

Academic Senate Council Minutes

Tuesday, March 2, 2:30-4:00 p.m. in the FH 120

STANDING MEMBERS						Guests
POSITION	NAME	PRESENT	POSITION	NAME	PRESENT	Welcome! Please sign in. Dave Weinstein
ASC Pres	Jeff Baker	X	Film, Interior Design, Art	Riley Dwyer	X	
ASC V.P.	Rex Edwards	X	Health Sciences	Dalila Sankaran		
ASC Secretary	Lisa Putnam	X	History/Institutions	Susan Kinkella	X	
ASC Treasurer	Nenagh Brown	X	Library	Mary LaBarge	X	
ACCESS	Melanie Masters	X	Life Sciences	Andrew Kinkella		
Athletics	Howard Davis	X	Mathematics	Phil Abramoff	X	
Behavioral Sciences	Linda McDill		World Languages	Raquel Olivera	X	
Business	Stephanie Branca	ABS	Multi Media, Journalism, Photo	Steve Callis/ Joanna Miller	SC	
Chemistry/ Earth Sciences	Omar Torres	X	Music/ Dance	James Song		
Counseling	Chuck Brinkman		Physical/ Health Education	Nancy Stewart	X	
Computer Info Systems	Mary Mills	X	Physics/ Astronomy	Clint Harper	X	
Computer Sci/ CNSE	Vish Viswanath	X	Student Health Center	Dena Stevens	X	
English/ ESL	Kathryn Adams Alt. Beth Gillis-Smith	KA	Theater Arts/ Communications	John Loprieno	X	
EATM	Cindy Wilson		<i>Student Liaison</i>			

Quick Recap:

Action Item Topic	Discussion/Comments	Action
Program Discontinuance Policy -- AP 4021	Motion to reaffirm the standard practice administrative procedure AP 4021 as submitted last year, and modified this year. (See attached)	Motion passed unanimously.
BP 7205 – Code of Ethics	Motion to send the DCSL suggested document forward as the BP 7205 Code of Ethics	Motion passed unanimously.
Part-time Hiring/Resignations ad hoc report	We would like to have the department chairs review our recommended changes to this procedure. We are mirroring the other two senates in the recommendations that we are making	Department chairs will be asked to review recommended procedure.
Bricks	The cost of the plaques in 2007 (last order) \$200 each, and we are responsible for ½ the cost (the Foundation pays for the other ½). We are in need of purchasing at least 11 plaques.	None taken.
President's Resignation Letter/Process for election (see attached)	Motion to solicit nominations immediately and to hold the vote on 3/14.	Motion passed.

I. Public Comments (Those wishing to make public comments should be in attendance by 2:30 p.m.)

David W. on behalf of the Wellness Committee, requesting that we take back to our departments information regarding the push to ban smoking completely, even from parking lots, on our campus. The City of Moorpark has passed a new smoking policy banning smoking from all public areas, including parking lots. We are not bound to the city ordinances; however, the Wellness Committee has passed the motion to recommend a 100% ban on smoking. The Associated Students came to the January meeting with arguments against this recommendation. The President of AS drafted a letter requesting that the entrance above Fountain Hall be created as a non-smoking entrance, allowing students to smoke in other areas. The Wellness Committee discussed this request and has agreed to move forward with the 100% ban. The Committee is hoping that this becomes a social norm of the campus, and not actually enforce through the campus police.

Susan K. the Social Science department is now named the Social Sciences and Philosophy department.

II. Approval of Minutes: Minutes of Feb 16, 2010

Moved to Approve: Phil

Seconded: Nenagh

Passed by majority; 1 abstention.

III. Reports

Treasurer (Nenagh Brown)

- Checking : \$ 4,708.59
- Savings: \$ 1,197.01

Nenagh reports that a minor change was made to now have dual entry checks, 2-signatures on a check (any two of the four officers).

Committee Reports

a. EdCAP (JLoprieno) *Report given the first meeting of the month.

Update on meeting; Program Plans being done now. Reading activity.

b. Facilities CAP (PABramoff).

Academic Center close to completion; offices being assigned. ACCESS will be temporarily moved to LMC building when Math vacates. Health Science building has had some delays due to rains (3 month delay approximately). Roofing tar has a strong odor – 11 days of tar work will be done. EATM complex is having their ground breaking celebration at 3pm today. \$12 m of bond funds have been set aside for parking structure; but committee is discussing this project. Iris would like to get the temperature of the campus, although parking continues to be a problem. A decision must be made soon; otherwise we might lose the funds. Objections – if we use it on the parking structure, what isn't being built; and the aesthetics of a parking structure is a concern. Areas for a location being discussed include lower-campus (near soccer field) and below Academic Center. A question was raised about the vote regarding the prioritization of projects that was done several years ago; was the parking structure even listed as a possible bond project? Are we obligated to build a parking structure? Was the structure part of the original request for bond money? We need to review the original priority list before committing to a parking structure project. The issues were brought up to Iris.

c. Faculty Development (MMills)

Finding ways to archive items created by individuals. Publishing the Flex Week book is being discussed. There could be changes to the advertising of flex activities, yet flex days are in the calendar.

d. Senate Subcommittees & Liaisons

- Associated Students: None (no students available at this time)
- District Reports-DCHR, DCSL, DTRW, Consultation Council
 - DCHR:** See items below.
 - DCSL:** See items below
 - Consultation Council:** None.
 - DCAS:**

e. Fiscal (JBaker) *Report given the second meeting of the month

f. Curriculum (MLaBarge):

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g. TechCAP (KAdams)

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IV. Unfinished Business

a. DCAS “Productivity” Survey Update (Lisa Putnam).

Meeting next week to finalize a report. Responses seem to indicate more stress, and less satisfaction, it doesn’t appear as though increased enrollments have impacted the way we deliver our courses. People seem to report that we can do this for now because it is necessary, but long-term would not be possible.

b. Program Discontinuance Policy -- AP 4021 (Mary, Riley and Raquel).

Our recommendation is still decline to support the district’s recommendation. We had recommended the version listed in this document (see below), with three minor changes (made in document below, highlighted in yellow). We would like to reaffirm that this document be the one forwarded to DCSL for adoption.

Motion (Riley): Move to reaffirm the standard practice administrative procedure AP 4021 as modified.

2nd Clint.

Passed unanimously.

c. Sabbatical Subcommittee/Faculty Professional Development ad hoc report (Nenagh Brown and Melanie Masters)

Still working.

d. BP 7205 – Code of Ethics

DCSL discussed this policy. This version does not differ much from the original version that was opposed. In order to get through Accreditation, it is suggested that we take the main heading: committed to excellence, act with integrity, be accountable, and treat everyone with respect, will be submitted as the board policy. And then we can go back and add the details into a procedure (AP), after we all get to work through the language. Clint/Raquel move that we send this basic language forward as the BP 7205 Code of Ethics. Passed unanimously.

e. Proposed District Grade Change Policy (place holder)

Still working on this.

f. CTE Equivalency (placeholder)

Still working on this.

g. Part-time Hiring/Resignations ad hoc report (Howard, Katherine, Nenagh, Jeff)

Handout distributed. The recruitment and hiring AP is the most significant. The language in this document is just about the opposite of what we currently do in the hiring of faculty (the minor role of faculty in the procedure). This procedure will take about 5 weeks (although listed as 3 week process) to get through this process. This is too long; we need faculty fast. The resignation language concern is that it requires a part time faculty to formally resign on this form before we can begin process to replace them. Again, timing is crucial. We would like to have the department chairs review our recommended changes to this procedure. The next meeting regarding this item at DCHR is the 4th Thursday, so we need to send this to the department chairs this week so that it can be discussed at the Friday meeting (this week). We are mirroring the other two senates in the recommendations that we are making.

h. Bricks!

Nenagh reports that John Sinutko does not have the specific proposal from the architect and therefore we do not have a potential solution just yet. We need to wait on the proposal before we can move forward on this. The cost of the plaques in 2007 (last order) \$200 each, and we are responsible for ½ the cost (the Foundation pays for the other ½). We are in need of purchasing at least 11 plaques.

V. New Business

a. President's Resignation Letter/Process for election (see attached)

Jeff recommends that we open nominations to the entire campus, and that the nominations be brought to ASC for vote. Per our constitution, we must have 2/3 votes of the Council.

- Does this mean 10 votes of 15, which is a quorum or does this mean 2/3 of the entire council?
- It is recommended to do a vote by named ballots where only those counting the votes know who voted how.
- The VP is not automatically moved to be President
- If one of the existing officers is nominated and elected, we would need to follow the same protocol and we would have another election
- Abstentions that are submitted are counted as a No vote; but you can refuse to vote, and therefore not included in the 2/3 majority
- The organization of the nominations would be collected by Jeff Baker
- The elections committee could handle this, but this isn't really a campus election

Jeff will send an email to all faculty requesting nominations including self-nominations and then will contact nominees to see if they are interested in running. The list will be brought to ASC on March 16 and ask that all nominees be present to qualify for the position, and answer any questions that ASC might have of them. We will then vote at the same meeting or the following meeting (April meeting). The new president-elect can then shadow Jeff in April.

Motion: Nenagh moves that we have nominations by 3/14 and then the final vote at the following meeting.

Clint seconds.

Yes: 2

No: 9

Abs: 0

Raquel moves to hold the vote on 3/14; Seconded by Mary LaBarge

Yes: Majority

No: 1

Abs: 0

b. AP4227 Course Repetition; 4231 Grade Changes; 4250 Probation; 4255 Disqualification & Dismissal; 4260 Prerequisites, Co-Reqs; 4400 Community Services; 4500 Student News Media; 4610 Instructional Service Agreements (see attached) Next meeting.

VI. New Concerns

a. Division Re-organization (to be distributed).

Sciences are not happy with the draft of the re-org. The dean and faculty all are willing to work as a large division, but the requests and concerns do not appear to be heard by the upper management.

b. Jeff has been removed from the VP meetings on Tuesday mornings.

c. ENGL M01A unit change request that has come forward.

VII. Announcements

a. .

Next ASC meeting: *March 16 — FH120*



Program Discontinuance

Reference:

Administrative Procedure (AP) 4021 Program Discontinuance

Title 5 §55000(f)

This standard of practice was developed in consultation with the Academic Senate. Title 5 defines an educational program as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education”.

STAGE ONE: Analysis

- Step One: During the March through April Program Planning process, each program is identified by stable, growth, or pay attention status. Program status is defined by the following:
 - Stable
 - Constant in all categories
 - Slow or moderate rate of growth
 - Not impacted
 - Growth
 - Upward trend in productivity, CRNs and enrollment
 - Rapid rate of growth
 - Resources and facilities no impacted
 - Pay Attention
 - Upward or downward trend with wide margins
 - No growth or downward trend
 - Rapid growth by resources and facilities impacted

Further analysis is triggered when a program identified as “pay attention” has demonstrated declining enrollment over four consecutive semesters.

- Step Two: To complete further analysis, the Executive Vice President (EVP) convenes a Recommending Group (RG) that will evaluate the program based on the criteria listed below and submit a recommendation. The RG consists of the Division Dean, Department Chair, and at least three program faculty (one of whom shall be a representative of the Academic Senate ~~can be the department chair~~). If three program faculty are not available, appropriate faculty from outside of the program are asked to serve.
- Step Three: The RG develops and defines an evaluation rubric appropriate to the program that includes legal considerations and any overarching state program mandates (such as Career and Technical Education, or CTE). The rubric would include but is not limited to the following:
 - Relevancy of the program to the college mission
 - Enrollment and productivity, including length and severity of decline.
 - Student completion and success data, including ARCC/AB1417 (Accountability Reporting for the Community Colleges) data. (Note: This data must be included in CTE program evaluation.)
 - External and internal factors driving demand for the program, including recommendations for program need from transfer institutions and/or Advisory Committees. ~~(NOTE: CTE programs must validate the involvement and recommendations of an Advisory Committee)~~
 - CTE programs must validate the involvement and recommendations of an Advisory Committee;
 - Labor Board statistics;
 - The needs of each neighboring community.
 - Availability of resources for offering the program in a current or reduced form.

- Step Four: The RG makes one of the following recommendations to the EVP:
 - Program is current and vibrant, with no further action recommended.
 - Program should continue, but needs strengthening or revision.
 - Program should continue, but be reduced.
 - Program is recommended for discontinuance, and the plan for discontinuance is submitted to the EVP.

The EVP accepts the recommendation or requests that the program be re-submitted to the RG for further analysis. Once the recommendation is accepted, Stage Two occurs.

STAGE TWO: Plan Implementation

- Option A: Program Continuance or Revision
 - The RG proposes steps for strengthening or revising program, considering
 - Advisory, transfer institution, or other external agency recommendations
 - Course delivery options
 - Other marketing, student, or community considerations
 - The program is monitored for two years.
 - At the conclusion of the two year monitoring period, the program is re-evaluated using the criteria of Stage One.
- Option B: Preparation for Discontinuance

The EVP, dean, department chair/discipline faculty prepare recommended discontinuation plans for submission to the College President. The plan includes:

 - Timeline and process for Program Discontinuance approval at the local and state level.
 - Provisions that allow students currently enrolled to complete or transfer
 - Recommendations from advisory, transfer, or other external groups
 - Consideration of contracts with outside agencies
 - Options for faculty relocation or retraining
 - Other budgetary or facility considerations

The discontinuance plan is submitted to the College President.

BP 7205 Employee Code of Ethics

Reference: Accreditation Standard IV.B.1.a, e, & h

Introduction

Ventura County Community College District (“District”) employees are guided by principles that call for the respect of students, citizens, state policy makers, and the educational community at large. This Code of Ethics demonstrates to the public that our educational community has a vested interest in advancing the reputation and goodwill of the District and higher education.

Employees of the District:

- Are required to become familiar with this Code of Ethics and adhere to its principles.
- Will be familiar with and abide by the District’s policies and procedures.
- Will conduct themselves in a manner consistent with applicable laws, regulations, and codes.
- Are encouraged to promptly and confidentially report any evidence of improper practice of which they are aware per **Administrative Procedure 7700-Whistleblower Protections**.
- Will avoid conduct which is in violation of the public trust or which creates a justifiable impression among the public that such trust is being violated.

Employee Commitments

A. We are committed to excellence.

We will perform our duties to foster a culture of excellence and high quality in everything we do.

Standards:

- Employees will serve the educational and public purposes to which the District is dedicated. Accordingly, all District employees are obliged to make decisions and conduct their activities, programs, and services in a manner consistent with the District’s mission statement.
- Employees will carry out the requirements of their District positions with a high standard of competence. They will exercise responsibility appropriate to their position and authority and are accountable for their actions and decisions not to act.
- Employees will support academic freedom and freedom of inquiry for students. This right will not be abridged or abused. Public institutions of higher learning exist for the common good and not to further the interests of the individual employee or the District as a whole. Academic freedom is essential for the protection of the rights of the employee in teaching and of the student in learning. Freedom in teaching is fundamental to the advancement of truth. Academic freedom carries with it responsibilities correlative with rights (see Board Policy 4030-Academic Freedom).

- Full-time employees are expected to maintain their primary work-related interest within the District. All employees must arrange outside work activities so they do not conflict with their full-time District work commitment.

B. We will act with integrity.

We will be honest, fair, impartial, and unbiased in our dealings both within and on behalf of the District.

Standards:

- Employees will act with integrity in their work relationships and will accept accountability for their actions. Employees will be truthful in their discussions and in their work-related business, and will not intentionally withhold information, ignore data, or misrepresent facts or circumstances. They will uphold the highest standards of honesty in their daily work. They will cooperate and treat each other with civility, respect, and fair-mindedness and recognize and tolerate the rights of others to hold divergent values and beliefs from their own.
- Employees will refrain from entering into intimate relationships with District colleagues or current students if a reasonable person could conclude that an abuse of power exists or might exist in those relationships. A romantic or physical relationship between an employee of the District and a student is prohibited in those instances where the employee has the responsibility for directly supervising, evaluating, instructing, counseling, treating or otherwise overseeing the student. Supervisor/subordinate romantic or physical relationships are prohibited.
- Employees will respect the privacy and confidentiality rights of others with whom they work. All confidential information will be used only for the purpose for which it was originally collected and shared only with authorized parties on a need-to-know basis unless consent is given or required by law.
- As responsible and interested citizens in our democratic society, employees are encouraged to participate in the political process. However, employees may not use District resources in political campaigns and activities or in support of or opposition to state bond measures, ballot propositions, or particular candidates. Employees holding elected office will not allow their political activities to interfere with the performance of their District work.
- Employees will maintain the integrity and accuracy of the District documents and records for which they are responsible. No employee will alter, falsify, or destroy any original document absent valid authority and reason to do so. Employees will treat and maintain materials they create or receive in connection with the transactions of public business as public records. Public records will be held in compliance with Board policy, and state and federal law.
- Employees may accept gifts from others in limited circumstances (**see Administrative Procedure 7205**), but must also be aware that accepting any gift, favor, service, employment, or other thing of value could be inferred by a third party to influence the employee in the discharge of their duties and therefore should be avoided. Employees will not accept from any person, directly or through another person or party, any gift, favor, service, employment, or other thing of value that is intended to influence the employee in the discharge of his or her duties at the District.
- Employees will not use their position or District property for non-District, personal purposes. Any exception will be for incidental emergencies and authorized by the employee's supervisor.

Employees will not allow their private interests, whether personal, financial, or of any other type, to conflict or appear to conflict with their work-related duties and responsibilities. Employees will avoid any conduct that would lead a reasonable person to conclude that the individual is biased or motivated by personal gain or private interest in the performance of their work.

- Employees will make no unauthorized commitments or promises of any kind purporting to bind the District in a contractual agreement, relationship or partnership.

C. We will be accountable for our actions.

We firmly believe that education in the form of scholarship, teaching, service, and developing others is a public trust. We will live up to this trust through safeguarding our resources and being good stewards of the human, intellectual, physical, and fiscal resources given to our care.

Standards:

- Employees will comply with all applicable federal and state laws, and District policies and procedures while conducting their work. When in doubt, employees will seek the advice of their supervisor to clarify the regulations impacting their duties. Staff governed by professional and/or discipline conduct standards will comply with these requirements, in addition to those described in this Code of Ethics.
- Employees will protect human health and safety and the physical environment in their District operations and activities.

D. We will treat every person with respect.

We recognize the inherent dignity and rights of every person, and we will do our utmost to fulfill our resulting responsibility to treat each other with fairness and decency with defined organizational roles, authority, policy, governance, and communications structures.

Standards:

- Employees will engage in open discussion regarding work-related matters within official District communication and participatory governance structures. Employees will not circumvent formal channels of District communication and governance in the conduct of their work or in resolving organizational challenges.
- All employees want to work in a professional and supportive environment which is free from discrimination, harassment, intimidation, and/or threatening behavior and therefore such behavior will not be tolerated. Employees will comply with federal and state laws, and with District policy and will recognize the rights of all citizens, regardless of gender, race, color, religion, national origin, age, disability, Veteran's status, sexual orientation, or political affiliation.

Jeff Baker

23 February 2010

Hello, Moorpark Faculty Senate—

The purpose of this note is to officially inform you of my intent to resign as your president effective June 1, 2010.

As you know, this past December my wife Kim and I received the happy news that we are expecting our first child. This fact, coupled with my health issues, constitute a change in my circumstances sufficient to make me doubt my ability to be effective as your president in the coming troubled year. Given my limited personal resources (e.g., energy, time, health), I believe it will be better for myself, my family, *and* the senate if I hand over the reigns to someone less compromised in his or her ability to serve the senate effectively in what will prove to continue to be a difficult time.

In terms of the election process in the event of a written resignation, the senate constitution is clear, and I have highlighted, below, the relevant sections:

Section E: Vacancies on the Senate Council. **Resignation from any position on the Academic Senate Council shall be presented in writing to the Academic Senate President.** An election for the removal of any elected officer shall take place when the Academic Senate Council is presented with a petition so requesting, and that petition has been signed by fifty percent of the number of those Academic Senate members voting in the most recent election. A two-thirds majority of those voting shall be required to recall an official. The terms of recalled officers shall end at the end of the semester during which the recall election takes place. **Vacancies caused by resignation shall be filled by a two-thirds vote of the Academic Senate Council.** Vacancies caused by recall shall be filled by a special election of the Academic Senate as a whole.

I have had great difficulty in coming to this decision, as I am not one to casually abandon my responsibilities (or to walk away from a challenge). However, because I am certain that this decision is the best one for everyone affected, I am announcing my intent early so that the senate can find a timely replacement for me who can then “ramp up” to a difficult job with a steep learning curve.

I do thank you very much for all of the support I’ve had this past year, and will carry positive memories of my brief return to this office.

Sincerely,

Jeff Baker

AP 4227 Course Repetition Absent Substandard Academic
Work

References:

Title 5 Sections 55041, 55042, and 55253, 56029, 58161

Under special circumstances, students may repeat courses in which a C or better grade was earned, or in which substandard academic work has not been recorded.

Legally Mandated Training Requirement

Students are allowed to repeat a course when repetition is necessary for the student to meet a legally mandated training requirement as a condition of volunteer or paid employment. Students can repeat such courses any number of times, even if they received a grade of C or better. The grade received by the student each time will be included in calculations of the student's grade point average. Students will be required to verify their volunteer or paid employment status.

The term "legally mandated" is interpreted to mean "required by statute or regulation," and excludes administrative policy or practice.

Legally mandated training courses will conform to all attendance accounting, course approval and other requirements imposed by applicable provisions of law.

The attendance of students in legally mandated training may be claimed for state apportionment without limitation.

Courses Designated as Repeatable

Repeatable courses are designated in the College Catalog. A course may be designated as repeatable if it meets the following criteria:

- The course content differs each time it is offered, or
- The course is an activity course where the student meets course objectives by repeating a similar primary educational activity and the gains an expanded educational experience each time the course is repeated because:
 - Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or
 - Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

The district will devise and implement a mechanism for the proper monitoring of such repetition.

Students may repeat courses that have been designated as repeatable, for a maximum of three times (course can be taken four times total). When a course is repeated pursuant to this section, the grade received each time will be included in the calculations of grade point average. Pursuant to AP 4225, this shall include any withdrawals with a grade of "W" subsequent to the first class enrollment and the award of a grade therein.

Where the colleges establish several levels of courses which consist of similar educational activities, repetition limitations applicable to this section apply to all levels of such courses. (Example: PE 1A, PE 1B and PE 1C may be taken in any combination a maximum of four times.)

The attendance of students in credit activity courses may be claimed for apportionment a maximum of four times inclusive of summer and other intersessions. This limitation applies even if the student receives a substandard grade for one or more of the enrollments in the activity course, or receives a withdrawal with a "W" after a grade has been awarded for a previous enrollment.

Repetition of Special Classes

Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability-related accommodation. Such determination will generally be provided by a qualified instructor or academic counselor. The individualized determination must verify one of the following conditions:

- The success of the student in other general and/or special classes is dependent on additional repetitions of the specific special class in question;
- Additional repetitions of the special class in question are essential to completing the student's preparation for enrollment into other regular or special classes; or
- The student has a student educational contract which involves a goal other than completion of the special class in question and repetition of the course will further achievement of that goal.

The attendance of a student with a disability may be claimed for state apportionment each time the student repeats a special class as a disability-related accommodation which is justified by one of the circumstances noted above. When a grade is received pursuant to this section, the latest grade received will be included in the calculation of the grade point average, with all grades remaining visible on the transcript.

Repetition of Cooperative Work Experience Education Courses

Students are allowed to repeat a cooperative work experience course if a college only offers one course in cooperative work experience. Where only one work experience course is offered, students may be permitted to repeat this course any number of times as long as they do not exceed the limits on the number of units of cooperative work experience set forth in Title 5 Section 55253(a).

AP 4231 Grade Changes

References:

Education Code Sections 76224 and 76232; Title 5 Sections 55025 and 55760

Changing Grades

- Grades are assigned as a result of academic assessment made by the instructor of record of the course.
- The instructor of the course shall determine the grade to be awarded to each student.
- Credit/No Credit grade designations, once applied to the transcript, cannot be changed to a letter grade.
- The determination of the student's grade by the instructor is final in the absence of mistake, fraud, bad faith, or incompetence. "Mistake" may include, but is not limited to, errors made by an instructor in calculating a student's grade, and clerical errors. "Fraud" may include, but is not limited to, inaccurate recording or change of a grade by any person who gains access to grade records without authorization.
- The removal or change of an incorrect grade from a student's record shall only be done pursuant to Education Code 76232 and California AP, Title 5, Section 55760 or by an alternative method that ensures that each student shall be afforded an objective and reasonable review of the requested grade change.
- The procedure requires that a student first request a grade change from the instructor. In cases where the student has filed a discrimination complaint, or if the instructor of record is not available, or where the district determines that there is a possibility of gross misconduct by the original instructor, provisions shall be made to allow another faculty member to substitute for the instructor of record.
- In the case of fraud, bad faith, or incompetence, the final determination concerning the removal or change of grade will be made by the Executive Vice President/Vice President of Instruction.
- In all cases, where means exist and when at all possible, the instructor who first awarded the grade will be given written notice of the change.

Security of Grade Records

- The District shall implement security measures for student records that assure no person may obtain access to student grade records without proper authorization. These measures shall be installed as part of any computerized grade data storage system.
- The measures implemented by the District shall include, but not necessarily be limited to, password protection for all student grade data bases, locking mechanisms for computer stations from which student grade data bases can be viewed, and strict limits on the number of persons who are authorized to change student grades.
- Persons authorized to change grades shall be designated by the College Registrar, under the direction of the Executive Vice President/Vice President of Instruction, or designee. No more than five (5) college employees may be authorized to change student grades. Only regular full-time employees of the District may be authorized to change grades. Student workers may view grade records in order to facilitate student inquiries, but not change grades at any time.
- The college registrar will annually review and validate the names of those full-time employees authorized to change grades.
- Any person who discovers that grades have been changed by someone other than the persons authorized to do so shall notify the College Registrar immediately. The College Registrar shall immediately notify the Executive Vice President/Vice President of Instruction, and take steps to lock the grade storage system entirely while an investigation is conducted.

- If any student's grade record is found to have been changed without proper authorization, the District will notify 1) the student; 2) the instructor who originally awarded the grade; 3) any educational institution to which the student has transferred; and 4) appropriate local law enforcement authorities.
- Whenever a grade is changed for any reason, corrected transcripts will be sent to any educational institution to which a student has transferred.
- Any student or employee who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be subject to discipline in accordance with District policies and procedures.
- Any person who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be reported to the appropriate law enforcement agency having jurisdiction over the college where the incident occurred.

Also see BP 3310 titled Records Retention and Destruction and BP/AP 5040 titled Student Records

AP 4250 Probation

Reference:

Title 5, Section 55030, 55031, 55032, 55033, 55034

Probation and Notification

Each student is entitled to be notified of his/her academic difficulty and the availability of college support services to respond to the academic difficulty before the student is dismissed. Notification will consist, at a minimum, of the following: At the end of the semester in which the student attempted a minimum of 12 semester units of work, and has a grade point average below 2.0, a notice shall be sent to the student informing him/her that he/she is on academic probation.

A student transferring from a campus within the three Colleges of the Ventura County Community College District is subject to the same probation and dismissal policies.

A student transferring to a college of the Ventura County Community College District from a college outside the District is subject to the same probation and dismissal policies as native students of this District.

Progress Probation

If the percentage of a student's recorded entries of "W," "I," "NC" and "NP" in at least three consecutive semesters reaches or exceeds 50% of all units in which a student has enrolled, the student shall be placed on progress probation.

Academic Record

Each enrolled student's probation status is recorded at the end of each term as part of the student's academic record. The notation specifies the student's status for both academic and progress categories as either "in good standing," "on probation," or "dismissed."

Probationary Letter

The letter notifying the student of probation will cover, at a minimum, the significance of being on probation, condition(s) of continuing enrollment, and description of the services available.

Condition of Continuing Enrollment

A student placed on probation must, as a condition of continuing enrollment, receive individual counseling, including the regulation of his/her academic program. Each probationary student shall also receive any other support services needed to help overcome the perceived academic difficulties.

Probation Appeal

A student placed on probation may file a written appeal with the Executive Vice President/Vice President of Instruction.

Possible Dismissal (*also see AP 4255 Disqualification and Dismissal*)

At the end of the third semester on which the student is on academic or progress probation, a notice that the student is subject to dismissal will be sent to the student informing him/her that he/she is subject to dismissal.

A student who is on academic probation and earns a semester grade point average of 1.75 or better shall not be dismissed as long as this minimum semester grade point average is maintained.

Removal from Probation

A student on academic probation for a grade point deficiency shall be removed from probation when the student's cumulative grade point average is 2.0 or higher.

A student on progress probation because of an excess of units for which entries of "W," "I" and "NC" are recorded shall be removed from probation when the percentage of units in this category drops below fifty percent (50%).

AP 4255 Disqualification and Dismissal

References:

Title 5 Sections 55033 and 55034

Standards for Dismissal: A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 1.75 in all units attempted in each of three (3) consecutive semesters, and has a semester GPA of less than 1.75 for the current semester.

A student who has been placed on probation shall be subject to dismissal if the percentage of units in which the student has been enrolled for which entries of "W," "I," "NC," and "NP" are recorded in at least three (3) consecutive semesters reaches or exceeds fifty percent (50%).

Dismissal Letter: Each college in the Ventura County Community College District shall notify a student who is dismissed at or near the beginning of the semester in which it will take effect but, in any case, no later than the start of the fall semester.

The college mails a letter indicating "academic dismissal" to the home address indicated in the student's records. The letter references this procedure, explains the meaning of dismissal, the procedure for reinstatement, and procedure to appeal the dismissal.

Fall Dismissals: Special circumstances exist for dismissals after the Fall semester due to the fact that students traditionally enroll before Fall grades are available. Subject to dismissal letters will be sent no later than January 30, informing students that:

If they are enrolled in the Spring semester, they will be permitted to continue on probation. Dismissal status will be reevaluated at the end of the Spring semester.

If they are not enrolled in the Spring semester, they have the right to appeal dismissal in accordance with the appeal process.

Procedure for Fall Dismissal Appeals: Appeals for students subject to dismissal as a result of the fall grades must be filed following notification during the spring semester. The following conditions apply:

Students who are enrolled in the spring semester will not be required to file an appeal but will be allowed to continue on probation and have their dismissal status reevaluated at the end of the spring semester.

Students who have not enrolled in the spring semester will be dismissed unless an appeal is granted in accordance with procedures set above.

Academic Record: Each enrolled student's status is recorded at the end of each term as part of the student's academic record; the notation specifies the student's status for both academic and progress categories as either "in good standing," "on probation," or "dismissed."

Appeal of Dismissal: The student has the right to appeal a proposed dismissal action if the student feels that facts exist that warrant an exception to the dismissal action.

The student must file the written petition of appeal with the Executive Vice President/Vice President of Instruction within 30 days after the dismissal letter was mailed. If the student fails to file a written petition within 30 days, the student waives all future rights to appeal the dismissal action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons.

Dismissal appeals may be granted under the following circumstances:

If the dismissal determination is based on the academic record for one semester in which the record does not reflect the student's usual level of performance due to accident, illness, or other circumstances beyond the control of the student. Verification should be submitted with the appeal.

The student enrolls in a corrective program designed to assist him/her in improving academic skills, such as obtaining academic counseling, and/or limiting course load.

When there is evidence of significant improvement in academic achievement.

Petitions will be reviewed by the Executive Vice President/Vice President of Instruction and a decision. The student will be continued on probation until the Executive Vice President/Vice President of Instruction decides on the student's appeal.

The decision of the Executive Vice President/Vice President of Instruction will be communicated to the student in writing by the designee of the Executive Vice President/Vice President of Instruction; the designee will notify the student of its action within 10 days of receipt of the student's appeal.

The student may appeal the decision of the Executive Vice President/Vice President of Instruction in writing to the College President, within 10 working days of the date of notification of the decision of the Executive Vice President/Vice President of Instruction. The decision of the College President is final.

If the dismissal appeal is granted, the student will be continued on probation for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student may be removed from probation, should be dismissed, or should be continued on probation.

Continued Enrollment or Readmission: A student applying for readmission shall not be reinstated until a minimum of one semester has elapsed after academic dismissal. A student who is petitioning shall receive counseling to assess his or her academic and career goals and must have counselor approval of his or her educational program prior to registration. The petition for this purpose, "Petition for Continued Enrollment or Readmission," is available through Counseling Services.

A student applying for continued enrollment or readmission must submit a petition to explain what circumstances or conditions would justify continued enrollment or readmission.

In considering whether or not students may be re-admitted after a dismissal and two semesters absence, the following criteria should be considered:

- Documented extenuating circumstances (considered during appeal).

- Marked improvement between the semesters on which disqualification was based.

- Semesters on which disqualification was based were atypical of past academic performance.

- Formal or informal educational experiences since completion of semesters on which disqualification was based.

- Improved GPA as a result of grade changes, fulfillment of incomplete courses, or academic renewal.

AP 4260 Prerequisites and Co-requisites

Reference:

Title 5, Sections 55000 et seq.

The following provides for the establishing, reviewing, and challenging of prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice.

1. Information in the Catalog and Schedule of Classes

The college shall provide the following explanations in the college catalog and Schedule of Classes:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, co-requisites, 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 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 contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.

2. 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:
 1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course. The Challenge is evaluated by the discipline faculty with oversight by the dean of the area.
 2. 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.
- B. Grounds for challenge shall include the following:
 1. Those grounds for challenge specified in Title 5, Section 55003 (m).
 2. 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.
 3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.
 4. 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.

C. Curriculum Review Process

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

1. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
2. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate or as delegate to the curriculum committee without forfeiting its rights or responsibilities under Section 53200-53204 of Title 5. Certain limitations on enrollment must be established in the same manner.
3. 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 any prerequisite or co-requisite, only if:
 - (a) 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 outline of record, tests, recommended instructional materials, course format, type and number of examinations, and assessment 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.
 - (b) The prerequisite or co-requisite meets the scrutiny specified in one of the procedures for review of individual courses (see below), and specify which.
 - (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
 - (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
 - (5) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.
 - (6) 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.
- 4. Program Review. As a regular part of the program review process or **at least** every six years, or more frequently as appropriate, 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.
- 5. 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 must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or 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.
- 6. Instructor's Formal Agreement to Teach the Course as Described. The District's Collective Bargaining Agreement with the American Federation of Teachers (AFT) outlines the responsibilities of the instructor in delivery of courses. The Collective Bargaining Agreement also specifies the scope and process of a peer-conducted instructor evaluation processes to ensure that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline.

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. Prerequisites and Co-requisites

- A. Levels of Scrutiny. Prerequisites and co-requisites must meet the requirements of at least one of the following subsections:
 - 1. The Standard Prerequisites or Co-requisites. The college may establish satisfactory completion of a course as prerequisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, the college specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or co-requisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.
 - 2. Sequential Courses Within and Across Disciplines. A course may be established as a prerequisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the curriculum committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific

skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.

3. Courses in Communication or Computation Skills. Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or co-requisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:

- a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and
- b) Research is conducted as provided above.

The prerequisite or co-requisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline and by the curriculum committee as provided above and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.

4. Cut Scores and Prerequisites. Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of these data shall be done in the manner prescribed above in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.
5. Programs. In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.
6. Health and Safety. A prerequisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the curriculum committee as provided above:
 - a) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and
 - b) The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.
7. Recency and Other Measures of Readiness: Recency and other measures of readiness may be established as a prerequisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:
 - a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.
 - b) Data are gathered according to sound research practices in at least one of the following areas:
 - (1) The extent to which students, those currently enrolled in the course or those who have completed them, believe the proposed prerequisite or co-requisite is necessary.
 - (2) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or co-requisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate

and based on independent assignments, quizzes and exams, participation in courses or other indicators that the student was or was not ready to take the course.

- (3) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or co-requisite.
 - (4) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described above.
- c) The standard for any comparison done shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or co-requisite. The research design, operational definitions, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the academic senate. If the evidence fails to meet the standard established, each college may establish the proposed prerequisite or co-requisite as a recommended preparation and may seek to establish it as a prerequisite or co-requisite only by following the process described in this policy and any applicable college policies.
- d) If the curriculum committee has determined as provided in these procedures that a new course needs to have a prerequisite or co-requisite, then the prerequisite or co-requisite may be established for a single period of not more than two years while research is being conducted and a determination is being made, provided that:
- (1) All other requirements for establishing the prerequisite or co-requisite have already been met; and
 - (2) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.

Prerequisites and co-requisites that are exempt from review at the time they are, or were, established are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed.

B. Additional Rules. Title 5, Section 55202 specifies additional rules, which are to be considered part of this document as though reproduced here.

2. 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.

3. 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, or more frequently as appropriate; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

- A. Performance Courses. The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:
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. A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

Blocks of Courses or Sections. Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

AP 4400 Community Services

Reference:

Education Code Section 78300 et seq; Title 5, Sections 55002, 55160(b)

Community Services offerings in the VCCCD are coordinated district-wide, and may be offered on the three constituent college campuses as well as in community venues.

Offerings may be established and maintained in civic, vocational, literacy, health, homemaking, technical and general education, including, but not limited to, classes in the fields of music, drama, art, handicraft, science, literature, nature study, nature contacting, aquatic sports and athletics.

Offerings are designed to provide instruction and lifelong learning opportunities that contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled in them.

Offerings are approved by the VCCCD Board of Trustees. The scheduling of Offerings is the responsibility of the Community Service Program Coordinator, under the direction of the administrator overseeing Economic Development.

Offerings are open for the admission of adults and of those minors who have the ability to benefit in the judgment of the VCCCD Board of Trustees or its designee.

No District General Fund may be used to establish, underwrite, or maintain community college offerings. All community services offerings must be self-funded.

Students enrolled in community service offerings may be charged a fee not to exceed the cost of maintaining community service classes, or classes may be provided for remuneration by contract, or with contributions or donations of individuals or groups.

AP 4500 Student News Media

Philosophy

Student news media are any news/feature publications issued under the Colleges, funded by the District, and produced by students as an integral part of instruction in journalism. They may include, but are not limited to, student news productions online, in print, and broadcast journalism when produced under the advisement of a campus-appointed student news media advisor, or under the advisement of a campus-appointed student news media advisor and the auspices of a student editorial board. The term "editorial" refers to all content other than advertising.

Student news media, as laboratory publications of the journalism curriculum, shall provide vehicles to train students for careers in the media and mass communications. Student news media shall also serve the Colleges in the Ventura County Community College District by reporting the news, including college events and activities, providing a forum for comment and criticism, and encouraging free expression as guaranteed in the First Amendment to the Constitution of the United States.

Student news media are valuable aids in establishing and maintaining an atmosphere of free and responsible discussion on college campuses. Student news media shall exercise editorial freedom in order to maintain their integrity as vehicles for free inquiry and free expression in the VCCCD community. At the same time, the editorial freedom of the college news media shall entail corollary responsibilities.

Each student news medium is published as a learning experience. The editorial and advertising materials published in each news medium, including any opinions expressed, are the responsibility of the student staff. An editorial board will be formed, and written editorial policies developed to guide the student news media organization. Under appropriate state and federal court decisions, these materials are free from prior restraint by virtue of the First Amendment to the United States Constitution. These procedures are adopted so as to encourage a responsible exercise of such freedom.

Student News Media Grievance Procedures

Definition of a Grievance. A grievance is a complaint that alleges facts which, if true, would demonstrate a violation of the grievant's right to free inquiry, free speech, or fair treatment; contains allegations that appear to be substantially credible; and is not frivolous.

Informal Grievance Proceedings

1. A person alleging unfair or inaccurate depiction in a Student News Media publication should immediately contact the student editor and advisor by phone, email, or both. Email addresses as well as phone contact information are published with every edition.
2. Upon learning of a factual error, the Student News Media shall immediately correct any information online, within 24 hours of receiving notification. The correction, which is incorporated into the text of the story, will additionally be noted as addendum at the bottom, explicitly stating that the online story was corrected after the printed version had published.
3. If a separate meeting is requested, the student editor and advisor shall meet with the complaining person within 48 hours of the request. If both are not available, each can designate a proxy to fill in: the managing editor, opinion page editor or online editor may fill in for the editor. For the faculty advisor, another journalism faculty or dean may fill in.
4. Regardless of whether the information in the original story was accurate, the complaining party may write a letter to the editor stating any complaints or issues. Any party, whether aggrieved or not, has the right to submit a letter to the editor, and this shall be made known to the complaining party.
5. Depending on the nature of the incident, the complaining party may request a spot for an Op-Ed piece, which gives greater prominence to the issue than a letter to the editor. That decision may not be made at the time of the request but must be submitted to the entire Editorial Board for approval.

6. The Student News Media operate under the guidelines of the Society for Professional Journalists and first and foremost, seek accuracy and fairness. The first tenant is to seek truth and report it. The Student News Media states explicitly that it invites any criticism of its coverage or editorial positions and will provide space for such opposing views, as long as they fall within the guidelines set forth in the approved Student News Media Policy manual, as determined by the Editorial Board. (The policy excludes the publication of opinion with racist, vulgar, religious or otherwise inappropriate content.)

Formal Grievance Proceedings

Formal grievance procedures may include a grievance hearing committee and appeal to the President or designee as outlined in the VCCCD College Catalogs.

AP 4610 Instructional Service Agreements

References:

Education Code Section 78015; Title 5 Sections 51006, 53410, 55002, 55005, 55300-55302, 55600 et seq., 55805.5, 58051(c) – (g), 58051.5, 58055, 58056, 58058(b), and 58100-58110

The Ventura County Community College District may delegate responsibility for instruction to other agencies through a written agreement or contract. In such cases, VCCCD shall ensure that all relevant Board policies and procedures and all relevant regulations and laws are followed in the delivery of instruction.

The written agreement/contract with the contractor must state the responsibilities of each party and that the District is responsible for the educational program conducted on site

The written agreement/contract must include procedures, terms and conditions relating to: 1) enrollment period; 2) student enrollment fees; 3) the number of class hours sufficient to meet the stated performance objectives; 4) supervision and evaluation of students; and 5) withdrawal of students prior to completion of a course or program.

The written agreement/contract shall contain terms and conditions relating to cancellation and termination of the arrangement.

Instruction claimed for apportionment under the agreement/contract, shall be under the immediate supervision and control of an employee of VCCCD who has met the minimum qualifications for instruction.

Where the instructor is not a paid employee, VCCCD shall have a written agreement/contract with each instructor conducting instruction. The agreement/contract shall state that VCCCD has the primary right to control and direct the instructional activities of the instructor.

VCCCD shall list the minimum qualifications for instructors teaching these courses and that the qualifications are consistent with requirements in other similar courses given in the District.

The course must be held at facilities which are clearly identified as being open to the general public. Enrollment in the course must be open to any person who has been admitted to VCCCD and has met any applicable prerequisites. VCCCD policy on open enrollment must be published in the district catalogue, schedule of classes, and any addenda to the schedule of classes, along with a description of the course and information about whether the course is offered for credit and is transferable.

Course and program approval processes of VCCCD applies to courses, degree and certificate programs delivered under the agreement/contract.

Procedures used by VCCCD to assure that faculty teaching different sections of the same course, teach in a manner consistent with the approved outline of record for that course are applied to courses and faculty covered under the agreement/contract, and students are held to a comparable level of rigor.

Records of student attendance and achievement shall be maintained by VCCCD. Records will be open for review at all times by officials of the District and submitted on a schedule developed by the District.

The agreement/contract must state that both contractor and the District will ensure that ancillary and support services are provided for the students.

VCCCD will certify that it does not receive full compensation for the direct education costs of the course from any public or private agency, individual or group. VCCCD will also obtain certification verifying that the instructional activity to be conducted will not be fully funded by other sources.

VCCCD will comply with the requirements of Title 5, Sections 55230-55232 concerning approval by adjoining high school or community college districts and use of non-district facilities, if classes are to be located outside the boundaries of the VCCCD service area.