



Officers & Executive Committee

Table listing officers and executive committee members including President Christina Gold, VP Compton Educ'l Center Michael Odanaka, Curriculum Chair Jenny Simon, VP Educational Policies Merriel Winfree, Co-VPs Faculty Development Claudia Striepe & Moon Ichinaga, VP Finance & Special Projects Lance Widman, VP Academic Technology Pete Marcoux, Secretary Chris Jeffries, and VP Instructional Effectiveness Janet Young.

Main table listing various academic divisions and their members with terms. Divisions include Adjunct, Behavior & Social Sciences, Business, Compton Educational Center, Counseling, Fine Arts, Health Sci & Athletics/Nursing, Humanities, Industry & Technology, Learning Resource Unit, Mathematical Sciences, Natural Sciences, Academic Affairs & SCA, Associated Students Org., The Union, Division Personnel, Ex-officio positions, and Institutional Research.

Dates after names indicate the last academic year of the senator's three year term, for example 11/12 = 2011-2012. \*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")



**SENATE'S PURPOSE (from the Senate Constitution)**

- A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
  - 1. Curriculum, including establishing prerequisites and placing courses within disciplines
  - 2. Degree and certificate requirements
  - 3. Grading policies
  - 4. Educational program development
  - 5. Standards and policies regarding student preparation and success
  - 6. District and college governance structures, as related to faculty roles
  - 7. Faculty roles and involvement in accreditation process, including self-study and annual reports
  - 8. Policies for faculty professional development activities
  - 9. Processes for program review
  - 10. Processes for institutional planning and budget development, and
  - 11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."
  
- B. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

**ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS** (1<sup>st</sup> and 3<sup>rd</sup> Tuesdays)

<b><u>FALL 2012</u></b>		<b><u>SPRING 2013</u></b>	
September 6	Alondra Room (Canceled)	February 19	Alondra Room
September 18	Alondra Room	March 5	Alondra Room
October 2	Alondra Room	March 19	Alondra Room
October 16	Alondra Room	April 2	Alondra Room
November 6	Alondra Room	April 16	Alondra Room
November 20	Alondra Room	May 7	Compton Educational Center
December 4	Alondra Room	May 21	Alondra Room
		June 4	Alondra Room

**CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS** (Thursday after ECC Senate, usually)

<b><u>FALL 2012</u></b>		<b><u>SPRING 2013</u></b>	
September 6	Board Room	Feb. 21	Board Room
September 20	Board Room	March 7	Board Room
October 4	Board Room	March 21	Board Room
October 18	Board Room	April 4	Board Room
November 1	Board Room	April 18	Board Room
November 15	Board Room	May 2	Board Room
December 6	Board Room	May 16	Board Room
		May 30	Board Room



**AGENDA & TABLE OF CONTENTS**

		<b>Pages</b>
<b>A. CALL TO ORDER (12:30)</b>		
<b>B. APPROVAL OF MINUTES</b>	<b>A. Minutes – Dec. 4, 2012</b> <b>B. Minutes – Feb. 19, 2013</b>	<b>6-9</b> <b>10-13</b>
<b>C. OFFICER REPORTS</b>	<b>A. President – Christina Gold</b> <b>B. VP – Compton Education Center – Michael Odanaka</b> <b>C. Chair – Curriculum – Jenny Simon</b> <b>D. VP – Educational Policies – Merriel Winfree</b> <b>E. Co-VPs – Faculty Development – Moon Ichinaga and Claudia Striepe</b> <b>F. VP – Finance – Lance Widman</b> <b>G. VP – Academic Technology – Pete Marcoux</b> <b>H. VP – Instructional Effectiveness – Janet Young</b>	 <b>14</b> <b>15-17</b>
<b>D. SPECIAL COMMITTEE REPORTS</b>	<b>A. ECC VP Reports – Jeanie Nishime – Accreditation and Student Achievement Data</b>  <b>B. Associated Students Organization – Dillan Horton – ASO actions/resolution regarding California State University service areas.</b>  <b>C. Child Development Center – cross campus team report.</b>	<b>18-26</b>  <b>27</b>
<b>E. UNFINISHED BUSINESS</b>	<b>A. BP/AP4260 Prerequisites and Co-requisites.</b> This revised policy and procedure reflects Title 5 changes to the way in which prerequisites in outside fields can be established (for instance, an English prerequisite for a Philosophy class). This draft has been approved by the Curriculum Committee and the Deans. This is a second reading.	<b>28-37</b>
<b>F. NEW BUSINESS</b>	<b>A. CEC Faculty Council By-Laws Revisions.</b> The CEC Faculty Council is a subcommittee of the ECC Academic Senate. Any changes to their by-laws must	<b>handout</b>



# Academic Senate of El Camino College 2012-2013

16007 Crenshaw Blvd., Torrance CA 90506-0002 (310)532-3670 x3254

March 5, 2013

	be voted on by their faculty body and approved by the ECC Senate. This is a first reading.	
<b>G. INFORMATION ITEMS – DISCUSSION</b>		
<b>H. FUTURE AGENDA ITEMS</b> <b>I. PUBLIC COMMENT</b> <b>J. ADJOURN</b>		



## Committees

<u>SENATE COMMITTEES</u>	<u>Chair / President</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			
Assessment of Learning Comm.	Kaysa Laureano-Ribas, Chris Mello, Janet Young	2 <sup>nd</sup> & 4 <sup>th</sup> Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Janet Young, Co-Chair Francisco Arce, Co-Chair			
Compton Academic Senate	Michael Odanaka	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Michael Odanaka	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Jenny Simon, Chair Mark Lipe, Chair Elect	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Merriel Winfree	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	12:30-2:00	SSC 106
Faculty Development Comm.	Moon Ichinaga, Claudia Striepe	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	1:00-2:00	West. Library Basement

<u>CAMPUS COMMITTEES</u>	<u>Chair</u>	<u>Senate / Faculty Representative/s</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Accreditation	Jean Shankweiler	Matt Cheung			
Basic Skills Advisory Group	Elise Geraghty, Arturo Martinez	Jason Suarez			
Board of Trustees	Bill Beverly	Christina Gold	3 <sup>rd</sup> Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vacant			
Campus Technology Comm	John Wagstaff	Pete Marcoux			
College Council	Tom Fallo	Christina Gold Estina Pratt	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Christina Gold	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Enrollment Management Comm.	Francisco Arce	Christina Gold Chris Wells Sara Blake Cynthia Mosqueda	2 <sup>nd</sup> Thurs	2-3:30	Library 202
Facilities Steering Comm.	Tom Fallo	Christina Gold			
Insurance Benefits Comm.			4 <sup>th</sup> Tues	1-2:30	
Planning & Budgeting Comm.	Rory Natividad	Lance Widman Emily Rader (alt)	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs.	1-2:30	Library 202

**All of these Senate and campus committee meetings are open, public meetings. Please feel free to attend any meetings that address issues of interest or concern to you.**

# ACADEMIC SENATE ATTENDANCE

4<sup>th</sup>, December 2012 (Enjoy your winter break!)

Name: Initials

**Adjunct (1year)**

Bonness, Nicholas Sean

Hall, Kathryn

**Behavioral & Social Sciences**

Firestone, Randy

Gold, Christina X

Moen, Michelle

Widman, Lance X

Wynne, Michael X

**Business**

Fernandez, Gabriella X

Philip, S. Lau

Siddiqui, Jay X

**Counseling**

Castro, Griselda X

Jeffries, Chris X

Vaughn, Dexter X

**Fine Arts**

Ahmadphour, Ali X

McMillin, Russell X

Palacios, Vince X

Wells, Chris X

VACANT

**Health Sciences & Athletics**

Baily, Kim X

Colunga, Mina EXC

Hazell, Tom EXC

Hicks, Tom

VACANT

**Humanities**

Isaacs, Brent

Marcoux, Pete

McLaughlin, Kate

Simon, Jenny X

VACANT

**Industry & Technology**

Gebert, Pat X

Hoffmann, Ed X

MacPherson, Lee X

Marston, Doug

Winfree, Merriel X

Name: Initials

**Learning Resources Unit**

Ichinaga, Moon X

Striepe, Claudia X

**Mathematical Sciences**

Barajas, Eduardo X

Bateman, Michael X

Hamza, Hamza X

Martinez, Alice X

Sheynshteyn, Arkadiy X

**Natural Sciences**

Doucette, Pete

DiFiori, Sara X

Jimenez, Miguel

VACANT

VACANT

**Academic Affairs & SCA**

Arce, Francisco X

Nishime, Jeanie

Lam, Karen

**Assoc. Students Org.**

Matson, Brooke

Montague-Jackson, Simone

**Compton Education Center**

French-Preston, Essie

Halligan, Chris

Odanak, Michael X

Pratt, Estina

Smith, Darwin

**Ex-officio Positions**

Shadish, Elizabeth (ECCFT)

Velasquez, Nina (ECCFT)

VACANT (CEC-VP)

Simon, Jenny (CCC Chair) X

**Deans' Reps.; Guests/Other Officers:**

Pineda, Carolyn X

Rapp, Virginia X

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

The final meeting of the Academic Senate for Fall 12 was called to order by Chris Gold (CG) at 12:36pm on Tuesday, December 4, 2012. The meeting was held in the Alondra Room.

### **Approval of Minutes**

[See pp.6-11 of packet] for minutes of the November 20th meeting. As there were no corrections, the minutes were approved as written.

### **Academic Senate President's report – Christina Gold (CG)**

CG passed around a retirement card for Susie Dever for the Senators to sign. She also handed out the results of the faculty prioritization committee for the 2013-2014 academic year. Twenty-two positions were approved with one of them, EOPS Counselor, being a categorical position. Of course, everything is always dependent on the budget.

### **VP - Compton Educational Center report – Michael Odanaka (MO)**

MO referred to pages 15-18 in the packet. Included is a joint letter from the Compton Center Academic Senate and the Federation of Employees expressing their appreciation of the leadership given by the El Camino College District since 2006 and especially that of Tom Fallo. They also gave kudos to Special Trustee, Tom Henry, and requested that he stay as long as possible especially with the upcoming retirement of Fallo (which we now know is no longer happening). Also discussed was the proposed revised policy of the Academic Senate at the Compton Center. The new policy delineates the functions of the Senate and states that the Center still relies primarily on the advice and judgment of the Compton Academic Senate in relation to the academic and professional matters described in the policy. MO also reminded everyone that the Center would be recognizing Susie Dever on Thursday, December 6<sup>th</sup> in the Staff Lounge next to the bookstore.

### **Curriculum Committee report – Jenny Simon (JS)**

JS expressed how busy the Curriculum Committee was this semester especially dealing with repeatability and the AA/AS-T transfer majors. She commended the committee for a job well done!

### **VP - Educational Policies Committee report – Merriel Winfree (MW)**

No report.

### **CO-VPs – Faculty Development report – Moon Ichinaga and Claudia Striepe(MI and CS)**

The chairs said the Reading Apprenticeship workshops were very successful even though they wished they had been better attended. They will be awarding the Outstanding Adjunct Faculty award later in the meeting. In the spring, there will be a campus climate survey distributed.

### **VP – Finance report – Lance Widman (LW)**

Later this month, the governor will be submitting the 2012/2013 budget, so we hope to know more about the true affects of Proposition 30 passing. A. Ahmadpour asked if we would be relooking at some of the back issues that were affected by the budget like the calendar without

the winter session. CG stated that the new calendar has been passed, so it will not be looked at again, but College Council is looking at the collegial consultation process.

**VP – Academic Technology report – Pete Marcoux (PM)**

Pete was gone, but the packet did include the planning agendas from the College Technology Committee for the senators to look over.

**VP Instructional Effectiveness report – Vacant (Christina Gold reporting)**

No report.

**Special Committee Reports**

**VP Student and Community Advancement - Jeanie Nishime (JN)**

No report

**VP Academic Affairs – Dr. Francisco Arce (FA)**

The campus is working on the self-evaluation for accreditation which will take place in 2014. Most of the chairs have been assigned and they are all getting an early start on the process. It is no longer called a self-study, but is now called a self-evaluation which is something of an on-going process.

FA commended Jenny Simon for her work as curriculum chair and that of Mark Lipe, chair-elect, and also Quajuana Chapman especially with her efforts on Curricunet.

SLO's have reached the proficiency level and this has been clarified with the visiting accreditation team that came early this year with some additional documentation. Now we need to obtain sustainability which can be more of a challenge. FA is impressed with the SLO chairs. In regards to program review, it is not finished yet as there are still 17 drafts due to his office by next week. He commended the committee members for their work and noted they were very insightful and direct in their recommendations.

FA noted that we were given a 1% growth in apportionment from the state and we should be adding approximately 50 sections in the spring and another 30 in the summer. Chris Jeffries asked if the counselors could be given a list of the added classes to better advise students.

**New Business**

**Outstanding Adjunct Faculty Award presentation – Pam Huth**

Found on page 29 of the packet, the Academic Senate proudly presented Pam Huth with the 2012 Outstanding Adjunct Faculty Award in recognition of her exemplary teaching and commitment to El Camino College and its students. Pam has been an adjunct instructor of studio art courses such as design and ceramics since 2008. She is praised by staff, faculty and students alike and has even received Applause cards from an entire class and a 4.0 rating for teaching effectiveness. She has been a faculty advisor to the Art club as well as an advisor to ECC students during the past three years for the annual California Conference for the Advancement of Ceramic Arts. She has also been actively involved in the development of SLO's for the three dimensional arts area of the Division. Ms. Huth thanked the Senate for the recognition and was



much appreciated of the award especially considering she has a 70 mile commute daily between here and Ventura College. Congratulations to Pam!

**Resolution of Appreciation: Susie Dever (added to the agenda)**

The resolution was voted on and approved unanimously. Lance Widman also talked about Susie's commitment to the Lomita community as she was on the city council and even mayor for a time.

**Student Learning Outcomes – The Assessment of Learning committee asks that we consider their decision to re-name “core competencies” to “institutional learning outcomes.”**

This item can be found on page 30 of the packet. Apparently this is the language used at other campuses and Jenny Simon said that they were always referred to ILO's when she was coordinator and supports this change. J. Simon made a motion and C. Wells seconded it. The motion was approved unanimously.

**Information Items – Discussion**

**Distance Education – Follow-up from Nov. 20 discussion.**

The new accreditation standards are strenuous, but they still want faculty to choose their own forms of instruction. Gloria Miranda, Francisco Arce, Chris Gold, and Alice Grigsby will form a task force to look at the Title 5 requirements. They hope to get the expertise of Tom Lew involved and also someone from the Math and Humanities Divisions. For now, the campus will use Etudes as the entrance point of a course because it authenticates the student. The instructor can then choose to stay there, move to a personal site, or a publishers site. The deans will need access to the websites in the spring and CG sees no problem with this since they already have the ability to access our classrooms. A. Martinez asked if a student always has to enter through Etudes and the answer is yes, since Etudes then records it. These stricter guidelines are coming from the Department of Education.

**Adjourn**

The meeting adjourned at 1:17pm  
CJ/ECCFall2012

# ACADEMIC SENATE ATTENDANCE & MINUTES

19 February 2013

## Adjunct Faculty

Hall, Kathy X  
Bonness, Nicholas Sean  
Sewanen, HT X

## Behavioral & Social Sciences

Gold, Christina X  
Moen, Michelle X  
Widman, Lance X  
Wynne, Michael X

## Business

Siddiqui, Junaid X  
Lau, Philip S. X  
Fernandez, Gabriella X

## Counseling

Castro, Griselda X  
Jeffries, Chris EXC  
Vaughn, Dexter X

## Fine Arts

Ahmadpour, Ali X  
Wells, Chris X  
McMillin, Russell X  
Palacios, Vince X  
VACANT

## Health Sciences & Athletics

Hazell, Tom  
Colunga, Mina X  
Baily, Kim X  
Hicks, Tom

## Humanities

Isaacs, Brent X  
Marcoux, Pete X  
McLaughlin, Kate X  
Jaffe, Barbara X  
Simon, Jenny EXC

## Industry & Technology

Gebert, Pat  
Hofmann, Ed X  
MacPherson, Lee X  
Winfrey, Merriel X  
Marston, Doug

## Learning Resources Unit

Striepe, Claudia X  
Ichinaga, Moon X

## Mathematical Sciences

Barajas, Eduardo X  
Bateman, Michael X  
Hamza Hamza X  
Sheynshteyn, Arkadiy X  
Martinez, Alice X

## Natural Sciences

Doucette, Pete X  
Jimenez, Miguel X  
Di Fiori, Sara X  
VACANT  
VACANT

## Academic Affairs & SCA

Arce, Francisco X  
Nishime, Jeanie X  
Lam, Karen

## ECC CEC Members

Smith, Darwin  
Pratt, Estina  
Halligan, Chris  
Odanaka, Michael X  
French-Preston, Eddie

## Assoc. Students Org.

Jackson, Simone  
Matson, Brooke

## Ex- Officio Positions

ECCFT President  
Curriculum Chair  
CEC VP Elect  
Institutional Research (Graff X, Pineda X)

## Guests, Dean's Rep, Visitors:

Dean Miranda

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

The first Academic Senate meeting of the Spring 2013 semester was called to order by Academic Senate President Gold at 12:32pm.

#### Approval of last Minutes:

The minutes of the last meeting were not available. Two sets of minutes will be approved at the next meeting.

AS President Gold made a request to reorder the agenda to accommodate the schedules of Drs. Nishime and Arce, and Ms. Cobb. This was agreed to.

### **SPECIAL COMMITTEE REPORTS**

#### **ECC VP Reports - Dr. Nishime & Dr. Arce**

Drs. Nishime and Arce reported on a recent letter from the ACCJC received February 2013. The letter puts ECC on warning with reference to Recommendation 2 – SLO's. ECC is in compliance with the other recommendations made by the ACCJC.

Dr. Nishime noted that the SLO issue must be resolved by October 2013; this means that ECC must be at proficiency and beyond, showing sustainability by this date. At this time the ACCJC feels that our percentages do not even show proficiency. There are a few confusing issues that Dr. Nishime is attempting to clarify.

Dr. Arce outlined four goals:

- A. to reach sustainability by October 2013. All course and programs must have completed assessments and integrated the information gleaned from the assessments to make recommendations to improve courses. If the assessment proved that the course is OK as is, the instructor must explain why. What is authentic assessment? The Faculty must be fully engaged in discussing assessment results and how to improve courses/programs.
- B. All course and programs must be assessed by Spring 2013. This means that all timelines will be pushed forward. How does the ACCJC measure proficiency? The rubric will be posted and distributed to all to use. Dr. Arce urged all to become familiar with it. We are at level 2 and need to be at level 3 at the very least.
- C. Assessment results must be documented and integrated into the improvement of student learning and achievement in a systematic way. Dr. Arce noted that we do the job, "but do not tell our story". We should be making and documenting changes that show over time that student achievement has improved and that the changes made the difference.

Dr. Arce appealed to the Senate to take the lead in this issue.

ASO rep S. Jackson asked about the status of the DE program. Dr. Arce noted that the online program is in good shape and that ECC meets the standard.

Dr. Nishime noted that there could be consequences if the recommendations are not met. The ACCJC will send a team after October 2013, and then in 2014 Fall we are due another full accreditation visit.

Dr. Arce said the college has worked hard but not enough assessment has been done. We may have to reorganize the process, and he will be speaking to the SLO coordinators.

In reply to questions about other schools, Dr. Arce reported that we are the only large school on warning in this regard. CG noted that despite our rapid response, the bar is constantly being raised. CG agreed that the Senate should take an active role and she will ask the ACL leaders to speak at a future senate meeting.

### **INFORMATION ITEMS**

#### **Student "Imposters" – Rebecca Cobb**

There have recently been a few incidents in which students in a class are not who they claim to be. Ms. Cobb is investigating these incidents with the campus police. Historically Ms. Cobb reported few such

incidents. Should you suspect this may be occurring in your class, Ms. Cobb recommended that the faculty contact the Division Dean and herself. Also Send on to Ms. Cobb all relevant information like the student name, student id numbers and so on. Faculty are within their rights to ask students for id if they believe students are not who they say they are. Ms. Cobb will converse with the parties involved and go from there – the police may need to be involved as these are instances of fraud. However the students are entitled to due process, so protocols must be followed. So far this seems to involve 4-6 students, but Ms. Cobb hopes she has nipped it in the bud.

Mr. Ahmadapour asked about penalties and Ms. Cobb said they would vary. Ms. Cobb asked that faculty mention in their classrooms that students are bound by the Student Code of Conduct.

CG said she was alerted to the incident in her class via an anonymous email. She checked id's in class and notified Dean Miranda and Ms. Cobb Ms. Cobb repeated that all the alerts have come via student email. Mr. Isaacs noted that to get a student id, students must show a picture id and proof of registration, and could not faculty link to the picture id's that are made on the class lists?

Ms. Cobb noted that ECC has this technology and that she would speak to Mr. Snowden, but cost may be an issue. CG noted that the expense might be worth it and perhaps it could be mentioned in accreditation. Ms. Cobb reminded all that the Academic Honesty, and other, forms are available from the Student Development web site.

### **Student technology Survey – Irene Graff.**

See ppt in packet pp 41 – 48. Ms. Graff said that the Student Technology Survey is the first in a pair of surveys, and a Faculty technology survey is to follow soon. Ms. Graff walked the Senate through the survey results. Some results showed a desire for more wifi and Mr. Marcoux said that ECC is in negotiations with a wifi company, but that this might take time. He noted that ECC has a security problem with spam and illegal downloading, and is on an FBI watch list. Ms. Graff noted that some responses would be useful, and provide valuable feedback to various campus entities and departments and the information would be forwarded on. For instance the question of the viability of a student/IT help line would be forwarded to IT. It was noted that students like to use their personal emails, but Ms. Baily noted that personal emails often get diverted to the spam/junk folders and lost. Ms. Graff said that this, and other, surveys could be found on the Institutional Research page under Surveys.

Mr. Marcoux made a plug for the campus technology conference on the 22<sup>nd</sup> March. Lunch and flex credit will be provided. A person from Google will be the keynote speaker.

### **NEW BUSINESS**

#### **BP/AP 4260. Prerequisites and Co-requisites. First reading – Christina Gold (CG)**

See pp 31 – 40 of packet. This revised policy and procedure reflects Title V changes to the way in which prerequisites in outside fields can be established (for instance, an English prerequisite for a Philosophy class).

The draft under discussion has been approved by the Curriculum Committee and Dean's Council. CG noted that Dr. Simon was not present to help present the materials, so CG and Ms. Winfree would present the information. Please email additional questions and comments to CG and Dr. Simon. It was noted that there was no real change to the Policy other than to add a statement re: collegial consultation. More changes were made to the Procedure. CG pointed out the last sentence of the first paragraph that concerns balancing student success and access. Another change is that prerequisites will now be determined via course review.

Mr. Wells asked about test scores and placement test use in determining eligibility and the need to look at the credibility of placement tests. CG said that the general consensus was NOT to open the door to more prerequisites. Title V states that prerequisites should be established only if a student is highly unlikely to be successful without.

CG asked the senators to read the document carefully and share with colleagues. We will conduct the second reading at the next meeting.

### **Academic Senate President's report – Christina Gold**

CG reported on new managers at ECC, noting that Mr. William Garcia replaces Dr. Arvid Spor. ECC will also be going out for 22 new hires, CG asked that faculty please consider sitting on a hiring panel if asked.

CG congratulated Mr. Marcoux who will be on Sabbatical next semester. We will be looking for a temporary replacement for VP of Technology.

CG reported that it has been recommended that the CDC Child Development Center be closed. They are in the red, there is low enrollment, and few of the children are children of students/faculty. The Board meeting tonight will feature discussion on possible ways of granting a reprieve to see if the Center can recover under reorganization/restructuring. Dr. Young noted that many of the Child Development Program students train there, so there is interest in saving it.

Mr. Wells noted that there is no Program Discontinuance policy.

### **VP Compton Education Center - Michael Odanaka (MO)**

Mr. Odanaka provided a handout on the proposed revisions to the council bylaws that will be voted on on Thursday.

Mr. Odanaka also shared a chart of 3 proposed Divisions to be formed at the Compton Center. Mr. Odanaka noted an unfortunate situation whereby a signed faculty petition was attached to an ill-advised letter requesting that the proposed reorganization be put on hold. This may cause ill feelings. The proposal for reorganization came from Ms. Perez and the CEO. While Administration has the right to reorganize some faculty wanted to have more input into the initial proposal. One of the contentious issues is the proposed Division 3 - Math and Science are being split, with Math included with CTE and English, Basic Skills and LRC services forming a Student Success Division. There is also concern that the number of division chairs at Compton may be reduced.

### **ADJOURN**

The meeting adjourned at 1:55pm.

CS/ECC2013

## Minutes of Educational Policies Meeting February 26, 2013

Present: Merriel Winfree, Jean Shankweiler, Chris Gold

### I. Discussion/Actions

#### A. **BP 4025 Philosophy for Associate Degree & General Education**

- Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG) – Board Policy has gone back to the deans for further reviewing.

#### B. **AP 4105 Distance Education**

Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG) – Administrative Policy will be posted on the board website as of 2/26/13.

#### C. **BP 4030 Academic Freedom/BP 4040 Library Services & BP/AP 4235 Credit by Examination**

Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG) – the three policies will be discussed with the Educational Policies Committee on 3/12/13.

#### D. **BP 4021 Program Discontinuance**

The Deans' draft was presented. The Senate will make revisions to the procedure to make it more specific, but will keep in mind that Deans' desire for flexibility and concern that this just apply to academic programs.

II. The meeting adjourned at 2:10 p.m.

### III. Meeting Schedule:

The next Educational Policies meeting will be on March 12, 2013 from 1:00-2:00 in SSC, Room 106.

# Faculty Development Committee Meeting

## Minutes

Tuesday, February 26, 2013

### **Committee Members Present:**

Fazal Aasi (FA)	Compton Center	Moon Ichinaga (MI)	Learning Res.**
Florence Baker (FB)	BSS	Donna Manno (DM)	Staff Dev.
Rose Cerofeci (RC)	Humanities	Margaret Steinberg (MS)	Natural Sci.
Kristie Daniel-DiGregorio (KD)	BSS	Claudia Striepe (CS)	Learning Res.**
Briita Halonen (BH)	Humanities	Evelyn Uyemura (EU)	Humanities

\*\*Committee Co-Chairs

**EXCUSED:** Sue Ellen Warren Ind/Tech

**ABSENT:** Ross Durand Ind/Tech

**Mission Statement:** The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.

**Spring 2013 Meetings** (1-2 p.m. in West Library Basement)

Feb. 26, March 12, March 26, April 23, May 14, May 28 (Tentative)

### **Minutes**

- I) **Plans for Faculty Book Club (Sue Ellen Warren and Sumino Otsuji):** Dr. Warren announced via email that the book chosen for the club this semester is “The Courage to Teach”. MI confirmed with DM that a free book will be given to the first 20 faculty to sign up. The choice and meeting dates still have to be announced to the campus at large.
  
- II) **Status Report on “Getting the Job Workshop Part II: The Interview” (MI)**  
The workshop has been scheduled for Friday, March 15, from 12:30-2 in the Distance Education Center. Feedback from Part 1 revealed some redundancy on the part of the presenters with their tips, so the format will be changed a little. MI as moderator will go over the general basics (2 interviews, teaching demo expected...) and the panelists will speak on what is specific and unique to their Divisions. Confirmed panelists to date include Dean S. Rodriquez (Ind/Tech), J. Gard (NatSci), E. Barajas (Math), R. Cerofeci (Hum), and S. Bennett (Couns). Ideally, we want six panelists, and MI is trying to get someone from Nursing, or BSS. It was remarked that we have no-one on the panel from Compton. DM reported that 29 people have registered for the event.
  
- III) **Status Report on 2013 On Course Conference Sponsorship (DM)** DM reported 23 registrants.

- IV) Re-Application for “Outstanding Adjunct Faculty Award” Parking Space? (MI, FB)** An SSTARs Opportunity Drawing email was seen that announced a possible prize of a parking space. It was wondered whether the FDC wants to revisit the issue of applying for a space for our Adjunct Faculty Award winner. After discussion it was determined to contact STARRS and find out more details about the proposed parking space prize before making a final decision. It was noted that this STARRS spot seemed to be only for one semester, and that recipients had been happy with the new folio prize. FB noted that the administration had first justified their refusal of the FDC application by saying “everyone would want one”, and later that “there were none to give”.
- V) Technology Conference, March 22 – Possible Faculty Technology Survey (DM)** A student technology survey was given and a faculty survey is being planned. The idea is to gather data from both sets, and then see what Faculty Development can do to improve faculty effectiveness in this area.
- VI) Business for Next Meeting(s):**
- A. Review of Last Employee Survey and Discussion of Plans for Spring Climate Survey with Irene Graff, Director of Institutional Research** MI had communicated with IG of IR, and it appears a new Campus Climate survey of employees is scheduled for before the semester end. The last survey was 2010. Joshua Rosales of IR will come to our next meeting. MI shared the 2010 survey and noted that there were 2 types/groups of questions the new survey would probably omit. In Group 1, questions 2 and 32 will be omitted, and in Group 2, questions 1, 8, 12, 19, 25, 30, 31, and 39. MI asked that everyone read the rest of the document and come prepared for discussion. **It was also requested, in the interests of time, that people forward suggestions/comments to MI by March 5<sup>th</sup>**, to summarize and send to Mr. Rosales so he can focus his discussion. It was noted that the survey incorporates ALL employees and both campuses. BH said that the FDC had wanted to participate in the creation of the survey to get a sense of and represent the part-time faculty, especially in the Demographics section. EU said these results would feature in our next Accreditation report.
- B. Discussion of “Proposed Recommendation for Professional Development in the California Community Colleges.” (DM)** DM presented a handout re: Professional Development in CCCs. The aim of Recommendation 6 is to “revitalize and re-envision Professional Development”. To realize this 8 recommendations were noted. This dovetails with recent accreditation requirements to promote the continuous improvement of faculty. DM will keep us posted on developments. Discussion



followed on recent reports that Community Colleges are/are not moving away from Basic Skills. DM noted that this may be but we do have certain realities in the schools that must be addressed and we need to find innovative programs that involve developing the faculty, as these realities impact and change the way faculty must teach.

- C. **Overview of the Feb. 22<sup>nd</sup> 3CSN Links VII presentation on programs for faculty to help students successfully complete their academic goals (S. Blake/Humanities)** SB will be a guest at our next meeting.

Cs/2013



## Getting Started – 2013 Annual Report

This document is provided to assist you in completing the ACCJC 2013 Annual Report, which will be submitted electronically. You will be using data from Fall 2012 and the two previous fall semesters to complete this report except where specified otherwise. Attached are the report questions you may use to prepare before completing the report online.

1. The Chief Executive Officer (CEO) and the Accreditation Liaison Officer (ALO) will each receive e-mail instructions with an individually assigned username and password. The Commission requires the CEO to certify that the information provided in the form is accurate and to submit the form.
2. If necessary, the password may be changed using the “[Update Profile](#)” link once the ALO has logged into the report. Please note that the ACCJC staff are not able to retrieve lost passwords if they have been changed.
3. Please do not share your login information. Instead, the ALO may create two additional accounts in the “[Update Profile](#)” to assist in completing the Annual Report.
4. Only the CEO can submit the final version of the Annual Report. The CEO will use the separate username and password sent by e-mail to submit the report.
5. You may download copies of this document from the Annual Report login screen by clicking the “[Getting Started](#)” link near the bottom of the login screen.
6. Some questions have “[[Read Additional Instructions](#)]” pop-up windows that contain important details to assist in accurately providing the requested information.
7. If you need to “skip” a question because you do not have all the information or need to validate data, a “skip” button is provided. The report form will retain any information that is entered and mark the question as “skipped” so that you will be able to more easily find it at a later time to complete and “Submit” the answer. If you need to go back to a previous question, use the “Review Prior Question” button.
8. You may edit your answers as many times as you wish until the CEO performs the “Final Submission” of the Annual Report. Upon the final submission, e-mail notifications will be sent to the ALO and the institution’s CEO with a copy of the final report.
9. If a question is not applicable, please enter **n/a** in that box.
10. The report must be submitted by March 31, 2013; however, if additional time is required to obtain specific data, please e-mail Krista Johns at [kjohns@accjc.org](mailto:kjohns@accjc.org). If any changes are required after you have submitted the report, please call Krista Johns, 415-506-0234, at the Commission office.
11. If you have any questions about the form, please call or e-mail Krista Johns.



## 2013 Annual Report Questions

### Report Information

1. Confirm Your Institution: "Start Survey"

2. Name of individual preparing report:

3. Phone number of person preparing report:

4. E-mail of person preparing report:

5a. Provide the URL (link) from the college website   
to the section of the college catalog which states  
the accredited status with ACCJC:

[Additional information: Refer to the ACCJC Policy on Representation of Accredited Status, Policy on Public Disclosure and Confidentiality, and Policy on Rights and Responsibilities of the Commission and Member Institutions. These can be found in the Accreditation Reference Handbook online at [www.accic.org](http://www.accic.org) in the Publications and Policies section. The college must also post program or other special accreditation in the college catalog and on the college website. The information must include name, address, telephone number, and the manner in which complaints can be made. Accreditor website information would also be helpful to post.]

5b. Provide the URL (link) from the college website   
to the college's online statement of accredited  
status with ACCJC:

### Headcount Enrollment Data

6. Total unduplicated headcount enrollment Fall 2012:

Fall 2011:

Fall 2010:

7. Total unduplicated headcount enrollment in degree applicable   
credit courses for fall 2012:



the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the USDE definition. See definition of distance education in question 11 above.]

13. Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree? Yes / No

### Student Achievement Data

- 14a. Successful student course completion rate for the fall 2012 semester:  %

[Additional Instructions: Rate equals the number of students who receive a successful grade over the number of students who enrolled in the course.]

- 14b. Institution-set standard for student course completion rate:  %

[Additional instructions: A "standard" is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement "goal" which an institution may aspire to meet.]

- 15a. Percent of students retained from fall 2011 to fall 2012 semesters:  %

[Additional Instructions: Rate equals the number of students who completed a course in fall 2011 and were enrolled in a course fall 2012.]

- 15b. Institution-set standard for student retention percentage:  %

[Additional instructions: A standard is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement goal which an institution may aspire to meet.]

- 16a. Number of students who received a degree in the 2011-12 academic year:

- 16b. Institution-set standard for student degree completion number:

- 17a. Number of students who transferred to 4-year colleges/universities in 2011-2012:

- 17b. Institution-set standard for student transfer to 4-year colleges/universities:

18a. Number of students who completed certificate requirements and received a certificate in the 2011-12 academic year:

[Additional Instructions: The college defines the requirements for each of its certificate programs.]

18b. Institution-set standard for student certificate completion number:

19a. Does the college have any certificate programs which are not career-technical education (CTE) certificates? Yes / No

19b. If yes, please identify them:

20. Number of career-technical education (CTE) certificates and degrees:

21. Percentage of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:  %

22. 2010-2011 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code - 4 digits (##. ##)	Examination state/national/other	Pass Rate %

[ Add Row ] [ Delete Checked Row ]

[Additional Instructions: Please list each program for which a license examination is required and the percentage of students passing, of those who took the exam.]

23. 2010-2011 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	CIP Code - 4 digits (##. ##)	Certificate or Degree	Placement Rate
		certificate/degree/both	%

[ Add Row ] [ Delete Checked Row ]

**Student Learning Outcomes and Assessment**

**Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes).**

24. Number of courses at the institution:

[Additional Information: Provide the number of active credit and noncredit courses at the college. Do not include not-for-credit offerings of the college.]

25. Percent of all college courses with defined Student Learning Outcomes:  %

26. Percent of all college courses with ongoing assessment of learning outcomes:  %

27. Number of programs at the institution:

[Additional Information: Provide the number of programs as defined by the college.]

28. Percent of all college programs with defined Student Learning Outcomes:  %

29. Percent of college programs with ongoing assessment of learning outcomes:  %

- 30a. Percent of all college programs with SLO assessment results available to prospective students:  %

- 30b. URL(s) from the college website where prospective students can find SLO assessment results for programs:

31. Number of student and learning support activities at the institution:
- [Additional Information: The institution defines its student and learning support activities and how they may be grouped for assessment of learning outcomes. Definition and grouping of like student or learning support activities should be based upon a determination of how the assessment will best provide information to improve services for students.]
32. Percent of student and learning support activities with defined Student Learning Outcomes:  %
33. Percent of student learning and support activities with ongoing assessment of learning outcomes:  %
34. Has your institution defined General Education (GE) program Student Learning Outcomes? Yes / No
35. Are your institutional SLOs identical with your General Education program outcomes? Yes / No
36. Do your institution's GE outcomes include all areas identified in the Accreditation Standards? Yes / No
37. Number of courses identified as part of the GE program:
38. Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:
39. Percent of GE courses with ongoing assessment of GE learning outcomes:  %
40. Has the institution defined institutional Student Learning Outcomes: Yes / No
41. Number of institutional Student Learning Outcomes:
42. Percent of institutional outcomes with ongoing assessment of learning outcomes:  %



**Substantive Change Items**

**NOTE: These questions are for survey purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.**

43. Number of submitted substantive change requests related to distance education and correspondence education
- |            |  |
|------------|--|
| Fall 2012: | <input style="width: 100px; height: 20px;" type="text"/> |
| Fall 2011: | <input style="width: 100px; height: 20px;" type="text"/> |
| Fall 2010: | <input style="width: 100px; height: 20px;" type="text"/> |

- 44a. Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)
- Mission/Objectives
  - Scope and/or Name
  - Nature of constituents served
  - Location and/or Geographic Area
  - Control and/or Legal Status
  - Courses and/or Programs and/or their Delivery Mode
  - Credit awarded
  - Contractual relationships with a non-regionally accredited institution
  - Change in sites offering 50% or more of a program, certificate, or degree
  - No changes planned

- 44b. Explain the change(s) for which you will be submitting a substantive change proposal:
- 

[Insert n/a if no substantive change proposals are planned.]

**Other Information**

- 45a. Identify site additions and deletions since the submission of the 2011-2012 Annual Report:
- 

[Insert n/a if none.]

- 45b. List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:
- 

[Insert n/a if none.]

46. List all of the institution's instructional sites out of state and outside the United States:

[Insert n/a if none. Additional Information: State means any state of the United States, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau, where the main campus of the institution is located.]

**NOTE: The Annual Report must be certified as complete and accurate by the CEO. Once all the questions have been answered by the ALO, there will be an option to send an email notification to the CEO that the report is ready for certification. The CEO will be able to login and certify the answers.**

**Only the CEO may submit the final Annual Report.**

**End of Annual Report**

## Associated Students Organization CSU Local Admission & Service Areas

**Whereas** over 40% of students at El Camino College who receive counseling intend on transferring to a four year institution to complete their education;

**Whereas** in the 2010-2011 year 1,558 El Camino students transferred to a four year institution 1,181 of those students transferred to a California State University;

**Whereas** the California State University operates with system of Local Admission & Service Areas granting an admission priority to incoming freshman and transfer applicants that live within a local admission area;

**Whereas** this policy inadvertently harms students outside of these admission areas who may be more qualified than students within the admission area, and hinders CSU campuses from being able to attract the best students state/nation wide;

**Whereas** all CSUs do not offer equal programs, services, and opportunities and therefore a student that does reside in a LA&SA may be granted admission to that school but denied to the school that was best set to meet their educational goals;

**Whereas** some high school and community college districts are positioned outside of the service areas of any CSU putting students graduating/transferring from those schools at a significant disadvantage to those students who may live mere blocks away, El Camino being among those districts;

**Whereas** this policy is a loss to all sides, students within a LA&SA who are deprived of the freedom to compete on an equal playing field with other students, students outside of any LA&SA who are put at a significant disadvantage to those who do, and the CSU who are constricted in their ability to attract the best and brightest students;

**Therefore be it resolved**, that the Associated Students Organization, of El Camino College call for the discontinued use of the CSU Local Admission & Services Areas in the determination of freshman or transfer admission;

**Be it further resolved**, that the organization work with its colleagues in the California Community College System, the California State University System, the California Legislature, and other related parties to ensure that this policy is discontinued.

ASO Senate action taken:     Adopted     Adopted as amended     Defeated  
    Tabled         Referred to Executive Cabinet

\_\_\_\_\_  
Date

\_\_\_\_\_  
Brooke Matson, ASO President

\_\_\_\_\_  
Rebecca Cobb, ASO Adviser

## **BOARD POLICY 4260**

## **Prerequisites and Co-Requisites**

The President/Superintendent is authorized to establish prerequisites, co-requisites and advisories on recommended preparation for courses in the curriculum. All such prerequisites, co-requisites and advisories shall be established in accordance with the standards set out in Title 5 and in mutual agreement with the Academic Senate. Any prerequisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a process by which a prerequisite 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.

Reference: Title 5 Sections 55000 and 55003

This Board Policy and its related Administrative Procedure replace Board Policy 4260.1.

See Administrative Procedure 4260.

El Camino College

Adopted: 7/20/09

Revisions: Educational Policies Committee 10/9/12

College Curriculum Committee 10/25/12

## **ADMINISTRATIVE PROCEDURE 4260: Prerequisites and Co-Requisites**

~~The following provides for the establishing, reviewing, and challenging of prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. If prerequisites, co-requisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success. Therefore, this procedure calls for caution and careful scrutiny in establishing them. Nonetheless, 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, Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories and limitations do not constitute unjustifiable obstacles to student success and access. Therefore, the Education Code, Title 5 and the El Camino College District ~~has sought~~ **seek** to foster the appropriate balance between ~~these two concerns~~ **student success and access.**~~

### 1. Information in the Catalog and Schedule of Courses.

The college shall provide the following explanations both in the college catalog and in the schedule of courses:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.

### 2. Challenge Process

- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
  1. If space is available in a course when a student files a challenge to the

- prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.
2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent term.

B. Grounds for challenge shall include the following:

1. Those grounds for challenge specified in Title 5, Section ~~55003(m)~~55201(f), 55003(p and q)
2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her educational plan.
3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.
4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

~~3.~~ ~~C.~~ Curriculum Review Process

The curriculum review process shall at a minimum be in accordance with all of the following:

- ~~1.~~ A. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
- ~~2.~~ B. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Section 53200-53204 of Title 5 and within the limits set forth in Title 5 section 55003. Certain limitations on enrollment must be established in the same manner.
- ~~3.~~ C. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
  1. The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the division do all of the following:

- (1) a) Approve the course; and,
- (2) b) As a separate action, approve any prerequisite or co-requisite, only if:
  - (a) i) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
    - (i) 1. involvement of faculty with appropriate expertise;
    - (ii) 2. consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
    - (iii) 3. be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
    - (iv) 4. specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
    - (v) 5. identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.
    - (vi) 6. matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
    - (vii) 7. maintain documentation that the above steps were taken.
  - (b) ii) The prerequisite or co-requisite meets the scrutiny specified in one of the procedures for review of individual courses (see below), and specify which.
- (3) c) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
- (4) d) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
- (5) e) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.

- (~~6~~)f) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.
- b)2. A course which should have a prerequisite or co-requisite as provided in (~~5~~e) or (~~6~~f) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
- (~~4~~a) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
  - (~~2~~b) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or corequisites.
- e)3. The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.
4. ~~Program Review~~ Periodic Review of Requisites and Advisories. As a regular part of the ~~program~~ course review process ~~or at least every six years~~, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. The regular course review process occurs on a six-year cycle, except that prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.
5. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment. Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course 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.
6. Instructor's Formal Agreement to Teach the Course as Described. The college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the



prerequisite or co-requisite. The process shall be established by consulting collegially with the academic senate and, if appropriate, the local bargaining unit.

### **Review of Individual Courses**

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but, rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps.

#### **1. Prerequisites and Co-requisites**

A. Levels of Scrutiny. Prerequisites and co-requisites must meet the requirements of at least one of the following subsections:

1. The Standard Prerequisites or Co-requisites. The college may establish satisfactory completion of a course as prerequisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, the college specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or co-requisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.
2. Sequential Courses Within and Across Disciplines. A course may be established as a prerequisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the curriculum committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.
3. Courses in Communication or Computation Skills. Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or co-requisite for any course other than another course in communication or computation skills by Content Review.

Department faculty will work with Institutional Research, key administrators and the College Curriculum Committee to identify and prioritize which courses may need communication or computational prerequisites. The process will be

documented using the form provided by the curriculum committee and attached to the course review proposal in CurricUNET that establishes the prerequisite. Once prerequisite courses are established, the affected departments will assure the prerequisite courses are reasonably available and will not unnecessarily impede student progress. College curriculum committee members will be trained on Title 5 regulations regarding the establishment of prerequisites. As part of Program Review, departments will study the impact of prerequisites on student success, giving special attention to disproportionate impact on historically underrepresented groups. ~~if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:~~

- ~~a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and~~
- ~~b) Research is conducted as provided above.~~

~~—The prerequisite or co-requisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline and by the curriculum committee as provided above and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.~~

4. Cut Scores and Prerequisites. Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of these data shall be done in the manner prescribed above in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.
5. Programs. In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.
6. Health and Safety. A prerequisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the curriculum committee as provided above:
  - a) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and

safety of others; and

- b) The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.

7. Recency and Other Measures of Readiness. Recency and other measures of readiness may be established as a prerequisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:

- a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.
- b) Data are gathered according to sound research practices in at least one of the following areas:
  - (1) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or co-requisite is necessary.
  - (2) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or co-requisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in courses or other indicators that the student was or was not ready to take the course.
  - (3) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or co-requisite.
  - (4) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described above.
- c) The standard for any comparison done shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or co-requisite. The research design, operational definitions, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the academic senate. If the evidence fails to meet the standard established, each college may establish the proposed prerequisite or co-requisite as a recommended preparation and may seek to establish it as a prerequisite or co-requisite only by following the process described in this policy and any applicable college policies.
- d) If the curriculum committee has determined as provided in these procedures that a new course needs to have a prerequisite or co-requisite,

then the prerequisite or co-requisite may be established for a single period of not more than two years while research is being conducted and a determination is being made, provided that:

- (1) All other requirements for establishing the prerequisite or co-requisite have already been met; and
- (2) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.

Prerequisites and co-requisites that are exempt from review at the time they are, or were, established are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed.

B. Additional Rules. Title 5, Section 55202 specifies additional rules, which are to be considered part of this document as though reproduced here.

**2. Advisories on Recommended Preparation.** The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required whether the college used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

**3. Limitations on Enrollment.** The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above, including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

A. Performance Courses. The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

1. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
2. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

Limitations on enrollment established as provided for performance courses shall

be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

- B. Honors Courses. A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

### **Blocks of Courses or Sections.**

Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

Reference:

**Title 5, Sections 55000 et seq.**