



IMPERIAL VALLEY COLLEGE
CURRICULUM COMMITTEE MINUTES (Adopted)
 Regular Meeting, Thursday, November 5, 2015
 12:50 p.m. –Board Room

Present:	<input checked="" type="checkbox"/> Nicholas Akinkuoye	<input checked="" type="checkbox"/> Craig Blek	<input type="checkbox"/> Tina Aguirre	<input checked="" type="checkbox"/> David Drury
	<input checked="" type="checkbox"/> Kathleen Dorantes	<input type="checkbox"/> Gaylla Finnell	<input type="checkbox"/> Daniel Gilison	<input type="checkbox"/> Carol Hegarty
	<input checked="" type="checkbox"/> Allyn Leon	<input type="checkbox"/> Jose Lopez	<input checked="" type="checkbox"/> Norma Nava	<input checked="" type="checkbox"/> Trinidad Argüelles
	<input checked="" type="checkbox"/> Frank Rapp	<input checked="" type="checkbox"/> Jose Ruiz	<input type="checkbox"/> Sydney Rice	<input type="checkbox"/> Veronica Soto
	<input checked="" type="checkbox"/> Kevin White	<input type="checkbox"/> Cathy Zazueta	<input checked="" type="checkbox"/> ASG Representative Alejandra Vasquez	
Consultants:	<input checked="" type="checkbox"/> Ted Cesar	<input checked="" type="checkbox"/> Becky Green	<input checked="" type="checkbox"/> Gloria Hoisington	<input checked="" type="checkbox"/> Ashok Nainpally
	<input checked="" type="checkbox"/> David Zielinski	<input type="checkbox"/> Jill Nelipovich	<input type="checkbox"/> Norma Nunez	<input type="checkbox"/> Efrain Silva
Ex-officio	<input type="checkbox"/> Michael Heumann			
Visitors:				
Recorder:	Dixie Krimm			

I. Opening of the Meeting

A. Call to order

Frank Rapp called the regular meeting of the Imperial Valley College Curriculum Committee to order at 12:59 pm on Thursday, November 5, 2015.

B. Approval of the Minutes

1. Regular Meeting of October 15, 2015

M/S/C (Blek/Leon) to approve the minutes of the October 15, 2015, regular meeting of the Curriculum Committee, as presented.

II. Action Items

A. Credit Courses

1. Deleted Courses

- a. FIRE 130 – Basic Fire Academy I
- b. FIRE 131 – Basic Fire Academy II

M/S/C (Blek/Drury) to approve the deletion of FIRE 130 and FIRE 131 from the credit curriculum, effective 2016-2017. The motion carried.

2. Revised Courses

- a. ANTH 100 – Physical Anthropology (3)
- b. AU T 075 – Basic Shop Skills (3)
- c. CIS 149 – Photoshop (3)
- d. CIS 163 – CISCO CCNA Discovery 2: Routing and Switching Essentials (4)
- e. FIRE 140 – Fire-First Responders (9.5)
- f. FIRE 142 – Firefighter Academy 1 (10)
- g. GEOG 100 – Physical Geography (3)
- h. GEOG 102 – Cultural Geography (3)
- i. HE 102 – Health Education (3)

- j. HIST 110 – Early Western Civilization (3)
- k. HIST 111 – Modern Western Civilization (3)
- l. HUM 262 – Introduction to Chicano/a Studies (3)
- m. LEGL 128 – Bankruptcy (3)
- n. PE 170 – Beginning Bowling (1)
- o. PE 171 – Intermediate Bowling (1)
- p. PE 172 – Advanced Bowling (1)
- q. SPAN 262 – Introduction to Chicano/a Studies (3)
- r. SPCH 100 – Oral Communication (3)

M/S/C (Drury/Leon) to approve the revision to the above courses a. through r. as indicated in CurricUNET, effective 2016-2017. The motion carried.

3. New Courses

- a. AJ 164 – Regular Basic Course Modular Format Level I (17.5)
- b. CDEV 240 – Introduction to Children with Special Needs (3)
- c. CDEV 241 – Curriculum and Strategies for Children with Special Needs (3)

M/S/C (Leon/Drury) to approve the addition of AJ 164, CDEV 240, and CDEV 241, to the credit curriculum, effective 2016-2017, as presented. The motion carried.

The CDEV courses will be part of a new specialization certificate that will be presented at the next meeting.

B. Distance Education Courses – Addendum Documentation

- a. BUS 164 – Microsoft Word for the Workplace (3)
- b. CIS 149 – Photoshop (3)
- c. GEOG 100 – Physical Geography (3)
- d. WE 201 – Employment Readiness (1)

M/S/C (Blek/Leon) to approve the Distance Education Addendum for BUS 164, CIS 149, GEOG 100, and WE 201 effective 2016-2017, to provide greater access and allow the inclusion of all modalities of learning, as presented. The motion carried.

C. Degrees and Certificates

1. Deleted Degree

- a. Mathematics Degree

M/S/C (Leon/White) to approve the deletion of the Mathematics degree, effective 2016-2017, as presented. The motion carried.

Allyn explained that students are better served by completing the ADT.

III. Discussion Items

1. Prerequisite-Corequisite-Advisories Guide (First Draft)

The draft of the guide for establishing and/or reviewing prerequisites; corequisites and advisories was reviewed. Members were asked to provide feedback to Dixie by the week following this meeting. The review committee will be adding clarification for the validation process prior to bringing the document to the committee for voting on.

IV. Information Items

V. Other Items

VI. Next Regular Meeting: November 19, 2015, 12:50pm in the Board Room

VII. The meeting adjourned at 1:22 p.m.

In accordance with the Ralph M. Brown Act and SB 751, minutes of the IVC Curriculum Committee record the votes of all committee members as follows: (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority.

CC Meeting 11-05-15

AJ 164	Regular Basic Course Modular Format Level I	17.5	New Course
ANTH 100	Physical Anthropology	3	Updated description, objectives, content, texts and SLOs (C-ID)
AU T 075	Basic Shop Skills	3	Update Textbook and Program Applicability. This course is now required for the completion of the Engine Repair and Machinist Certificate. From non-degree applicable to AA/AS degree only.
BUS 164	Microsoft Word for the Workplace	3	DE Addendum
CDEV 240	Introduction to Children with Special Needs	3	New Course
CDEV 241	Curriculum and Strategies for Children with Special Needs	3	New Course
CIS 149	Photoshop	3	Objectives and Content; DE Addendum
CIS 163	Cisco CCNA Discovery 2: Routing and Switching Essentials	4	Text update
FIRE 130	Basic Fire Academy I	5.5	Course Deletion
FIRE 131	Basic Fire Academy II	6	Course Deletion
FIRE 140	Fire - First Responders	9.5	Prerequisite update
FIRE 142	Firefighter Academy 1	10	Prerequisite update
GEOG 100	Physical Geography	3	Objectives and Content; DE Addendum
GEOG 102	Cultural Geography	3	Updated description, objectives, content, methods of evaluation and textbook update for C-ID.
HE 102	Health Education	3	Class size from 30 to 40
HIST 110	Early Western Civilization	3	Text update
HIST 111	Modern Western Civilization	3	Text update
HUM 262	Intro to Chicano/a Studies	3	Text update
LEGL 128	Bankruptcy	3	Text update
PE 170	Beginning Bowling	1	Class size from 28 to 40
PE 171	Intermediate Bowling	1	Class size from 28 to 40
PE 172	Advanced Bowling	1	Class size from 28 to 40
SPAN 262	Introduction to Chicano/A Studies	3	Text update
SPCH 100	Oral Communication	3	Text update
WE 201	Employment Readiness	1	DE Addendum

PROGRAMS

MATHEMATICS - Degree		Deletion of local degree - ADT in place

Establishing and/or Reviewing Prerequisites, Corequisites and Advisories

The use of this guide is intended as a resource for IVC faculty and staff in the area of curriculum development and approval. Its contents are a compilation of local and statewide policies and procedures in place at the time of its publication. While every effort is made to ensure the accuracy of its contents, the Curriculum Committee, a sub-committee of the IVC Academic Senate, reserves the right to make any corrections, omissions, and/or update the information as needed to meet curricular standards and compliance.

Introduction

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. This guide will provide the process, steps and forms to implement prerequisites, co-requisites, advisories, and limitations on enrollment.

Regulatory Changes

The rules governing prerequisites are found in Title 5 §55003

Colleges wishing to implement new prerequisites through content review will need to know what has and has not changed in regulation. Much more is unchanged regarding prerequisites than is new. The following aspects of prerequisites remain unchanged:

- ◆ Prerequisites continue to be mandatory when a student is “highly unlikely to succeed” without the prerequisite;
- ◆ Prerequisites must still be validated on a course-by-course and/or program-by-program basis;
- ◆ Prerequisites must be revalidated every six years or two years for career technical education (CTE, i.e., vocational) courses;
- ◆ Prerequisites or corequisites may still be required without validation when they are:
 1. required by statute or regulation,
 2. part of a lecture-lab, and
 3. required by a four-year college;
- ◆ Colleges must still be attentive to and seek to alleviate any disproportionate impact; and
- ◆ Students may challenge prerequisites.

The primary change in the revised version of §55003 is that colleges may choose between “traditional” content review in combination with statistical validation or content review as accompanied by additional requirements.

**Refer to AP 4260 Prerequisites and Co-Requisites for full procedural legal requirements.*

CONTENT REVIEW PROCESS

The term “content review” is a misnomer. The content review process is far more than a mere examination of the content of a proposed or existing course. Rather, content review is a process that determines what skills or knowledge are required for success in a given course and how that preparation can be obtained in order to advise or require students to acquire the necessary preparation prior to enrolling in (prerequisite) or while taking (corequisite) a given course. It is more than reviewing the traditional “exit and entrance skills” and involves examining how the course is taught and all components of the COR.

Prerequisite / Corequisite Checklist and Worksheet

<i>*Please use a separate form for each request</i>
Subject and Course#
Course Prerequisite/Corequisite/Advisory: _____ <i>(Subject and Course Number)</i>
Textual Prerequisite/Corequisite/Advisory:

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	<input type="checkbox"/>	<input type="checkbox"/>
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<input type="checkbox"/>	<input type="checkbox"/>
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<input type="checkbox"/>	<input type="checkbox"/>
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<input type="checkbox"/>	<input type="checkbox"/>
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<input type="checkbox"/>	<input type="checkbox"/>
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	<input type="checkbox"/>	<input type="checkbox"/>
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	<input type="checkbox"/>	<input type="checkbox"/>
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<input type="checkbox"/>	<input type="checkbox"/>
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<input type="checkbox"/>	<input type="checkbox"/>

SECTION II - LEVELS OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. Please identify below which level is being used to justify the proposed prerequisite.

- Type 1: Required prerequisite at UC or CSU

Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

Complete the Prerequisite Worksheet

Complete UC/CSU Justification Form

- Type 2: Sequential within a discipline (e.g., ART 262, 263, 264)

Complete the Prerequisite Worksheet

- Type 3: Course in communication or computational skills as a prerequisite for course other than another skills course (e.g., MATH 091 prerequisite for BIOL 100)

Complete the Prerequisite Worksheet

Complete Statistical Data Analysis

- Type 4: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff.

Complete Health and Safety Form

- Type 5: Non-course prerequisites (GPA, recency, other measures of readiness)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Completing the prerequisite worksheet:

Determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)). The entrance skills must be worded as SKILLS. "What skills do students need to have BEFORE the course begins in order to be successful?" Keep in mind that "success" in the course means "passing" the course. "Success" does not mean "more likely to get a B or higher". For example

- "Learn how to read college level textbooks" is NOT an entrance skill.
- "Ability to read college level textbooks" IS an entrance skill.

Once the entrance skills necessary for success are identified, then review the exit skills (objectives) of the existing course to determine which course(s) sufficiently prepare students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a "1-to-1 relationship" between the entrance skills and exits skills. Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify a prerequisite.

Prerequisite Worksheet

ENTRANCE SKILLS FOR (the course in question)

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	
B)	
C)	
D)	
E)	
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR (the prerequisite course)

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

		ENTRANCE SKILLS FOR (XXX)							
EXIT SKILLS FOR (XXX)		A	B	C	D	E	F	G	H
		1							
2									
3									
4									
5									
6									
7									
8									

UC/CSU PREREQUISITE/COREQUISITE JUSTIFICATION FORM

A prerequisite/corequisite in another discipline (other than English or Math) may be established provided that, in addition to the *Content Review*, three University of California or California State University campuses can be identified that offer the equivalent course with the equivalent prerequisite. This justification is intended for very common cases. Examples are standard science class prerequisites or standard foreign language classes. Any combination of University of California campuses and California State University campuses is acceptable to satisfy this requirement.

If you are having difficulty finding three CSU or UC courses that have the same courses and the same prerequisites, check with the College Articulation Officer; UC and CSU catalogs are located in the Counseling Center.

Required:

- Content review
- Three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite in order to demonstrate that, in fact, the prerequisite in question is a usual, customary, and reasonable one. Attach examples of the UC and/or CSU course descriptions from the respective catalogs.

IVC Course: _____

IVC Prerequisite Course: _____

Three UC and/or CSU campuses: _____

HEALTH AND SAFETY PREREQUISITES/COREQUISITES FORM

A prerequisite/corequisite may be established provided that the course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety and that of others. The prerequisite consists of the necessary skills that the student must possess in order to protect his or her health and safety or that of others before entering the course. **Content review for health & safety identifies the health and safety skills necessary for a student to enter a particular course rather than the skills or body of knowledge necessary for a student to succeed in the course.** Disciplines should also review the applicable provisions of the Federal Government's Americans with Disabilities Act of 1990 in regard to any requirements that apply specifically to students with disabilities and the Federal Vocational Education provisions that relate to students with limited English skills.

Required:

- Content review for health and safety.
- Narrative description and justification for the co/prerequisite.

Course: _____

Description of health and safety pre/corequisite (type of course, test or program):

Justification:

LIMITATION ON ENROLLMENT JUSTIFICATION FORM

Enrollment in courses or blocks of courses may be limited based on performance, honors, or other performance based criteria. In these cases, there must be equivalent courses available to meet degree or certificate requirements.

Course Number(s):

Course Title(s):

Rationale for Limiting Enrollment:

Equivalent course(s) available to meet degree or certificate requirements:

Disproportionate impact in performance-based course

If the limitation is based on performance, it must be determined during program review whether the limitation disproportionately keeps underrepresented students from enrolling in the course or block of courses. In this case, a plan must be adopted to remedy this disproportionate impact.

Plan for study or remedy (and timelines):

Statistical Data Analysis Procedures

Comparison of students with/without prerequisite or corequisite and students who are successful/not successful must demonstrate that there is a statistically significant difference between students with/without prerequisite.

The following questions will serve as the basis for discussion and serve as a preliminary analyses:

- Is the pre-requisite reasonably likely to improve student success?
- What enrollment/access issues might arise?
- What impact might this have on other programs?

The following variables will be extracted from Banner for the analysis:

MIS Data Elements

- GI03 (Term Identifier)
- CB01 (Course-Department-Number)
- SX01 (Enrollment-Effective-Date)
- SX04 (Enrollment-Grade)
- SB, SD, STD Data Elements (for Disproportionate Impact)

Assessment Data

- Placement Recommendation
- Multiple Measures variables

Additional Data

- Placement Recommendation
- Qualitative Data such as focus groups, informal interviews, and other surveys to faculty, students, and/or administration

The data will be analyzed for statistical significance (T-Test, Chi-Square, Pearson Correlation, odds ratio, average percent gain, or through other tests) to measure differences or relationships in the data. The Comparison of performance between the target course of students who did and did not meet the prerequisite. The analysis will include other relevant questions to ensure that student equity and success for our students:

- What is the racial/age/gender/disability makeup of the course post implementation compared to pre implementation?
- Does the increased success of students in each protected category support the implementation if indeed the percentages of students in each group have changed?
- Was there disproportionate impact?
- What effect did the implementation have on overall course enrollment?

A holistic review will be performed and supported by statistical analysis with a recommendation for the prerequisite.