

ACADEMIC SENATE MINUTES

May 10, 2022

Neil Watkins	President	2021-2023	P
Sarah Chamberlain	Vice President	2021-2022	P
Elizabeth "Liz" Encarnacion	Secretary/Treasurer	2021-2022	P
Angela Burk – Herrick	Curriculum Chair	2021-2023	P
Tracy Kocher	Business & Applied Technology	2020-2022	A
Bruce Osburn	Business & Applied Technology	2021-2023	A
Daniel Bentum	Chino/Fontana	2020-2022	P
Tara Johnson	Chino/Fontana	2021-2023	P
Lisa Doget	Health Sciences	2020-2022	A
Jayne Clark-Frize	Health Sciences	2021-2023	A
Christina Holdiness	Instructional Support	2020-2022	P
Vacant	Instructional Support	2021-2023	
Jeff Harlow	Kinesiology, Nutrition & Athletics	2020-2022	P
Elaine Martinez	Kinesiology, Nutrition & Athletics	2021-2023	P
Elizabeth "Liz" Encarnacion	Language Arts	2020-2022	P
Steve Shelton	Language Arts	2021-2023	P
Mark Gutierrez	Mathematics & Science	2020-2022	P
Elizabeth Cannis	Mathematics & Science	2021-2023	P
Dan Kern	Social & Behavioral Sciences	2020-2022	P
Pak Tang	Social & Behavioral Sciences	2021-2023	P
Jackie Boboye	Student Services	2020-2022	P
Michelle Martinez	Student Services	2021-2023	P
Erik Jacobson	Visual & Performing Arts	2021-2022	P
Vacant	Visual & Performing Arts	2021-2023	
Robin Witt	Senator-At-Large	2019-2022	P
Tamari Jenkins	Senator-At-Large	2020-2023	P
Sarah Chamberlain	Senator-At-Large	2021-2024	P
Patty Peoples	Adjunct Senator-At-Large	2020-2022	P
Shelly Jackson	Adjunct Senator-At-Large	2021-2023	P
Alternates			
William O'Neil	Business & Applied Technology	2021-2023	P
Manar Hijaz	Chino/Fontana	2021-2023	P
Jordan Hung	Health Sciences	2021-2023	P
Shelley Marcus	Instructional Support	2021-2023	P
Candice Hines-Tinsley	Kinesiology, Nutrition, & Athletics	2021-2023	P
Leona Fisher	Language Arts	2020-2022	P
Diana Cosand	Mathematics & Science	2021-2023	P
Sergio Gomez	Social & Behavioral Sciences	2020-2022	A
Myra Andrade	Student Services	2021-2023	A
Leta Ming	Visual & Performing Arts	2021-2023	P
Vanessa Nunez Valdovinos	Adjunct Alternate Senator	2021-2023	A
Nicole DeRose	Immediate Past President		P
Hope Ell	Classified Senate Liaison	2021-2023	P

Guests:

Monica Alexander, Education, SBS

Sandra Collins, Biology, M&S

Karla Cordero, Chaffey College, Scholarship Recipient

Stefanie Edwards, Chaffey College, Scholarship Recipient

Fany Espinoza Hernandez, Chaffey College, Scholarship Recipient

Kim George, English, LA

Eric Houck, Executive Director, Information Technology

Danny Keener, English, LA

Tina Kuo, Biology, M&S

Hannah Lucas, Psychology, SBS

Lissa Napoli, Administrative Assistant, Academic Senate

Terezita Reyes Overduin, Library

Alisha Rosas, Associate Superintendent, Student Services and Strategic Communications

Allezzandra Tupaz, Chaffey College, Scholarship Recipient

Louisa Villeneuve, Biology, M&S

1. P.E. (12:30 P.M.)**2. CALL TO ORDER (12:35 P.M.)****2.1 Land Acknowledgement**

With respect and honor for the lands where Chaffey College resides and the leaders who came before us, we would like to take a moment to acknowledge the Gabrieleño-Tongva (GABRIEL-EN-YO TONG-VAH) Peoples, the original stewards of these sacred and unceded homelands. The Tongva people's history, language(s), cultural traditions, and legacy continue to shape this region and we recognize their continuing presence in their homelands.

2.2 Remote Attendee Identification**3. PUBLIC COMMENT (Reserved for Guests only and limited to two minutes.)****4. APPROVAL OF AGENDA**

- May 10, 2022
- **Motion for Approval** - Senator Boboye moved to approve the 5.10.22 agenda. Senator Jacobson seconded the motion. Senator Encarnacion motioned to move Item 10.1 up above the Consent Agenda in today's agenda. Senator Shelton seconded the motion. The motion was approved. 5.10.22, 22Y/0N/0A.

5. APPROVAL OF MINUTES

- May 3, 2022

- **Motion for Approval** - Curriculum Chair Burk-Herrick Burk-Herrick moved to approve the 5.3.22 minutes. Senator Holdiness seconded the motion. The motion was approved. 5.10.22, 18Y/0N/4A.

10.1 Discussion Item: Scholarship Recipients

- Congratulations to the 2021-2022 Academic Scholarship Awardees!
 - Karla Cordero
 - Stefanie Edwards
 - Fany Espinoza-Hernandez
 - Allexandra Tupaz

6. CONSENT AGENDA

6.1 Curriculum is asking that the Academic Senate endorse the course modifications that Curriculum presented below:

AMT REACTIVATION PACKAGE

Course Reactivations:

AMT-16A	Aviation Materials, Processes, Inspections & Regulations
AMT-16B	Aviation Science
AMT-501	Aeronautics Laboratory Projects

ANTHROPOLOGY PACKAGE

Course Modifications w/ DE:

ANTHRO-1	Introduction to Biological Anthropology
ANTHRO-1L	Laboratory for Biological Anthropology
ANTHRO-2	Introduction to Archaeology
ANTHRO-3	Introduction to Social and Cultural Anthropology

New Courses w/ DE:

ANTHRO-5	Introduction to Linguistic Anthropology
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Program Modifications:

Anthropology for Transfer	AA-T
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NONPACKAGES

New Courses w/ DE:

MATH-42	Explorations in Quantitative Reasoning
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6.2 Faculty representative that have been requested to serve on this campus committee:

1. Programs Services and Review, Lisa Doget, ADN, HS

- **Motion for Approval** - Curriculum Chair Burk-Herrick moved to approve the Consent Agenda. Senator Jacobson seconded the motion. The motion was approved. 5.10.22, 23Y/0N/0A
- **Discussion:** Senator Cannis discussed the new MATH-42 class as an explorative opportunity for a transfer-level class that engages students in a new way as compared to Algebra with personally relevant

course material. Senator Witt stated that they will be reaching out to various departments to help put this course on their program map. Curriculum Chair Burk-Herrick emphasizes that hopefully by Fall 23 this course will be articulated for transfer.

7. REPORTS

7.1 President

- Investigating/Advocating for/Exploring scholarships or reduced tuition options for Gabrielino-Tongva students

7.2 Vice President

- Norma Leon, Senator At Large 22-25
- Annette Henry, KNA '21-23
- Leta Ming, VPA '21-'23
- Sheila Malone, VPA 22-25
- **Motion for Approval** - Senator Jenkins moved to ratify the officers by acclamation. Senator Tang seconded the motion. The motion was approved. 5.10.22, 23Y/0N/0A

7.3 Secretary/Treasurer

- ASCCC has created a survey to request feedback on the proposed model. Please share the ICAS recommendations and survey portal with your colleagues at other colleges.
 - https://www.surveymonkey.com/r/AB928_GE_Survey?fbclid=IwAR09F1mv2N-WXe3fXQ8RGbawJ0MgGpKFa2aFN4SyVBDhYdpiUtDGVjzfZHI

7.4 Curriculum

- No Report

7.5 Classified Senate Liaison, Hope Ell

- No Report

7.6 Committee Reports

- None

8. GUEST(S)/PRESENTATION(S) - None.

9. UNFINISHED BUSINESS

10. NEW BUSINESS

10.2 Action Item: Authorize Officers to Act on Behalf of Senate during Summer 2022

- **Motion for Approval** - Senator Johnson moved to authorize officers to act on behalf of Senate during the summer 2022. Senator Chamberlain seconded the motion. The motion was approved. 5.10.22, 22Y/0N/0A

10.3 Discussion Item: Outgoing Senators

10.4 Discussion Item: New Senators

10.5 Discussion Item: AP 4260 Prerequisites and Co-requisite

- **Motion for Approval** - Senator Boboye moved to approve AP 4260. Senator Chamberlain seconded the motion. The motion was approved. 5.10.22, 22Y/0N/0A

11. ANNOUNCEMENTS

11.1 Academic Senate for California Community Colleges (ASCCC) Information

11.1.1 [2022 Faculty Leadership Institute - Hybrid Event](#) The Citizen Hotel, Sacramento and Pathable Virtual Event Platform *subject to change, Thursday, June 16 through Saturday, June 18. REGISTRATION DEADLINE: Wednesday, June 8, 2022, before 5:00 PM. In order to make the event as accessible as possible for all attendees, regardless of the way they choose to attend, ASCCC opted to make one flat fee of \$650 for the registration, based on the costs identified to put the event together. Please click on the link to register and for more information.

11.1.2 Check out Academic Senate for California Community Colleges webpage for other great webinars/events at asccc.org

12. FLOOR ITEMS (Reserved to raise concerns within the Academic Senate scope. Senate will hear your concerns/questions, but may not respond. If requested, the concern can be included on a future agenda.)

13. ADJOURNMENT (1:35 P.M.)

The next Academic Senate meeting is scheduled for Tuesday, August 16, 2022.

Lissa A. Napoli, Recording Secretary

Elizabeth “Liz” Encarnacion, Secretary

Academic Senate – Possible Agenda Items – 2022-2023

- School of Hospitality, Fashion, Interior & Culinary Arts seats
- Chino & Fontana representation
- DE and DPS - Strategic Accessibility Plan for Faculty
- List of Faculty Emeritus in catalog
- Call for the Establishment of an Ombudsperson Position
<https://www.ohlone.edu/ombudsperson>
- Best practices: use of plug & play publisher modules
- Need a rep for portal workgroup / colleague steering committee
- Update AP 7341
<https://www.chaffey.edu/policiesandprocedures/docs/aps/7341-ap.pdf>
preceding the request and granting of leave
for the leave to be taken in a preceding years
any academic employee is eligible to apply after rendering...
- Tuition and fee waiver for all Gabrieleno-Tongva and other Native Am students
- Sustainability Plan Update
- October — Need to generate list of expectations / guidelines for hiring comms
- September — Generate an interest list of faculty who want to serve on hiring comms



AP 4260 Prerequisites and Co-requisites

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation, unless (1) it is required by statute or regulation; (2) it is part of a closely-related lecture-laboratory course pairing within a discipline; (3) it is required by four-year institutions; (4) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite or (5) it is a corequisite that has been recommended through placement guidelines approved by the Chancellor. (Title 5 §55003). Determinations about prerequisites and co-requisites shall be made on a course-by-course or program-by-program basis (Title 5 §55003).

Definitions (Title 5 §55000)

- Prerequisite means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.
- Corequisite means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course. (55000)
- Advisories on recommended preparation is a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.
- Additional types of limitation on enrollment include:
 - 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.
 - b. Honors Courses/Sections. 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



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- 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.
- c. Health and Safety/Certification. When courses have a requirement for enrollment by an outside agency, enrollment in that course may be considered "limited," (e.g. current TB test for child development courses; CPR certification for EMT courses, etc.).
 - d. A limitation on enrollment for sections of courses targeted to students participating in state sanctioned programs (e.g. Puente, AMAN/AWOMAN) may be established.
 - e. Cohort Courses/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, 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.

Prerequisites or corequisites may be established only for any of the following purposes: (§55003 (d)):

- A. the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation, or expressly required by institutions for which the college has transfer agreements; or
- B. the prerequisite will assure, consistent with section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or
- C. the corequisite course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established, and if the corequisite course is intended as additional support for students enrolling in transfer-level English or mathematics (or quantitative reasoning)



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- courses, then it must be determined that the corequisite course increases the likelihood that the student will pass the transfer-level course; or
- D. the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

Establishing prerequisites, co-requisites, and advisories on recommended preparation

Except as provided in section §55522, when the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article (§55002). When the college and/or district curriculum committee deems appropriate, a noncredit course may serve as a prerequisite or corequisite for a credit course as established, reviewed, and applied in accordance with this article (§55002).

Prerequisites, co-requisites, and advisories on recommended preparation (advisories) maybe established 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. The process for establishing prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:

- A. The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department approve the course and
- a) As a separate action, provide evidence that:
 - 1) it is required by statute or regulation;
 - 2) it is part of a closely-related lecture-laboratory course pairing within a discipline;
 - 3) it is required by four-year institutions;
 - 4) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite or
 - 5) it is a corequisite that has been recommended through placement guidelines approved by the Chancellor. (Title 5 §55003).
 - b) Or as a separate action, approve a communication skill, computational skill, or interdisciplinary prerequisite subject to a statistical validation



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performed by the Office of Institutional Research. Statistical analyses conducted by the Office of Institutional Research include but are not limited to: an examination of performance outcome differences in the target course between students who do/do not meet the prerequisite or corequisite; an examination of effect size differences between groups; an examination of a restricted bivariate correlation coefficient with corrections for restriction of range to determine the relationship between successful performance in the proposed prerequisite/ corequisite course and performance in the target course; and whether enforcement of the proposed prerequisite/corequisite course has a disproportionate impact on a particular subgroup of students by student characteristics identified in the District's Student Equity and Achievement (SEA) Plan.

- c) Or as a separate action, approve any other type of prerequisite or co-requisite by a **content review that shows** the prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program. A **content review must** include, at a minimum, all of the following:
 - 1) involvement of faculty with appropriate expertise;
 - 2) consideration of course content, objectives, and learning outcomes set by relevant department(s).
 - 3) identification of the prerequisite or co-requisite learning objectives deemed necessary at entry and/or concurrent with enrollment to develop the body of knowledge and/or skills;
 - 4) documentation that the above steps were taken.
 - d) Or approve any limitation on enrollment established for an honors course, a course that includes intercollegiate competition or public performance, or a course for which an outside agency requires a health and safety certification.
- B. The curriculum committee reviews the course prerequisite, corequisite, advisory, and/or limitation on enrollment in a manner that meets each of the requirements specified above.

Program Review

As a regular part of the program review process through the standard curriculum updating cycle or at least every six years, except that the prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years, the college shall review each prerequisite, corequisite, 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 corequisite that is still supported shall be reviewed promptly



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thereafter to assure that it is in compliance with all other provisions of this [policy procedure](#) and with the law.

Implementing Prerequisites, Co-requisites, and Limitations on Enrollment

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 they have](#) 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

[Each college shall establish 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 corequisite. The process shall be established by consulting collegially with the academic senate and, if appropriate, the local bargaining unit.](#)

Information in the Catalog and Schedule of Courses

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

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



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Challenge Process

- ~~A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:~~
- A. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the student is permitted to enroll. If the challenge is denied, the student will be dropped from the course. If it is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to remain in the course.
 - B. If space is available in the waitlist for a course when a student files a challenge to the prerequisite or co-requisite, the district shall reserve a spot on the waitlist 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 remain on the waitlist and, if the student is given the opportunity to enroll from the waitlist in the normal operation of the waitlist process, enroll in the course.
 - C. 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.
 - D. Where multiple disciplines are involved in a challenge, the discipline faculty for the prerequisite course evaluates and signs the challenge, rather than the faculty for the challenged course.

As provided for in Title 5 section §55203 (p), grounds for challenge shall include the following:

- A. A prerequisite for a course necessary for graduation, transfer, or a certificate is not offered and the unavailability of that prerequisite poses a hardship.
- B. The prerequisite has not been validated.
- C. The student has the knowledge or ability to succeed in the course despite not meeting the prerequisite.
- D. The prerequisite is discriminatory or being applied in a discriminatory manner.
- E. The student 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 and they would be delayed by a semester or more in attaining the degree or certificate specified in their educational plan.



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- F. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that they do not pose a health and safety threat to themselves or others.

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. Documentation may include, but is not limited to, official high school or college transcripts, additional test results, work experience, or writing sample. Prior enrollment in the course does not exempt a student from the current prerequisite of that course. Students who wish to challenge a prerequisite must submit a Prerequisite/Corequisite Challenge form. The form must be filed in the Counseling Department up to one week prior to the beginning of each term.

- ~~C. Grounds for challenge shall include the following:~~

- ~~i. Those grounds for challenge specified in Title 5 Section 55201(f).~~
- ~~ii. 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.~~
- ~~iii. 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.~~
- ~~iv. 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.~~

- ~~D. Curriculum Review Process~~

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

- ~~i. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the faculty senate.~~
- ~~ii. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the faculty senate except that the faculty senate may delegate this task to the curriculum~~



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- ~~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.~~
- ~~iii. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:~~
- ~~a) The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:~~
- ~~(1) Approve the course; and,~~
 - ~~(2) As a separate action, approve a communication skill, computational skill, or interdisciplinary prerequisite subject to a statistical validation performed by the Office of Institutional Research. In establishing sufficient statistical evidence to enforce prerequisites that have a communication or computational skills component or are interdisciplinary, at a minimum the Office of Institutional Research will:~~
 - ~~1) Compare the performance outcomes in the target course of students who did and did not complete the proposed prerequisite course prior to enrolling in the target course.~~
 - ~~2) Examine effect size differences and average percent gain. For the purposes of local validation, sufficient evidence will be considered to exist if an effect size of 0.20 or higher is observed.~~
 - ~~3) Examine a restricted bivariate correlation coefficient with corrections for restriction of range to determine the relationship between successful performance in the proposed prerequisite course and performance in the target course. A positive correlation coefficient of .35 or higher will be considered sufficient evidence that a relationship exists between the proposed prerequisite course and the target course ($p \leq .05$).~~
 - ~~4) Determine whether enforcement of the proposed prerequisite course has a disproportionate impact on a particular subgroup of students by race/ethnicity, gender, age, disability status, or economically disadvantaged status.~~
 - ~~5) Sufficient evidence to enforce the prerequisite will be considered to exist if at least two of the three criteria identified in 2(B)(iii)(a)(2)(a-c) have been met. In instances where one of the three criteria is met, additional conversation will occur and the determination will be made by the curriculum committee. If none of the~~



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~~criteria is met, insufficient evidence will be considered to exist to enforce the proposed prerequisite.~~

~~(3) Or as a separate action, approve any other type of prerequisite or co-requisite, only if:~~

~~1) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:~~

~~(i) involvement of faculty with appropriate expertise;~~

~~(ii) consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.~~

~~(iii) be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;~~

~~(iv) specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;~~

~~(v) identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.~~

~~(vi) matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and~~

~~(vii) maintain documentation that the above steps were taken.~~

~~(4) Or approve any limitation on enrollment established for an honors course, a course that includes intercollegiate competition or public performance, or a course taken by a cohort of students who will be enrolled in two or more courses.~~

~~(5) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.~~

~~(6) 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~~



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~~only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.~~

~~(7) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.~~

~~b) A course which should have a prerequisite or co-requisite as provided in (5) or (6) but for which one or more of the requirements for establishing a prerequisite have not been met may only:~~

~~(1) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or~~

~~(2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.~~

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

~~d) 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 co-requisites in communication skills, 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).~~

~~iv. Program Review. As a regular part of the program review process or at least every six years, except that the prerequisites and co-requisites for vocational 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.~~

~~v. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment. Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student~~



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~~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.~~

- vi. ~~Instructor's Formal Agreement to Teach the Course as Described. Each college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or co-requisite. The process shall be established by consulting collegially with the faculty senate and, if appropriate, the local bargaining unit.~~

Review of Individual Courses

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

1. 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 (e.g. 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,~~



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competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

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

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

B. Honors Courses/Sections. 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.

C. A limitation on enrollment for sections of courses targeted to students participating in state sanctioned programs (e.g. Puente, AMAN/AWOMAN) may be established.

D. Cohort Courses/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



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~~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.~~

~~E. Health and Safety/Certification. When courses have a requirement for enrollment by an outside agency, enrollment in that course may be considered "limited," (e.g. current TB test for child development courses; CPR certification for EMT courses, etc.).~~

References: Title 5 Sections 55000 et seq.

Approved: 04/15/14

Reviewed: [date of Cabinet meeting]

Note: *This policy is **legally required**. The **black ink** represents existing language recommended by the Community College League of California and legal counsel (Liebert Cassidy Whitmore) and is current through Legal Update #40 that was released in April 2022. The **blue ink** represents revisions suggested by the Curriculum Committee. The Policy office has included additional revisions for consideration (**green ink**)*

Senators		Present	Approval of Agenda 5.10.22	Approval of 5.3.22 Minutes	Approval of 5.10.22 Consent Agenda	Authorize officers to act on behalf of Senate during the summer 2022.	Ratify election of remaining senate positions	Endorse updates to AP 4260	
<i>Alternate Senators Italicized</i>									
Representation	Name								
President	Neil Watkins	Y							
Vice President/President Elect	Sarah Chamberlain	Y	Y	Y	Y	Y	Y	Y	
Secretary/Treasurer	Elizabeth "Liz" Encarnacion	Y	Y	Y	Y	Y	Y	Y	
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y	Y	Y	Y	Y	
Business & Applied Technology	Tracy Kocher								
Business & Applied Technology	Bruce Osburn								
<i>*Business & Applied Technology Alternate</i>	<i>William "Bill" O'Neil</i>	Y	Y	Y	Y	Y	Y	Y	
Chino/Fontana	Daniel Bentum	Y	Y	Y	Y	Y	Y	Y	
Chino/Fontana	Tara Johnson	Y	Y	A	Y	Y	Y	Y	
<i>*Chino/Fontana Alternate</i>	<i>Manar Hijaz</i>	Y							
Health Sciences	Lisa Doget								
Health Sciences	Jayne Clark-Frize								
<i>*Health Sciences Alternate</i>	<i>Jordan Hung</i>	Y	Y	Y	Y	Y	Y	Y	
Instructional Support	Christina Holdiness	Y	Y	A	Y	Y	Y	Y	
Instructional Support	Vacant								
<i>Instructional Support Alternate</i>	<i>Shelley Marcus</i>	Y	Y	Y	Y	Y	Y	Y	
Kinesiology, Nutrition, & Athletics	Jeff Harlow	Y	Y	Y	Y	Y	Y	Y	
Kinesiology, Nutrition, & Athletics	Elaine Martinez	Y	Y	Y	Y	Y	Y	Y	
<i>Kinesiology, Nutrition, & Athletics Alternate</i>	<i>Candice Hines-Tinsley</i>	Y							
Language Arts	Elizabeth "Liz" Encarnacion								
Language Arts	Steve Shelton	Y	Y	Y	Y	Y	Y	Y	
<i>*Language Arts Alternate</i>	<i>Leona Fisher</i>	Y							
Mathematics & Science	Mark Gutierrez	Y	Y	Y	Y		Y		
Mathematics & Science	Elizabeth Cannis	Y	Y	Y	Y	Y	Y	Y	
<i>Mathematics & Science Alternate</i>	<i>Diana Cosand</i>	Y				Y		Y	
Social & Behavioral Sciences	Dan Kern								
Social & Behavioral Sciences	Pak Tang	Y	Y	A	Y	Y	Y	Y	
<i>*Social & Behavioral Sciences Alternate</i>	<i>Sergio Gomez</i>								
Student Services	Jackie Boboye	Y	Y	Y	Y	Y	Y	Y	
Student Services	Michelle Martinez	Y	Y	A	Y	Y	Y	Y	
<i>* Student Services Alternate</i>	<i>Myra Andrade</i>								
Visual and Performing Arts	Erik Jacobson	Y	Y	Y	Y		Y		
Visual and Performing Arts	Vacant								
<i>*Visual and Performing Arts Alternate</i>	<i>Leta Ming</i>	Y	Y	Y	Y	Y	Y	Y	
Senator-At-Large	Robin Witt	Y	Y	Y	Y	Y	Y	Y	
Senator-At-Large	Tamari Jenkins	Y	Y	Y	Y	Y	Y	Y	
Senator-At-Large	Sarah Chamberlain								
Adjunct Senator-at-Large	Patty Peoples	Y	Y	Y	Y	Y	Y	Y	
Adjunct Senator-at-Large	Shelly R. Jackson	Y			Y	Y	Y	Y	
<i>*Adjunct Alternate Senator</i>	<i>Vanessa Nunez</i>								
Immediate Past President	Nicole DeRose	Y							
Classified Senate Liaison	Hope Eil	Y							
RED indicates reported absence		PURPLE indicates reported tardy/leave early							
Total Yes Votes		28	22	18	23	22	23	22	0
Total No Votes		0	0	0	0	0	0	0	0
Total Abstentions		0	4	0	0	0	0	0	0
- = Not available during meeting to vote									
34 members total - up to 25 voting at any given time. The President is a non-voting member. Curriculum Chair now votes per 8.25.20 meeting.									
President ONLY votes to break a tie.									
A quorum shall consist of two-thirds of the voting members of the Academic Senate									
17 members are needed for QUORUM									
44 Present at this meeting = 28 members, 16 visitors									
5.10.22 Academic Senate Meeting									