

Chapter 4 – Academic Affairs

BP 4020 Program, Curriculum, and Course Development

References:

Education Code Sections 70901(b), 70902(b), and 78016; Title 5, Sections 51000, 51022, 55002.5, 55100, 55130, and 55130; BP 3255; U. S. Department of Education regulations on the integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.

The programs and curricula of Mt. San Antonio College shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality, currency, and transferability when appropriate. To that end, the College President/CEO in consultation with the Chief Instructional Officer and the Academic Senate shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the Academic Senate;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development; and
- consideration of job market and other related information for career and technical programs.

All new programs and program deletions shall be approved by the Board.

New courses that are not part of an existing approved program and all new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the College shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

The President/CEO shall establish procedures which prescribe the definition of “credit hour” consistent with applicable Title 5 and federal regulations as they apply to community college districts.

The President/CEO shall establish procedures to assure that curriculum at the College complies with the definition of “credit hour” or “clock hour,” where applicable. The President/CEO shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

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Reviewed: June 9, 2015
Reviewed: May 10, 2016
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AP 4020 Program and Curriculum Development

References:

Title 5 Sections 55000 et seq., and 55100 et seq.; Accreditation Standard II.A

The College defines a program as an approved sequence of courses leading to a certificate or degree. The Program and Course Approval Handbook for the California Community Colleges (September 2013) as well as the Course Outline of Record: A Curriculum Reference Guide (Spring 2008) is the reference used for curriculum and program development at the College.

A. Curriculum Review

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

- The College will have an established Educational Design Committee, and its membership structure will be mutually agreed upon by the College administration and the Academic Senate.
- The Academic Senate assigns the task of course and program review to the Educational Design Committee. The Educational Design Committee shall forward its recommendations to the Curriculum and Instruction Council for review. All new and modified course and program recommendations of the Curriculum and Instruction Council shall be sent to the Board of Trustees for final approval. The Curriculum and Instruction Council report must include all approved courses and programs and continue to be reported to the Senate Executive Board and the full Academic Senate at every meeting.
- Educational Design Committee and Curriculum and Instruction Council agendas will be emailed to the campus at least 72 hours before the meeting takes place. Faculty members desiring to pull items from the Educational Design Committee or Curriculum and Instruction Council agenda will notify the Curriculum Liaison, Assistant Curriculum Liaison, Curriculum Specialist, division representative, or committee or council member. Rationale must be provided for pulling items from an agenda.
- The Educational Design Committee also reviews course prerequisites, corequisites, and advisories in a manner that meets each of the requirements under Title 5 Section 55003 and those specified in the College's curriculum review process.

B. Publication of Changes and Maintenance of Records

After Board and Chancellor's Office approval, all new courses and programs or changes to existing courses and programs commence with the next academic year and must be published in the College Catalog or in the online Catalog addendum. All changes to course numbers or prefixes must be reflected in the next year's College Catalog and class

schedules showing both the old and new number to provide students with a clear path of transition.

C. Maintenance of Courses and Programs

It is the intention of the College to maintain a current and functional Catalog and to offer the courses and programs therein. To support this endeavor:

- Each department shall develop a course rotation plan so that each course under the control of the department is included in a two-year scheduling cycle;
- Each department shall propose new courses, new programs, course or program modifications, and course or program inactivations as necessary to maintain a functional and relevant curriculum; and
- Each department shall comply with program and course review standards as recommended by the Educational Design Committee or the Curriculum and Instruction Council, and approved by the Academic Senate.

The Educational Design Committee or Curriculum and Instruction Council may propose inactivation of a course required for a degree or certificate should any of the following apply:

- The department controlling the course requests the inactivation;
- The course has not been submitted for course review within the past four years; or
- The course has not completed an outcomes cycle within the past four years.

The Educational Design Committee or Curriculum and Instruction Council may propose inactivation of a program should any of the following apply:

- The department controlling the program requests the inactivation; or
- The program has not completed an outcomes cycle within the past four years.

On an annual basis by October 1 of each year, the Instruction Office shall provide a list of programs with completion data, near-completers, and denied completers as well as a breakdown of courses used to complete the program to each department. In addition, the Instruction Office shall publish a list of courses and programs which are subject to inactivation under the guidelines noted above. Departments should report and provide rationale to the Instruction Office within 90 days of the distribution of the list so as to indicate which courses and programs should remain in the curriculum inventory. If departments do not report back within 90 days, the Instruction Office will inform the Educational Design Committee that may then choose to recommend inactivation of the courses or programs through the Curriculum and Instruction Council followed by approval by the Academic Senate.

Courses and programs that are requested by departments to remain in the curriculum system will be retained for one additional year. If the course or program is on the next

year's list of courses and programs which are subject to inactivation, then the courses will automatically be submitted to the Educational Design Committee for inactivation.

Courses and programs that are inactivated shall be removed from the College Catalog.

D. Review of Courses Approved for General Education

Courses that fulfill general education requirements must:

1. Require post-secondary level skills in reading, writing, quantitative reasoning, and critical thinking.
2. Improve students' abilities to:
 - a. communicate ideas effectively orally and in writing;
 - b. define problems, design solutions, and critically analyze results;
 - c. use available media to access, research, and retrieve reliable and authoritative information;
 - d. work effectively, both cooperatively and independently;
 - e. develop and question personal and societal values, make informed choices, and accept responsibility for their decisions;
 - f. function as active, responsible, and ethical citizens; and
 - g. acquire curiosity and skills essential for lifelong learning.
3. Impart understanding, knowledge, and appreciation of:
 - a. our shared scientific, technological, historical, and artistic heritage including the contributions of women, ethnic minorities, and non-western cultures;
 - b. the earth's ecosystem including the processes that formed it and the strategies that are necessary for its maintenance;
 - c. human social, political, and economic institutions and behavior including their interrelationships; and
 - d. the psychological, social, and physiological dimensions of men and women as individuals and as members of society.

The Educational Design Committee will annually review proposals for additions and deletions to the General Education course list, maintaining consistency with the CSU area designation approval. The Committee will recommend to the Academic Senate any changes in the General Education course list. The Mt. SAC General Education course list will be published each year in the College Catalog and schedule of classes.

E. Stand-Alone Courses Approval Process

The Educational Design Committee shall review proposals of stand-alone courses in a manner that meets each of the requirements under Title 5 Section 55100 and those specified in the College's curriculum review process.

Approved: October 2012

Revised: August 28, 2013

Reviewed: December 16, 2014

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Revised: September 28, 2016

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BP 4025 Philosophy and Criteria for Associate Degree and General Education

Reference:

Title 5, Section 55061; Accreditation Standard II.A.3, BP 3255

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the College to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, general education should lead to better understanding.

In the establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.

The College President/CEO in consultation with the Chief Instructional Officer and the Academic Senate shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

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BP 4260 Prerequisites, Corequisites, and Advisories

References:

Education Code Section 78016, Title 5, Section 55000, and 55003, Board Policy 3255

Information in the Catalog and Schedule of Classes

The College shall provide the following explanations both in the College catalog and in the schedule of classes:

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

Challenge Process

The College shall establish a process by which any student that does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment may seek entry into a class.

Curriculum Review Process

The College certifies that:

1. The Educational Design Committee has been established by mutual agreement of the administration and the Academic Senate.
2. The Educational Design Committee shall establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment pursuant to Title 5.
3. The Educational Design Committee shall verify and provide documentation that prerequisites and corequisites meet the scrutiny specified in Title 5.

Program Review

As a regular part of the non-Career and Technical Education (CTE) program review process, or at least every six years, the College shall review each prerequisite, corequisite, advisory, and limitation on enrollment to establish that each is still supported by the faculty in the discipline or department and by the Educational Design Committee and is still in compliance with all other provisions of this policy and with the law.

As a regular part of the CTE program review process, or at least every two years, the College shall review each prerequisite, corequisite, advisory, and limitation on enrollment to establish that each is still supported by the faculty in the discipline or department and by the Educational Design Committee and is still in compliance with all other provisions of this policy and with the law.

Implementing and Enforcing Prerequisites, Corequisites, and Limitations on Enrollment

The implementation and enforcement of prerequisites, corequisites, and limitations on enrollment must be done in some consistent manner and not left exclusively to the classroom instructor. Therefore, the College shall establish procedures so that every attempt shall be made to enforce all conditions that the student must meet to be enrolled in a class through the registration process so that the student is not permitted to enroll unless the student:

1. has met all the conditions;
2. has met all except those for which he or she has a pending challenge, or;
3. has met all except those for which further information is needed before final determination is possible of whether the student has met the condition.

Professor's Formal Agreement to Teach the Course as Described

The College shall establish a procedure to ensure that each section of the prerequisite or corequisite course will be taught by qualified faculty and will be taught in accordance with the outline of record. This applies specifically to those aspects of the course outline that serve as the basis for justifying the establishment of the prerequisite, corequisite, or advisory.

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AP 4260 Prerequisites, Corequisites, and Advisories

References:

Title 5 Sections 55200 et seq.

Establishment and Implementation of Prerequisites, Corequisites, and Advisories

The Educational Design Committee is charged with the responsibility for establishing prerequisites, corequisites, and advisories to courses during the approval process, according to the standards and criteria established in Title 5 §55002. The Academic Senate will establish a Content Review Implementation Plan in accordance with Title 5. This plan will be reviewed and revised as necessary by the Academic Senate.

Discipline faculty will recommend to the Educational Design Committee the prerequisites, corequisites, and advisories to courses through content review alone or content review with statistical validation using the processes outlined in the Content Review Implementation Plan.

Courses that have prerequisites, corequisites, and advisories that are required by statute or regulation; or that are part of a closely related lecture-laboratory course pairing within a discipline; or are required by four-year institutions; or where baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite [Title 5 §55003(e)] are exempt from content review. It is the faculty's responsibility to document the exemption at the time of course submission.

Professor's Formal Agreement to Teach the Course, as Described

Each professor will acknowledge the Course Outline of Record (COR) as the official College document. Professors agree (in accordance with their contract) to teach to the COR. This applies specifically to those aspects of the course outline that serve as the basis for justifying the establishment of prerequisites, corequisites, or advisories. Department chairs will ensure that the most current COR is made available to every faculty member.

Process to Ensure that Qualified Instructors Teach Prerequisite Courses

Each department will follow the hiring processes set forth in AP 7120. Department chairs, in consultation with discipline faculty, will ensure that all faculty teaching the prerequisite or corequisite courses will have the appropriate skills and knowledge to teach those courses.

Challenge Process

In accordance with Title 5 Section 55003(p) and (q), Student Challenge of Prerequisites or Corequisites, students may challenge a prerequisite or corequisite for a course. A prerequisite or corequisite cannot be "waived," but students have the ability to demonstrate that they meet the prerequisite or corequisite on the following criteria, and course eligibility may be granted. The challenge must be based on at least one of the following specific grounds:

- The College will accept prerequisite or corequisite courses from regionally accredited colleges and universities in the United States. Mt. San Antonio College reserves the right to evaluate work completed at other regionally accredited colleges and universities. Transfers with acceptable grades in the prerequisite or corequisite course will be granted eligibility for the target course insofar as the work corresponds with the prerequisite or corequisite curriculum of this institution. Each applicant should file with Admissions and Records an official transcript of their records from all colleges and universities previously attended. It is the student's responsibility to request the evaluation of official transcripts from other colleges.

These course units will be granted a "prerequisite or corequisite variance." To determine prerequisite or corequisite variance, the course must be easily identifiable as the same course taught at Mt. San Antonio College by a commonly used course prefix, title, and description. To be verified, sufficient information, including prerequisite information, must be available from the accredited college or university to substantiate granting course equivalency and course credit. The College reserves the right to deny acceptance of any course for the purpose of target course eligibility. In accordance with AP 4051, the equivalencies for courses within disciplines taught at Mt. San Antonio College shall be determined by discipline faculty and certified by their department. Once certified, the equivalencies will be archived into Banner as equivalent and may be assumed for other students from the same institution for a period of four years, unless the department revokes their certification. An equivalent course determination more than four years old is not valid. Courses within disciplines not taught at Mt. San Antonio College will be applied in the same manner as prescribed by the institution of origin as determined by that institution's college catalog.

If the course is determined acceptable as a substitution for a required prerequisite or corequisite, the department chair will complete a "variance" form verifying this acceptance and will submit this paperwork to Admissions and Records. Department chairs should consult with discipline faculty if the course is not in their discipline. The form used for course equivalence and variance requests shall be made widely available to students.

- A student may also request a prerequisite or corequisite variance to demonstrate that the student has the knowledge or ability equivalent to the prerequisite or corequisite for the course in question, but has not formally met the established prerequisite or corequisite.

To determine the appropriateness of the substitution of knowledge or ability for a prerequisite or corequisite, the student will go to the department of the target course. The department chair will determine if the student has the knowledge or ability required to be successful in the class based on licensure, work experience, military service, and/or other factors. Department chairs should consult with discipline faculty if the target course is not in the chair's discipline. If the knowledge or ability is determined acceptable as a substitution for a required prerequisite or corequisite, the department chair will complete a "variance" form verifying this acceptance and will submit this paperwork to Admissions and Records. The form used for course equivalence and variance requests shall be made widely available to students.

- The prerequisite or corequisite course has not been made reasonably available, and waiting until the prerequisite or corequisite is offered will create an undue delay in meeting educational goals.
 - The student will meet with the Director of Assessment and Matriculation.
- The prerequisite or corequisite is being applied in a discriminatory manner:
 - The student will meet with the Director of Assessment and Matriculation.
- The prerequisite violates the provisions of the State Education Code:
 - The student will meet with the Director of Assessment and Matriculation.

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