Academic Policy & Planning Committee Agenda Revised
Meeting: Thursday April 26, 2018 in Board Room at 2:00 PM

VOTING MEMBERS (14)

Chair – Larry Manalo Jr.	Industrial Technology – Gabriel Marquez
Vice-Chair – David DeGroot	Academic/Student Affairs – Kathy Headtke
Applied Behavioral Sciences – Christine Bisson	Languages & Communication – Andrea Sanders
Business – Brent Darwin	Life and Physical Sciences – Rob Lennihan
Counseling – Lydia Maxwell	Mathematics Sciences – Derek Mitchem
English – Kate Adams	Public Safety – Kristy Treur
Fine Arts – Tim Webb	Social & Behavioral Sciences – Tom VanderMolen
Kinesiology, Rec & Athletics – Sheri Bates	Student Representative – Vacant
Health Sciences – Mary Pat Nelson	

NON-VOTING MEMBERS

Curriculum Specialist – Rebecca Andres
VP, Academic Affairs – Melinda Nish
Admissions & Records – Janet Hooghuis and Betsy Wilcox
Articulation – David DeGroot
Community Education – Sofia Ramirez-Gelpi
Part-Time Faculty Union –

OTHER

Past Chair – David DeGroot & Sofia Ramirez-Gelpi

STANDING INVITEES

Dean, Academic Affairs – Margaret Lau	Dean, Matriculation/Counseling – Yvonne Teniente
Dean, Academic Affairs – Richard Mahon	Dean, Extended Campus – Rick Rantz
Dean, Academic Affairs – Bob Curry	Associate Dean/Athletic Director – Kim Ensing
Dean, Student Services – Robert Parisi	Associate Dean/PCPA Director – Mark Booher
Dean, Academic Affairs – Sofia Ramirez Gelpi	

LEGEND

I = Initiator
R = A&P Department Representative
Lec = Lecture Units
Lab = Laboratory Units
CO = Chancellor's Office

Mission of the College: Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

Duties of the Committee: The AP&P Committee:
- guides the development of curriculum and encourages creativity, flexibility, and innovation in curriculum development. It is a multidisciplinary committee and must have the broadest of academic perspectives.
- is charged with the vigilant oversight of all of the college's curricula including the review, approval, and renewal of sound curriculum. Upon approval, the AP&P Committee shall offer its recommendations to the Academic Senate and Board of Trustees.
- certifies academic rigor, academic quality, academic integrity, and adherence to standards and regulations provided in Education Code and Title 5.
- refers curriculum matters beyond the scope of its normal business to the Academic Senate.
- examines, researches, and analyzes the issues presented for program vitality, and prepares a report with recommendations for consideration to the Academic Senate. The recommendations will be presented to the Senate Executive Committee and the Academic Senate.

Approval of Minutes: April 12, 2018

Approval of the Agenda:

Chair Comments:

Action Item: Nomination and Election of AP&P Chair

Consent Agenda: Review the different proposals and determine if the "Review Date" can be updated. Make recommendations if needed.

Proposal Type	Prefix & Number	Course/Program Title (units)	Comments
Course Drop	MATH 313	Algebra 1: Part 1 Justification: The newer class Math 309 is replacing most Math 311 courses, so there is not a need for Math 313 (Part 1 of a two-semester version of Math 311).	The course is a prerequisite for CHEM 120, MATH 314, MATH 321, MATH 331, Math 333
CHEM 120 – would now have MATH 311. MATH 321 – would have MATH 309 or MATH 311 MATH 331 – would have MATH 309 or MATH 311 MATH 333 – would have MATH 309 or MATH 311			

Course Drop	MATH 314	Algebra 1: Part 2 Justification: The newer class Math 309 is replacing most Math 311 courses, so there is not a need for Math 314 (part 2 of a two-semester version of Math 311).	The course is a prerequisite for CHEM 120, MATH 321, MATH 331, Math 333
Textbook Change	NURS 337	Professional Relationships	
Course Drop	SP 128	Materials and Processing Justification: Per the discipline faculty, the course is being dropped because it has not been offered in 12 years. The course has also not been reviewed. This course is included in the mechatronics AS degree core units and also certificate of achievement.	
Textbook Change	SPCH 101	Public Speaking	Verify: Discipline Placement

First Reading:

Proposal Type	Prefix & Number	Course/Program Title (units)	Comments
Course Review	ET 140	Engineering Drawing (Lec 2/Lab 1) Repeat: 3 Prerequisite: ET 100 Justification: Ensure course content and texts are up-to-date. Modification: Fall offering. Grading Method (P/NP to Letter Grade or P/NP). Methods of Instruction. Outside Assignments. Methods of Evaluation. Text.	Saad Sadig Textbooks: Goetsch (2005) and Madsen (2012). Other: ANSI (1989). CO – 3 SLO – 7 Review and modify. Clarify: CADD versus CAD
Modification	VOCE 7103	Introduction to Internet Hours: 16-18 Justification: Bring the course up-to-date with current technology levels. Modifications: Semester offering. TOP code. SAM code. Catalog Description. SLO. CO. Methods of Instruction. Methods of Evaluation. Text and Materials.	Format. Move activities to Outside Assignments.
NEW Noncredit Course	VOCE 7111	Email Hours: 16-18	Joan Bergstrom-Smith Comments: Title should be more descriptive – Introduction to Email or Fundamentals of Email Format Move activities to Assignments.

Justification: Create new courses to meet current employment and technology requirements. This course is included in the Beginning Computer Skills Career Development Certificate.

Demand: Microsoft Outlook is a job skill in very high demand. Onetonline.org (by the Department of Labor) lists it as a "hot technology". Many jobs require computer skills and the demand is growing. In the local job market, 25% of job listings required some form of computer skills (indeed.com, as of July 25, 2017) and over 10% of mid-level job listings specifically mentioned Outlook email.

Alignment with AHC mission statement: This course is included in the Beginning Computer Skills Career Development Certificate. This certificate provides students with basic computer skills needed to prepare them

for entry-level office jobs or to transition into credit-level courses. The AEBG Needs Survey found that increased digital literacy skills was one of the top three needs for entry-level job seekers. (page 19 of Northern Santa Barbary County Adult Education Consortium Planning Project 3.1.15 Final Plan)

NEW Noncredit Course	VOCE 112	Intro to Microsoft PowerPoint Hours: 16-18	Format Clarify materials
Justification: Create new course to meet current employment and technology requirements. This course is included in the Microsoft Office Basics Career Development Certificate. Demand: Microsoft PowerPoint is a job skill in very high demand. Onetonline.org (by the Department of Labor) lists it as a "hot technology". Many jobs require computer skills, and the demand is growing. In the local job market, 25% of job listings required some form of computer skills (indeed.com, as of July 25, 2017) and over 10% of mid-level job listings specifically mentioned Microsoft Office applications. Alignment with AHC mission statement: Microsoft PowerPoint is a job skill in very high demand. Onetonline.org (by the Department of Labor) lists it as a "hot technology". This course is included in the Microsoft Office Basics Career Development Certificate.			
New Noncredit Course	VOCE 7800	Commercial Truck Driving: Preparing for the Learner's Permit	
New Noncredit Course	VOCE 7801	Commercial Truck Driving: Behing the Wheel Training	
New Noncredit Program	Certificate of Completion	Commercial Truck Driving	

Second Reading:

Proposal Type	Prefix & Number	Course/Program Title (units)	Comments
<mark>Package Proposal</mark>	A group of proposals that are bundled to facilitate review and approval at the same time.		
WKPR		Workforce Preparation (NC) This noncredit certificate program provides adult students with disabilities the skills they need for success in the workplace. The program aligns contemporary work readiness skills with opportunities for employment so that individuals can obtain and maintain competitive integrated employment through development of work readiness skills.	
New Noncredit Course	WKPR 7800	Career Readiness and Planning Credit Hours: 9-12 Hours	Format. Need: Feasibility Analysis
Justification: The need for this course was identified in the planning stages of the Adult Education Block Grant (AEBG) in which we surveyed students, faculty, employers, and community organizations. The course prepares adult students with disabilities with the skills they need for success in the workplace. This course will be part of a noncredit certificate program, Workplace Readiness for Adults with Disabilities, and will be cosponsored by the Tri-Counties Regional Center. Determination of the Demand: The need for this course was identified in the planning stages of the Adult Education Block Grant in which we surveyed students, faculty, employers, and community organizations. The courses prepare adult students with disabilities with the skills they need for success in the workplace. This course will be part of a noncredit certificate program, Workplace Readiness for Adults with Disabilities, and will be cosponsored by the Tri-Counties Regional Center. We expect approximately 20 students in the course per semester.			
New Noncredit Course	WKPR 7801	Functional Work Skills Credit Hours: 96-108 Hours	Format
New Noncredit Program		Workforce Readiness	
Justification: his program was developed to meet the community need for a workforce readiness certificate program for adults with disabilities. The program provides individuals with the skills they need for success in the workplace. The need for this program and courses was identified in the planning stages of the Adult Education Block Grant through surveys of students, faculty, employers, local area high school staff and faculty, and community organizations. The program was developed in partnership with the Tri-Counties Regional Center who supports employment for adults with disabilities.			
Major Modification	BIOL 128	Microbiology (Lec 3/Lab 1.5)	Comment: Field Trip was removed from the MOE.

		Prerequisites: BIOL 100 or BIOL 124 or BIOL 125 or BIOL 150 Prerequisite: CHEM 120 or CHEM 150 Modifications: Catalog Description. Units (From 5 units to 4.5 units). Grading Option. Prerequisite (Added: CHEM 150 Removed: CHEM 110). Course Objectives. Methods of Instruction. Methods of Evaluation. Text.	Course Impact: Co-requisite: PHYS 121 Program Impact: AA Agribusiness: Enology and Viticulture AA Liberal Arts: Math and Science (for Transfer) AA Liberal Arts: Math and Science (Non-transfer) AST Nutrition and Dietetics CofA 30-unit Option for Nursing
The course needs to be updated for currency and to better match CID descriptors. The units for the laboratory part of the course need to be decreased to 1.5 units (from 2 units) to reflect the 5 lab hours per week. This will bring the course total down from 5 to 4.5 units. There are also changes made to advisories and prerequisites to improve student success. The course content will separate laboratory activities from lecture topics. The text and laboratory manual editions will be updated.			

Public Remarks

The section of the agenda is intended for members of the public to address the committee on items involving curriculum development and approval. Time limits and procedures to address the committee apply to this part of the agenda. Public comment not pertaining to specific agenda items is welcome under this section as well. When public remarks are completed regarding a specific agenda item, discussion is then confined to committee members only. This practice is in accordance with the Brown Act.

Second Reading: These proposals are considered for immediate second reading to be included in the **Summary Report**.

Proposal Type	Prefix & Number	Course/Program Title (units)	Comments
Course Review	ET 140	Engineering Drawing (Lec 2/Lab 1) Repeat: 3 Prerequisite: ET 100 Justification: Ensure course content and texts are up-to-date. Modification: Fall offering. Grading Method (P/NP to Letter Grade or P/NP). Methods of Instruction. Outside Assignments. Methods of Evaluation. Text.	Saad Sadig Textbooks: Goetsch (2005) and Madsen (2012). Other: ANSI (1989). CO – 3 SLO – 7 Review and modify. Clarify: CADD versus CAD
Modification	VOCE 7103	Introduction to Internet Hours: 16-18 Justification: Bring the course up-to-date with current technology levels. Modifications: Semester offering. TOP code. SAM code. Catalog Description. SLO. CO. Methods of Instruction. Methods of Evaluation. Text and Materials.	Format. Move activities to Outside Assignments.
NEW Noncredit Course	VOCE 7111	Email Hours: 16-18	Joan Bergstrom-Smith Comments: Title should be more descriptive – Introduction to Email or Fundamentals of Email Format Move activities to Assignments.
Justification: Create new courses to meet current employment and technology requirements. This course is included in the Beginning Computer Skills Career Development Certificate. Demand: Microsoft Outlook is a job skill in very high demand. Onetonline.org (by the Department of Labor) lists it as a "hot technology". Many jobs require computer skills and the demand is growing. In the local job market, 25% of job			

listings required some form of computer skills (indeed.com, as of July 25, 2017) and over 10% of mid-level job listings specifically mentioned Outlook email. Alignment with AHC mission statement: This course is included in the Beginning Computer Skills Career Development Certificate. This certificate provides students with basic computer skills needed to prepare them for entry-level office jobs or to transition into credit-level courses. The AEBG Needs Survey found that increased digital literacy skills was one of the top three needs for entry-level job seekers. (page 19 of Northern Santa Barbary County Adult Education Consortium Planning Project 3.1.15 Final Plan)			
NEW Noncredit Course	VOCE 112	Intro to Microsoft PowerPoint Hours: 16-18	Format Clarify materials
Justification: Create new course to meet current employment and technology requirements. This course is included in the Microsoft Office Basics Career Development Certificate. Demand: Microsoft PowerPoint is a job skill in very high demand. Onetonline.org (by the Department of Labor) lists it as a "hot technology". Many jobs require computer skills, and the demand is growing. In the local job market, 25% of job listings required some form of computer skills (indeed.com, as of July 25, 2017) and over 10% of mid-level job listings specifically mentioned Microsoft Office applications. Alignment with AHC mission statement: Microsoft PowerPoint is a job skill in very high demand. Onetonline.org (by the Department of Labor) lists it as a "hot technology". This course is included in the Microsoft Office Basics Career Development Certificate.			

Action Item: Sunset Policy
- Proposal: Change the name to "Course Sunset Policy"

Action Item: A Review of Sunset Policy
- **First Appearance** – a course that has not been taught for a period of two calendar years.
- **Second Appearance** – a course remaining in the sunset list for one year and has not been successfully taught ever since
- **Proposal:** Request for Drop Form should be completed and attached to the COURSE DROP/DEACTIVATE COURSE proposal type. The proposal should be launched. The initiator is responsible for informing the faculty, AP&P representatives, and respective departments whose courses and/or programs are listed in the course/program impact report.
- The **AP&P Committee** should address the impact on courses and programs and would make appropriate recommendations.
- Courses in the areas of Emergency Medical Services, Environmental Health and Safety, Fire Technology, Wildland Firefighting, and Law Enforcement, as well as Special Topics x 99 (ex. 199, 399, 499, 599) courses that are not core to any degree/certificate program are exempt from the Sunset Policy. The program coordinators in these disciplines will review their list of courses annually and drop curriculum that is no longer in use by the program.

First Reading Only: Sunset Proposals
Note: *One proposal was submitted to CNET as Course Drop.

	Prefix & Number	Course/Program Title (units)	Comments
Course Drops: The department concurs that the course should be dropped from the curriculum.			
Course Drop	ENGL 115	Writing Fiction Reason: Insufficient enrollment. Program Impact: Elective in English. There is an alternate course. The decision was unanimous.	p. 11
Course Drop	ENGL 116	Writing Poetry Reason: Insufficient enrollment. Program Impact: Elective in English. There is an alternate course. The decision was unanimous.	p.10
Request to Drop	PSY 120	Cultural Psychology Reason: Insufficient enrollment.	p. 26.

		No alternative course. The decision was unanimous.	

Course Retain: The department provides rationale.

1st Appearance	ENGL 108	Literary Arts Journal 2 Action: The course will be offered again during the upcoming Spring, Summer, or Fall terms. Last Offered: Spring 2010 Last Taught: Spring 2010	p. 1-3

The department wishes to continue with this course due to the following extenuating circumstances. p. 2

ENGLISH 108: Course is scheduled to be offered in Spring 2019, following the prerequisite 107 in Fall 20t8. The course may be revised through regular curriculum process if offering is unsuccessful.
- Offer more face-to-face and more variety of transfer and literature courses as able. (F 2016)
- Institutionalize accelerated courses and boot camps as warranted. (Sp 2017)
- Create instructional units around community activism and student challenges. (F 2019)

1st Appearance	ENGL 109	Applied Composition Action: The course will be offered again during the upcoming Spring, Summer, or Fall terms. Last Offered: Fall 2006 Last Taught: Fall 2006	

The department wishes to continue with this course due to the following extenuating circumstances. p. 2

1st Appearance	ENGL 135	Introduction to Poetry Action: The course will be offered again during the upcoming Spring, Summer, or Fall terms. Last Offered: Sum 2013 Last Taught: Sum 2013	

The department wishes to continue with this course due to the following extenuating circumstances. p. 6

ENGLISH 135: English Department's Program Review commits to offering majors and transfer students a wider range of courses and electives-beyond the perennial survey courses in American and English lít + Shakespeare (which are not electives). We have had recent success with single-section offerings of less-taught electives in 16 and 8-week semesters (English L39, English L33), but offerings of single-section electives must be metered-we can't offer more than one per semester or they compete with each other-and so English L35 is in the rotation for offering in the next Summer/Fall/Spring term.

1st Appearance	ENVT 154	Monitoring and Sampling Action: The course will be offered again during the upcoming Spring, Summer, or Fall terms. Last Offered: Spring 2018 Last Taught: Spring 2015	p. 22
1st Appearance	ENVT 158	Hazardous Waste Minimization and Emissions Reduction The course should not be on the sunset list because it was offered successfully in Spring 2018.	p. 17.
1st Appearance	ENVT 159	Hazardous Materials and Hazardous Waste Permitting The course should not be on the sunset list because it was offered successfully in Spring 2017.	p. 20
1st Appearance	POLS 106	California Politics and Government The course should NOT be on the sunset list. It was successfully offered in Spring 2018.	p. 12

		The course will be offered again during the upcoming spring, summer, and/or fall terms.	

Action Item: Summary Report

Action Item: Roles and Responsibilities: AP&P Chair and Vice-chair

Action Item: Review Date
- A current COR must have a review date within two years for CTE courses and six years for non-CTE courses.
- The Review Date on the Course Outline of Record shall be changed with all course proposals except Textbook Change, Corrections, and SLO changes.

Action Item: Determining Advanced Placement (AP) Equivalency

Information Item: AHC Disciplines List Policy

Action Item: AHC Disciplines List

Reports
a. AP&P Representatives
b. AP&P Vice Chair / TRC Chair
c. AP&P Chair
d. Administration
e. Admissions and Records
f. Counseling/Matriculation
g. Articulation
h. CurriQunet & Support

Call for Future Agenda Items
Curriculum Development Handbook
AP&P Evaluation Recommendations and Follow-up

Call to Adjourn.

Next Meetings:
AP&P: May 10, 2018 (2-4 PM)
TRC: May 3, 2018 (2-4 PM)
Summary Report: Apr 26, 2018 (last for the semester).

Title: Workforce Readiness
Award Type: Certificate of Completion

This noncredit certificate program provides basic academic skills and workforce readiness skills need for employment. Students will obtain and maintain competitive integrated employment through development of career planning, interpersonal, and communication skills. Fundamental technology skills for job search will be provided. The certificate program is intended to align contemporary work readiness skills with opportunities for employment.

The graduate of the Certificate of Completion in Workforce Readiness will:

- Demonstrate level-appropriate competency in reading fluency, writing, and basic math operations.
- Develop a Person-Centered Plan for Employment

Program Requirements
Required courses:

Hours: 105 - 120

| WKPR7800 | Career Readiness and Planning | 9 - 12 |
| WKPR7801 | Functional Work Skills | 96 - 108 |

Total Program Hours

105.00 - 120.00

Roles and Responsibilities: AP&P Chair
1. Ensure curriculum standards and criteria are in compliance with regulations.
2. Facilitate AP&P Committee meetings.
3. Prioritize and prepare agenda.
4. Serve as a resource to AP&P and others.
5. Presents to the Board of Trustees and reports decisions to and from the Board of Trustees.
6. Verifies corrections have been made.
7. Acquire and maintain knowledge (CurricUnet updates and participation at the annual Curriculum Institute)
8. Delegate tasks to AP&P Vice-Chair.
9. Works closely with the VP of Academic Affairs and the academic deans in considering the campus wide impact of curriculum proposals and will report such impacts to the committee.
10. Assists department representatives and department members in preparing proposals.
11. If issues need to be resolved before or after the first reading, the chair may help facilitate dialogue. The agenda items to be covered at committee meetings are not affected, and meetings can end in a timely fashion.
12. Works closely with the Curriculum Specialist in structuring meeting agendas, reviewing minutes, and implementing committee recommendations and decisions. Facilitates AP&P Committee meetings.
13. Certify via signature appropriate approval process
14. Provide regular retreats and seminars for faculty and staff.

Roles and Responsibilities: VICE-Chair
1. Ensure curriculum standards and criteria are in compliance with regulations.
2. Facilitate AP&P meetings as needed and other chair roles.
3. Serve as a curriculum resource for faculty and staff.
4. Closely collaborate with AP&P chair.
5. Be familiar and know where to access information.
6. Serve as chair of AP&P sub-committee(s) such as Technical Review Committee.
7. Attend various meetings on curricular matters.
8. Keep the committee and the college abreast of trends and changes in the state and local levels.

Determining Advanced Placement (AP) Equivalency

§ 55052. Advanced Placement Examinations.
The governing board of a community college district may adopt policies to grant credit for satisfactory completion of advanced placement examinations typically recognized by colleges and universities as measuring competencies comparable to those achieved in baccalaureate level courses.

The faculty in the appropriate discipline must approve advanced placement examinations, scores deemed to constitute satisfactory performance, courses offered by the college for which credit will be granted, and requirements that may be met by such examinations in accordance with policies and procedures approved by the curriculum committee established pursuant to § 55002.

The student's academic record shall be clearly annotated to reflect that credit was earned through an advanced placement examination.

Steps:

1. 1st. Identification of college courses for AP course equivalency consideration.

2. ~~Typically t~~he articulation officer and/or transfer center director identify courses ~~for~~ for advanced placement (AP) course equivalency consideration and request the discipline faculty to make a determination.

3. ~~2nd.~~ Determination of AP course equivalency by discipline faculty. The articulation officer facilitates determination based on ~~Determination based on (articulation officer facilitates)~~:
   - ~~I.~~ College Board AP course and examination information
   - a. http://apcentral.collegeboard.com/apc/Controller.jpf
   - ~~II.~~b. Corresponding AP course equivalency information from 4-year feeder institutions
   - c. Articulation agreements equated with the 4-year AP course equivalency

~~III.~~ The AP course equivalency credit shall be noted on the student's transcript.

~~3rd. Submit AP course equivalency to the Curriculum committee~~

~~When the discipline faculty have determined the AP cut score for course equivalency it is submitted to the curriculum committee for review.~~

~~4th. Submit AP course equivalency to the Board of Trustees~~

~~After the curriculum committee reviews the AP course equivalency it is submitted to the Board of Trustees for final approval and adoption as district policy.~~

~~3rd AP course equivalency credit noted on student transcripts~~

~~Note Steps 2 - 5 3 are is required in Title 5 Section 55052:~~

~~§ 55052. Advanced Placement Examinations.~~

~~The governing board of a community college district may adopt policies to grant credit for satisfactory completion of advanced placement examinations typically recognized by colleges and universities as measuring competencies comparable to those achieved in baccalaureate level courses.~~

~~The faculty in the appropriate discipline must approve advanced placement examinations, scores deemed to constitute satisfactory performance, courses offered by the college for which credit will be granted, and requirements that may be met by such examinations in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002.~~

~~The student's academic record shall be clearly annotated to reflect that credit was earned through an advanced placement examination.~~

4. ~~Revision Proposal - February 2018~~

Revised from CDH Posted Online.
Discipline

The applicable discipline(s) that qualify an instructor to teach a course is listed on the course outline of record. The appropriate discipline(s) needs to come from the Minimum Qualifications publication by the Chancellor's Office.

The Disciplines List had been divided into two parts to differentiate those disciplines for which a Master's (M) degree is required as a precondition for employment from those for which it is not. Generally, disciplines have been included on the Master's List if universities typically offer sufficient upper-division and graduate instruction in applicable subjects to permit their awarding advanced degrees in that discipline.

On the other hand, disciplines for which there is no or limited graduate training, as found in some career

and technical education fields, have been included on the non-Master's (NM) List. In those cases where a Master's degree is not generally expected or available, the minimum standard has been a Bachelor's degree in any subject, plus two years of work experience directly related to the teaching assignment, or an Associate degree in any subject plus six years of work experience directly related to the teaching assignment. Work closely with your faculty peers, department chair, and dean in this section. Do not improvise in this area.

Disciplines List

The purpose of placing courses within disciplines is to assure that instructors teaching those courses possess the appropriate preparation to teach them effectively. It is **not** a Title 5 requirement that the discipline assignment designations be contained within the course outline of record, but these assignments do need to be documented somewhere. The AHC course discipline placement shall be recorded on the Course Outline of Record (COR).

During the spring semester, the committee will review the AHC disciplines list for accuracy and inclusion of corrections and updates.

Course Placement in the Disciplines List (AHC Disciplines List)

Title 5 §53200 states that the process of placing courses within disciplines is the responsibility of the local Academic Senate.

AHC Board Policy 2510 Shared Governance.
Academic Senate(s) (Title 5 §§ 53200-53206). The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

As a subcommittee of the AHC Academic Senate, the Academic Policy and Planning (AP&P) Committee manages this process and is charged with the "obligation to seek out the expertise of the discipline faculty". In most cases, courses will be placed in a single discipline. However, some courses may appropriately be placed in more than one discipline.

Based on course content, courses reviewed and recommended for approval by the AP&P Committee must be placed in the appropriate discipline(s) on the AHC Courses Placed in Disciplines List (AHC Disciplines List). The list indicates the minimum academic or vocational qualifications to teach the content of a particular course.

The AHC Disciplines List must align with the most recent version of the Board of Governors' (BOG's) Disciplines List (Minimum Qualifications - MQ). The AHC Academic Senate may establish additional qualifications that may be more rigorous than those listed in the BOG's MQs.

Course placement in the discipline/s is based on the body of knowledge necessary to teach the course content. Collaboration and consent of faculty in affected disciplines are required when modifying discipline/s placement. Courses may be placed in a single discipline, multiple disciplines, or interdisciplinary. The minimum qualifications for these placements are:

- Single Discipline Placement: Requires minimum qualifications in the listed discipline.
- Multiple Disciplines Placements: Requires minimum qualifications in at least one of the listed disciplines.
- Interdisciplinary Placement: Requires minimum qualifications in at least one of the listed disciplines and upper division or graduate course work in at least one of the other disciplines listed.

Cross-listing (Multiple Prefix Offering – MPO)

Definition: Cross listing, also known as the multiple prefix offering, or MPO, allows for courses with multiple prefixes to be offered at Hancock if placed in multiple disciplines, or as interdisciplinary.
Example: Business Economics listed as both BUS 121 / ECON 121.

Guidelines:

1. An identical course outline of record must be recorded under each discipline.
2. To ensure collaboration and consensus among departments on all course proposals, affected discipline faculty must collaborate on creating the course, modifying the course, and reviewing the course during the required periodic college processes.

3. The discipline faculty may request for multiple discipline placement of the course once they have collaborated with the faculty of affected departments. The faculty should be prepared to provide contacts, statement from affected faculty, and rationale for the request for cross-listing (MPO).

4. In cases where the affected discipline-area faculty cannot agree on a common COR they will meet with the AP&P Committee Chair, the Department Chair/s, and the Dean/s to mediate the dispute. If faculty authors are still unable to reach consensus, the course will not be considered for cross-listing. The results will be reported to AP&P and the initiators have the option of appealing to the Academic Senate.

5. The "request for cross-listing of a course" proposal (major modification) must be submitted with the course outlines of cross-listed courses. The AP&P Committee recommends the use of the "Package proposal" to ensure that these courses move along the approval process as a "bundle". The initiator/s must attach verification of communication among faculty/departments of affected disciplines.

6. NOTE: When cross-listing courses, the discipline faculty should ensure that the appropriate minimum qualifications or discipline placement indicates the requisite minimum academic or vocational qualifications to teach the content of the cross-listed courses.