Online/Hybrid.	K. Anthony
HRMGT	210	Hotel and Restaurant Law	100% Online, Online/Hybrid.	K. Anthony
HRMGT	220	Restaurant Operations	100% Online, Online/Hybrid.	K. Anthony
HRMGT	225	Food Service Sanitation and Safety	100% Online, Online/Hybrid.	K. Anthony
HRMGT	235	Hotel and Restaurant Sales and Marketing	100% Online, Online/Hybrid.	K. Anthony
HRMGT	245	Hotel Restaurant Supervisions and Guest Relations	100% Online, Online/Hybrid.	K. Anthony

Discussion Items:

- 2015 Five Year Revision List.** A draft of the 2015 Five Year Revision List was distributed to the committee members and revisions were made to the list. The revised list will be distribute to the Department Chairs and Instructional Deans on Friday March 20th.
- CSUN Impact.** Audrey Green gave an update to the curriculum committee regarding the impact on California State University Northridge.
- Noncredit discussion.** The curriculum committee had a discussion regarding new noncredit curriculum that may be proposed in the near future.

New Courses Includes ISA's	7	Modified Non Credit Courses	-0-	Modified Prerequisites	2
New Programs	1	New DLA's	7	Deleted Courses	-0-
Modified Courses	10	New SLO's	11	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	-0-	Proposals Reviewed in Technical Review Session	18
New Non Credit Courses	-0-	New Prerequisites	7	Proposals Returned from Technical Review Session	18



Appendix C

Hiring Procedures:

- Adjunct

Academic Hiring Procedures for Adjunct Positions

Effective July 1, 2003

1. Preface

In general the same underlying philosophy for the hiring of full-time faculty members also applies to the hiring of adjunct faculty. There are, however, additional issues and concerns that need to be addressed when selecting adjunct faculty members.

- 1.1. The necessity of ensuring quality and high levels of teaching excellence is not incompatible with the recognition that flexibility and speed may be needed when filling adjunct positions. With care, the two issues can be complimentary.
- 1.2. We should recognize the practical fact that a vast majority of successful applicants for full-time faculty positions start as adjunct, so we must be sure that we do not inadvertently “narrow the gate” by having too restrictive of a procedure for hiring adjunct.
- 1.3. However, since our primary concern should be the educational experience of our students, who should not have to worry whether an adjunct or Full-time faculty member is teaching them, we should ensure that the professional qualities of ALL faculty members are of the highest caliber.

2. Department Chair and Designee

- 2.1. For the purposes of efficiency, any references to “Department Chair” may be read as “Department Chair or designee.”
- 2.2. During the summer, or when the college is in recess, if the Department Chair will not be available he/she should identify a designee. If there is not designee, the Academic Senate President may appoint a designee.

3. Recruitment

- 3.1. The Human Resources department will establish a schedule for publishing generic announcements for adjunct positions. Inclusion of academic departments on these announcements and all other related college-recruitment materials will be in coordination with the Instruction Office and the Department Chairs.
- 3.2. Before conducting any supplemental recruiting, departments should notify the Human Resources Office. Human Resources will assist the department in ensuring that all legal requirements as well as the overall goals of the college recruiting processes are met.
- 3.3. The Human Resources Office will keep applications for a period of two years.

4. Minimum Qualifications

4.1. Students are entitled to the best possible instruction regardless of whether it is being delivered by an adjunct or a full-time faculty member. As such, the procedures for determining Minimum Qualifications and Equivalencies are the same for both adjunct and full-time faculty hires.

4.2. If an individual satisfies the equivalency for a particular discipline, he/she retains his/her status as meeting the equivalent minimum qualifications for that discipline for as long as he/she maintains continual academic employment with the college. He/she retains equivalency for that discipline, and may continue to use that ~~equivalency~~ to qualify for any future adjunct and full-time hires within that discipline.

4.3. However, if an individual is not employed for two consecutive regular semesters, he/she must re-apply via the Adjunct Re-Employment Application form to be placed into the eligibility pool. If an individual is not

1

employed for more than three years, he/she must undergo a new application and interview process. In both cases, the individual must meet the minimum qualifications and equivalency procedures that are in effect at that time.

Required documentation

4.4. All applicants are to complete the following:

- Appropriate district application,
- Unofficial copies of transcripts,
- Resume
- Three professional letters of reference are ~~required~~ **highly recommended**. ~~The Submitted~~ letters must have been signed and dated within the last five years. (Student classroom evaluations are not considered professional letters of reference.)

4.5. Current adjuncts interested in teaching in other disciplines can submit an Adjunct-Additional Interest Form instead of completing an entire new application. They must still undergo the interview process.

Any required documentation must be submitted to the Human Resources Office prior to an interview being established.

5. Screening/interviewing committee

5.1. All committees to screen and/or interview adjunct applicants must consist of at least two individuals.

5.2. The Department Chair will chair the committee. It is strongly encouraged that the second committee member should be a full-time faculty member from within the same department; however, another full-time faculty member or an educational administrator may also serve as the second committee member.

5.3. The Senate and the Instruction Office may agree to add additional members to the committee to provide for increased expertise and input.

5.4. To ensure institutional integrity in the hiring process, it is desirable that the Human Resource Office arranges the interviews.

5.5. However, in some cases it might be necessary for the committee chair to schedule the interviews. In these cases, the committee chair must contact and coordinate with the Human Resource office to complete any and all other arrangements for the interviews.

6. Eligibility list

6.1. Candidates who have successfully completed the interview process will be placed on the eligibility list. However, no candidate will be placed on the eligibility list until the Human Resource Office has verified the minimum qualification of a potential faculty member, as determined by the Senate equivalency procedure.

6.2. The department chair will recommend to the Instruction Office a list of individuals who are best qualified to teach particular courses. For those classes that are offered in a non-traditional format (e.g., PACE, Distance-Ed), the Department Chair may consult with the appropriate coordinator/administrator of those programs to determine the best qualified for particular sections.

6.3. Only the Instruction Office, based on the recommendation list provided by the Department Chair, may make an official offer of employment.

6.4. Individuals who have not been employed at the College for two consecutive, regular semesters will be removed from the eligibility list and must reapply per the requirements of section 4.3.

7. Emergency Hires

7.1. An "Emergency hire" is one that occurs when there are less than two working days prior to the scheduled start of a class section.

7.2. In emergency hires, a formal committee is not necessary. However, unofficial transcripts and completed District Application must be submitted prior to employment. All other required documentation (e.g., official transcripts,

126

scripts, "new hire packet", letters of recommendation) must be submitted prior to the first pay period.

7.3. Established minimum qualifications and equivalencies cannot be waived for "emergencies".

7.4. If an emergency hire wishes to be placed on the eligibility list for future teaching assignments, the Department Chair and/or Division Dean must ensure that the faculty member completes the regular hiring procedures.

7.5. The Human Resources Office will provide the Instruction Office, Department Chairs, and Academic Senate with a list of all "emergency hires" each semester.

8. Follow-up Responsibilities

The Committee Chair is responsible to ensure that all committee materials and required committee documents are returned to the Human Resources Office.

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

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

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

~~e. Provide for a review of each limitation on enrollment at least every six years pursuant to Section II.C of the Model District Policy.~~

620.5 Implementing Prerequisites, Corequisites, and Limitations on Enrollment

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

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

~~of the Model District Policy.~~

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

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

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

~~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.

- iv. Submit the proposal by the deadline established each academic year by the Curriculum Committee and published in the Curriculum Committee Calendar.
- 2. The chair of the Curriculum Committee will initiate a meeting of 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.

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 establish 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

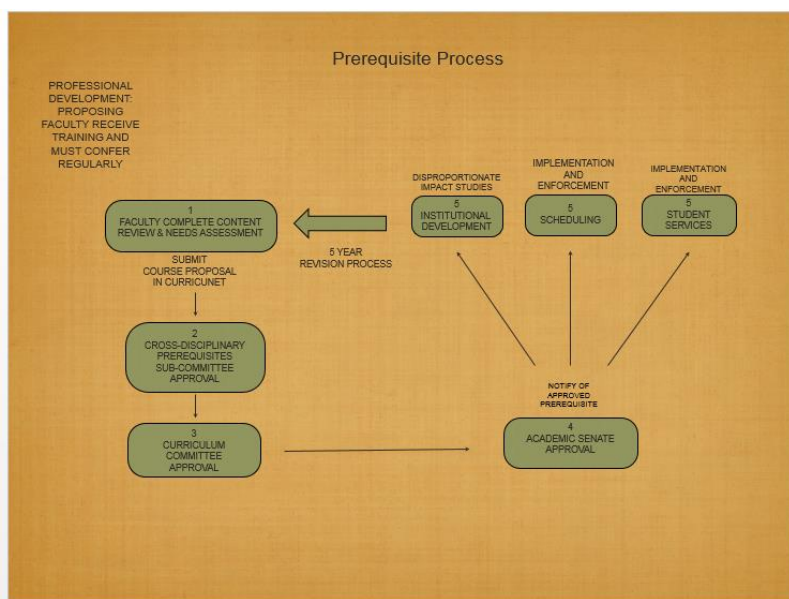
The Curriculum Committee and all appropriate sub committees will be trained annually on the appropriate criteria, scrutiny, and documentation required to establish advisories, prerequisites, and corequisites based on CCR Section 55003 et seq and District procedures. Training may consist of any local 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: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	English 094 or placement via assessment are required to enter English 101

	+Multiple Measures +Disproportionate impact study	
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.



BP 4250 Academic Standards

Academic Probation, ~~Disqualification~~ Dismissal, and Readmission

References:

Education Code Section 70902(b)(3);

Title 5 Sections 55030-55034

4250.1 Definitions

(A) Units attempted - For probation, subject to dismissal, and dismissal purposes only, all units of credit in which the student is enrolled at College of the Canyons.

(B) Units enrolled - All units of credit for which the student is enrolled after the first two weeks or 20 percent of the time the class is scheduled to meet, whichever is less, at College of the Canyons.

(C) Consecutive Semesters - Enrollment in two semesters (fall and spring) or enrollment in one semester, followed by a break, then enrollment in another full semester. Summer sessions and intersessions shall not be considered when calculating consecutive semesters.

(D) Appeals - For the purpose of this academic standing policy an appeal is a student initiated petition to modify the conditions for readmission after academic dismissal.

4250.2 Standards - Academic Probation

~~Academic Probation.~~ A student at College of the Canyons shall be placed on academic probation when the student has ~~attempted~~ **completed** a minimum of 12 graded semester units and the student has a cumulative grade-point average of less than a 2.0. 4250.3 Standards for Progress Probation

~~Progress Probation. A college student shall be placed on progress probation when the student has enrolled in **completed** a total of at least 12 units and the percentage of all enrolled units for which entries of W (Withdrawal), I (Incomplete), and NP (Not Pass) are recorded reaches or exceeds fifty percent.~~

(Edited and moved to BP 4250.8)

4250.4 Standards - Academic Subject to Dismissal

A student shall be subject to dismissal for academic performance after being placed on probation and having earned a cumulative grade-point average below 2.0 for two consecutive semesters.

4250.5 Standards for Progress Subject to Dismissal

~~A student shall be subject to dismissal for progress after two consecutive semesters of progress probation as defined above.~~

~~4250.6~~ 4250.5 Standards - Academic Dismissal

Academic dismissal will occur when the student has earned a cumulative grade-point average of less than 2.0 in all units attempted for three consecutive semesters.

~~4250.7 Standards - Progress Dismissal~~

~~Progress dismissal will occur when the cumulative percentage of enrolled units, for which entries of W, I, and NP are recorded in three consecutive semesters reaches or exceeds fifty percent.~~

~~4250.8~~ 4250.6 Removal from Probation, Subject to Dismissal and Dismissal

(1) Academic probation. A student on academic probation for a grade-point deficiency shall be removed from probation when the student's cumulative College of the Canyons grade- point average is 2.0 or higher.

~~(2) Progress probation. A student on progress probation, because of excess units, for which entries of W (Withdrawal), I (Incomplete), and NP (Not Pass) are recorded, shall be removed from probation when the percentage of units in this category drops below fifty percent.~~

~~4250.9~~ 4250.7 Exceptions to Dismissal

A student who is dismissed will be automatically continued for one semester in subject-to-dismissal status under the following conditions:

(1) Academic: When, in the most recent semester of enrollment, the student enrolled in credit-bearing and graded classes and earned a semester grade-point average of 2.25 or higher.

~~(2) Progress: When, in the most recent semester, the student completed more than 75 percent of the units in which the student enrolled.~~

~~4250.10~~ 4250.8 Appeal of Dismissal

A student who has been dismissed and wishes to continue the next semester may submit a written appeal in compliance with College procedures: (AP #4255.3)

(Updated and moved to Admin Procedures – AP 4255.3)

Continuation may be granted, denied, or postponed subject to fulfillment of conditions prescribed by the College. Students are continued in subject-to-dismissal status in accordance with Board Policy 4250.9.

~~4250.11~~ 4250.9 Readmission after Dismissal


A student who has been dismissed may request reinstatement after one semester has elapsed (excluding summer sessions and intersessions). The student must consult with a counselor, prior to the start of the semester, to formulate a corrective educational plan and to obtain approval to enroll.

Re-admission may be granted, denied, or postponed subject to fulfillment of conditions prescribed by the College. Readmitted students are returned in subject-to-dismissal status in accordance with policy 4250.9.

Adopted – February 12, 2003

Revision Approved – Academic Senate, 11/21/2013

Revision Approved – College Policy Council, 03/19/2015



AP 4250 Probation, First and Second Semester Academic and Progress Probation

References:

Title 5 Sections 55030, 55031, 55032, 55033, and 55034

District BP 4250

4250.1 Notification and Conditions for Continuing After the First Semester on Probation

Each student is entitled to be notified of his/her academic difficulty and the availability of college support services to respond to the academic difficulty before the student is dismissed. Notification will consist, at a minimum, of the following: at the end of the first semester in which the student's cumulative grade point average in College of the Canyons coursework falls below 2.0, a notification letter will be sent informing the student of the change of status to probation. The letter will explain the basis for the status change, the conditional requirements to continue at College of the Canyons, the impact of probation on enrollment priority, and resources available.

If the percentage of a student's recorded entries of "W," "I," "NC" and "NP" reaches or exceeds 50% of all units in which a student has enrolled at College of the Canyons, the student shall be placed on first semester progress probation. The notification procedure will be the same as for academic probation.

Because of the detrimental impact that second semester probation has on enrollment priorities, students will have a registration hold placed at the end of their first semester on probation. The hold can only be lifted at the completion of a probation workshop and the submission of a concomitant action plan. Workshops will be held in winter and summer with a few during the fall and spring semesters for late start students.

4250.2 Notification and Conditions for Continuing After the Second Semester on Probation

Students who are on probation at the end of their second semester will be sent a letter of notification within 2 weeks of the end of the semester. The letter will explain that they are being automatically allowed to continue at College of the Canyons because they have met the academic and/or progress conditions necessary, or they have not met the conditions for automatic continuance and will need to complete a workshop to have their registration hold released. Workshops will be held in winter and summer with a few during the fall and summer semesters for late start students.

Approved – Academic Senate, 11/21/2013

Approved – College Policy Council 03/19/2015

BP 4251 Academic Standing

Progress Probation, Disqualification, Dismissal, and Readmission

References:

Education Code Section 70902(b)(3);

Title 5 Sections 55030-55034

4251.1 Definitions

(A) Units attempted - For probation, subject to dismissal, and dismissal purposes only, all units of credit in which the student is enrolled at College of the Canyons.

(B) Units enrolled - All units of credit for which the student is enrolled after the first two weeks or 20 percent of the time the class is scheduled to meet, whichever is less, at College of the Canyons.

(C) Consecutive Semesters - Enrollment in two semesters (fall and spring) or enrollment in one semester, followed by a break, then enrollment in another full semester. Summer sessions and intersessions shall not be considered when calculating consecutive semesters.

(D) Appeals - For the purpose of this academic standing policy an appeal is a student initiated petition to modify the conditions for readmission after academic dismissal.

4251.2 Standards for Progress Probation

A college student shall be placed on progress probation when the student has **completed** a total of at least 12 units and the percentage of all enrolled units for which entries of W (Withdrawal), I (Incomplete), and NP (Not Pass) are recorded reaches or exceeds fifty percent.

4251.3 Standards - Progress Subject to Dismissal

A student shall be subject to dismissal for progress after two consecutive semesters of progress probation as defined above.

4251.4 Standards - Progress Dismissal

Progress dismissal will occur when the cumulative percentage of enrolled units, for which entries of W, I, and NP are recorded in three consecutive semesters reaches or exceeds fifty percent.

4251.5 Removal from Probation, Subject to Dismissal and Dismissal

(1) Progress probation. A student on progress probation, because of excess units, for which entries of W (Withdrawal), I (Incomplete), and NP (Not Pass) are recorded, shall be removed from probation when the percentage of units in this category drops below fifty percent.

4251.6 Exceptions to Dismissal

A student who is dismissed will be automatically continued for one semester in subject-to-dismissal status under the following conditions:

(1) Progress: When, in the most recent semester, the student completed more than 75 percent of the units in which the student enrolled.

4251.7 Appeal of Dismissal

A student who has been dismissed and wishes to continue the next semester may submit a written appeal in compliance with College procedures: (AP #4255.3)

(Updated and moved to Admin Procedures – AP 4255.3)

Continuation may be granted, denied, or postponed subject to fulfillment of conditions prescribed by the College. Students are continued in subject-to-dismissal status in accordance with Board Policy 4250.9.

4251.8 Readmission after Dismissal

A student who has been dismissed may request reinstatement after one semester has elapsed (excluding summer sessions and intersessions). The student must consult with a counselor, prior to the start of the semester, to formulate a corrective educational plan and to obtain approval to enroll.

Re-admission may be granted, denied, or postponed subject to fulfillment of conditions prescribed by the College. Readmitted students are returned in subject-to-dismissal status in accordance with policy 4250.9.

Adopted February 12, 2003

AP 4255 4251 Academic and Progress Disqualification, Dismissal, Readmission and Appeal

References:

Title 5 Sections 55033 and 55034 and BP 4250

4255.1 Notification of Dismissal and Conditions for Applying for Reinstatement: A student on academic or progress probation for three semesters will be dismissed at the end of the third semester on probation. A letter will be sent to the student that notifies him or her of the dismissal, explains the basis for the decision, reviews the conditions for reinstatement and explains the appeal procedure. The letter will be sent within two weeks of the end of the fall or spring semester.

4255.2 Exceptions to the Dismissal Process: Students who achieve a 2.25 GPA and/or who complete 75% of units attempted in the last of three semesters will be automatically continued on Subject to Dismissal status for one semester. As long as the minimum GPA and units completed conditions are met, students can be continued every semester until a cumulative 2.0 GPA is achieved. They will be sent a letter of notification that includes conditions for being allowed to continue on reinstated status in the future. The letter will be sent within two weeks of the end of the fall or spring semester.

4255.3 Appeal of Dismissal: The student has the right to appeal a dismissal action if the student believes that facts exist that warrant an exception. The student must file the written petition of appeal with the counseling office three weeks before the start of the next semester. If the student fails to file a written petition within the time limit, the student waives all future rights to appeal the dismissal action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons.

Petitions will be reviewed by the Counseling Appeals Committee. The decision of the Counseling Appeals Committee will be communicated to the student in writing within two weeks of receipt of the student's appeal. The student may appeal the decision of the Counseling Appeals Committee in writing to the Counseling Department Chair within ten working days of the date of notification of the decision of the committee. The decision of the Counseling Chair is final.

If the dismissal appeal is granted, the student will be continued on subject to dismissal status for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student may be removed from subject to dismissal, should be dismissed, or should be continued on subject to dismissal in accordance with AP 4255.2.

4255.4 Readmission After Dismissal: A student who has been dismissed may request reinstatement after one semester has passed. The student must meet with a counselor no later than two weeks before the late registration enrollment period opens.

Approved – Academic Senate, 11/21/2013

Approved – College Policy Council 03/19/2015