1. Call To Order

2. Introductions and Public Comment: Members of the audience are invited to make comments regarding any subject appropriate to the Academic Senate.

3. Approve the May 3, 2013 Meeting Minutes (Attachment)

4. Action Items
   4.1 Approve Academic Senate Proposed Appointments, Bob Brown (Attachment)
   4.2 Approve 2013-2014 Faculty Development Funding Resolution, Bob Brown (Attachment)

5. Discussion Items
   5.1 Senate Constitution Amendment Proposals, Bob Brown and Mark Renner (Attachment)
   5.2 Bylaws Amendment Proposals, Bob Brown and Mark Renner (Attachment)
   5.3 Interim Administrative Procedure 4021 Program Revitalization, Suspension and Discontinuance, Bob Brown (Attachment)
   5.4 Concurrent Enrollment Program, Keith Snow-Flamer (Attachment)

6. Reports
   6.1 Executive Committee May 13, 2013 Meeting Approvals, Bob Brown (Attachments)
      6.1.1 May 10 Curriculum Committee Recommendations
      6.1.2 May 10 Faculty Qualification Recommendations
      6.1.3 May 10 Academic Standards and Procedures Recommendations
   6.2 2013 Academic Senate for California Community Colleges Curriculum Institute, George Potamianos
   6.3 College Update, Keith Snow-Flamer
   6.4 ASCR Update, Michelle Blecher
   6.5 College Council Update, Bob Brown & Mark Renner (please refer to the College Council Web Site to Access Documents out for Constituent Review)

7. Announcements and Open Forum

8. Adjournment

Public Notice—Nondiscrimination:
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Next Meeting:
Friday, September 20, 2013
REDWOODS COMMUNITY COLLEGE DISTRICT
Meeting of the Academic Senate

- Eureka: 7351 Tompkins Hill Road, SS 202 (New Board Room)
- Del Norte: 883 West Washington Boulevard, Crescent City, Room E4
- Mendocino Coast: 1211 Del Mar Drive, Ft. Bragg, Room 106 B
- Smith River: 360 Bradford Avenue

Friday, May 3, 2013

MINUTES

Members Present: Mike Richards, Bob Brown, Dave Bazard, Steve Brown, Brie Day, Kady Dunleavy, Ryan Emenaker, Ruth Moon (for Marcy Foster), Chris Gaines, Jennifer Gardner, Tanya Smart (for Dave Gonsalves), Cindy Hooper, Susan Nordlof, Sandra Rowan, Kevin Yokoyama, Solomon DeCamp, Dr. Utpal Goswami

Members Absent: Marcy Foster, Dave Gonsalves, Maggie White

1. Call to Order: Co-president Mike Richards called the meeting to order at 1:08 pm

2. Introductions and Public Comment: No public comments were forwarded.

3. Approve the April 19, 2013 Meeting Minutes: On a motion by Steve Brown, seconded by Kevin Yokoyama, the minutes were approved with the revision of adding “Daniel Potts and Michelle Blecher”.

4. Action Item
   4.1 Approve Senate Copresident Ad-hoc Nomination Committee Recommendation, Mike Richards: There being no nominations from the floor, on a motion to approve by Ryan Emenaker, seconded by Dave Bazard, the proposal was discussed. Copresident Richards thanked the committee for all their work. And the recommendations were accepted by a roll call vote: – Bazard – y, Brown – y, Day – y, Emenaker – y, Moon – y, Gaines – y, Gardner – y, Smart – y, Hooper – y, Nordlof – y, Yokoyama – y.

   4.2 Approve April 26 Curriculum Committee Recommendations, Peter Blakemore: On a motion to approve by Kevin Yokoyama, seconded by Cindy Hooper, the proposal was discussed. There was one revision; “-Men” was removed from PE 50 Intercollegiate Baseball. The FNR courses that are accepted for CSU are not CR GE, as indicated correctly in the recommendation. Accepted by roll call vote: - Bazard – y, Brown – y, Day – y, Dunleavy – y, Emenaker – y, Moon – y, Gaines – y, Gardner – y, Smart – y, Hooper – y, Nordlof – y, Yokoyama – y.

   4.3 Approve Online Faculty Evaluation Guidelines, Mark Winter: On a motion to approve by Kady Dunleavy, seconded by Dave Bazard, the revised proposal was discussed. Kady asked about DSPS review, but it hasn’t been to DSPS, yet. Dr. Goswami suggested that “Does the course appear accessible?” will not pass the test, but “Is the course
accessible?” would be better, and “universal design” is the latest thing in accessibility so perhaps use that in place of “text alternative” in #3. Dave Bazard wondered if “learning outcomes” was appropriate as it is defined in the course outline. We are evaluating the instructor, not the course. Mark said that language could be improved. Dr. Goswami thinks that we should say that the course covers the course outline of record and we’ve adhered to it. Peter Blakemore mentioned that it is the Curriculum Committee’s job to determine if a course is accessible. There was discussion about using “appears” and asked why certain things were crossed out. Also that some instructors do not use the Gradebook function even in regular classes, so why online? Mark Winter said that some of the cross-outs were suggested by Mark Renner. Gradebook or equivalent was intended to hold the instructor accountable. The language that is changed will be forwarded to CRFO. Kevin Yokoyama regarding #3: if the instructor creates a video or screen capture, is it up to the instructor to ensure that the course is accessible and the answer is yes. The Senate suggested, discussed and clarified a few modifications (which will be forwarded to Mark Winter), and with those in mind, the roll call vote was taken: Bazard – y, Brown – y, Day – y, Dunleavy – y, Emenaker – y, Moon – y, Gaines – y, Gardner – y, Smart – y, Hooper – y, Nordlof – y, Rowan – y, Yokoyama – y.

5. Discussion

5.1 Online Faculty Qualifications: Mark Winter This is an initial discussion, and the Senate’s first look and dissemination of the draft from the Ad-hoc DE committee. After faculty input, he will take it to the copresidents and then, perhaps, to the new DE committee that is being established; or to ASPC or CRFO or to all of the above - because the goal is to have separate guidelines for online faculty to be enforced. Kady Dunleavy asked could we recommend that it goes to ASPC? Response; we can’t fast track it that way. Question about #4 from Sandra Rowan - if someone has already been teaching online, that’s demonstrating successful experience? Mark Winter - What are the criteria? We don’t even know who will make the decision. Kevin Yokoyama regarding #2 if an instructor were to get a certificate, would those units be eligible their column increases? If it is for credit, then yes. But an online workshop would not be for credit, even if it was from UCLA. Ruth Moon asked how it would interact with the minimum qualifications handbook. There is nothing about minimum quals here; they would have an FSA already in order to teach the subject matter. Ryan is teaching online for the first time this summer, and he wouldn’t have the qualifications as outlined; how do we address these situations where we need someone at the last minute but they’re not qualified - it makes sense to have a policy. It will be a challenge to come up with a plan to train instructors. Dave Bazard says Ryan could do #5; the demo would be enough to show capability and #3 is possible for Ryan to do, but how to document these is not known yet. As questions come up please let Mark Winter know, and then we may want to send another draft to the ASPC or the Academic Senate – we should try to bring it back right away in the Fall to get some action on it.

6. Reports
6.1. Ad-Hoc Distance Education Committee Update: Mark Winter – he would like to summarize accomplishments and what they weren’t able to finish and will pass on to the new group. 1) The curriculum stoplight for online classes - the status of courses is 40% of sections scheduled for Fall are not current so we are at about 50/50 and he encouraged Senators to check their disciplines and bring courses up to date; 2) Regular Effective Contact was approved and being used by the curriculum committee and 3) Evaluation guidelines for online instructors. Forwarded by our committee to the newly establishing DE committee is the student authentication and fraud issue which we haven’t established a policy for, yet; also test proctoring which we are required to have and to consider revision of DE quality standards and implementation of those standards. Those three things will be handed to new DE Committee in August. The Co-chairs of the committee are Mark Winter and MaryGrace McGovern, the faculty representatives are Mike Butler, Brie Day, Chris Romero and Jennifer Gardner. There will be administrators and staff as well. He extended thanks to members Mark Renner, Toby Green, Marla Gleave, Clyde Johnson, Mike Butler, Wendy Riggs, Sydney Larsen and Brie Day.

6.2. ASCR Update: Solomon DeCamp: ASCR held their special election and await the second count, which they will announce at the next Senate Meeting. The Awards dinner is tonight. They did a Pizza, cookie and water give-away at an end of the year BBQ. Next week there is a Mon-Thurs stress relief event, so urge stressed out students to grab a pick-me-up.

6.3. Budget Planning Committee Update: Bob Brown: BPC knows people are anxiously awaiting a budget so they can look at resource requests and rank priorities; he talked to Lee who is waiting for TPC and FPC to finish up their work, which should be done soon and the BPC will do their portion. Some budget projections are looking good with property tax income and funds generated through Prop 30, but it was quickly mentioned to keep it cautionary and that money rolling in will be distributed primarily to K-12 and not growth money for community colleges to increase enrollment gaps. BPC will have committee structure changes; Copresident Brown will concentrate on his Copresident duties and the return of baseball, etc. Faculty co-chair replacement will be Mike Dennis with Co-chair Lee Lindsey, Tami Matsumoto will continue and Chris Gaines will take Bob’s place. Mendocino representative is still up in the air and so is Del Norte.

6.4. Senate Plenary Meeting: Bob Brown: this is a really critical event, and he is glad Senate funds are dedicated to it. Wish we could send more people to get in touch at the State level, as you get a much wider viewpoint from other colleagues. Resolutions were exciting, but very serious things. He attended a lot of breakout sessions but there were others that you can see online. The highlights of what he participated in are in the report. Included are all the resolutions that were passed, failed or referred. MOOCs are a hot topic. Keynote speakers were a cofounder from Coursera who is a Stanford professor, and a Cal professor speaking for Edx. Discussion included the benefits of MOOCs and how they can support faculty, with the speakers trying desperately to separate themselves from Senator Steinberg and SB 520. They were not advocating the bill, unlike the Udacity group that coauthored SB 520 which is supposed to create partnerships with courses approved for credit. Kevin Yokoyama asked about the first
breakout session, when you say “prioritization” do you mean funding request? Not necessarily; it was more about criteria, a recommendation to identify program reviews and how they are submitted and whether evaluations are timely. Dave Bazard asked for a broader sense of our problems vs other college’s problems. In some areas we are way ahead of the curve, but in comparison to others, we are behind. Mt San Jacinto is caught up on everything, and they led many of the break-out sessions. We have a lot of room for improvement, though we are ahead of some colleges.

6.5. Marketing Task Force Update: Cindy Hooper: working quickly and it’s exciting. Bantering around slogans such as “A lot of Positives at CR”. We participated at the Math Fair, handing out brochures to a lot of people. We hope to be present at the Humboldt County Fair. The faculty profiles are going well, with 11 profiles ready to go. Cindy is meeting with Brian Van Pelt for a template so keep turning in profiles. Task force will try to have pdf brochures for transfer degrees. CTE has a great online presence, and this is needed for all the transfer degrees. Angelina came today and stressed that we encourage online students to stick around for summer. The FTE target is for 300, and we have 225 now. We need to recruit and keep students. The Task Force has been targeting parents, high school counselors, and Hispanic populations. We would like to advertise on Spanish radio among other media outlets. Julia Peterson is looking toward a Spanish program for GED and eventual participation in the California Dream Act which you can’t be part of unless you have a GED complete or are enrolled in Community College. We have monetized Facebook, and encourage people to “Like” the CR page. Open enrollment starts Monday May 6. Paul has gone to high schools and would like to have faculty join them for visits, especially the CTE. Instructors will be available to help with MyCR, and we all really need to emphasize the positives. Tanya Smart of Mendo campus in Ft Bragg mentioned people keep asking “are you still open”? Radio stations might do free PSAs. There are still lots of ways to encourage participation at CR, and Cindy is the best booster!

6.6. 2013-14 Senate Representation Update: Mike Richards – we are still working on Curriculum Committee Chair. Also change the heading dates to 2013-14.

6.7. College Update: Utpal Goswami: Utpal is stepping down and Jeff Cummings will be the new Accreditation Liaison Officer (ALO). They are still sorting out issues – DE is waiting to see if the commission will accept their proposal. And they also want a report on the closure of 101 sites. There are things happening statewide; the Chancellor’s office is appointing a task force to look at bachelor degrees, and there is another proposal on expanding what is covered by 50%. Finally, at this month’s board report he will provide information on cost of FTES, and you can find his report here on pages 153 and 154.

6.8. College Council Update: Mike Richards: everyone should have received the constituent policies review email for policies up for 30 day review. 30 days has become the norm, where it was once was 90 days. It is vitally important for everyone to give feedback soon, since the turnaround is so much shorter. CC will be meeting throughout the summer, CRFO and senate reps need the feedback! Last summer we didn’t do many academic policies but this summer we will be looking at academic policies, so please
pay attention to the emails and give feedback. BP/AP 2510 Participation in Local Decision Making: there’s been crossover between BP and AP language. Generally, the board policy is supposed to be a general direction, and administrative procedures should be more definitive. There are a lot of strikeouts in the previous AP which were incorporated into the BP. Please look at it and give feedback. It will be voted on at CC meeting later in May and the only time you’ve seen it was in the email. AP 2511 College Council also generated discussion. College Council operating procedures and makeup are now more about policy review and not the widespread decision making body it used to be. For 2511, they struck out the whole AP part of it. There have been some proposals and different ideas like incorporating CC into IEC. The makeup of that committee is unknown. They have tried to eliminate the AP and Copresident Richards asked the question of how we go about approval for changes if it’s just housed on the web page; there would be no real process to codify the makeup of the committee. We need to know what participation will make up this committee; will it be divisional participation, how many people do we need, how long do they serve – it’s hard to answer these questions when we are asking people to be part of a committee. Even if it’s not codified by a policy, we need to know where to find that information and there needs to be a process. CC operating procedures have been slightly modified to meet what we actually do now. AP 2511 Financial Advisory Committee; they have not met for two years so CC is asking to sunset this AP – the committee has been pretty much replaced by the Budget Planning Committee. BP/AP 2410 Policy and Administrative Procedure; we are cleaning up a lot of them, with an attempt to clarify Board role vs. administrative procedure. BP/AP 5030 Fees; there’s a new fee for technology, approved by ASCR (Solomon added: as long as it is managed properly). This fee is optional for students, where the proposed Student Center fee would have been mandatory. AP 3420 Equal Opportunity, Nondiscrimination and Diversity Implementation: basically it’s a copy of CCLC template. New BP/AP 7100 Commitment to Diversity is also from the league template. One other new business was BP/SP 3560 Alcohol; it had been dropped in fall, but someone did more research and the new version is out for review. Please watch emails throughout the summer for more policies needing Senate input.

7. Announcements and Open forum
   7.1. 2013-2014 Portugal Award Recipient: Bob Brown announced that Ryan Emenaker has received the Portugal Award for his presentation on voting.
   7.2. August 24 Academic Senate Retreat: Bob Brown
   7.3. Refreshments in the form of cake and bottled water were served to Senators and guests to commemorate outgoing Senate Copresident Mike Richards.

8. Adjournment: On a motion by Cindy Hooper, seconded by Sandra Rowan the meeting was adjourned at 3:02 pm.

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PROPOSED NOMINEES FOR ACADEMIC SENATE APPOINTMENTS

September 6, 2013

The Copresidents of the Academic Senate forward for approval the following nominees as Senate committee chairs for a two year term from September 1, 2013, through June 30, 2015:

1. Academic Standards and Policies – Connie Wolfsen
2. Curriculum – George Potamianos
3. Faculty Qualifications – Michelle Haggerty
4. Tenure Review – Susan Nordlof (term through June 2014)

The Copresidents of the Academic Senate forward for approval the following nominees as Executive Committee members to serve a one year term from September 1, 2013, through June 30, 2014:

1. Senator from Health, Physical Education and Athletics – Kady Dunleavy
2. Senator from Humanities – Peter Blakemore
Resolution

2013-2014 Faculty Development Funding

Whereas, $26,458 has been allocated to the Academic Senate for faculty development funding:

   Be It Resolved, that $5,000 of the $26,458 allocated for faculty development be set aside for Senate-related faculty development activities for the 2013-2014 budget year; and

   Be It Resolved, that the remaining $21,458 be allocated through the Faculty Development Committee recommendation process.
CONSTITUTION
OF THE
ACADEMIC SENATE
OF THE
COLLEGE OF THE REDWOODS

Preamble

Fulfilling the Mission of College of the Redwoods (College) is the joint responsibility of its Faculty, Associate Faculty, Administration, Classified Employees, and Board of Trustees. The Faculty and Associate Faculty, who perform the primary tasks for which the College is organized, recognize and accept this responsibility as essential participants in making and implementing decisions that affect and enhance educational policy and process. To discharge fully and effectively this responsibility, the following Constitution is adopted.

ARTICLE I
Senate Name

The organization’s name is Academic Senate of the College of the Redwoods (Senate).

ARTICLE II
Senate Purpose

Section 1. The Senate’s primary purpose is to provide the Faculty and Associate Faculty of the College with a representative body that addresses, in a timely manner, academic and professional matters.

Section 2. To carry out its primary purpose, the Senate:

a. promotes communication and understanding among the Faculty, Associate Faculty, Administrators, Classified Employees, Board, and Students;

b. makes appropriate recommendations to and forwards resolutions to the College of the Redwoods Board of Trustees (Board).

ARTICLE III
Senate Electorate

The Senate electorate is composed only of Faculty and Associate Faculty of the Redwoods Community College District (District) where over half of their salary is paid from either the full-time or associate salary scales.
ARTICLE IV
Senate Membership, Election, and Terms of Office

Section 1. All District Faculty and Associate Faculty are eligible for election to the Senate.

Section 2. The following units constitute instructional divisions as defined by College Administration: Career & Technical Education; Health, Physical Education & Athletics; Humanities; Instruction & Student Development; and Math, Science & Social Sciences. For the purpose of Senate representation, the Del Norte Campus, the Mendocino Campus, and Eureka Campus non-teaching Instruction & Student Development Faculty shall also each be considered Divisions. Each Division shall elect one (1) Senator from the Faculty with an assignment in that Division for every five Faculty in that Division. Each division shall have at least one Senator, shall not exceed one Senator for every five Faculty, and shall not exceed three total Senators. Each College Division shall elect one (1) Senator from the Faculty with an assignment in that Division for every six Faculty in that Division. The number of Senators shall not exceed one for every six Faculty, but each Division shall have at least one Senator. For the purpose of representation, the Mendocino Campus, the Del Norte Campus, and Eureka Campus non-teaching Faculty shall each be considered Divisions. The time, place, and manner of holding elections for Senators shall be determined by each Division. The Senate shall be reapportioned each spring for the following academic year based upon the number of Faculty in each Division on April 15 of the current academic year.

Section 3. Associate Faculty shall elect two Senators. The time, place, and manner of holding elections for Associate Faculty Senators shall be determined by the Associate Faculty.

Section 4. Senators are expected to serve a minimum of one two-year term. All terms end upon leaving College employment, and successor Senators may be elected to serve the unexpired terms. Senate elections are held, as necessary, during April each year.

Section 5. Newly elected Senators assume their duties effective July 1 following their election.

Section 6. In the event of a temporary vacancy, the affected Division elects a substitute Senator who serves until the originally elected Senator resumes her/his duties. If a Senate position is shared, only one of the Senators sharing the position may participate at each meeting.

Section 7. The Vice President, Instruction and Student Development Chief Academic Officer is an ex-officio, nonvoting member of the Senate.

Section 8. The Associated Students of College of the Redwoods Senate Board may appoint one student representative to serve as an ex-officio, nonvoting member of the Senate. The student representative shall serve for one academic year and be given a
training by at least one of the Senate Co-presidents prior to participating on the Senate. The student representative shall serve no more than two one-year terms.

ARTICLE V
Senate Officers and Election of Officers

Section 1. The officers of the Senate are Co-presidents, elected annually by a majority of the members eligible to vote, excluding the Co-presidents and ex-officio, nonvoting members.

a. Senate Co-presidents are elected from among tenured Senators past or present only. Upon the election of a Co-president, a new Senator may be elected to represent the Co-president’s Division if the Co-President-elect vacates an active term as Senator.

b. The Senate Co-presidents annually name a Senate Co-presidents Nominations Committee (Committee). The Committee must announce Senate Co-president nominations no later than the second meeting in April each year.

Section 2. Co-presidents serve one-year terms (July 1 to June 30) and may seek reelection. Co-presidents serve no more than three (3) consecutive terms.

Section 3. Either Co-president may be removed by a majority of the members eligible to vote, excluding the Co-presidents and ex-officio, nonvoting members. Removal (recall) vote is initiated by a removal (recall) petition signed by no less than one fifth of the Senate membership. Upon removal, the Co-president is no longer a member of the Senate.

Section 4. A Co-president vacancy is filled by majority Senate vote at the next regularly scheduled Senate meeting following the effective date of the vacancy.

Section 5. A Co-president elected to fill a vacancy assumes her/his duties immediately upon election.

Section 6. Of the Co-presidents, only the presiding Co-president shall vote, and then only when the vote will change the outcome.

ARTICLE VI
Senate Duties and Responsibilities
Section 1. The Senate is the primary voice of Faculty and Associate Faculty in academic and professional matters for the College, and is empowered to present its views, resolutions, and recommendations directly to the Administration, Classified Employees, Board, State, and national organizations. According to California state law (Title 5), the Board and/or its designee must rely primarily upon the advice and judgment of the Senate or reach mutual agreement with the Senate when developing policies on the following academic and professional matters:

a. Curriculum, including establishing prerequisites and placing courses within disciplines
b. Degree and certificate requirements
c. Grading policies
d. Educational program development
e. Standards or policies regarding student preparation and success
f. College governance structures, as related to Faculty roles
g. Faculty roles and involvement in accreditation processes
h. Policies for Faculty professional development activities
i. Processes for program review
j. Processes for institutional planning and budget development
k. Other academic and professional matters as mutually agreed upon between the governing Board and the Senate

Section 2. Requests for discussion of the issues set forth in Section 1 may be initiated by Senators, the College President, Administrators, Board members, Divisions, legitimate student organizations, Classified Employees, Associate Faculty, or any Faculty.

Section 3. Senate resolutions, recommendations, views, and decisions are included in the appropriate Senate minutes. The Senate forwards resolutions and recommendations to the Board and expects a response within thirty (30) days of receipt. The Senate expects a written communication explaining any rejection or amendment of Senate resolutions and recommendations.

Section 4. The Senate expects that any resolution and/or recommendation not responded to within thirty (30) days of receipt by the Board be forwarded in a timely manner to a joint committee composed of three (3) Board members selected by the Board President and three (3) Senators selected by the Senate Co-presidents for interest-based principled mediation of differences.

Section 5. Except in an emergency, agenda items submitted to the Senate must be received at least one (1) week prior to the next regularly scheduled Senate meeting. The Senate agenda is the responsibility of the Senate Co-presidents.

Section 6. The official minutes of Senate meetings will be posted and distributed as required by law.
Section 1. The Senate shall meet at times designated in the Bylaws or when called by the Co-presidents.

Section 2. In compliance with the Brown Act, written notice of each Senate meeting and its agenda shall be posted and distributed at least 72 hours prior to a regular meeting or at least 24 hours prior to a special meeting. On those occasions where a Senator participates remotely via telephone or other telecommunication medium, an agenda shall be posted publicly at that location at least 72 hours prior to a regular meeting or at least 24 hours prior to a special meeting.

Section 3. All meetings are open to the public except closed sessions as permitted by law for personnel matters.

Section 4. For purposes of the tenure review process, the Senate will close its meetings to all but tenured Senators in order to make tenure recommendations to the Board. The tenured Senators may invite by vote individuals to aid them in their deliberations. A quorum for this meeting must consist of a majority of the tenured members of the Senate.

Section 5. Unless otherwise stated in this Constitution, a quorum consists of a majority of the Senate membership, excluding ex-officio, non-voting members. No Senate meetings may be conducted without a quorum.

Section 6. Non-members may speak when recognized by the presiding Senate Co-president during the public comment section of the meeting on non-agenda matters or at the time an agenda item is taken up by the Senate.

Section 7. Senate meetings shall be conducted pursuant to Roberts Rules of Order.

ARTICLE VIII
Senate Constitutional Amendments

Section 1. Amendments to the Constitution of the Academic Senate of the College of the Redwoods may be proposed by any Senator.

Section 2. A proposed amendment must be in writing and must be presented to the Senate at least one (1) week before a vote is scheduled on the amendment.

Section 3. An amendment is adopted when approved by two thirds of the Senate membership eligible to vote, including the presiding Co-president and excluding ex-officio, nonvoting members. The adopted amendment shall take effect at the next Senate meeting.
Adjust page breaks and other minor formatting after revision discussion suggestions have been added to enable ease of reading!

APPENDIX I

TO CONSTITUTION
OF THE ACADEMIC SENATE

DEFINITIONS

- **Ad Hoc Committee** – A committee created for a specific task or purpose, whose existence ceases with the attainment of its goal.

- **Associate Faculty** – The individual is paid on the Associate Faculty salary scale.

- **At Large** – An election in which one or more candidates are chosen by all the voters.

- **Contract Responsibility in an Administrative Position** – The individual is paid on the administrative salary scale.

- **Ex Officio** – “by virtue of the office.”
• **Faculty** – The individual is paid on the full-time Faculty salary scale.

• **Quorum** – The number of members who must be in attendance to make valid the votes and other actions of the Academic Senate.

• **Senate Electorate** – Faculty and Associate Faculty who elect the Senators.

• **Student** – The individual meets the Associated Students of College of the Redwoods Senate Board’s criteria for an eligible student representative.

• **Temporary Vacancy** – The absence of a Senator from one or more meetings.

• **Division** – A unit defined by the Senate with consideration given to the organizational structure of Divisions currently recognized by the District.


Academic Senate Constitution Approved April 5, 2002
Amended March 19, 2004
Amended May 2, 2008
Amended February 5, 2010
The Academic Senate
For College of the Redwoods

Bylaws

ARTICLE I
Officers

Section 1. Officers: The officers of the Academic Senate (Senate) shall consist of two Copresidents.

Section 2. Duties: The duties of the Copresidents shall be as follows:

1. To preside at all Senate meetings;
2. To be non-voting, ex-officio members of all Senate committees;
3. To appoint all faculty and associate faculty who serve as representatives of the faculty to District committees, subject to review of the Senate;
4. To represent the faculty at the following:
   a. Board of Trustee (Board) meetings;
   b. College Council meetings; and
   c. Other District committee meetings as appropriate;
5. To maintain communication with the Chief Academic Officer and with the President/Superintendent on a regular basis;
6. To maintain communication with the Senate support staff and other District offices;
7. To prepare Senate meeting agendas as prescribed by law; and
8. To post and distribute Senate meeting documents as prescribed by law.

ARTICLE II
Committees

The Senate shall have the following standing committees: Executive Committee, Academic Standards and Policies Committee, Curriculum Committee, Faculty Development Committee, Faculty Qualifications Committee, CRFO/Academic Senate Liaison Committee, Professional Relations Committee, Tenure Review Committee, Associate Faculty Committee, and Multicultural and Diversity Committee. For the purposes of committee representation, the following units constitute divisions: Athletics and Physical Education; Arts, Languages, and Social Sciences; Career and Technical Education; Del Norte; Eureka Nonteaching; Health and Emergency Response Occupations; Humanities and Communication; Mathematics, Science and Engineering; Mendocino Coast—please refer to the Constitution of the Academic Senate, Article IV, Section 2 list of instructional divisions as defined by College Administration.

Nonvoting, ex-officio committee members may make motions and participate in discussions, but shall not count towards a quorum. Substitutions will not be allowed on any Senate committee.
Section 1. Executive Committee

A. Membership: The three Senate members of the Executive Committee shall be nominated by the Copresidents and confirmed by the Senate no later than the second regular meeting in the fall. They shall serve a term of one year. The Committee shall consist of the following members:
   1. The two Senate Copresidents; and
   2. Three Senators, each from different divisions.

B. Duties and Purposes:
   1. To assist the Copresidents in coordinating Senate activities;
   2. To make recommendations to the full Senate regarding Senate business;
   3. To assume other duties as designated from time to time by the Senate; and
   4. To make decisions on behalf of the full Senate at times other than the fall and spring semesters subject to the following:
      a. The Executive Committee must inform the Senate of any decisions at the next scheduled Senate meeting.
      b. The Senate may override any Executive Committee decisions.
      c. The power of the Executive Committee in this capacity is intended to be a limited power exercised only when the Senate is not in session.

Section 2. Academic Standards and Policies Committee

A. Membership: The term of each faculty member, including the chair, shall be two years with staggered terms expiring July 1. The Committee shall consist of the following members:
   1. The chair appointed by the Copresidents and confirmed by the Senate;
   2. One faculty from each division, selected by the division. If a division chooses not to fill the position, the Copresidents may appoint a faculty member from any division to fill that vacancy. With the exception of the chair, no division shall have more than two representatives.
   3. One associate faculty appointed by the chair; and
   4. The Chief Academic Officer, who shall serve as a nonvoting, ex-officio member.

B. Duties and Purposes:
   1. To accept assignments from the Senate on issues of academic standards and policies;
   2. To research, discuss, and make specific recommendations to the Senate regarding resolution of the above assignments; and
   3. To develop, promote implementation of, and maintain policies that encourage:
      a. High standards of academic excellence and skills proficiency;
      b. Quality counseling and advising for students;
      c. Diagnostic skills testing, wherever appropriate;
      d. Developmental instruction, when necessary; and
      e. Long-range curriculum planning responsive to present and anticipated student needs.

Section 3. Curriculum Committee
A. Membership: Terms of each faculty member, including the chair, shall be two years with staggered terms expiring July 1. The Committee shall consist of the following members:

1. The chair appointed from the Committee’s members past or present by the Copresidents and confirmed by the Senate;
2. One faculty from each division, selected by the division. If a division chooses not to fill the position, the Copresidents may appoint a faculty member from any division to fill that vacancy. With the exception of the chair, no division shall have more than two representatives.
3. The Chief Academic Officer, who shall serve as a nonvoting, ex-officio member; and
4. College articulation liaison, who shall serve as a nonvoting, ex-officio member.
5. The Curriculum Committee chair may request a MIS Admissions and Records representative, who shall serve as a nonvoting, ex-officio member.

B. Duties and Purposes: The Curriculum Committee is concerned with the development of and continual improvement of educational programs and the curriculum. The major functions of the Committee are the following:

1. To make recommendations to the Senate regarding additions, modifications, or deletions to the curriculum;
2. To advise the Senate and the administration on issues related to curriculum and educational programs;
3. To maintain an on-going evaluation of the college curriculum;
4. To assist in the development and long-range planning of the overall educational program of the college; and
5. To advise faculty who are developing groupings of classes into cohorts or other linked units.

6. The specific functions of the Curriculum Committee are to act on the following proposals:
   a. Creation, modification or deletion of programs, courses, or certificates;
   b. Revision of a catalog description to reflect changes in the nature of a course;
   c. Changes in hours and/or units of a course;
   d. Changes in the requirements of an existing certificate or degree program;
   e. Changes in prerequisites, corequisites, and recommended preparation;
   f. Assignment of courses to disciplines; and
   g. Significant changes in the course outline related to grading standards, method of evaluation, or instructional materials.
A. Membership: The term of each faculty member, including the chair, shall be two years with staggered terms expiring July 1. The committee shall consist of the following members:
1. The chair appointed by the Copresidents and confirmed by the Senate;
2. Three faculty members from Eureka appointed by the Copresidents;
3. One faculty member from CRDN or CRMC appointed by the Copresidents; and
4. Coordinator, Center For Teaching Excellence who shall serve as a nonvoting, ex-officio member.

B. Duties and Purposes:
1. To oversee the distribution of faculty development funds to support the improvement of instructional skills or subject area expertise of faculty and associate faculty members;
2. To develop guidelines for funding requests;
3. To forward funding allocation recommendations to the Senate for approval;
4. To develop, implement, and coordinate the process for awarding funding; and
5. To evaluate faculty development activities district wide.

Section 5. Faculty Qualifications Committee
A. Membership: The term of each faculty member, including the chair, shall be two years with staggered terms expiring July 1. The Committee shall consist of the following members:
1. The chair appointed by the Copresidents and confirmed by the Senate;
2. Four faculty members from at least two divisions appointed by the Copresidents; and
3. The Chief Academic Officer who shall serve as a nonvoting, ex-officio member.

B. Duties and Purposes:
1. To review and recommend changes to the Senate on policies related to minimum qualifications or other issues of faculty qualification;
2. To consider and make recommendations to the Senate on all applications for equivalency, both full and associate; and
3. To make recommendations on minimum qualification applications referred by the Chief Academic Officer.

Section 6. CRFO/Academic Senate Liaison Committee
A. Membership: The Committee shall consist of the following members:
1. The Senate Copresidents;
2. CRFO President; and
3. CRFO Vice President.

B. Duties and Purposes:
1. To provide a forum for the collegial discussion of faculty issues.
2. Composition, duties, and purposes are subject to change pursuant to the CRFO Collective Bargaining Agreement.

Section 7. Professional Relations Committee
A. Membership: The term of the chair shall be two years. The members will serve on an ad hoc basis. The committee shall consist of the following members:
   1. The chair, trained in Interest-Based Approach (IBA), appointed by the Copresidents and confirmed by the Senate; and
   2. One faculty, trained in IBA, appointed by the Copresidents.

B. Duties and Purposes:
   1. To develop and to maintain cooperation and understanding among Academic Senate constituents and Senate support staff; and
   2. To promote and to maintain professional and collegial relations.

   The following procedures will be followed:
   a. Initial contact may be made to a Copresident;
   b. The Copresidents will appoint a Committee to mediate the issues raised using IBA;
   c. The Committee will forward its mediation outcome to the Academic Senate Executive Committee; and
   d. All matters brought before the Committee are considered personal and confidential.

Section 87. Tenure Review Committee
A. Membership: The term of each faculty member shall be four years with staggered terms expiring July 1. The committee shall consist of the following members:
   1. Four tenured faculty members from different divisions appointed by the Copresidents and confirmed by the Senate, one of whom will serve as chair; and
   2. Chief Academic Officer.

B. Duties and Purposes:
   1. To review documents provided by the Faculty Evaluation Committees; and
   2. To issue an annual report and recommendations to the Senate and the President/Superintendent. This report will include recommendations on the reemployment and tenure of each tenure-track nontenured faculty member.

   To perform other duties pursuant to the CRFO Collective Bargaining Agreement.

Section 98. Associate Faculty Committee
A. Membership: The term of each member, including the chair, shall be two years with staggered terms expiring July 1. The committee shall consist of the following members:
   1. The chair, appointed by the Copresidents from among the associate faculty senators and confirmed by the Senate;
   2. One faculty appointed by the Copresidents; and
   3. At least one associate faculty appointed by the Copresidents.

B. Duties and Purposes:
   1. To advise the Senate on issues of specific concern to associate faculty; and
   2. To promote district-wide collegiality.

Section 109. Multicultural and Diversity Committee
A. Membership: The term of each faculty and associate faculty member, including
the chair, shall be two years, with staggered terms expiring July 1. The
Committee shall consist of the following members:
1. The chair appointed by the Copresidents and confirmed by the Senate;
2. At least three faculty appointed by the Copresidents;
3. At least one associate faculty appointed by the Copresidents;
4. Director of Human Resources who shall serve as a nonvoting, ex-officio
   member;
5. President/Superintendent who shall serve as a nonvoting, ex-officio
   member;
6. Liaison from Disabled Student Services who shall serve as a nonvoting, ex-
   officio member;
7. Liaison from among division chairs who shall serve as a nonvoting, ex-
   officio member;
8. Liaison from Academic Support Center who shall serve as a nonvoting, ex-
   officio member; and
9. At least one community member who shall serve as a nonvoting, ex-
   officio member.

B. Duties and Purposes:
1. To encourage the educational, vocational, and social value of a rich
   variety of backgrounds and perspectives to the students and the campus
   community;
2. To work with the administration to review the Student Equity Plan;
3. To assist Human Resources in the development and implementation of
   equity and diversity training for search committee members;
4. To expand multicultural and diversity training for all faculty;
5. To promote the retention of students, faculty, and staff of
   underrepresented groups on campus; and
6. To assist in the development of strategies to create a campus community
   environment that promotes inclusiveness as an institutional community
   value districtwide.

ARTICLE III
Senate Meetings

Section 1. Meeting Schedule: The Senate shall meet on the first and third Fridays of
each month during the fall and spring semesters except when such days fall on all-college
holidays or semester breaks.

Section 2. Order of Business: The following shall be the order of business for all regular
meetings:
1. Call to order;
2. Call for public comments;
3. Approval of the minutes;
4. Action items;
5. Discussion items;
6. Reports;
7. Announcements and Open Forum; and
ARTICLE IV
Parliamentary Authority

All questions of parliamentary procedure in the conduct of meetings shall be resolved according to the latest edition of Robert’s Rules of Order insofar as they do not conflict with the Constitution.

ARTICLE V
Amendments

These Bylaws may be adopted, repealed, altered, or amended, or new Bylaws may be adopted at any meeting of the Senate by a two-thirds vote of those present, provided such proposals have been presented in writing at a previous meeting.

Adjust page breaks and other minor formatting after revision discussion suggestions have been added to enable ease of reading!

Approved April 4, 2003
Amended April 16, 2004
Amended November 19, 2004
Amended May 2, 2008
Amended May 6, 2011
Amended May 4, 2012
PROGRAM REVITALIZATION, SUSPENSION, AND/OR DISCONTINUATION

Philosophy and Purpose

The College of the Redwoods District is committed to the vitality and integrity of its educational programs as validated by processes of regular and ongoing evaluation. Following a transparent process and using appropriate data, this procedure provides a framework for the effective consideration of program vitality that utilizes regular and rigorous institutional evaluation, and in those instances where consideration of discontinuance is appropriate, provides a framework and a process of effective engagement within which to consider the relevant issues and to come to an appropriate and timely institutional resolution.

This procedure will be used to review the revitalization, suspension, or discontinuance of instructional programs. An instructional program is defined as a discipline and/or an organized sequence or grouping of courses leading to a defined objective such as a major (area of emphasis), degree, or certificate.

Changes in the following indicators may cause a program to be recommended to the President/Superintendent for evaluation (based on quantitative and qualitative data):

- Program review and analysis trends (i.e. enrollment, FTES/FTEF ratio, success and retention rates, etc.)
- Degree and certificate completions
- Alignment with the Chancellor’s Office priorities, the College’s mission, and accreditation standards
- Alignment with state and federal requirements
- Changes in requirements from transfer institutions
- Availability of fulltime and associate faculty
- Budget concerns and lack of sufficient funding
- Changes in demand in the workforce
- Lack of adequate facilities and equipment
- Outdated curriculum

The Program Review process, unit plans, and other strategic, educational and annual planning activities should be referenced and considered among sources of data and direction in this process, but it is important to emphasize that their primary purpose and use is not to target programs for discontinuance. It is also important to note that program revitalization, suspension, or discontinuance should occur only after serious deliberation.

It is necessary to keep in mind that during times of budget reductions or reallocations which necessitate the reduction in (cutting) class sections and reduction in faculty positions, it is possible that the College may not have sufficient course offerings to maintain a program or a
major at the College. In such instances, as best as possible, consideration should be given to satisfying the mission of the College and accreditation standards, meeting student needs, and addressing fiscal realities.

**Consideration of Collective Bargaining Rights**

Nothing contained in this Administrative Procedure is intended to infringe upon, diminish, or supersede any collective bargaining rights established for employees of the District. It is the intention of the District that consideration of issues that fall under the scope of bargaining be addressed through the regular processes established for such consideration by the District and its collective bargaining units.

**Program Revitalization, Suspension and/or Discontinuance Evaluation Process**

*Step One: Program Analysis Request*

Program revitalization, suspension, or discontinuance discussions can be initiated by the administration, faculty within the discipline, the Program Review Committee or the Academic Senate by submitting a Program Analysis Request (Appendix A) to the President/Superintendent.

*Step Two: Appointment of the Task Force*

If a Program Analysis Request is approved by the President/Superintendent, he or she will, with consultation with Expanded Cabinet, appoint a Task Force. The Task Force shall be composed of the following:

- Dean/Director of the program (Co-Chair, with one of the faculty members described below)
- Academic Senate Co-President or designee
- 1 faculty member who teaches in the program appointed by the Academic Senate (or designee appointed by the President if a faculty member is not available)
- 1 faculty member who is not a member of the program or division appointed by the Academic Senate (or designee appointed by the President if a faculty member is not available)
- 1 representative appointed by the President/Superintendent

The Task Force will be co-chaired by a faculty member to be selected from and by the membership of the Task Force. The responsibilities of the co-chairs of the Task Force include, but are not be limited to, the following:

- Consultation with the Office of Institutional Research and other resources to validate information being used in determining recommendations
- Maintenance of objectivity and integrity during the entire process
- Written summary recorded for each meeting
- Production of a Task Force Recommendation Report
Step Three: Program Analysis

The Office of Institutional Research will complete the Program Analysis Form (Appendix B) within two weeks of the President/Superintendent’s approval of the Program Analysis Request and submit this to the co-chairs of the Task Force, who will then begin work analyzing both quantitative and qualitative data provided.

Current and past quantitative and qualitative data on the program must be researched and reported so that the Task Force can make an informed recommendation to the President/Superintendent and Expanded Cabinet regarding the program’s revitalization, suspension, or discontinuance.

Step Four: Task Force Program Recommendation Report

Subsequent to review of all of the relevant information, the Task Force, working with the Office of Institutional Research, will present its findings, including a recommendation on a course of action, and a timeframe for resolution to the President/Superintendent. This recommendation report shall be submitted no more than 60 days after formation of the Task Force.

The three possible recommendations that may be provided by the Task Force include:

1. Program Revitalization: A program may be recommended to continue with qualifications. These may include, but are not limited to, specific interventions designed to improve the viability and responsiveness of the program. Examples of Program Revitalization may include a plan of action to enhance the performance and effectiveness of an existing program, which could include training/professional development for faculty and/or curriculum changes/updates; a recommendation to restructure an existing program for greater effectiveness; reallocation of resources; or a recommendation to develop a new program from the existing program.

   The Task Force Recommendation Report for Program Revitalization shall include a timeline during which these interventions will occur, an assessment plan, and expected outcomes. All interventions and timelines will also be communicated in writing to the appropriate administrator. After the specified revitalization period is completed the program will be reviewed again on a regular program review cycle.

2. Program Suspension: A program may be recommended for a one or more years suspension. Any recommendation for program suspension must include the criteria used to arrive at the recommendation. Examples or reasoning for the temporary suspension may include but are not limited to:
   - Safety issues
   - Lack of required equipment or facilities
   - Lack of available fulltime or associate faculty
   - Regulatory suspension,
The Task Force Recommendation Report for Program Suspension shall include: a detailed plan and recommended timeline for the suspension of the program with the least impact on students, faculty, staff and the community; an impact report explaining how phasing out the program for suspension will affect students, faculty, staff, and the community based on the Program Analysis data; the amount of cost savings achieved by virtue of the program’s suspension; recommendations for how currently enrolled students may meet their educational objectives through alternative means while the program is under suspension; and the requirements of collective bargaining for faculty and staff, including application of policies for reduction in force and opportunities for retraining of faculty and staff, if necessary, while the program is under suspension.

3. Program Discontinuance: A recommendation to discontinue a program will occur when, after a full evaluation study, it is concluded that it is no longer in the best interest of the College, its students, and the larger community for the program to continue. Any recommendation for program discontinuance must include the criteria used to arrive at the recommendation. The Task Force Recommendation Report for Program Discontinuance shall include the following: a detailed plan and recommended timeline for phasing out the program that minimizes the impact on students, faculty, staff and the community; an impact report explaining how phasing out the program will affect students, faculty, staff, and the community based on the Program Analysis data; the amount of cost savings achieved by virtue of the program’s discontinuance; recommendations for how currently enrolled students may meet their educational objectives through alternative means; and the requirements of collective bargaining for faculty and staff, including application of policies for reduction in force and opportunities for retraining of faculty and staff.

The Task Force’s written report will consist of 1) a summary of the data, 2) an analysis of the data, 3) the recommendation, 4) the factors used to make the recommendation, and 5) a detailed assessment of the recommendations’ impact on the college’s overall educational program and budget, as well as its impact on students, faculty, and staff involved.

Step Five: Decision

The President/Superintendent has full responsibility and authority to implement the decision as designee of the Board of Trustees. If the President/Superintendent decides to implement the recommendation for revitalization, suspension, or discontinuance, the President/Superintendent will task the appropriate administrators to work with faculty and staff to develop the program revitalization, suspension or discontinuance timeline, taking into consideration the following:

- Faculty reassignment by FSA or termination
- Staff reassignment or termination
- Alternatives for students to complete program degrees and/or certificates
• Redistribution/discontinuance of equipment, supplies, facilities, and budget

If the President/Superintendent decides not to implement the recommendation for revitalization, suspension, or discontinuance, then he or she shall communicate the reasons in writing to the Expanded Cabinet. If the final decision is to suspend or discontinue the program, then the Chief Instructional Officer or the Chief Student Services Officer, Chief Human Resources Officer, Academic Senate, CRFO, CSEA, and appropriate deans/directors will participate in the following steps:

• Consult with affected faculty and staff member(s) regarding their employment rights
• Consult with students regarding their options for program completion or transfer
Appendix A
PROGRAM ANALYSIS REQUEST FORM

Program Name: ____________________________________________________

This Program Analysis Request must be supported by the program review or other appropriate data and shall be submitted to the President/Superintendent. The President/Superintendent will determine if a Task Force shall be convened to evaluate the program for revitalization, suspension or discontinuance.

Please check the indicators that triggered the initiation of the program revitalization, suspension or discontinuance process. Please attach the program’s most recent Program Review to this proposal request.

MULTIPLE INDICATORS (please check multiple indicators below)

<table>
<thead>
<tr>
<th>✓</th>
<th>Multiple Indicators (please check the indicators below)</th>
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</thead>
<tbody>
<tr>
<td>✓</td>
<td>Enrollment has declined at least three of the last five years.</td>
</tr>
<tr>
<td>✓</td>
<td>FTES/FTEF is consistently below the district average, or has declined at least three of the last five years.</td>
</tr>
<tr>
<td>✓</td>
<td>Success rates are consistently below the district average, or have declined at least three of the last five years.</td>
</tr>
<tr>
<td>✓</td>
<td>Retention rates are consistently below the district average, or have declined at least three of the last five years.</td>
</tr>
<tr>
<td>✓</td>
<td>Program completions are consistently below the division’s district average, or have declined at least three of the last five years.</td>
</tr>
<tr>
<td>✓</td>
<td>Insufficient availability of courses for students to complete the program within its stated duration</td>
</tr>
<tr>
<td>✓</td>
<td>Nonaligned with state, the Chancellor’s Office priorities or College mission</td>
</tr>
<tr>
<td>✓</td>
<td>Nonaligned with federal and state law</td>
</tr>
<tr>
<td>✓</td>
<td>Lack of available program personnel (faculty/staff)</td>
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<tr>
<td>✓</td>
<td>Inadequate equipment and/or facilities</td>
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<tr>
<td>✓</td>
<td>Changes in the local and/or regional job market</td>
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<tr>
<td>✓</td>
<td>Changes in community/student needs or interests</td>
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<td>✓</td>
<td>Change in transfer requirements</td>
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<tr>
<td>✓</td>
<td>Diminished outside funding resources</td>
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<tr>
<td>✓</td>
<td>Program creates financial hardship for the institution</td>
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<tr>
<td>✓</td>
<td>Budget concerns and lack of sufficient funding</td>
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<tr>
<td>✓</td>
<td>Outdated curriculum</td>
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<tr>
<td>✓</td>
<td>Other:</td>
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Name of Requestor ___________________________ Date ___________________________

Approved ☐ Denied ☐
If the Program Analysis Request is approved by the President/Superintendent, the Director of Institutional Research will complete the Program Analysis Form within a two-week period and submit to the co-chairs of the Task Force. The form will address all applicable criteria below for the most recent 6 terms (compared to the current district average) unless information is unavailable or not applicable.

### PROGRAM REVITALIZATION, SUSPENSION AND/OR DISCONTINUANCE

#### PROGRAM ANALYSIS FORM– QUANTITATIVE DATA

<table>
<thead>
<tr>
<th>1. Total student enrollment</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Number of class sections offered</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>3. Fill rates/caps</td>
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<tr>
<td>4. FTES</td>
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<td>5. FTES/FTEF</td>
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<tr>
<td>6. Term-to term persistence of students in the program</td>
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<td>7. Retention</td>
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<td>8. Student Success (C or better)</td>
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<tr>
<td>9. Number of graduated/certified students from the program</td>
<td></td>
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<tr>
<td>10. Expense or annual cost/FTES trends</td>
<td></td>
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<tr>
<td>11. Labor market demand: vocational and avocational</td>
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<tr>
<td>12. Number of program/area transfers</td>
<td></td>
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</table>
**PROGRAM ANALYSIS FORM – QUALITATIVE DATA**

This report will address all applicable criteria below unless information is unavailable or not applicable.

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The impact the action will have on the general education curriculum or the curriculum of other programs.</td>
</tr>
<tr>
<td>2.</td>
<td>The ability of students to complete their degree or certificate or to transfer. This includes maintaining the catalog rights of students.</td>
</tr>
<tr>
<td>3.</td>
<td>The College’s ability or inability to provide the resources to maintain the program.</td>
</tr>
<tr>
<td>4.</td>
<td>Balance of college curriculum (for example, ensuring the non-elimination of all of one type of programs, such as foreign languages)</td>
</tr>
<tr>
<td>5.</td>
<td>Replication of programs in the surrounding area and their efficacy.</td>
</tr>
<tr>
<td>6.</td>
<td>The potential impact on diversity at the College.</td>
</tr>
<tr>
<td>7.</td>
<td>Alignment with Chancellors Office priorities, college mission, accreditation standards, and state and federal law.</td>
</tr>
<tr>
<td>8.</td>
<td>Effects on local business and industries- i.e., declining market/industry demand (local, regional).</td>
</tr>
<tr>
<td>9.</td>
<td>Availability of the program at other community colleges.</td>
</tr>
<tr>
<td>10.</td>
<td>If this is a grant-funded program, what was the agreed institutional commitment for the campus to continue this program?</td>
</tr>
<tr>
<td>11.</td>
<td>List specific financial resources required to sustain the program:</td>
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<tr>
<td></td>
<td>- Faculty compensation FT/PT</td>
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<td></td>
<td>- Support Staff compensation</td>
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<tr>
<td></td>
<td>- Facilities costs annualized</td>
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<td></td>
<td>- Equipment costs annualized</td>
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<td></td>
<td>- Supplies cost annualized</td>
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<tr>
<td>12.</td>
<td>Potential impact on the community.</td>
</tr>
</tbody>
</table>
Conceptual Framework for  
Dual Enrollment Program Fall 2014

Scope
The dual enrollment program will allow eligible high school students currently attending Northern Humboldt School District and Del Norte public or private high schools or home school to simultaneously enroll in a college class. The credits that students earn can be used for both a college degree or certificate and high school graduation requirements.

Enrollment Eligibility Requirements
The student must:
- be from the Northern Humboldt School District;
- have a 3.0 GPA in high school coursework;
- pass appropriate math and English placement testing;
- meet college course pre-requisites;
- be a high school junior;
- provide written authorization from the high school principal or designee;
- provide a 10th grade transcript showing a grade point average of 3.0;
- submit a concurrent enrollment form; and
- submit all paperwork no later than 30 days before the start of semester of the desired term of enrollment.

Cost of the dual Enrollment Program
- Regular CR tuition and fees.

How do students pay for classes?
- Students can pay out of pocket or apply for a Board of Governors (BOG) Fee Waiver.

Determination of classes available for Dual Enrollment credit
- The CR administration and faculty working with staff at the high school determine which classes are included in the program on an annual basis.

Where and when may dual enrollment courses be taken?
- All classes may be taken during or after school and during the summer. They may be offered at the high school or via distance education.

How many credits can a student take per semester?
- Students may take up to 11 credits per semester. Students must meet with their high school counselors to assure that the classes they plan to take will assist them in meeting their high school graduation requirements and in attaining their college goals.

Faculty
- All classes are taught by qualified CR fulltime and associate faculty. In the event regular CR faculty are not available, high school instructors can teach courses if they meet the college’s minimum qualifications. High school instructors approved to teach as CR associate faculty will be evaluated according to CR’s evaluation policies for other associate faculty.
Open Access

- All classes must be open to the general public in order for the college to receive apportionment. The high school Board must provide written verification that the high school is open to the public during the hours that classes will be taught on the high school site.

How does Dual Credit differ from Advanced Placement (AP)?

- Both courses are taught at the college level. However, college credit is awarded for advanced placement courses only upon completion of a single assessment test. Dual credit courses earn college credit in the same manner as any other college course. In addition, dual credit courses are taught by qualified college faculty who hold the appropriate credentials in the subject matter. For instance, faculty teaching general education courses must hold at least a Master’s degree in the subject area. High school AP courses do not have this requirement.
### College of the Redwoods
#### Summary of Course Changes

**05.10.13**

**LEGEND**

- **PREFIX** = Course prefix; **#** = Course Number; **TITLE** = Course title or title change; **NEW** = New course or large format/distanced education proposal first submission; **REV** = Revised course; **REP** = Replaces existing course; **INA** = Inactivated course; **UNITS** = Total Units and hrs of new or revised course; **UC** = UC transferable – indicate UC transfer status by placing an A for approved courses and a P for courses pending; **CSU** = CSU transferable – indicate CSU transfer status by placing an A for approved courses and a P for courses pending; **CR GE** = credits apply to CR General Education. A for approved, underlined indicates new CR GE and R for removed from GE status; **COMMENTS** = Review of outline changes, including prerequisites.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>#</th>
<th>Title/Title Change</th>
<th>N E W</th>
<th>R E V</th>
<th>R E P</th>
<th>I N A</th>
<th>[ Units ] Lec/Lab Hrs</th>
<th>U C</th>
<th>C S U</th>
<th>CR GE</th>
<th>Comments/ Summary Changes</th>
</tr>
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<tr>
<td>PSYCH</td>
<td>11</td>
<td>Lifespan Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>[0.5-8.0]</td>
<td></td>
<td></td>
<td>A</td>
<td>Course update. New learning outcomes were added for articulation purposes.</td>
</tr>
<tr>
<td>CIS</td>
<td>42</td>
<td>Cooperative Education Work Experience in Computer Information Systems</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>0 / 37.5-600</td>
<td>P</td>
<td></td>
<td></td>
<td>New course. This course is designed to provide students with occupation-specific cooperative work experience education in Computer Information Systems (CIS).</td>
</tr>
<tr>
<td>PE</td>
<td>67B</td>
<td>Theory of Football 2</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>[1.0]</td>
<td>P</td>
<td></td>
<td></td>
<td>New course. This course is an advanced theory course that allows second year student athletes to continue competition in the sport of intercollegiate football at the highest level and comply with physical fitness repeatability issues.</td>
</tr>
<tr>
<td>PE</td>
<td>80</td>
<td>Athletic Conditioning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0 / 54</td>
<td></td>
<td></td>
<td>A</td>
<td>Course update. Due to repeatability issues the TOPs code has been changed to an intercollegiate code.</td>
</tr>
<tr>
<td>GUID</td>
<td>206</td>
<td>Basic Computer Skills for Students with Disabilities</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>New course designed for students with developmental or learning disabilities learn skills necessary for computer use.</td>
</tr>
<tr>
<td>GUID</td>
<td>207</td>
<td>Life Management and Career Preparation for Students with Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>New course designed for students with developmental or learning disabilities learn everyday-living skills.</td>
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Curriculum Changes: 05.10.13
<table>
<thead>
<tr>
<th>Prefix</th>
<th>#</th>
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<th>REV</th>
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<tr>
<td>GUID</td>
<td>208</td>
<td>Functional Money Skills for Students with Disabilities</td>
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<td>New course designed for students with developmental or learning disabilities learn skills necessary for performing accurate money exchanges.</td>
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<td>Social Opportunities for Students with Disabilities</td>
<td>X</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
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<td>New course designed to help students with disabilities learn now to create social lives for themselves.</td>
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<tr>
<td>GUID</td>
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<td>Survival Vocabulary and Basic Literacy for Students with Disabilities</td>
<td>X</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
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<td>New course designed for adults with disabilities learn survival vocabulary, reading, and writing skills.</td>
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<tr>
<td>GUID</td>
<td>211</td>
<td>Community Resources for Students with Disabilities</td>
<td>X</td>
<td></td>
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<td></td>
<td></td>
<td>New course designed for students with developmental or learning disabilities learn the skills necessary to independently take part in typical community activities.</td>
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<tr>
<td>GEOL</td>
<td>2</td>
<td>Historical Geology</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>Course reactivation. Course updated with revised learning outcomes. ENGL-150 added as recommended preparation.</td>
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<tr>
<td>GEOL</td>
<td>10</td>
<td>Environmental Geology</td>
<td>X</td>
<td></td>
<td></td>
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<td></td>
<td>A</td>
<td>A</td>
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<td>Regularly schedule review to maintain online status.</td>
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<tr>
<td>SOC</td>
<td>1</td>
<td>Intro to Sociology</td>
<td>X</td>
<td></td>
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<td></td>
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<td>A</td>
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<td>ENGL</td>
<td>150</td>
<td>Precollegiate Reading and Writing</td>
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<td>Course update includes the replacement of the competency exam with a summative writing sample.</td>
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<tr>
<td>READ</td>
<td>260</td>
<td>Developing Literacy</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>New course designed to develop basic reading and writing skills.</td>
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<tr>
<td>ART</td>
<td>4</td>
<td>Art Appreciation</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>A</td>
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<td>Regularly schedule review to maintain online status.</td>
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<tr>
<td>FT</td>
<td>1</td>
<td>Fire Protection Organization</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>Course updates revised learning outcomes to meet the recommendations of the Fire Technology Directors' Association.</td>
</tr>
<tr>
<td>FT</td>
<td>2</td>
<td>Fire Behavior and Combustion</td>
<td>X</td>
<td></td>
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<td></td>
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<td>A</td>
<td></td>
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<td>Course updates revised learning outcomes to meet the recommendations of the Fire Technology Directors' Association.</td>
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<tr>
<td>FT</td>
<td>3</td>
<td>Fire and Emergency Services Safety and Survival</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>Course updates revised learning outcomes to meet the recommendations of the Fire Technology Directors' Association. Course title has been changed.</td>
</tr>
</tbody>
</table>

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<tr>
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<th>U C</th>
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<tr>
<td>FT</td>
<td>4</td>
<td>Fire Prevention</td>
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<td></td>
<td>Course updates revised learning outcomes to meet the recommendations of the Fire Technology Directors' Association.</td>
</tr>
<tr>
<td>FT</td>
<td>5</td>
<td>Fire Protection Systems</td>
<td></td>
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<td></td>
<td>Course updates revised learning outcomes to meet the recommendations of the Fire Technology Directors' Association. Prerequisite has been removed and recommended prep has been changed.</td>
</tr>
<tr>
<td>FT</td>
<td>6</td>
<td>Building Construction for Fire Protection</td>
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<td></td>
<td>Course updates revised learning outcomes to meet the recommendations of the Fire Technology Directors' Association.</td>
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<tr>
<td>FT</td>
<td>7</td>
<td>Fire Protection Hydraulics and Water Supply</td>
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<td>Course inactivation.</td>
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<tr>
<td>AJ</td>
<td>82X</td>
<td>Basic Law Enforcement Academy Module II (Extended)</td>
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<tr>
<td>AJ</td>
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<td>Module III Reserve Peace Officer Course</td>
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<td>Course inactivation.</td>
</tr>
<tr>
<td>NURS</td>
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<td>Pharmacology for Professional Nursing I</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Course update includes new catalog description and revised learning outcomes.</td>
</tr>
<tr>
<td>NURS</td>
<td>10A</td>
<td>Pharmacology for Professional Nursing I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>[2.0] 36/0</td>
<td></td>
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<td>New modality: online</td>
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<tr>
<td>HO</td>
<td>15</td>
<td>Nutrition</td>
<td></td>
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<td></td>
<td></td>
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<td>Course update includes new catalog description and revised learning outcomes. Grading standard changed to &quot;letter grade only&quot;.</td>
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<tr>
<td>HO</td>
<td>15</td>
<td>Nutrition</td>
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REDWOODS COMMUNITY COLLEGE DISTRICT

Faculty Qualifications Committee Recommendations
To the
Academic Senate

May 13, 2013

Equivalency to the Minimum Qualifications application reviewed:

<table>
<thead>
<tr>
<th>Name</th>
<th>Discipline</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Latour</td>
<td>Sociology</td>
<td>Approve</td>
</tr>
</tbody>
</table>
Prerequisites and Corequisites

Prerequisites, corequisites, recommended preparation, 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, corequisites, recommended preparation, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, corequisites, recommended preparation, and limitations be established based solely on content review or content review with statistical validation.

Information in the Catalog and Schedule of Courses.

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

1. Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment that have been established.

2. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. 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.

3. 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.

4. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree applicable basic skills courses, prerequisite and satisfactory grade.

Challenge Process

1. 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:

   A. 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.

   B. 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 students registers for that subsequent term.
2. Grounds for challenge are specified in Title 5 Section 55003 (p). Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. The challenge form is available in Division Offices. Authority for approval rests with the Faculty Subject Matter Expert and the Division Chair.

A. Grounds for challenge are:
   - The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;
   - The prerequisite or corequisite is in violation of this section;
   - The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
   - The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;
   - The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; or
   - Such other grounds for challenge as may be established by the district governing board.

B. Additional grounds for challenge are:
   - 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.
   - The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others.

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

1. The Academic Senate shall establish a Curriculum Committee and its membership.

2. Establish prerequisites, corequisites, and recommended preparation 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 Title 5 Sections 53200-53204 and within the limits set forth in Title 5 Section 55003. Certain limitations on enrollment must be established in the same manner.

3. Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment only if the faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department does all of the following:
   A. Approve the course; and,
   B. As a separate action, approve any prerequisite or co-requisite, only if 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:
      a. involvement of faculty with appropriate expertise;
      b. consideration of learning outcomes developed by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
      c. 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;
      d. specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
      e. identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under d.
      f. matching of the knowledge and skills in the targeted course (identified under d.) and those developed or measured by the prerequisite or corequisite (i.e., the course or assessment identified under e.); and
      g. maintain documentation that the above steps were taken.
   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.
   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.
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.

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 pre-requisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.

4. A course which should have a prerequisite or co-requisite as provided in (E) or (F) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
   A. Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
   B. Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or corequisites.

5. The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.

6. If the District chooses to use content review as defined in Title 5 of the Code of California Regulations section 55000(c) to define prerequisites and corequisites in reading, written expression, or mathematics for courses that are degree applicable and are not in a sequence, it must adopt a plan consistent with Title 5 of the Code of California Regulations section 55003(c).

Program Review
As a regular part of the program review process or at least every six years, except that the prerequisites and corequisites for Career Technical Education courses or programs shall be reviewed every two 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. 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.

Implementing Prerequisites and Corequisites Through the Enrollment Process
Implementation of prerequisites, corequisites, 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/she has met all the conditions or has met all except those for which he/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.

**Instructor's Formal Agreement to Teach the Course as Described**

The College shall have established a procedure so that courses for which prerequisites or corequisites 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, a recommended preparation and must be identified as such in the schedule and catalog. Establishing recommended preparation does not require all the following steps.

1. **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.

2. **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:
      
      - 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
      - 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.

References: Title 5 Sections 55000 et seq.

Adopted by Board of Trustees: