

# Academic Senate Council Minutes

Tuesday, March 16, 2:30-4:00 p.m. in the FH 120

STANDING MEMBERS						Guests
POSITION	NAME	PRESENT	POSITION	NAME	PRESENT	Welcome! Please sign in.
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	X	
Athletics	Howard Davis	X	Mathematics	Phil Abramoff	X	
Behavioral Sciences	Linda McDill	X	World Languages	Raquel Olivera	X	
Business	Stephanie Branca	X	Multi Media, Journalism, Photo	Steve Callis/ Joanna Miller	SC	
Chemistry/ Earth Sciences	Omar Torres	X	Music/ Dance	James Song	X	
Counseling	Chuck Brinkman	X	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	X	<i>Student Liaison</i>			

## Quick Recap:

Action Item Topic	Discussion/Comments	Action
DCAS “Productivity” Survey Report.	Report will be forwarded to Dr. Eddinger.	Unanimous
Part-time Hiring/Resignations ad hoc report	Reviewed by department chairs (3 responded favorably). The recommendations will be forwarded to the district.	Unanimous
Interim President Elections	Riley Dwyer elected.	

2:30 pm—Call to Order

**I. Public Comments (Those wishing to make public comments should be in attendance by 2:30 p.m.)**  
None.

**II. Approval of Minutes: Minutes of Mar 2, 2010**

Moved to Approve: Chuck

Seconded: Riley

Unanimously passed.

**III. Reports**

**Treasurer (Nenagh Brown)**

- Checking : \$ 4,708.59

- Savings: \$ 1,197.01

Note: Faculty/Staff Brunch will be Thursday, May 13<sup>th</sup> at 8:45am. The price person would have to go up if we want brunch items rather than just breakfast items. Vegetarian options were requested by ASC.

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**Committee Reports**

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

b. Facilities CAP (PAbramoff).

c. Faculty Development (MMills)

d. Senate Subcommittees & Liaisons

- Associated Students: None (no students available at this time)

- District Reports-DCHR, DCSL, DTRW, Consultation Council

**DCHR:**

**DCSL:**

**Consultation Council:**

**DCAS:**

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

Pam received a retirement notification from one faculty member; this means that we will go for one more position from the prioritization list, which is English.

f. Curriculum (MLaBarge):

New curriculum co-chair will be Mary Rees for 2010-11. The process to elect the co-chair worked well. The schedule for curriculum review has been set up. The curriculum reps can assist you in determining when your department is due for review. It will be a 5-year cycle. .

g. TechCAP (KAdams)

Budget was distributed, apprx \$375,853, which doesn't include money that may come from Associated Students. Associated Students would like to pay for some items on the prioritization list (about \$20,000). Why is Course Studio being limited in memory per class? Betsy is leaving at the end of March, moving out of state. Her position is being replaced, and the process is underway. D2L is in version 8, going to version 9 over the summer. Access is sponsoring a training will be training in using Kurzweil 3000, a textbook reading software that allows faculty to digitize their textbooks and add notes, while allowing the student to listen to the textbooks. This is a Universal Learning approach to textbook assignments. April 16<sup>th</sup>, 9 to 3pm.

## Unfinished Business

- b. DCAS “Productivity” Survey Report.  
See attached draft of the report on DCAS Productivity. Nenagh proposes that this be forwarded to Pam to be attached to the productivity debate. Kathryn seconded. Passed unanimously.
- c. Sabbatical Subcommittee/Faculty Professional Development ad hoc report (Nenagh Brown, Rex Edwards and Melanie Masters)  
Still working on this. Ventura does not have a form to share and is looking forward to seeing ours.
- d. Proposed District Grade Change Policy (place holder)  
Still working on this.
- e. CTE Equivalency (placeholder)  
Still working on this.
- f. Part-time Hiring/Resignations ad hoc report (Howard, Katherine, Nenagh, Jeff)  
This was distributed to department chairs. There were three responses agreeing with the recommendations of ASC. The recommendations will be forwarded to the district (DCHR meets the 4<sup>th</sup> Thursday of each month). Phil moves to send them forward, Raquel seconds. Passed unanimously.
- g. Interim President Elections: Nominees: **Riley Dwyer, Rex Edwards**  
Ground rules: Interim officer is elected by super-majority of the voting members at today’s meeting. If you cannot make up your mind, and cannot come to a decision, please do not vote. Abstentions will count against someone being elected. A blank ballot will be considered an abstention. Please consider not voting (submitting a blank ballot) rather than abstaining with a blank ballot. We have 25 voting members; therefore 17 would be a super-majority.

Candidate statements given. Riley will be competent advocate and has significant amount of confidence in her ability in serving the institution that she holds dear. She will protect all those things that we represent. Rex reminds us that we need to persuade with the other two campuses to go with what we say. Relationship with the other two senates is important. We are not only going into a financial crisis, but also a governance crisis.

Three rounds of voting took place. Congratulations to Riley who will be the interim president for 2010-11.

#### **IV. New Business**

- a. 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).

The Grade Change AP4231 does not answer the question as to how long we should keep our grades. This is a separate question. There is an AP that addresses methods of instruction – does it cut into Academic Freedom? Riley will forward it to Jeff and he will carry it forward.

- b. Division Re-organization.

There has been discussion on the re-org, and there is concern over the sciences being cut in half, split between two deans. The departments were able to discuss their concerns but they are still concerned if their feedback has been heard. The division is working well as it stands, although they recognize that it is a lot of work for that dean. But the dean was aware of this level of work when they were hired. Load-balancing for the deans has become the focus of this re-organization rather than the original focus of allowing for discussions for student learning. The ASC can voice their opinion to the administration regarding this re-org, but the administration are not obligated to take our opinion into consideration as it is not part of the 10+1. We will, and we should, provide our input for this, but we shouldn't expect a change. This change seems administrative but it affects instruction in the area of developing programs and courses; faculty will no longer be able to meet in division meetings to have these discussions. Omar, Clint and Riley will develop a response for the administration.

- c. Finals Weeks (Vish)

Final exam week schedule might require students to attend a final exam on a day that their class regularly meets. Lisa will draft a resolution for us to review at next meeting.

#### **V. New Concerns**

- a.

#### **VI. Announcements**

- a. .

**Next ASC meeting: April 6 — FH120**

# Moorpark College Academic Senate Productivity Survey Spring, 2010

## Overview

Toward the end of Fall semester, 2009, the Moorpark College Academic Senate council conducted a survey of full- and part-time faculty to investigate whether the increasing enrollments of the past four semesters have impacted our campus' academic and professional environment. We created questions in six categories: 1) General Professional Satisfaction; 2) Assisting Students Outside the Classroom; 3) Student Services; 4) Serving Students Inside the Classroom; 5) Student Learning; 6) Satisfaction Today vs. Previous Year. In all we received just over 120 responses, an excellent response level based upon previous faculty survey response numbers. To summarize the overall result of this survey, we believe the responses indicate the following:

1. The increase in student enrollments per section, which have been significant and, in some cases, disproportionate (up to 300% increases in some disciplines), have been, for the time being, absorbed by hardworking faculty in this time of economic crisis without immediate dramatic effect on student learning.
2. Serving students outside the classroom, and, more specifically, our *student service personnel*, have been *negatively impacted* by increased student numbers coupled with a decrease in resources.
3. While in-class assignments have not been critically eroded, the survey shows classroom practice trending toward *more multiple choice exams, fewer written (essay) assignments*, and *decreasing abilities for faculty to know their students and maintain discipline in the classroom*. All of these trends suggest movement toward an eventual erosion of students' learning opportunities and outcomes.
4. There is also a clear trend toward *increasing faculty stress, frustration, and lack of satisfaction in their professional experience*.

***These general results lead to a single conclusion: while classroom and student service faculty have shouldered the burden and absorbed increased enrollments during this time of crisis, the increased workload is trending toward a significant erosion of both student educational experience and outcomes, as well as faculty's professional satisfaction and effectiveness.***

***Moreover, the current situation, characterized in our district as faculty "productivity," is NOT SUSTAINABLE for the long-term.***

## 1. General Professional Satisfaction

In this first area of our survey, faculty were asked to rate their state of being in the following areas: Energized, Effective, Satisfied, Appreciated, Frustrated, Stressed, and Resentful. Generally, faculty responded that they were energized, felt effective, satisfied, and appreciated in their jobs.<sup>1</sup> However, they also indicated that they felt frustrated and stressed this academic year. While it is possible to interpret these responses as typical with respect to faculty's general feelings about their jobs, we consider these responses particularly in light of the situational context: that is, as responses to the productivity survey. We interpret faculty response in this context as follows:

*While faculty's attitudes toward their responsibilities remain positive and professional, there is a general feeling of increased stress and frustration within Moorpark's academic environment. Interestingly, faculty also voiced a strong disagreement toward any resentment on their part, indicating perhaps a clear understanding that their negative responses are, generally, toward the present situation, and not toward management or others.*

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<sup>1</sup> These results are presented with the caveat that, when one looks at faculty's perception of their status vis-à-vis these categories in comparison with last year, we see a significant erosion in all categories. See section 6, below.

*However, it is also worthy of mention that some of the most vociferous additional comments we received were regarding the reduction of large-class stipends on campus. Some faculty members were extremely upset at the administration's decision to exploit our willingness to shoulder the extra burden of significantly larger enrollments while capping classes just below the level at which faculty could be more fairly remunerated for their additional workload.*

## 2. Assisting Students Outside the Classroom

This section of our survey revealed that faculty perceptions regarding academic staff shortages, managerial shortages, and classified staff shortages seem to reflect the administration's best efforts to keep personnel cuts away from the divisions as much as possible, as those responses were quite diverse.

*However, faculty did perceive an increased number of students seeking assistance outside of class, with a concomitant high impact upon the amount of time spent with students outside of class. We also are experiencing critically high impact upon the number of work/tasks to be completed each day, showing a clear trend toward unsustainable personal impacts upon faculty's' ability to continue to maintain current enrollment numbers. Humorously, perhaps, one member quipped that s/he "had no time to go into details" in the additional comments section here.*

## 3. Student Services

This section of our survey represents responses primarily from Moorpark's academic counselors and lab assistants, and revealed significant concern regarding their duties and our increased enrollment's impact upon them. The survey responses indicated a decreased ability to provide services to students, along with a decrease in students' apparent satisfaction with the service they can receive. Comments included increased wait times for students, student anger at being dropped for non-payment and for unavailability of course sections, and declining access to student services as a result of increased enrollment and decreasing human resources due to budget-related decisions.

*In short, our increasing student numbers are not only negatively impacting our classroom faculty, but are clearly taking a toll upon our counseling and lab faculty as well.*

## 4. Serving Students Inside the Classroom

In some respects, this is the area in which our survey revealed faculty responses with the most troubling implications. Here, faculty noted, in response to increasing enrollments, a decreased overall number of assignments, a reduction in the complexity of assignments, an increase (slight) in the number of multiple choice exams given, and a noticeable decrease in the number of essays assigned to students, as well as a significant reduction and even elimination of student presentations assigned.

*All of these trends indicate an erosion of the quality of education our students are receiving, and are clearly the result of pressures arising out of larger enrollments in our classes. While these trends are not yet cause for real alarm, they do indicate a reasonable cause for concern should they continue for the longer term. Our conclusion is that such trends clearly justify our claim that the pressures arising out of increasing enrollments are not endurable over a longer term, and will, without question, begin to compromise the quality of instruction on our campus should they continue.*

## 5. Student Learning

If anything, the trending in this area of questioning further substantiates our conclusion in number four above. Faculty noted a slight decrease on the amount of time spent on each course objective, a decreased student ability

to get through their courses, a decreased level of student performance on course objectives, a decrease in student performance on assignments, and a decreased level of student retention in courses.

*While these faculty perceptions regarding student learning need to be compared with actual student success and retention data for validation, nevertheless, even on the level of faculty perception, there is a heightened awareness as to how the crowding in our classrooms appears to be affecting student success.*

## 6. Satisfaction Today vs. Previous Year

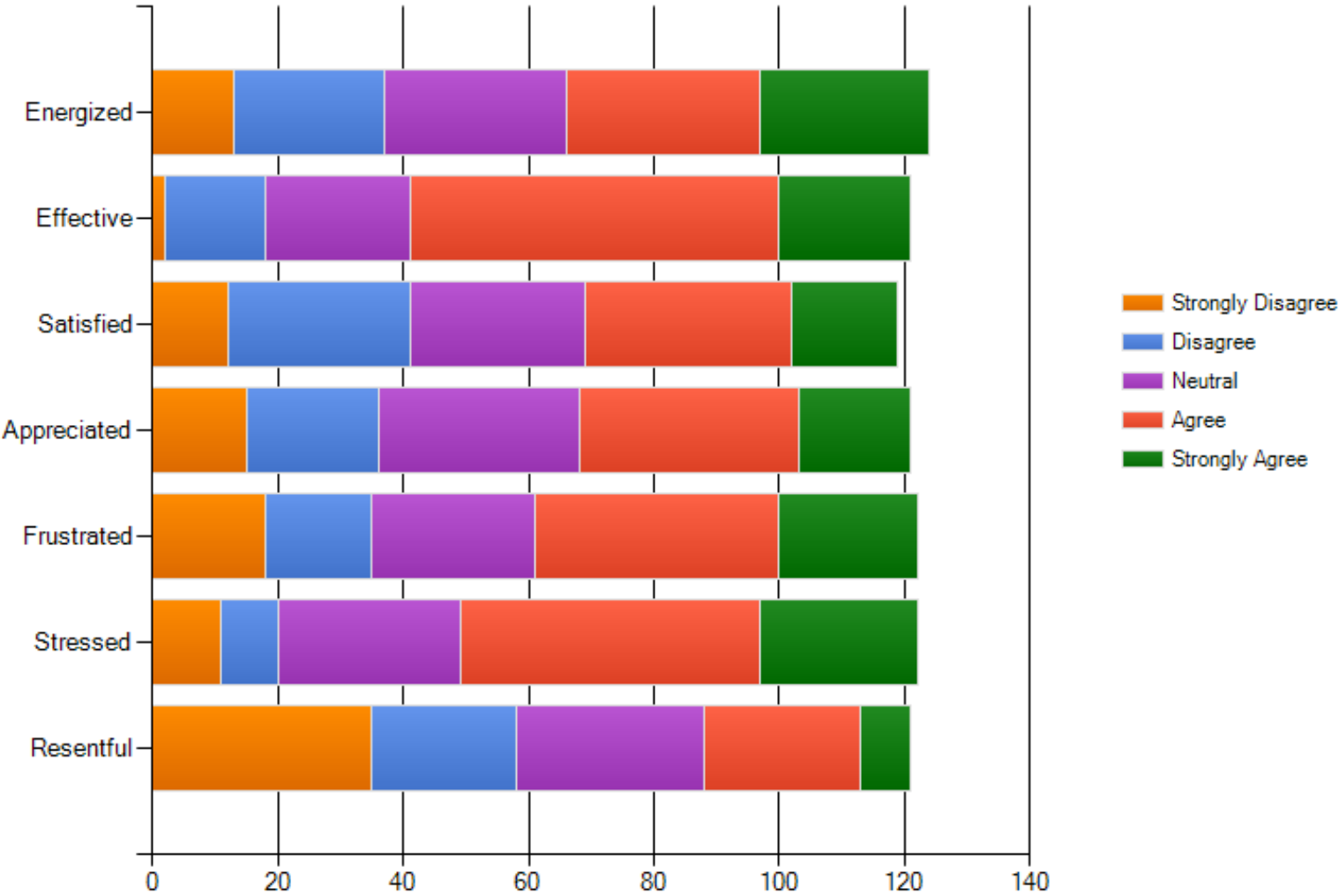
Perhaps most telling in the perceptual survey of faculty is the following information:

- *Faculty are less energized this year than they had been last year.*
- *We feel less effective than last year.*
- *We are less satisfied,*
- *Feel less appreciated,*
- *And feel significantly more frustrated, stressed, and resentful than we did last year.*

## Conclusion

These general results lead to a single conclusion: while classroom and student service faculty have shouldered the burden and absorbed increased enrollments during this time of crisis, the increased workload is trending toward a significant erosion of both student educational experience and outcomes, as well as faculty's professional satisfaction and effectiveness. *Moreover, the current situation, characterized in our district as faculty "productivity," is NOT SUSTAINABLE for the long-term.*

**GENERAL PROFESSIONAL SATISFACTION:**  
Please rate how each of the following describes your state-of-being this academic year:

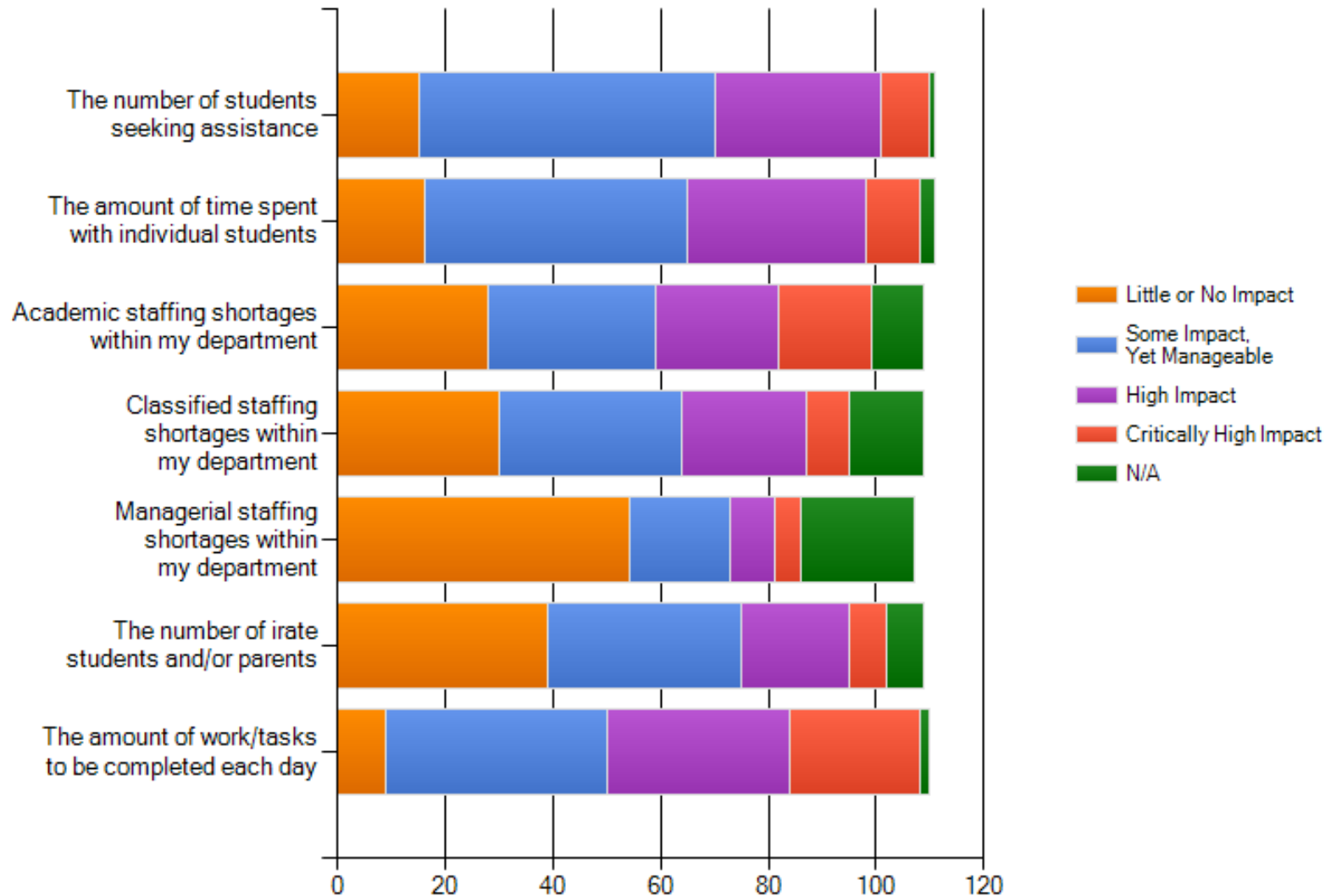




**GENERAL PROFESSIONAL SATISFACTION -- Responses Include:**

1. How does this benefit the students?
2. It is not only the increased enrollments but the reduction in support staff that hurts.
3. Worried
4. In part my negative feelings come from the administration's decision to limit class size so faculty would not receive additional compensation. I asked my dean if I could add students beyond 60 without the compensation and was denied. With my cap at 50, I added 10 students and then turned away additional students that in previous years would have been added to the class. While I truly do not care about the additional compensation, I am angered that the class size was restricted specifically for that reason. It is the first time in my many years at Moorpark College I turned students away, and I am not happy about it.
5. Worried
6. In the long run I think the increase will negatively impact student success
7. Capping at 60 when the classroom can hold more is mean!
8. Its hard to prepare for a new class that "Might Go" when you want it to be a top quality
9. Appreciate by the students - yes; however, not by the administration.
10. Stress is typically...what would I do without it?
11. Working harder with ESL students who should not be in there and who take time away from qualified students.
12. I just pretend Ed has gone back to Bakersfield!
13. My class is very large for a ballet class and is split in two levels. A teaching assistant would be very valuable and necessary for teaching a multi level ballet class.
14. Extremely tired!
15. I'm mostly angry with the state of the State and its impact on the District and, in turn, with the colleges.
16. Tired (already)
17. Disappointed
18. I'm drowning in a sea of additional paper
19. Sad and anxious.
20. Larger class sizes, especially in writing classes, ignore the requirements of the instructor and the needs of the student.
21. I see members of my department who completely ignore the class cap we decided.
22. Miffed that class has been capped just below large class limit

**ASSISTING STUDENTS OUTSIDE THE CLASSROOM:**  
Please indicate the degree to which the following has impacted your delivery of services and/or information to students:



**ASSISTING STUDENTS OUTSIDE THE CLASSROOM -- Responses Include:**

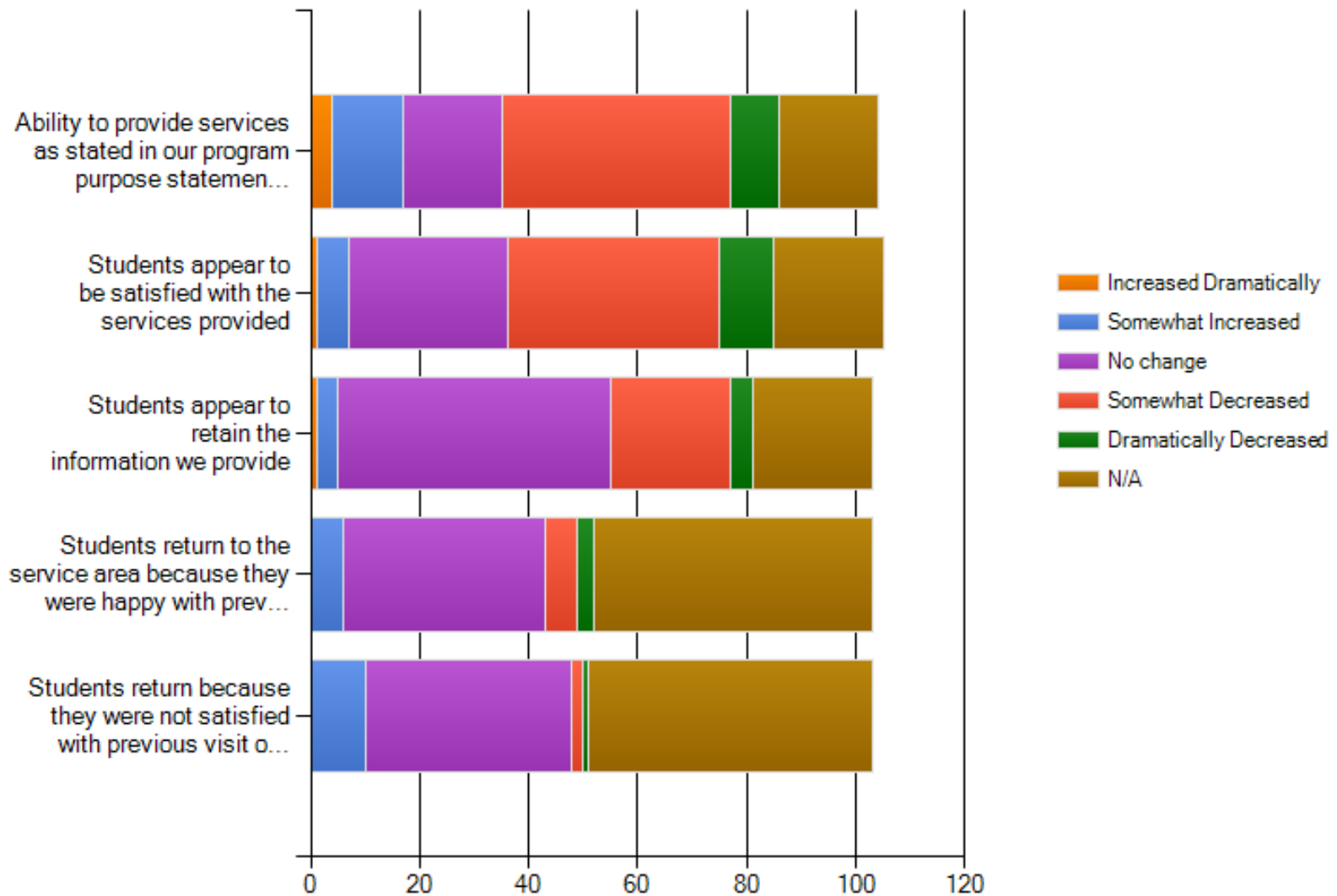
1. I have little time to prepare for class much less be innovative
2. I am spending far more time than usual tutoring and mentoring individual students.
3. Since I am down to 1 class, outside classroom is manageable
4. Too many papers to correct. Work all weekend at home.
5. I now spend more than half of both Saturday and Sunday answering e-mails from students who because of the classes cannot meet with me during the week
6. I give my students daily group work in class. I collect them every day, correct them, grade them, and return them the following day. More students mean more lectures and less students participation.
7. The impact seems mostly ordinary.
8. It's impossible. I never rest.
9. Too many students, not enough time to complete.
10. I'm used to having 35 to 45 in my class. I arrive early to talk with students.
11. Whatever I feel I can ignore, I do. Some of the requests for evaluating non-curricular projects is annoying.
12. All of my classes are hybrid this semester, so the amount of work has increased because it is the first time for me. However, my dean capped my classes 35 instead of 50, so I could focus on learning the new D2L & how to create & manage hybrid classes. As for "the amount of work/tasks.." the firkin forms for field trips, service learning etc is a nightmare!
13. Classes are at maximum enrollment. Many more administrative tasks and more papers to read.
14. Students are extremely upset about not being admitted in to classes.
15. We didn't have any Managerial leadership to begin with.
16. Emphasis on quantity perforce affects quality of teaching
17. Sorry. No time to go into details!
18. Extra students, more papers, more grading, less time with each student
19. Larger number of papers to be graded, spend a lot of time on this, yet the pay does not change
20. I spend a lot of time at home answering questions and teaching on-line.
21. Staffing responses are for expected changes in FALL 2010
22. Much more work to do, but with more limited resources.

23. Too many students can't get classes

24. No time for advising clubs or attending campus events.

25. Re: staffing shortages: Having so many part-timers in one department makes collaboration difficult and this affects my effectiveness as an instructor.

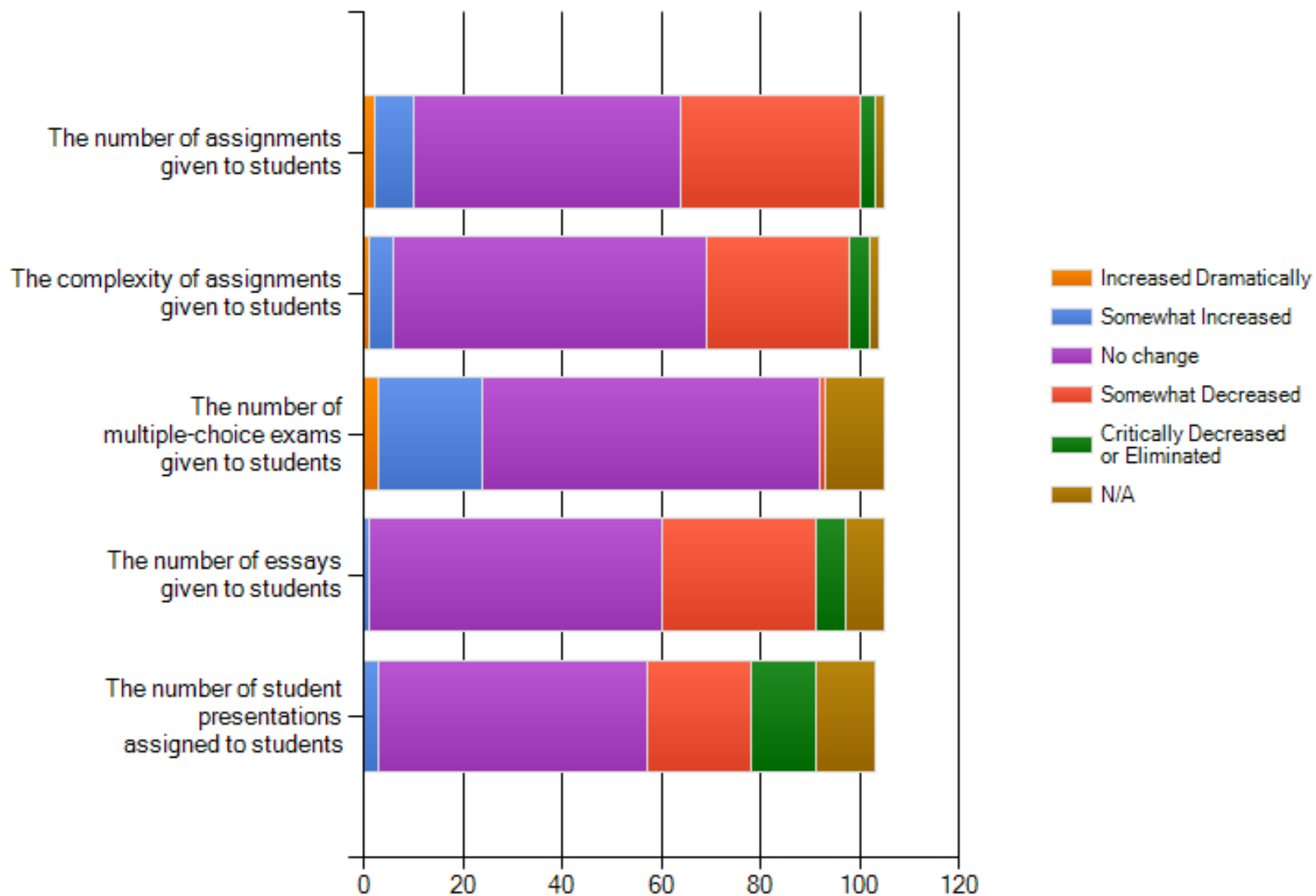
**STUDENT SERVICES:**  
**Please indicate the degree to which the college's increased enrollment has impacted the following:**



**STUDENT SERVICES -- Responses Include:**

1. Well, at some point there is a breaking point at which you can't help every student in the class individually. This impacts learning. I feel some students are frustrated with the administrative lines they wait in.
2. I haven't perceived any change or heard complaints from students so far.
3. #3 questions are vague and incapable of assessment
4. My responses are based on my involvement with the math lab
5. Actually, because we were encouraged not to add above our caps (which I normally do for my online courses), I now have far fewer students in my online courses (because, naturally, online courses have a big attrition rate in the first few weeks).
6. This semester - New Dist Lrng tool, New Curricunet, New IT Reorg, New Dean shuffle, Quality-Consistency-little room to improve when the focus is adapt to problems caused by rapid change. BTW Portal is a Pain...still waiting for my parking sticker.
7. Available staff to help them and review things not always available. Wait times have increased.
8. The students are desperate for courses and have been dropped from course because of not paying on time. They used to have more to pay. They are angry about the difficulty in getting courses. Particularly the ones who have been here for a while.
9. I've had little need of services, thus far. It's about to begin. I'd like to take this in eight weeks.
10. Busy work with logging service hours detracts from class prep
11. Our reductions have displaced students who pursue a specific course to fulfill their lifelong learning goals.
12. a service in the nursing department cutting the skills lab instructors will have a high impact on the students and faculty to meet the needs of the students, that is a critical role for mentoring, remediating and assisting students be successful
13. Other than the Writing Center, most students have difficulty finding someone to talk to them about concerns. If they do get attention it is often too brief and inadequate.
14. Due to budget restraints we are not able to offer the full complement of courses the students require this is disheartening and concerning for students as well as faculty,
15. Too much to do; has reached a tipping point. Students affected.
16. Access to services has declined.

**SERVING STUDENTS INSIDE THE CLASSROOM:**  
**Please indicate the degree to which the college's increased enrollment**  
**has impacted the following:**

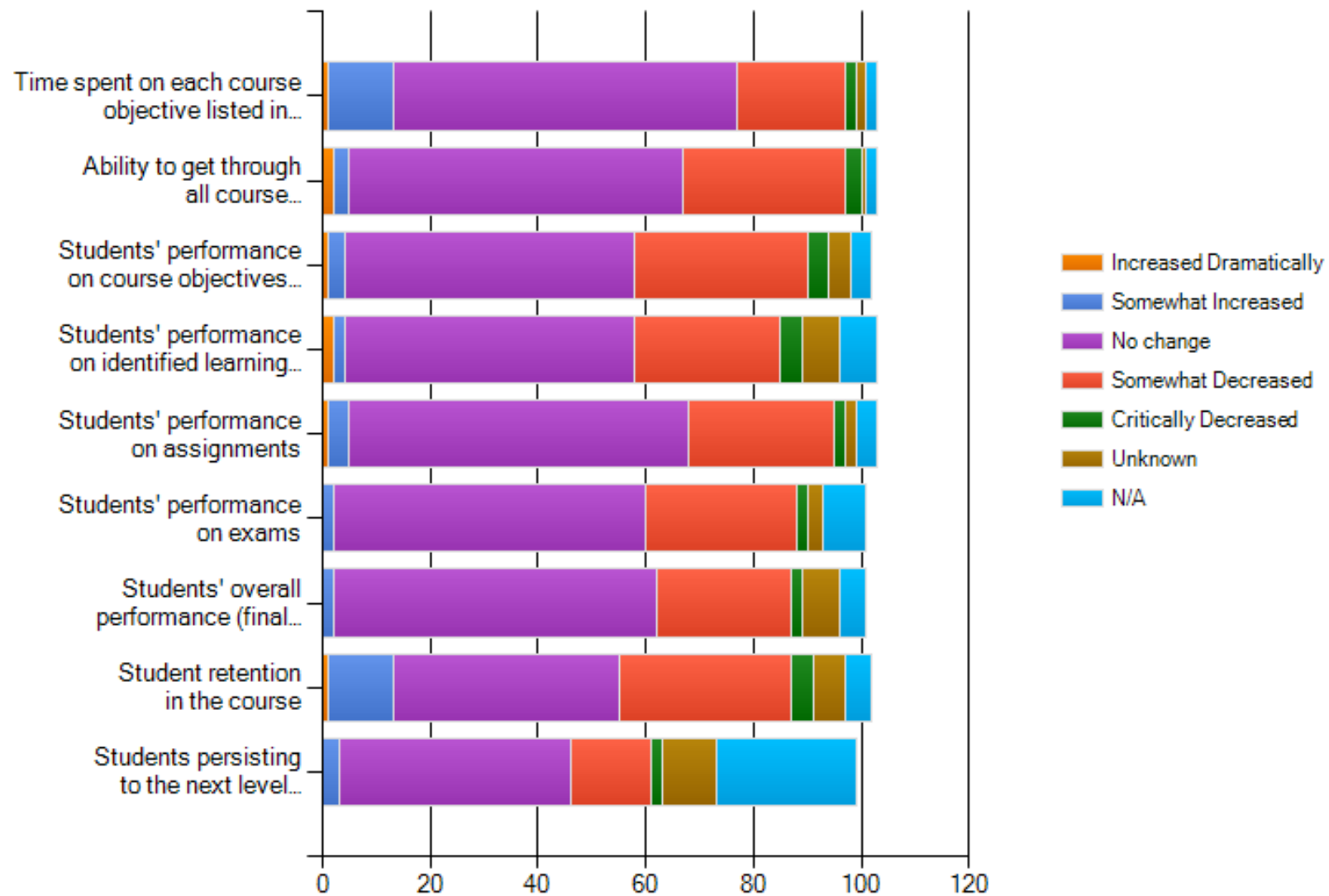


**SERVING STUDENTS INSIDE THE CLASSROOM – Responses Include:**

1. This is my chief bitch: I have had to drop one of my four essays in each of my courses, and one book for two of my courses. I have replaced them with other assignments that will be quicker to grade but are more "busy" work as I see it. AAHH! This really does directly disadvantage students who are transferring; there is absolutely no way to justify what I have done academically. I am simply forced to do it to maintain my sanity (and my family) when I have this many more students in all my classes.
2. There is only so much time in the day to grade. In my opinion, our students often need the most help in their communication skills. Assessment and development of these skills requires time and individual attention.
3. My own enrollments have not changed.
4. Multiple choice exams are dept requirement for 1 course
5. I just have to work longer hours grading
6. There are too many students to do presentations. It would require taking a week or more of class time.
7. The number of assignments increased because of how I have designed my hybrid classes
8. I've had a large total number of students for many years, so it's no big deal. Efficient organization and a TA (who I pay) take care of it.
9. I did consider reducing assignments but decided against it
10. I do not give MC tests; all essay but fewer assignments
11. Class time is a factor -- it takes too much time for individual or group presentations. The same applies to written assignment.
12. This may be one of the reasons for the higher level of stress - I have more work, but am not willing to let it affect my classes - YET
13. I have not made changes, but know that the written assignments will impact my time
14. Because I can't grade the overload of papers in the usual time, I am relying more on in-class testing and presentations for evaluation purposes.
15. I have not changed what I do, I just spend much more time evaluating students.
16. When EVERY class has a waiting list, we lose students.
17. One cannot comment adequately on 175 five-page papers three times a semester, so now my students write in-class essays, which cannot to teach them how to integrate quotations into their work. They won't be going to UCLA, or if they do, I wish them luck. For the first time in my teaching career, I have begun administering multiple-choice exams. Discussions, presentations? No time for 75 students to contribute.
18. Enrollment in my classes has not changed significantly.
19. I've enforced my class size caps because I can't justify lowering the quality of instruction.
20. Writing assignments to decrease only marginally, but still, it's a decrease based on class size



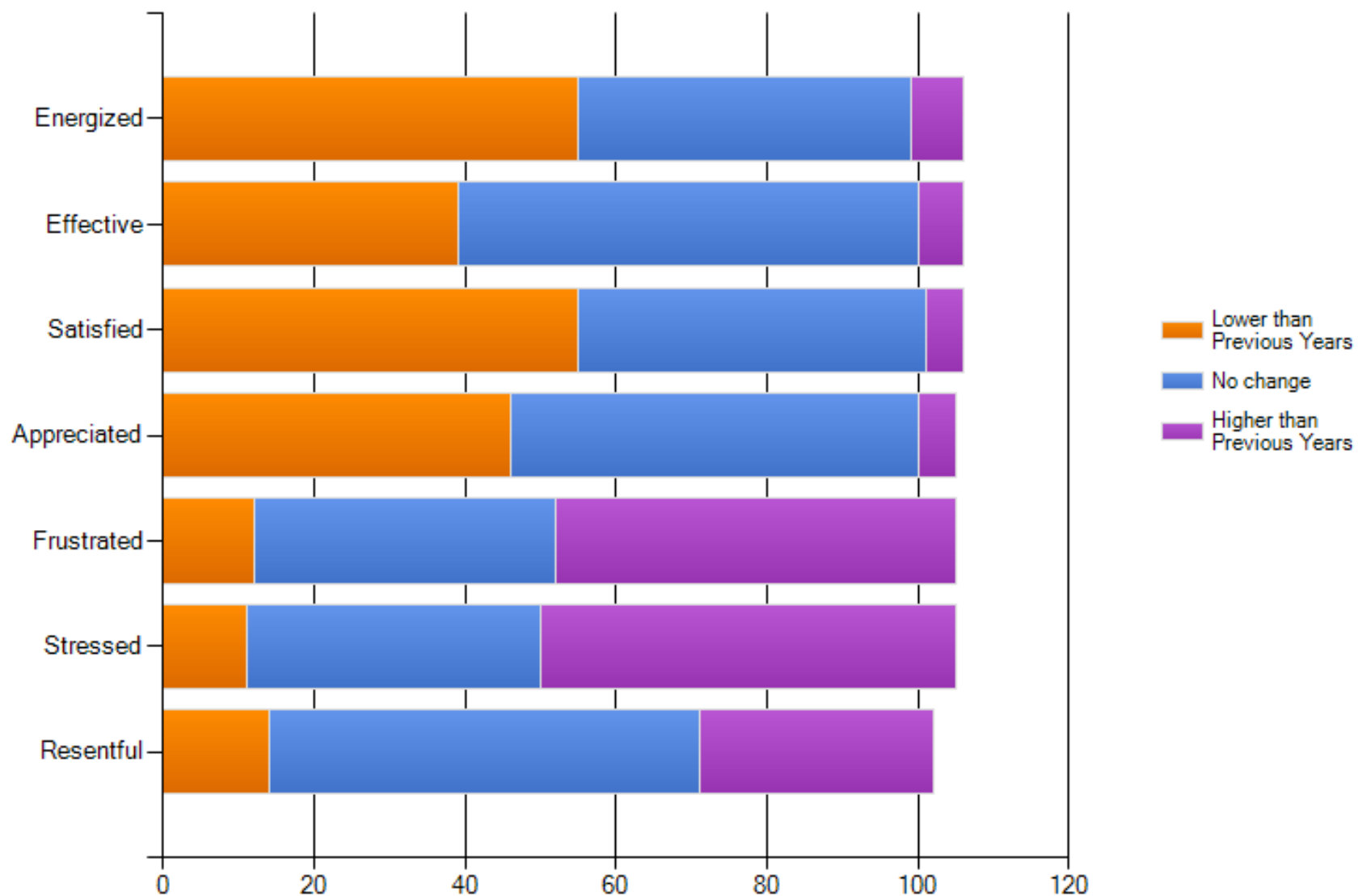
**STUDENT LEARNING:**  
Please indicate the degree to which the college's increased enrollment has impacted the following:



**STUDENT LEARNING – Responses Include:**

1. I do not find the students' performance has changed much overall. In fact I notice I have many more advanced students in some classes, because they are already enrolled in a four year school but are taking my general ed classes at Moorpark to save money.
2. I am a relatively new hire so some of these questions are hard to answer.
3. My own enrollments have not changed.
4. Because the class sizes have increased (I have at least 50 in all three of my classes), it takes much longer to get through the course material and I often have to cut things out of the course. There are more questions, more comments, takes more time to explain assignments...it slows the pace of the course down.
5. I don't know what effect increased enrollment may have
6. Too busy dealing with the COR to know outcomes.
7. The students appreciate the opportunity to get into the class & want to make the most of it.
8. OK, I think I, like my students did not read the initial instructions. If this is about this semester, then I don't have enough info yet to answer some of the questions.
9. See #4
10. These are based on last term.
11. By "increase" I mean "increase in negative impact"
12. Lack of foundation courses mean that the number of students who are poorly prepared has increased dramatically. I am seeing more ESL students who need assistance with language interference.
13. Students do appear slightly more committed and conscientious about their studies
14. There is deterioration in the motivation and intelligence level of my students over the past year or two.
15. Students will be ill-prepared. Not enough individual time spent with them.
16. The class is much easier, so students are getting better grades and staying in the class. They're just not developing the skills of scholars, so they will fail at the next level.
17. Perhaps not being able to enroll in the subsequent class means students won't persist to the next class.
18. Too early to answer most of these

**SATISFACTION TODAY VS. PREVIOUS YEAR:**  
Please rate how each of the following might have changed since previous year:



**SATISFACTION TODAY VS. PREVIOUS YEAR – Responses Include:**

1. I do not feel resentful about the increased enrollment at all: just more determined than ever to help them. It is not their fault -- and it is not the administration's either.
2. I am only grateful to be here, not the least bit resentful.
3. Only 1 class instead of 3, b/c of budget cuts
4. New years bring new challenges, but I embrace meeting those. Just makes me work smarter, not harder.
5. I am stressed about the extra work and the time that takes away from my ability to have another part-time job. I am stressed about my finances. I was assigned two late-start classes and I am working ALL of February and March, yet I won't get paid for any of this until the end of March. It's difficult to survive without income for two months while I still have to pay for gas and other expenses to get to and conduct my classes. It is extremely stressful.
6. We have not experienced the full impact of the changes yet. This survey would have been more representative of how we are if it had been done at the end of the semester.
7. It has been difficult dealing with all the change.
8. But, maybe It's just me
9. Aging has sapped my energy!
10. I have attempted to inure myself to the Bureaucratic Sophistry
11. The amount of departmental and committee work and time takes us out of our primary assignment--students first.
12. Having taught in the district for 32 years, I have NEVER seen moral as low as it is currently, campus wide.
13. The amount of work and compensation are not commensurate.
14. We work harder and harder for
15. Emotional support from other faculty and dept coordinator greatly helped maintain effectiveness as an instructor
16. I work for pathetic pay and miniscule benefits to make a difference in people's lives. If that is taken away, it's just a lousy job where you are not compensated for half the work you do.
17. Not enough cuts on higher levels of administration
18. Don't mind extra work with extra pay. Why was class capped at 60?
19. Its very hard turning away willing students when the course is full, the waitlist is full, and there are still more people who want to take the class. Besides being emotionally draining, it also increases record-keeping quite a bit as you keep track of priority order of adds, drops, no-shows, waitlisters beyond the computerized list, and getting it all straightened out before census.
20. Work load is tougher, but it seems to be what is necessary to absorb budget cuts outside our control.

Represented Disciplines:

- Astronomy
- Biology
- Business
- Com Studies
- Communications
- Counseling
- Counseling
- Counseling
- Counseling
- English
- English Composition
- Geography
- History
- Math
- Math
- Mathematics
- Math-Statistics
- Nursing
- Philosophy
- Philosophy
- Physical Education
- Physical Education
- Physics/Astronomy
- Physiology, Anatomy, Biology
- Political Science
- Psychology
- Psychology
- Social Sciences
- Sociology
- Very effective

Represented Departments:

- ACCESS
- Behavioral Science
- Biology
- Business
- CD
- Chem and earth sciences
- Chemistry and Earth Science
- Communications
- Counseling
- Counseling
- Counseling
- English
- English
- Health Sciences
- Health Sciences
- History
- History and institutions
- History and Institutions
- Life Science
- Life Sciences
- Math
- Math
- Math
- Mathematics
- PE
- Physical Education
- Physical Education/Health
- physical sciences
- Physics/Astronomy
- Political Science
- Psychology
- Sociology
- Very supportive

# 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.

