Veterans Day

Victor Valley Community College District
COLLEGE COUNCIL AGENDA
WEDNESDAY, NOVEMBER 16, 2016
SAC, ROOM 44-C
2:00 – 4:00P.M.

College Council meetings occur on the 1st & 3rd Wednesday of every month
from 2-4p.m. in the *Student Activities Center, Room 44-C.*

Superintendent/President ~ Roger Wagner
Senior Staff ~ Peter Maphumulo, Tracey Richardson, Kevin Leahy
Academic Senate ~ Jessica Gibbs, Lee Bennett, Claude Oliver
AFT ~ Cheryl Elsmore, Lynne Glickstein
ASB Representative ~ Josiah Salazar
Classified Managers ~ Deedee Garcia, Greta Moon, Robert Sewell
CSEA ~ Margaret Kagy, Kendra Ullger, Ray Navarro
CTA ~ Lisa Ellis, Michael Butros
Department Chair Representative ~ Diane Wollan
Educational Administrators ~ Amber Allen, Arthur Lopez, Carl Smith, Hamid Eydgahi, Herbert English, Ronald Graham, Trish Ellerson, Virginia Moran
Call to Order

Announcement of items added or deleted to the agenda.

1) **Approval of the minutes**
 a) **November 2, 2016**

2) **Accreditation Update, Standing Agenda Item ~ Peter Maphumulo/Roger Wagner**
 Action:

3) **First Read, Waitlist Guidelines ~ Jessica Gibbs (Attachment)**
 Action:

4) **First Read, New AP 4260, Prerequisites/Corequisites/Advisories ~ Jessica Gibbs (Attachment)**
 Action:

5) **First Read, AP 4020 & AP 4021, Program, Curriculum, Course Development~ Jessica Gibbs (Attachment)**
 Action:

6) Committee Updates:

a) **Accreditation Committee:** Refer to agenda item #1.

b) **Diversity Committee:** Meets on the Second Thursday of every month from 1-2pm, Allied Health Bldg. 32.

c) **Environmental Health & Safety Committee:** Meets on the first Wednesday of every month from 9-10am, Bldg. 44 (SAC) Quiet Room.

d) **Facilities Committee:** Meets on the second Friday of every month from 1:30 – 2:30 pm, Bldg. 10, Board Room

e) **Finance Budget & Planning Committee:** Meets on the third Wednesday of every month from 12:00 – 1:30pm, Bldg. 10, Board Room.

f) **Employee Professional Development Committee**: Meets on the third Monday of every month from 3-4pm, Staff Lounge, Bldg. 10.

g) **Student Success and Support Committee:** Meets on the third Thursday of every month from 1:15 – 3:30 p.m., Bldg. 44 (SAC) Quiet Room.

h) **Technology Committee:** Meets on the second and fourth Thursday of every month from 2:30 – 3:30 pm, Bldg. 44, (SAC) Room C.

7) Future Meeting Topics:

Adjourn:

COLLEGE COUNCIL
Request for Agenda Item

Agenda item: Accreditation Update

Submitted by: Roger Wagner/Peter Maphumulo

Meeting Date: Indefinite

Approximate Time Needed:

[X]   Informational Item/Discussion   [ ]   Quick Update

[ ]   First Reading   [ ]   Second Reading

Items are to be presented to College Council as a first read prior to meeting with constituent groups regarding the topic.

Brief Description: _____

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Please send this request for College Council agenda items with any backup material to Victoria Churgin prior to the College Council meeting. Please refer to calendared deadlines.

COLLEGE COUNCIL
Request for Agenda Item

Agenda item: _WAITLIST GUIDELINES_

Submitted by: _Jessica Gibbs_

Meeting Date: _11/16/16_

Approximate Time Needed: _10 min_

☐ Informational Item/Discussion   ☐ Quick Update

☑ First Reading   ☐ Second Reading

Items are to be presented to College Council as a first read prior to meeting with constituent groups regarding the topic.

Brief Description: _The academic Senate wishes to provide students with guidelines for using the waitlist and adding classes._

Please send this request for College Council agenda items with any backup material to Victoria Churgin prior to the College Council meeting. Please refer to calendared deadlines.

Guidelines for the VVC Waitlist: Students

If you are a VVC student registering via WebAdvisor for a course section that is full, you have the option of placing yourself on the official waitlist for that course section.

The waitlist is a fair and equitable way for instructors to add you to a course in the order you appear on the waitlist; this way you have a chance, pending instructor approval and room in the course, to enroll in a "full" course section.

Many instructors may try to add you to their courses; this is in the purview of the instructor. Please understand that the instructor is the discipline expert, and knows what is best practice for his/her course.

For onsite (face-to-face) sections:

- After going through the process via WebAdvisor, you should see your name and number/placement on the waitlist for that course.
- If the course hasn't begun, you can move up the waitlist, which could result in you moving up the waitlist and possibly getting into the course (if students enrolled have dropped the course at this point). Be sure to check WebAdvisor regularly to determine if you have moved from the waitlist and been added into the course.
- If the waitlist is full, please check back to see if room on the waitlist becomes available.
- Your instructor will contact you with an authorization code. **Do not e-mail or call your instructor asking for an authorization code.** Do not try to get ahead of other students on the waitlist.
- If you are able to get on the waitlist, attend the first class meeting. Show up on the first day of the course! While instructors may choose to add you after the first day, they are under no obligation to "hold" your place on the waitlist if the waitlist is full. Please note: there might also be students not on the waitlist who are hoping to add the course, and if you are not present on the first day, you may lose your place to someone who is there, waitlisted or not.
- In face-to-face/onsite courses, the room size may determine how many – if any – students can be added to the course. If there are no seats, fire code is clear, and instructors will not add you to a course; you cannot sit on the floor or stand. Even if there are extra seats, it does not mean the instructor will add you to the course.
- Some courses (such as the sciences) have limited enrollment; this is due to lab space and other factors.
- Instructors are not obligated to add you to a course if the section is full. This is in the purview of the instructor.
- If you are able to be added, the instructor will provide you with a four-digit authorization code (sometimes called an add code). It is YOUR responsibility to register on WebAdvisor for the course and pay any required fees within 5 business days. The instructor cannot do this for you.
- If your authorization code doesn't work, double check to make sure you are using the correct authorization code that goes with the course section number for which you received the code.

If it does not work, contact the instructor, and make sure you provide your name, student id number, and the course section number.

- o **Do not give your authorization code to another student. Instructors know who they give authorization codes to, and misusing this is academic fraud which could result in action by the administration. By engaging in such behavior, you have violated the integrity of the waitlist and VVC.**
- o Everyone has a legitimate reason to ask for inclusion in a college course: graduation requirements, extracurricular activities requiring specific number of units, "only one class left, please add me"...remember: your peers also need a course. Don't harass the instructor, as they understand all these situations, and, space permitting, will add you if they can.

For online (distance education) sections:

- o After going through the process via WebAdvisor, you should see your name and number/placement on the waitlist for that course.
- o If the waitlist is full, please check back to see if space on the waitlist becomes available. If the course hasn't begun, you can move up the waitlist. Be sure to check WebAdvisor regularly to determine if you have moved from the waitlist and been added into the course.
- o Instructors are not obligated to add you to an online course if the section is full. This is in the purview of the instructor.
- o If you are able to be added, the instructor will email you with a four-digit authorization code (sometimes called an add code). It is YOUR responsibility to register on WebAdvisor for the course and pay any required fees within 5 business days. The instructor cannot do this for you.
- o If your authorization code doesn't work, double check to make sure you are using the correct authorization code that goes with the course section number for which you received the code. If your authorization code doesn't work, contact the instructor and make sure you provide your name, student id number, and the course section number.
- o Do not give your authorization code to another student. Instructors know who they give authorization codes to, and misusing this is academic fraud which could result in action by the administration. By engaging in such behavior, you have violated the integrity of the waitlist and VVC.
- o Your instructor will contact you with an authorization code. **Do not e-mail or call your instructor asking for an authorization code.** Do not try to get ahead of other students on the waitlist.
- o Everyone has a legitimate reason to ask for inclusion in an online course: graduation requirement, extracurricular activities requiring specific number of units, "only one class left, please add me"...remember: your peers also need a course. Don't harass the instructor, as they understand all these situations, and, space permitting, will add you if they can.
- o Online courses do NOT have unlimited enrollment. Most sections/instructors have 30 as the class cap. Thirty students is considered "full", based on best practices for distance education.

COLLEGE COUNCIL
Request for Agenda Item

Agenda item: _AP 4260_

Submitted by: _Jessica Gibbs_

Meeting Date: _11/16/16_

Approximate Time Needed: _5 min_

[ ] Informational Item/Discussion   [ ] Quick Update

[✓] First Reading   [ ] Second Reading

Items are to be presented to College Council as a first read prior to meeting with constituent groups regarding the topic.

Brief Description: _New AP. – Prerequisites_

Please send this request for College Council agenda items with any backup material to Victoria Churgin prior to the College Council meeting. Please refer to calendared deadlines.

VVC ACADEMIC SENATE
2nd Reading – Nov. 3, 2016

AP 4260 Prerequisites / Corequisites / Advisories
Reference: *California Code of Regulations (CCR) Section 55000 et seq; 55003 et seq*

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.

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 take simultaneously (**or in some cases prior to**) 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.

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.

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.

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

        ii. Submit the proposal by the deadline established each academic year by the Curriculum Committee and published in the Curriculum Committee Calendar.

            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.

    2. The Curriculum Committee will review the complete proposal. The Curriculum Committee will either accept or deny the proposed prerequisite or corequisite based on a finding of its necessity and appropriateness. 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.

    3. 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.

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.

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 #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 #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 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.

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.

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:

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.

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.

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.

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.

14. Annual Report to Chancellor's Office

By August 1 of each year the District, should it have chosen to established enrollment limitations, shall submit to the Chancellor's Office in the manner specified by the Chancellor the prerequisites and

corequisites that were established during the prior academic year. The District shall also specify the level of scrutiny, i.e., content review or content review with statistical validation, used to determine whether the prerequisite or corequisite was necessary and appropriate for achieving the purpose for which it was established.

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*.

16. Annual Training

The Curriculum Committee 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.

COLLEGE COUNCIL
Request for Agenda Item

Agenda item: _AP 4020_

Submitted by: _Jessica Gibbs_

Meeting Date: _11/16/16_

Approximate Time Needed: _5 min_

☐ Informational Item/Discussion   ☐ Quick Update

☑ First Reading   ☐ Second Reading

Items are to be presented to College Council as a first read prior to meeting with constituent groups regarding the topic.

Brief Description: _AP 4020 - Program, Curriculum, Course Development - replaces former AP 4020 - Process for Program Discontinuance_

Please send this request for College Council agenda items with any backup material to Victoria Churgin prior to the College Council meeting. Please refer to calendared deadlines.

COLLEGE COUNCIL
Request for Agenda Item

Agenda item: _AP 4021_

Submitted by: _Jessica Gibbs_

Meeting Date: _11/16/16_

Approximate Time Needed: _5 min_

☐ Informational Item/Discussion   ☐ Quick Update

☑ First Reading   ☐ Second Reading

Items are to be presented to College Council as a first read prior to meeting with constituent groups regarding the topic.

Brief Description: _Program Discontinuance_
Re-numbered from 4020
to accommodate New AP4020 Program
, Curriculum, Course Development

Please send this request for College Council agenda items with any backup material to Victoria Churgin prior to the College Council meeting. Please refer to calendared deadlines.

VVC ACADEMIC SENATE
2nd Reading – Nov. 3, 2016

Administrative Procedure 4020

Program, Curriculum, Course Development ~~and Process for Program Discontinuance~~ (move Discontinuance to AP4021)

~~(Add the following to the existing Process for Program Discontinuance or change Process for Program Discontinuance to AP 4021)~~ Substitute the following for AP4020.

The California Community College Chancellor's Office directs the District and the Curriculum Committee to comply with and use the Program ~~and~~ Course ~~and~~ Approval Handbook.

~~The District's process for developing its programs and curriculum is in the Victor Valley Community College Curriculum Committee Handbook. The document is accessible on the District's Curriculum website.~~ ~~www.curricunet.com/victorvalley/.~~

For the purposes of federal financial aid eligibility, a "credit hour" shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

I.   Work Flow

Victor Valley Community College District and the Curriculum Committee (under the purview of the Academic Senate) use the curriculum management system, **curriculum software** ~~CurricUNET~~, for program, curriculum, course development, and serves as a database for all curriculum documents.

A.   The committee has an approval process for courses and programs in the **curriculum software** ~~CurricUNET~~ system, which includes requisites, distance education and student learning outcomes.
B.   When a course, degree or certificate requires approval by the State Chancellor's Office, all required paperwork and supporting evidence must be completed prior to submitting the program to the Curriculum Committee.
C.   Title 5, section 55130(b)(8)(E), also requires that CTE credit programs must be reviewed by Career Technical Education Regional Consortia, where applicable. The Desert Regional Consortium consists of 13 community colleges and two community college districts in Riverside and San Bernardino counties. It serves as a regional framework to communicate, coordinate, collaborate, promote and plan career and technical education and workforce and economic development in the Inland Empire/Desert Region.
D.   Once the ~~c~~Curriculum ~~c~~Committee has finalized curriculum actions, those actions are forwarded to the Board of Trustees for approval.
E.   All courses and programs approved are reported to the California Community Colleges Chancellor's Office.
F.   ~~All programs, curriculum and courses are reviewed on a three-year cycle through Program Review.~~
G.   All Career Technical Education courses must be reviewed and updated every two years. All Academic courses must be reviewed **and updated** every five years.

H. **All programs, degrees and certificates must be updated when impacted by a course change that alters the program, degree and/or certificate.**

II.   Responsibility
    A.   Victor Valley College recognizes the primacy of faculty in the area of curriculum development. Accountability for quality and effective curricula that meet applicable standards is a shared responsibility. The cCurriculum Committee, a committee of the Academic Senate, consists of the following faculty members as standing positions;
        a.   Chair (1)
        b.   Articulation (1)
        c.   Business and Industry (1 or 2)
        d.   Counseling (1)
        e.   Health and Sciences (1)
        f.   Humanities and Arts (1 or 2)
        g.   Library (1)
        h.   Math and Science (1)
        i.   Social and Behavior Sciences (1)

    B.   The primary responsibility of the Curriculum Committee is assuring academic excellence in curriculum matters by ensuring that curriculum is academically sound, comprehensive, and responsive to the evolving needs of the institution and the community through review and approval of;:
        a.   New and revised course proposals for Title 5 compliance
        b.   Courses as they relate to programs of study
        c.   Appropriate requisites
        d.   CSU and UC general education proposals in collaboration with the articulation officer
        e.   Policy changes pertaining to curricula issues
        f.   Implementation of state regulations and guidelines pertaining to the curriculum development process
        g.   Proposed programs of study
        h.   Student Learning Outcomes
        i.   **Degrees, certificates and programs**

III.   Timelines
    A.   Curriculum proposals shall may be accepted submitted year round.
    B.   **Curriculum Committee meets and takes action on curriculum during Fall and Spring semesters.**
    C.   Proposals meeting deadlines shall be reflected in the following academic years' year's college catalog or addendum.
        a.   Catalog deadlines: Approvals must be completed by the 4th Thursday in March. This deadline refers to full approval of curriculum proposals. Full approval is as follows:
            i.   State Chancellor's Office must approve all new and substantial course and program proposals.
                i.   Substantial Modifications: Title 5 defines substantial modifications to programs; Section 55130 stating that a program that has been approved by the Chancellor's Office must be submitted for re-approval if it is "modified in any substantial way." A program is considered to be substantially modified in any of the following situations; 1) The goals and objectives of the program are substantially changed; 2) The job categories for which program completers qualify are substantially different from the job categories program completers previously

qualified for; or 3) The baccalaureate major to which students typically transfer is different from the baccalaureate major students previously typically transferred to. Changes that are made to keep a program current with changing job requirements, evolving applications of technology within the same occupation, or evolving knowledge within a particular field are not necessarily substantial modifications for this purpose and

    ii. VVC Board of Trustees must approve all curriculum actions on or before the 2nd Tuesday of March.

    iii. Requisites, **including prerequisites, co-requisites and recommended preparations,** must ~~only~~ be listed in the Catalog. Requisites shall not change mid-year.

b. Addendum deadlines;

    1. Approvals must be completed by the 2nd Thursday in November. This deadline refers to full approval of curriculum proposals. Full approval is as follows:

        i. State Chancellor's Office must approve all new and substantial course and program proposals (see title 5 requirements for program modification above) and

        ii. VVC Board of Trustees must approve all curriculum actions on or before the 2nd Tuesday of November.

        iii. All curricular changes can be listed in an addendum except requisite changes and course title/number/prefix changes.

Reference Bibliography

❖ Education Code Sections 70901(b), 70902(b), 78016.
❖ Title 5 Sections 51000, 51021, 51022, 55000 et seq., 55100 et seq., 55130 and 55150
❖ Accreditation Standard II. A.
❖ U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.
❖ California Community Colleges Program and Course Approval Handbook, 6th edition, 2016
❖ ASCCC: The Course Outline of Record: A Curriculum Reference
❖ Guide.
• ~~Program Discontinuance: A Faculty Perspective. ASCCC, adopted Spring 1998~~ (remove this if Program Discontinuance Process is move to AP 4021)

Administrative Procedure 4020

Program, Curriculum, Course Development

The California Community College Chancellor's Office directs the District and the Curriculum Committee to comply with and use the Program and Course Approval Handbook.

For the purposes of federal financial aid eligibility, a "credit hour" shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

I. Work Flow

Victor Valley Community College District and the Curriculum Committee (under the purview of the Academic Senate) use the curriculum management system, curriculum software, for program, curriculum, course development, and serves as a database for all curriculum documents.

A. The committee has an approval process for courses and programs in the curriculum software system, which includes requisites, distance education and student learning outcomes.
B. When a course, degree or certificate requires approval by the State Chancellor's Office, all required paperwork and supporting evidence must be completed prior to submitting the program to the Curriculum Committee.
C. Title 5, section 55130(b)(8)(E), also requires that CTE credit programs must be reviewed by Career Technical Education Regional Consortia, where applicable. The Desert Regional Consortium consists of 13 community colleges and two community college districts in Riverside and San Bernardino counties. It serves as a regional framework to communicate, coordinate, collaborate, promote and plan career and technical education and workforce and economic development in the Inland Empire/Desert Region.
D. Once the Curriculum Committee has finalized curriculum actions, those actions are forwarded to the Board of Trustees for approval.
E. All courses and programs approved are reported to the California Community Colleges Chancellor's Office.
F. All Career Technical Education courses must be reviewed and updated every two years. All Academic courses must be reviewed and updated every five years.
G. All programs, degrees and certificates must be updated when impacted by a course change that alters the program, degree and/or certificate.

II. Responsibility
   A. Victor Valley College recognizes the primacy of faculty in the area of curriculum development. Accountability for quality and effective curricula that meet applicable standards is a shared responsibility. The Curriculum Committee, a committee of the Academic Senate, consists of the following faculty members as standing positions;
      a. Chair (1)
      b. Articulation (1)
      c. Business and Industry (1 or 2)
      d. Counseling (1)
      e. Health and Sciences (1)
      f. Humanities and Arts (1 or 2)
      g. Library (1)
      h. Math and Science (1)
      i. Social and Behavior Sciences (1)

   B. The primary responsibility of the Curriculum Committee is assuring academic excellence in curriculum matters by ensuring that curriculum is academically sound, comprehensive, and responsive to the evolving needs of the institution and the community through review and approval of:
      a. New and revised course proposals for Title 5 compliance
      b. Courses as they relate to programs of study
      c. Appropriate requisites
      d. CSU and UC general education proposals in collaboration with the articulation officer
      e. Policy changes pertaining to curricula issues
      f. Implementation of state regulations and guidelines pertaining to the curriculum development process
      g. Proposed programs of study
      h. Student Learning Outcomes
      i. Degrees, certificates and programs

III. Timelines
   A. Curriculum proposals may be submitted year round.
   B. Curriculum Committee meets and takes action on curriculum during Fall and Spring semesters.
   C. Proposals meeting deadlines shall be reflected in the following academic year's college catalog or addendum.
      a. Catalog deadlines: Approvals must be completed by the 4th Thursday in March. This deadline refers to full approval of curriculum proposals. Full approval is as follows:
         i. State Chancellor's Office must approve all new and substantial course and program proposals.
            i. Substantial Modifications: Title 5 defines substantial modifications to programs; Section 55130 stating that a program that has been approved by the Chancellor's Office must be submitted for re-approval if it is "modified in any substantial way." A program is

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AS 2nd Reading 11_03_2016 APPROVED

considered to be substantially modified in any of the following situations; 1) The goals and objectives of the program are substantially changed; 2) The job categories for which program completers qualify are substantially different from the job categories program completers previously qualified for; or 3) The baccalaureate major to which students typically transfer is different from the baccalaureate major students previously typically transferred to. Changes that are made to keep a program current with changing job requirements, evolving applications of technology within the same occupation, or evolving knowledge within a particular field are not necessarily substantial modifications for this purpose and

    ii. VVC Board of Trustees must approve all curriculum actions on or before the 2nd Tuesday of March.

    iii. Requisites, including prerequisites, co-requisites and recommended preparations, must be listed in the Catalog. Requisites shall not change mid-year.

  b. Addendum deadlines;

    1. Approvals must be completed by the 2nd Thursday in November. This deadline refers to full approval of curriculum proposals. Full approval is as follows:

      i. State Chancellor's Office must approve all new and substantial course and program proposals (see title 5 requirements for program modification above) and

      ii. VVC Board of Trustees must approve all curriculum actions on or before the 2nd Tuesday of November.

      iii. All curricular changes can be listed in an addendum except requisite changes and course title/number/prefix changes.

Reference Bibliography

- ❖ Education Code Sections 70901(b), 70902(b), 78016.
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