

Ventura College Academic Senate
Agenda
Thursday, February 21, 2013
1:30-3:30 pm
Multidiscipline Center West (MCW) – 312

- I. Call to Order
- II. Public Comments
- III. Acknowledgement of Guests
- IV. Approval of minutes
 - a. February 7, 2013
- V. Study Sessions
 - a. VC Presidential Search Screening Criteria and Questions (Cont'd)
 - b. VCCCD Educational Master Plan Planning Process & Implementation
 - c. Accreditation – News and Updates
- VI. Action Items
 - a. Distance Education Handbook (Second Reading)
 - b. BP/AP 4030 – Academic Freedom (Second Reading)
 - c. BP/AP 4100 – Graduation Requirements for Degrees and Certificates (Second Reading)
 - d. BP/AP 4240 – Academic Renewal (Second Reading)
 - e. BP/AP 4025 – Philosophy and Criteria for Associate Degree and General Education (First Reading)
 - f. BP/AP 4300 – Field Trips (First Reading)
 - g. Ventura College Academic Senate Standard Operating Procedures (First Reading)
- VII. President's Report
 - a. Board of Trustees meeting report
 - b. Administrative Council report
 - c. DCAS, ITAC reports
- VIII. Senate Subcommittee reports
 - a. Curriculum Committee report
 - b. One Book, One Campus Committee report
 - c. Other Senate Committees reports
- IX. Campus Committee reports
 - a. BRC report
 - b. Campus Committees reports
- X. Adjournment

According to Title 5, Section 53200, each California Community College shall have an Academic Senate, an organization of faculty whose primary function is to make recommendations with respect to academic and professional matters.

“Academic and Professional matters” means the following policy development and implementation matters that cover the following areas:

- | | |
|---|--|
| 1. Curriculum, including establishing prerequisites. | 6. College governance structures, as related to faculty roles. |
| 2. Degree and certificate requirements. | 7. Faculty roles and involvement in accreditation processes. |
| 3. Grading policies. | 8. Policies for faculty professional development activities. |
| 4. Educational program development. | 9. Processes for program review. |
| 5. Standards or policies regarding student preparation and success. | 10. Processes for institutional planning and budget development. |

AND Other academic and professional matters as mutually agreed upon.

**Ventura College Academic Senate
Minutes
Thursday, 7 February 2013**

I. Call to Order

This meeting was called to order at 1:35 p.m. The following senate members were present:

Enfield, Amanda—English and Learning Resources
Haines, Robbie—Senate Secretary
Horigan, Andrea—Social Sciences, Arts, and Humanities
Koch, Katherine—Career and Technical Education
Kolesnik, Alex—Mathematics and Sciences
Lange, Cari—Senate Vice President
Morris, Terry—PE/Athletics, Communication Studies, Foreign Languages, and ESL
Muñoz, Paula—Student Services
Pauley, Mark—Senate Treasurer
Rose, Malia—Mathematics and Sciences
Sandford, Art—PE/Athletics, Communication Studies, Foreign Languages, and ESL
Sezzi, Peter—Senate President

The following guests were present:

Arevalo, Gloria—Articulation Officer
Cruz, Margie—ASVC
de la Rocha, Mayo— Social Sciences, Arts, and Humanities
Higginbotham, Sarah—ASVC

II. Public Comments

Muñoz informed senators that the March in March will happen in Sacramento. VC will be flying 10 students to this event. Additional students may ride on a bus with students from OC or MC and our sister colleges may need faculty advisors; interested faculty were directed to contact Muñoz or Student Trustee AJ Valenzuela. Five faculty advisors per bus will probably be required and two busses are currently scheduled.

III. Acknowledgement of Guests

Mayo de la Rocha was acknowledged.

IV. Approval of Minutes, 24 January 2013

Kolestnic noted that his name was missing from the 24 January minutes. Lange motioned to approve the minutes with this correction, Horigan seconded. The motion carried unanimously.

V. Study Sessions

a. Program Review Rubrics for Instructional Programs

Differences in the implementation of the rankings on this document were discussed. Several suggestions for improving this document were made: guidelines for filling out this document are needed, definitions for evaluation of criteria should be created, the purpose of the rubric should be defined. The distinctions between this rubric and a program discontinuance rubric were discussed. The District and campus methods of assessing productivity and efficiency were discussed. It was opined that individual departments should develop their own retention goals and their own methods for implementing and/or interpreting this rubric. The inclusion or disclusion of a “resources” criterion was discussed; this criterion was re-worded and re-weighted to general consent. Sezzi will capture and consolidate the key points of the discussions and revise the document or future consideration.

b. External Support for Class Schedule Offerings

Senators reported from their constituents that there's generally no faculty interest in this idea. Sezzi will gently break the news to Tan, offering the alternate suggestions that were made at the previous meeting (e.g. funding of texts and other instructional supplies, funding for general division expenditure, funding of unfunded Program Review initiatives, etc.)

c. Letters of Recommendations for Full-time Faculty Hiring

Sezzi recapped the issue for senators. District currently does not allow letters of recommendation for f/t faculty hires but MC strongly desires them. After much debate (and no agreement) about the value of such letters, it was opined that those who do not value them should not deny them to those who do value them. Consensus was reached that letters of recommendation should be optional, decided on a job announcement-by-job announcement basis, they should be written in the last 1–3 years and/or written specifically for each position, and a third party submission process should be set up whereby the writer may submit them through a link to which the applicant has no access.

d. VC Presidential Search Screening Criteria and Questions

Leadership and diversity were identified as criteria that should be used. "Diversity" was defined and discussed. Two-way communication (including accessibility to faculty) was identified as a criterion, as was respect for shared governance. The vision a candidate may have regarding hiring full-time faculty, developing distance ed, future technologies, and the role of student services were all identified as valuable lines of questioning for the interview process. Sezzi will consolidate and present the results of this discussion at our next meeting.

e. VC/VCCCD—FTES and Enrollment

These data were presented and discussed. Sezzi discussed our current enrollment management problem, some of which is of our own creation and some of which is not. (The factors discussed included changing financial aid rules, new prerequisite enforcements, difficulty and perseverance issues associated with adding into full classes, etc.) The benefits of increasing the size of wait lists and letting instructors control late adds were discussed, as was having faculty, counselors, and students participate in outreach to local high schools.

VI. Action Items

a. Election & Appointment of Four (4) Faculty to VC Presidential Search Committee

Ballots and candidates' statements were distributed, ballots were cast, and Morris collected them for tabulation. Tania de Clerck, Alex Kolestnik, Peter Sezzi, and Steve Turner were elected to this Search Committee. Based on election results, Art Sandford was appointed first alternate and Gloria Arevalo was appointed second alternate. Pauley motioned to approve these results, Sanford seconded. The motion carried unanimously.

b. Distance Education Handbook (Second Reading)

This matter was postponed until a future meeting.

c. BP/AP 2510—Participation in Local Decision Making (First Reading)

Muñoz motioned to approve this document as a first and second reading as this draft incorporates the changes we discussed at a previous meeting. Horrigan seconded. The motion carried 10–0–1 with Koch abstaining.

- d. BP/AP 4025—Philosophy and Criteria for Associate Degree and General Education (First Reading)
This document was not ready yet for presentation to the Council yet. It will be presented at a future senate meeting.
- e. BP/AP 4100—Graduation Requirements for Degrees and Certificates (First Reading)
Sezzi identified his suggested changes, which were briefly discussed. Pauley motioned to move this document to second reading, Sandford seconded. The motion carried 10–0–1 with Koch abstaining.
- f. BP/AP 4030—Academic Freedom (First Reading)
Pauley motioned to move this document to second reading, Morris seconded. The motion carried unanimously with one minor requested change.
- g. BP/AP 4240—Academic Renewal (First Reading)
Pauley motioned to move this document to second reading, Horrigan seconded. The motion carried 9–0–1 with Koch abstaining.

VII. President's Report

- a. Consultation Council report—VCCCD Educational Master Plan Planning Process & Implementation
Sezzi proudly reported that our Senate's discussion from the last meeting about the VCCCD Education Master Plan drove this matter's discussion at the last DCAP. The goal is to get a draft ready for Senate review by our last meeting of this academic year in the first week of May, to incorporate additional edits, etc., over the summer and have a second reading of a final version of this document signed off by Senate at our first meeting of the next academic year in August. A final version of this document must be Board-approved by September as we told ACCJC that this was our plan.
- b. Administrative Council report
Long story short: Extra-large classes will be added back in the fall.
- c. DCAP, DCAA, Chancellor's Meeting reports
DCAP: The Educational Master Plan was discussed at this meeting. DCAA: Most of the BPs/APs on today's agenda have come through DCAA; all curriculum has been forwarded onto the Board.
Chancellor's Meeting: The Chancellor is now meeting with the three Academic Senate Presidents once per month, starting this past month. The Board resolution in support of participatory governance will likely be presented at the next Board meeting. The district gave notice to the county that they must leave the space they are renting from Oxnard College.

VIII. Senate Subcommittee reports

- a. Curriculum Committee report
Pauley reported that the Priority 1 list for COR updates will be out in a few weeks, as will the new COR update schedule. Nothing else significant was reported.
- b. Other Senate Committees reports
Nothing significant was reported.

IX. Campus Committee reports

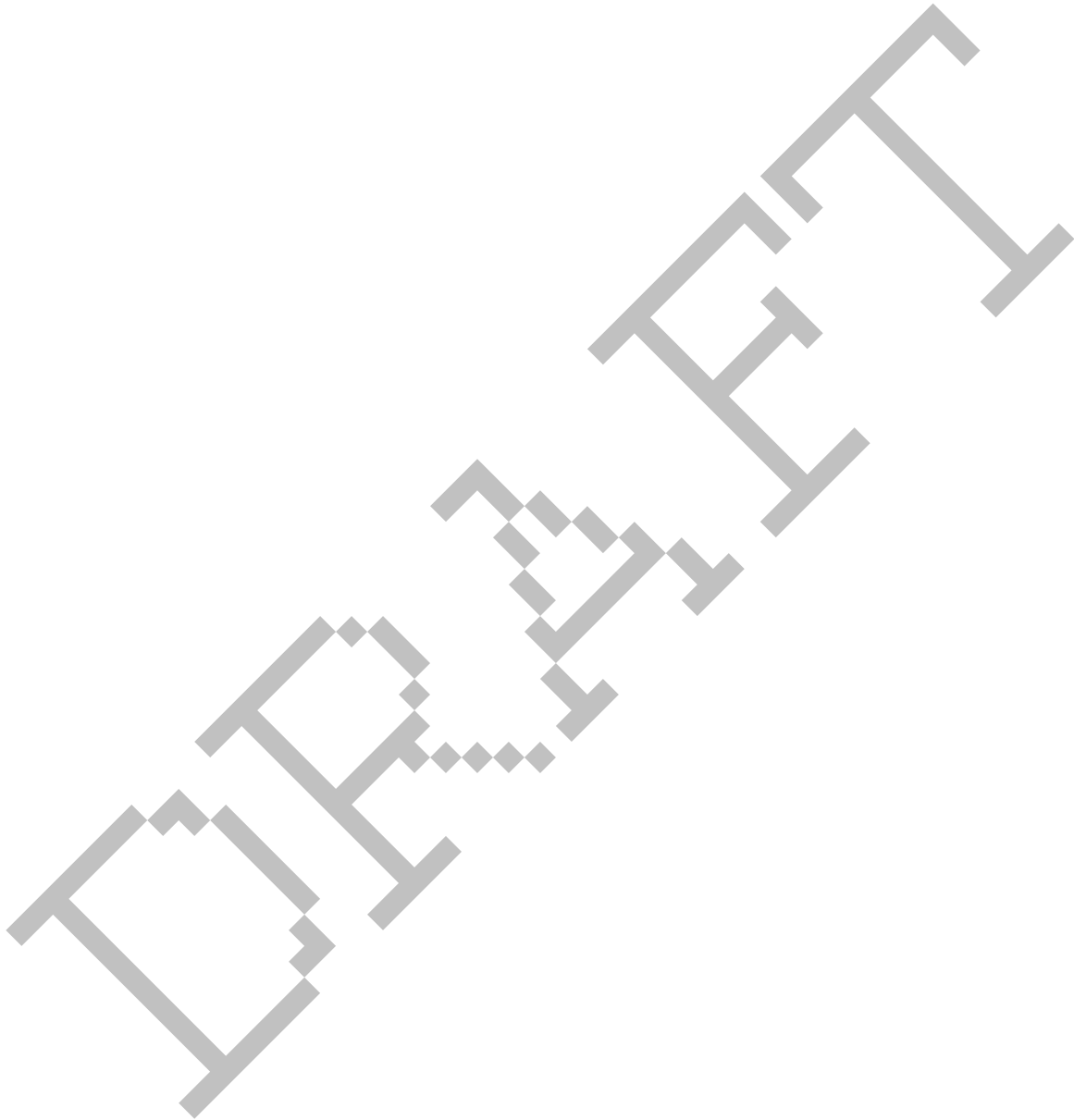
- a. CPC report
The different format of the last meeting was discussed. The merits of the presence or absence of Deans at Division-level campus organizational/SLO meetings was discussed. It was agreed that having Dept Chairs lead the Division-level campus org/SLO meetings would be the best plan.

b. Campus Committees reports

Student Trustee Valenzuela asked if we would like to have a representative from Assemblyman Das Williams come to a future Senate meeting. Senators agreed that we should invite the Assemblyman, if possible.

X. Adjournment

This meeting adjourned at 3:35 p.m.



Ventura County Community College District
Master Planning, Completion Calendar
(Updated, February 1, 2013)

When	Who	What	Status
January 24, 2013	Pam Eddinger, Robin Calote	Oriented IRAC to the list of data need to support planning process; provide list of initial research/focus group discussion questions	Completed
January 25 – February 28, 2013	IRAC	Compiling demographics, economic projections, enrollment data, employment data; compile reports that support the initial research questions	In Process
January 30, 2013	DCAP	<ol style="list-style-type: none"> 1. Identified additional focus group discussion questions <ul style="list-style-type: none"> • Who are we going to be? • Who will our students be? • What will the needs of the community be? • What will our curriculum be? • How will technology change the way we function? • What is the relationship of the colleges to each other? 2. Identified constituencies for focus group interviews. 3. Identified campus/site facilitators: <ul style="list-style-type: none"> • VC: Robin Calote, David Bransky, Sandy Hajas, Susan Bricker • OC: Jerry Lulejian, Kevin Hughes, Erika Endrijonas, Bola King-Rushing • MC: Lori Bennett, Hugo Hernandez, Lee Ballestero • DAC: Sharon Dwyer, Terry Schukart 	Completed
February 1, 2013	Consultation Council	<ol style="list-style-type: none"> 1. Further refined research questions 2. Augmented list of constituencies for focus group interviews (combined suggestions from DCAP and Consultation Council are as follows:) <ul style="list-style-type: none"> • College Governance Groups (At a minimum: Academic, Classified and Student Senates; Planning/Budget Councils) • Dean’s Council (or equivalent) • Community Advisory Board, augmented by additional citizen representatives (scheduled for April 	Completed

		<p>11)</p> <ul style="list-style-type: none"> • P-16 Council • Foundation Boards • Open Forum for Students (hosted by Student Governments) • Local community forums 	
February 7, 2013	Robin Calote	<ol style="list-style-type: none"> 1. Orient facilitators 2. Clarify focus group questions 3. Agree upon documentation method 4. Establish deadline for project 	Completed
February 15, 2013	Jamillah Moore	Provide feedback from Board of Trustees on potential community focus group opportunities	
March 2013	Facilitators	Conduct focus group meetings; identify strengths, weakness, opportunities, and threats; synthesize the findings	
March 2013	Robin Calote	Draft chapters on history, mission, planning assumptions, planning process, data summaries	
April 15, 2013	External Facilitator	Hold facilitated large-group dialogue with Consultation Council, Planning Councils from each site, and campus/site facilitators to: share focus group findings; identify overarching goals that will address the challenges and opportunities	
April 16-23, 2013	Robin Calote	Summarize results of large-group dialogue; consolidate with the chapters on history, mission, planning parameters, planning process, and data summaries in first draft of educational master plan	
Week of April 29, 2013	Academic, Classified and Student Senate Presidents	Sunshine the first draft of the educational master plan; collect feedback	
May 17, 2013	Consultation Council	Review draft of master plan; suggest modifications as necessary; share modified draft with campus and district constituency groups.	
June 25, 2013	Board of Trustees	Discuss draft report at annual Board Planning Meeting; identify desired modifications; provide additional thoughts about overarching goals.	
By June 30, 2013	Jamillah Moore	Identify editor or project manager to complete the District Master Plan document (hereafter referenced as "Consultant")	
July 2013	Consultant	Complete the second draft of the District Master Plan document	
August 2013	Constituency	Share second draft with the sites; collect	

	Groups	feedback and share with the consultant	
August 2013	Consultant, Consultation Council	Finalize the master plan	
September 2013	Board	Adopt master plan	

The Chancellor will provide more staff information to Trustees regarding the broader district needs and implications of staff recommendations in order to diminish fractional or narrowly focused decision-making (IV.B.1.a).			
The employees will be surveyed again to assess the degree to which the implementation of Board Policy 2434 has diminished the perception that the Board can occasionally stray from its policy role into operational matters (IV.B.1.b).			
The Board will designate a review cycle to ensure that all policies and procedures continued to be revised in a timely manner (IV.B.1.e).			
Board education will continue in the form of orientations, training sessions, and conference attendance (IV.B.1.f).	Chancellor and Board Chair	Ongoing	The Board of Trustees has established an annual calendar of professional development activities, conference attendance opportunities, and training sessions.
[Regarding Board self-evaluation] The survey of the Board will be distributed in July 2010, in accordance with established procedure. The data will be compiled in August 2010, and an agenda discussion of the findings will take place in September 2010 (IV.B.1.g).	Chancellor and Board Chair	July and August 2010 and ongoing	Each year the Board conducts a self-evaluation and holds an agenda discussion of the findings.
The Board's self-evaluation procedure will be revisited with a goal of identifying ways to incorporate a broader range of feedback for assessment purposes (IV.B.1.g).	Chancellor and Board Chair	April 2012	Completed. The procedure was revisited and as a result, feedback from the members of Consultation Council was incorporated into the self-evaluation.
An administrative procedure will be developed to support the implementation of Board Policy 2715 (IV.B.1.h).	Chancellor; Board of Trustees	January – June 2012	Completed. An administrative procedure to support Board Policy 2715 (Board Ethics) was developed and adopted.
By fall 2010, a Community Advisory Board will be developed as a vehicle to involve community partners and local leaders in college planning and decision making (IV.B.2.e).	Chancellor; Board of Trustees	Spring 2012	Completed. A Community Advisory Board has been formed and is now holding scheduled meetings.
The Board will communicate its expectations of educational excellence and integrity by adopting more and strengthened policies in the following areas: associate degree and certificate credit requirements; credit hour limits for associate degrees and career certificates; discontinuance of programs	Board of Trustees	2011-2012 academic year	Completed. The identified expectations were communicated through the Board's planning agenda. Steps were taken by the college constituent groups to adhere to these

and courses for which have not been regularly offered (IV.B.3.a).			expectations.
The Board will develop a policy and procedural mechanism to review tenure recommendations where disagreements exist between college administration and tenure committees (IV.B.3.a).	Board of Trustees	Cannot be implemented	Article 11.1.E of the collective bargaining agreement identifies the steps involved in resolving disagreements about tenure recommendations. They can be no formal separate policy or procedural mechanism outside of the steps identified in the collective bargaining agreement.
In order to enhance the effective operation of the colleges, the district Human Resources Division will review its HR Toolbox for strengthened and consistent user-friendly guidelines in approaching standard employment activities, such as hiring, employee classification, and evaluation (IV.B.3.a).	Vice Chancellor, Human Resources	Ongoing	The HR Toolbox has been augmented with additional forms and procedures, and currency of the materials found within the Toolbox has been maintained. All employees now have access to the Toolbox through the district portal.
Human Resources will establish and keep reasonable timelines for basic, ongoing, and repetitive functions, such as recruitment and testing, evaluation, and termination (IV.B.3.a).	Vice Chancellor, Human Resources	Spring 2011 and ongoing	Evaluations are scheduled in accordance with established administrative procedure and the collective bargaining agreements. A calendar for the recruitment of contract faculty members is established each year. Recruitment for classified vacancies is conducted as vacancies occur and/or when the eligibility pool in a job classification has been depleted. Most position eliminations / layoffs due to structural reorganization are calendared to coincide with the end of the fiscal year.
By spring 2011, a data driven program review system for assessing all district services, DTRW, and DCSL will be implemented (IV.B.3.b).	Chancellor	Spring 2011	A program review model for district services was implemented during the Fall 2012 semester. District councils are assessed each year through surveys of their membership.
The Board will adopt strengthened academic and program standards through			

collegial consultation with the Academic Senates informed by local administrative perspectives (IV.B.3.e)			
Recommendations from the three independent colleges pertaining to faculty academic and professional matters will contain comment from appropriate campus administrators and presidents regarding the adequacy of proposals (IV.B.3.e)	Chancellor; College Presidents	2010-2011 academic year	Completed. Recommendations to the Board now contain a space for comment from appropriate campus administrators and presidents.
Administrative oversight of faculty proposals within DCSL and DTRW will be strengthened by assessing them for overall effectiveness in meeting student needs. Academic matters taken to the Board for action will contain the primary recommendation of the Academic Senate and the college President or her designee, such as the Executive Vice President of Student Learning (IV.B.3.e)	Chancellor; Chancellor's Cabinet	Ongoing	Completed. Proposals from the District Technical Workgroups for instruction and student services now are routed through the new District Council on Academic Affairs (DCAA), which in turn makes recommendations to Chancellor's Cabinet. If the membership of Chancellor's Cabinet is in disagreement, feedback is given to DCAA and the Board of Trustees is informed of the reasons for the disagreement.
The BoardDocs system will be fully implemented by the end of the fall 2010 semester (IV.B.3.f).	Chancellor's Office	Fall 2010	Completed. The BoardDocs system has been fully implemented.
The Office of Administrative Relations will conduct a publications audit, develop an annual report to the community or other signature publication, and create a district-wide newsletter (IV.B.3.f).	Office of Administrative Relations	Fall 2011 and ongoing	Various formats of reports have been piloted. This effort remains a work in progress.
An online style guide will be developed for employee access and use (IV.B.3.f).			
The Board will adopt Board Policy 7205 (Employee Code of Ethics) (IV.B.3.f).	Board of Trustees	Fall 2009	Completed. The Board has adopted Board Policy 7205.
The Office of Administrative Relations will assess approaches to providing technical support necessary to maintain technological communications (IV.B.3.f).	Office of Administrative Relations		
District governance bodies covered by the Brown Act will post meeting agendas and minutes on the district website for public access (IV.B.3.f).	Board of Trustees; Academic Senates; Other Governance Committees	Ongoing	All governance committees post their agendas and minutes on the district or college website.
By spring 2011, a data driven program review system for assessing all district services will be implemented (IV.B.3.g).			



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

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NORVAL WELLSFRY

February 11, 2013

Dr. Robin Calote
President
Ventura College
4667 Telegraph Road
Ventura, CA 93003

Dear President Calote:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 9-11, 2013, reviewed the Follow-Up Report submitted by the College, the report of the evaluation team which visited November 13-14, 2012, and the presentation by the Ventura Community College District Chancellor. The purpose of this review was to assure that the recommendations made by the evaluation team were addressed by the institution, that the associated deficiencies had been resolved, and that the Eligibility Requirements, Accreditation Standards, and Commission Policies are met.

The Commission took action to **remove probation** and **reaffirm accreditation**.

The Follow-Up Report will become part of the accreditation history of the College and should be used in preparing for the next comprehensive evaluation. I have previously sent you a copy of the Evaluation Team Report. Additional copies may now be duplicated. The Commission requires that you give the report and this letter appropriate dissemination to your college staff and to those who were signatories of your college report. This group should include the Chancellor, campus leadership, and the Board of Trustees.

The Commission also requires that the Follow-Up Report, the Follow-Up Visit Report, and this Commission action letter be made available to students and the public by placing a copy on the College website. *Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no farther than one click from the institution's home page.* If you would like an electronic copy of the Follow-Up Visit Report, please contact Commission staff.

The Follow-Up Report will become part of the accreditation history of the College and should be used in preparing for the next comprehensive evaluation.

Dr. Robin Calote
Ventura College
February 11, 2013

All colleges are required to file a Midterm Report in the third year after each comprehensive evaluation. Ventura College should submit the **Midterm Report**¹ by **October 15, 2013**. Midterm Reports demonstrate that the changes and improvements made to address recommendations and Commission concerns have been sustained, indicate resolution of any team recommendations made for improvement, include a summary of progress on College-identified plans for improvement as expressed in the Self Evaluation Report, and forecast where the College expects to be by the time of the next comprehensive evaluation. Specifically, the Commission expects that the resolution of Ventura College Recommendations 3 and 4 have been sustained at the time of the Midterm.

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring institutional integrity, effectiveness, and quality.

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Ms. Kathy Scott, Accreditation Liaison Officer
Dr. Jamillah Moore, Chancellor, Ventura County CCD
Board President, Ventura County CCD
Dr. Gilbert H. Stork, Superintendent/President, Cuesta College, Team Chair

¹ Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review *Guidelines for the Preparation of Reports to the Commission*. The *Guidelines* contain the background, requirements, and format for each type of report and presents sample cover pages and certification pages. The *Guidelines* are available on the ACCJC website under College Reports to ACCJC at: (<http://www.accjc.org/college-reports-accjc>).

Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	AP 4100 GRADUATION REQUIREMENTS FOR DEGREES AND CERTIFICATES
Number	AP 4100
Status	Active
Legal	Title 5, Section 55000.5 , Title 5, Section 55002 , Title 5, Section 55022 , Title 5, Section 55023 , Title 5, Section 55024 , Title 5, Section 55060 , Title 5, Section 55061 , Title 5, Section 55062 , Title 5, Section 55063 , Title 5, Section 55064 , Title 5, Section 55070 , Title 5, Section 55072 ,
Adopted	June 16, 2010
Last Reviewed	May 8, 2012

As authorized by the California Code of Regulations, Title 5 (Education) section 55063, the Ventura County Community College District (VCCCD) Governing Board confers the Associate in Arts degree, the Associate in Science degree, Associate in Arts for Transfer (AA-T), the Associate in Science for Transfer (AS-T) and Certificates of Achievement on students who provide the required transcripts, meet the respective requirements listed in this AP and the college catalog, and who file with the appropriate college office an application for a degree and/or certificates. In accordance with Title 5 section 55070, the VCCCD also confers locally approved Proficiency Awards.

Only those courses which have been designated as appropriate to the associate degree in accordance with Title 5, Section 55063 and that meet the standards and criteria described in Title 5, Section 55002 and have been properly approved pursuant to this section, shall be applied to any degree or certificate awarded by the district. Courses completed at [regionally accredited](#) institutions other than a California community college, are expected to meet the same standards. District policies and procedures regarding general education and program requirements must be published in the college catalog and must be filed with the State Chancellor's Office.

Graduation Requirements for Degrees, Certificates, and Proficiency Awards of the District Colleges must address the following:

Associate Degrees and Associate Degrees for Transfer

For the Associate in Arts (AA) or Associate in Science (AS) degree, a student must:

- Demonstrate competency in reading, in written expression, and in mathematics as defined in Title 5 section 55063 for the appropriate catalog year.
- Satisfactorily complete at least 60 semester units of degree-applicable college work.

- Achieve a cumulative grade point average of no less than 2.0 in all degree-applicable college and university coursework attempted.
- Complete the major and/or area of emphasis coursework, a minimum of 18 semester units, prescribed in a State Chancellor's Office approved AA or AS degree with no less than a "C" or "P" (formerly "CR") in each course
- Complete the required specified subjects and units in general education as defined in AP 4025.
- Complete a minimum of 12 semester units in residency at the college granting the degree. Exceptions to the residency requirement can be made by the Board when an injustice or undue hardship would result.

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For the Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) degrees a student must:

- Complete 60 CSU transferable semester units.
- Achieve a CSU transferable GPA of no less than 2.0.
- Complete the major coursework, a minimum of 18 semester units, prescribed in a State Chancellor's Office approved AA-T or AS-T with no less than a "C" or "P" (formerly "CR") in each course.
- Complete the CSU GE-Breadth pattern or IGETC pattern for CSU.
- Complete 12 semester units in residence at the college granting the degree.

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Certificates of Achievement

For a Certificate of Achievement, a student must successfully complete a course of study that has been approved by the CCCCO and that consists of 18 or more semester units of degree applicable credit coursework. The Certificate of Achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education. Certificate programs may also be approved for fewer units (a minimum of 12 and a maximum of 17.5 semester units of degree-applicable credit coursework), in this case, the same scholarship and residency standards would apply.

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For a Certificate of Achievement, a student must:

- Complete the major coursework, a minimum of 18 semester units (or between 12 and 17.5 units in a low-unit certificate), prescribed in a State Chancellor's Office approved Certificate of Achievement.
- Complete all applicable coursework in a state approved Certificate of Achievement with no less than a "C" or "P" (formerly "CR") in each course.
- Achieve a cumulative GPA of no less than 2.0 in all degree-applicable college work.
- Complete 12 semester units in residence at the college granting the degree.

Proficiency Awards

Shorter credit programs that lead to a Proficiency Award may be established by the District. Content and assessment standards for Proficiency Awards shall ensure that these programs are consistent with the District Colleges' mission, meet a demonstrated need, are feasible, and adhere to guidelines on academic achievement. Proficiency Awards cannot be memorialized on a student transcript.

For a Proficiency Award, a student must:

- Complete all applicable coursework in a VCCCD Board approved Proficiency Award with no less than a “C” or “P” **(formerly “CR”)** in each course.

Graduation Application Procedure

1. Students must file a petition for a **degree and, certificate, and/or proficiency award** through the **Counseling Office/Center**. **For proficiency awards, check with the issuing department for the application procedure.**
2. District Colleges offer three graduation dates: **Summer term**, Fall semester, and Spring semester. **Summer term.**
3. Graduation ceremonies are conducted at the end of the Spring semester.
4. Graduation petition deadline dates are locally announced at each District College.

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Course Substitution for Major and/or General Education Requirements

Occasionally a student may have difficulty in completing exact major and/or general education requirements as specified in the college catalog due to circumstances of class schedule conflicts, class cancellation, related but nonequivalent coursework taken outside of this college district, or circumstances beyond the control of the student. Under such circumstances, a student may file a Petition for Course Substitution **Petition for Variance** for Major and/or General Education Requirements to seek approval from the appropriate college officials to substitute one or more courses in a designated major, an area of emphasis, and/or in general education. The petition forms are available in the **Counseling Office/Center**.

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Comment [U3]: Consistency! Either Counseling Center or Office. See above highlighting.

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5. Reciprocity for Local General Education Requirements

Colleges shall apply courses taken at other regionally accredited colleges or universities toward general education requirements in the areas where the student would have received credit at the institution where they were originally taken or in the area where the college granting the degree places **or meets our GE criteria/description** **or would place a comparable course**, whichever best facilitates the student’s degree completion. (ASCCC Resolution 09.02 Spring 2010)

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6. Reciprocity for CSU GE-Breadth or IGETC Requirements

Students who are required to complete CSU GE-Breadth or IGETC for their particular degree, such as General Studies pattern III or Associate Degrees for Transfer, or Certificates of Achievement in CSU GE-Breadth or IGETC, shall have their courses evaluated for reciprocity according to the rules set forth by either CSU GE-Breadth in Executive Order (EO) 1065 or in the most current version of the IGETC Standards.

7. Course Substitution within approved Associate Degrees for Transfer (AA-T/AS-T)

While the C-ID system establishes course-to-course reciprocity, where C-ID descriptors are not in place or where the substitution does not involve deeming two courses comparable, substitution decisions must be informed by the judgment of counseling or discipline faculty. When an AA-T or AS-T **degree** is being conferred, any substitutions made must result in the awarding of a degree that is consistent with the parameters defined by the TMC (Transfer Model Curriculum). The colleges are encouraged to apply courses successfully completed as part of a TMC-aligned degree at one college for

requirements within their own degrees to the greatest extent deemed possible and reasonable, but substitutions should only be made in instances where the TMC allows flexibility, as the local AA-T or AS-T degree awarded must remain consistent with parameters of the TMC for the specific discipline. (ASCCC Resolution 15.01 Spring 2011 and ASCCC statements on Reciprocity, Course Substitution and Credit by Exam - in light of AA-T and AS-T degrees August 2012)

Double Counting

While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes within sections A-D of the district general education pattern. A course may not satisfy more than one requirement within a major and/or area of emphasis, even if it is an option in more than one section of either a major and/or area of emphasis. However, a course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. A course may also be used to satisfy requirements in two (2) or more different majors, whether for an Associate degree, Associate degree for Transfer, Certificate of Achievement, or Proficiency Award. The units, however, may never be counted more than once toward the units required for the specific degree, certificate or proficiency award.

Catalog Rights/Continuous Enrollment

A student remaining in continuous enrollment at one or more of the colleges of the Ventura County Community College District (VCCCD) or at any other regionally accredited college or university, may meet the VCCCD graduation requirements in effect at the time of his/her entering or at any time thereafter. This applies only to graduation requirements and not to policies, procedures, or other regulations. Catalog rights/continuous enrollment are defined as attendance in at least one term each calendar year. Any academic record symbol entered on a transcript (A-F, CRE, P, NP, I, IP, RD, W, MW and prior to Fall 2009: CR and NC) shall constitute enrollment or attendance.

A student who has not maintained continuous enrollment is considered to be under new requirements when returning unless the student is granted a petition/waiver for extenuating circumstances. This petition must be initiated by the student through a college counselor and approved by the appropriate dean or designee.

Students should be made aware that other governing agencies may impose more restrictive limitations concerning the definitions of continuous enrollment or continuous attendance. Some agencies define continuous enrollment as remaining in attendance both fall and spring semesters.

Some will not accept selected academic record symbols (such as Ws). Those who may be affected by more restrictive guidelines include students receiving financial aid, veterans and alien students.

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Academic Year

The Fall semester is the first term of an academic year. A summer term, whether one or more sessions, constitutes the last term of an academic year.

Guidelines for Additional Degrees, Certificates of Achievement, and Proficiency Awards

Any college in the Ventura County Community College District will award additional associate degrees, certificates of achievement and proficiency awards to students under certain criteria which follow below. Students seeking an associate degree(s) and who have a previous degree from an accredited institution will only be required to complete minimum (1) residency, (2) competency, (3) general education minimum Title 5 requirements, (4) major and (5) scholarship requirements. There will be no additional local GE or health/PE requirements (see below). with degrees earned either in the United States or at foreign institutions that meet the following criteria:

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1.) **U.S. Degrees:** A student who has earned an associate degree or higher at any regionally accredited institution in the United States may earn additional associate degrees. Institutions must be regionally accredited by one of the following accrediting bodies:

- Middle States Association of Colleges and Schools, Commission on Higher Education
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- New England Association of Schools and Colleges, Commission on Technical and Career Institutions
- North Central Association of Colleges and Schools, The Higher Learning Commission
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools, Commission on Colleges
- Western Association of Schools and Colleges, Accrediting Commission for Community and Junior College
- Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

Comment [U4]: Shouldn't we say that for external degrees that we are honoring for meeting GE requirements that this doesn't assure transfer of units and/or satisfaction of 4-year institution requirements?

2.) **Foreign Degrees:** A student who already holds an ~~A~~ associate degree or higher degree from any foreign institution accredited by one of the above accepted regionally U.S. accrediting bodies or evaluated as equivalent to a regionally accredited institution by one of the member agencies of the National Association of Credential Evaluation Services or one approved by the California Commission on Teacher Credentialing may also earn additional degrees at one of the colleges of the VCCCD.

~~Additional degrees can be in a specific major, General Studies with an area of emphasis, an Associate Degree for Transfer, or an additional option or emphasis within the major of the original degree.~~

Students with transcripts in either of the above categories must complete the following minimum Title 5 requirements for the catalog year covering the additional degree(s). These include:

1. Residency requirements: Students must complete a minimum of 12 semester units at the community college granting the degree.

2. Competency requirements in reading, written expression and mathematics as defined by Title 5 section 55063. *Students pursuing an AA-T or AS-T will have met these competency requirements by completion of either CSU GE-Breadth or IGETC.*
3. General Education - Title 5 minimums include 18 units of General Education with
 - o 3 semester units of Natural Sciences
 - o 3 semester units of Social and Behavioral Sciences
 - o 3 semester units of Arts and Humanities
 - o 3 semester units in English Composition
 - o 3 semester units in Communication and Analytical Thinking
 - o 3 additional semester units in one of the five areas above.
4. Major Requirements: Students must complete all required courses listed in the college catalog for the appropriate year for the specific major, Associate Degree for Transfer, area of emphasis or area of option for the additional degree(s).
5. Scholarship: Students must meet the standards of scholarship in effect for the catalog year covering the additional degree(s) including the following:
 - o Courses for Associate degree majors must have a grade of “C” or “P” or better beginning Fall 2009.
 - o Courses for Certificates of Achievement must have a grade of “C” or “P” or better beginning Fall 2012.
 - o Courses for Proficiency Awards must have a grade of “C” or “P” or better beginning Fall 2012.

Additional degree can be in a specific major, General Studies with an area of emphasis, an Associate Degree for Transfer, or an additional option or emphasis within the major of the original degree.

Coursework taken for previously earned degrees may be used to fulfill the above requirements if deemed comparable by a counselor and/or discipline faculty.

No additional general education or local graduation requirements may be required.

Exceptions to Graduation Requirements

Appeals to the above policy may be submitted to the Executive Vice President, or designee. Exceptions may be granted under extenuating circumstances or when there has not been sufficient opportunity to enroll in required courses.

Students should be aware that the conferring of additional degrees by any college within the VCCCD does not always guarantee admission or the accomplishment of general education or major requirements at transfer institutions.



Book	VCCCD Board Policy Manual
Section	Chapter 4 Academic Affairs
Title	BP 4030 ACADEMIC FREEDOM
Number	BP 4030
Status	Active
Legal	Title 5, Section 51023; Accreditation Standard II.A.7
Adopted	April 18, 2006

The primary purpose of a college is to promote the exploration of ideas and the discovery and dissemination of knowledge and understanding. The college is to be an open forum for ideas and issues to be raised, challenged, and tested.

Academic freedom is the cornerstone of a college. Intellectual ferment is absolutely dependent upon academic and intellectual freedom. Freedom in teaching is fundamental for the protection of both faculty and students in teaching and learning. Freedom in research is fundamental to the advancement of knowledge.

The 1940 AAUP Statement of Principles on Academic Freedom and Tenure with 1970 Interpretative Notes* from the American Association of College Professors provides a nationally recognized definition of academic freedom, its protections and its responsibilities.

Academic Freedom

(a) Academic employees are entitled to freedom in the classroom in discussing their subject, but they should be conscientious regarding teaching subject matter which has no relation to their subject.

(b) Academic employees are entitled to full freedom in research and in the publication of results, subject to the adequate performance of their other academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(c) Academic employees are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and institution by their utterances. Hence, they should at all times be accurate, should show respect for the opinions of others, and indicate that they are not speaking for the institution.

It is the policy of VCCCD that all academic employees, regardless of their employment status, should enjoy the privileges and exercise the responsibilities inherent in academic freedom as defined by the AAUP statement. In addition, all VCCCD employees enjoy the same protection and responsibilities within the context of their obligations. Furthermore, faculty tenure constitutes the strongest procedural safeguard of academic freedom and individual responsibility, and as such, is essential for the maintenance of intellectual liberty and high standards in teaching and scholarship.

* The footnote from the 1970 Interpretative Notes on the AAUP Statement reads: "The intent of this statement is not to discourage what is 'controversial.' Controversy is at the heart of free academic inquiry which the entire statement is designed to focus. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to the subject."

Reference: this policy has been adapted almost verbatim from the California State University System's statement on Academic Freedom, which is in turn substantially based on AAUP's 1040 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretative Notes.



Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	AP 4030 ACADEMIC FREEDOM
Number	AP 4030
Status	Active
Legal	Title 5, Section 51023, Accreditation Standard II.A.7.
Adopted	July 14, 2009
Last Reviewed	June 25, 2009

The Office of Instruction/The Office of Student Learning

The Office of Instruction/The Office of Student Learning safeguards and supports the Ventura County Community College District Board Policy on Academic Freedom. The Chief Instruction Officer facilitates informal and formal dialogue on cases of alleged infringement.

The Academic Senate

The Academic Senate advocates the philosophy of Academic Freedom as articulated by the AAUP, and supports the VCCCD Board Policy on Academic Freedom. From time to time, the Academic Senate issues proclamations or resolutions on issues pertinent to Academic Freedom to inform and instruct college faculty and staff. The Academic Senate partners with The Office of Instruction/The Office of Student Learning to ensure uniform and equitable Academic Freedom practices.

Process to Examine and Resolve Charges of Academic Freedom Infringement

Steps for Informal Resolution:

- Consultation and resolution with Department Chair and Dean
- Consultation and resolution with Chief Instruction Officer

If the faculty member is dissatisfied with the informal process, formal resolution can be initiated.

Steps for Formal Resolution:

- Faculty submits official charges to the President in writing
- Within 10 days, the President appoints a joint Deans' Council/Academic Senate Hearing Committee (2 deans, 3 faculty)
- Within 10 days of committee formation, the committee meets to review the charge of infringement
- Within 30 days of the first committee meeting, the committee makes a recommendation to the President for resolution
- The President issues final findings within 10 days of receiving the committee recommendation

AP 4240 Academic Renewal

Reference:

Title 5 Section ~~55044~~ 55046

Students may petition to have a portion of previous college work disregarded in meeting academic requirements in the colleges of the VCCCD when that work is not considered to be reflective of the student's present demonstrated ability and level of performance. Academic Renewal is intended to facilitate the completion of requirements necessary for an academic degree or certificate, or transfer.

Academic Renewal Options

A student may petition to disregard a maximum of 24 semester units of any courses with less than a "C" or equivalent grade. Academic renewal may not be applied to any course that has been used to satisfy associate degree, certificate of achievement, IGETC or CSU-GE transfer general education breadth requirements. A student may disregard a maximum of 24 or fewer semester units of any courses with less than a "C" or equivalent grade taken during any five terms maximum (summer is considered one term), not necessarily consecutively.

- ~~• once only, to eliminate grade point calculations and credits from selected portions of previous college work which is not reflective of the student's present demonstrated ability and level of performance. The student may petition for Academic Renewal to disregard previous substandard college work by selecting one of the following options:~~
- ~~• Disregard a maximum of 15 or fewer semester units of any courses with less than a "C" or equivalent grade taken during any one or two terms (maximum two terms), not necessarily consecutively; or~~
- ~~• Disregard all courses from two consecutive terms (one summer or intersession may be regarded as equivalent to one semester at the student's discretion). Courses and units taken at any institution may be disregarded.~~

Eligibility

To qualify for academic renewal, students must do all of the following:

- Complete at least 12 units in residence in the colleges of the VCCCD
- Submit official transcripts of all college work
- Wait for twelve months years since after the course work to be disregarded was is completed (summer intersession may be counted as a term)
- The student has subsequently completed at least 30 semester units with a minimum 2.40 GPA Students must demonstrate recent academic success based on the coursework they have completed at any regionally accredited college after the coursework that is being petitioned for exclusion through academic renewal. Recent academic success may be demonstrated by one of the following:
 - Completing at least 12 semester units with a minimum 3.0 cumulative GPA, or
 - Completing at least 15 semester units with a minimum 2.5 cumulative GPA, or
 - Completing at least 24 semester units with a minimum 2.0 cumulative GPA
- The colleges of the VCCCD will honor similar actions by other regionally accredited colleges and universities in determining grade point averages and credits.

Petition Process

The petition form for this purpose, is "Petition for Academic Renewal" is initiated by the student through a Counseling appointment.

Recording of Academic Renewal:

Once the Petition of for Academic Renewal is granted, the student's permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

Academic renewal actions are permanent and irreversible.

The student should be aware that other colleges or universities may have different policies concerning Academic Renewal and may not honor this policy.

Book VCCCD Board Policy Manual
Section Chapter 4 Academic Affairs
Title BP 4300 FIELD TRIP AND EXCURSIONS
Number BP 4300
Status Active
Legal Title 5, Section ~~55450~~ 55220
Adopted February 16, 2006

The Chancellor shall, in consultation with the Academic Senates, establish procedures that regulate the use of District funds for student travel and attendance at conferences and other activities that are performed as a class assignment or co-curricular activity.

No district funds shall be used to support student expenses for out-of-state field trips or excursions unless the expenses are paid with auxiliary, grant or categorical program funds if the funds are used consistently with the statutory, regulatory, or contractual conditions applicable to the expenditure of such funds. The expenses of instructors, chaperons, and other personnel traveling with students may be paid from district funds.

Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus.

See Administrative Procedure 4300.

Book VCCCD Administrative Procedure Manual
Section Chapter 4 Academic Affairs
Title AP4300 FIELD TRIPS AND EXCURSIONS
Number AP 4300
Status
Legal Title 5, Section 55220
Adopted

The District may conduct field trips and excursions that are officially recognized and approved by the District, in connection with courses of instruction or college-related social, educational, cultural, athletic or musical activities to and from places in California, or any other state, the District of Columbia, or a foreign country for students.

The District shall engage instructors, supervisors, and other personnel as may be necessary for such excursions or field trips who desire to contribute their services over and above the normal period for which they are employed by the District.

The District may, at the discretion of the College President or designee, transport students, instructors, supervisors or other personnel by use of District equipment, contract to provide transportation, or arrange transportation by the use of other equipment.

When District equipment is used, the District shall obtain liability insurance, and if travel is to and from a foreign country, the liability insurance shall be secured from a carrier licensed to transact insurance business in the foreign country.

The District may pay expenses of instructors, chaperones and other personnel participating in a field trip or excursion. Expenses of students participating in a field trip or excursion may not be paid with District funds unless the expenses are paid with auxiliary, grant or categorical program funds if the funds are used consistently with the statutory, regulatory, or contractual conditions applicable to the expenditure of such funds.

No student shall be prevented from making a field trip or excursion which is integral to the completion of the course because of lack of sufficient funds.

All persons making a field trip or excursion shall be deemed to have waived all claims against the District for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking such trips and all parents or guardians of minor students shall sign a statement waiving such claims.

All students and staff participating in field trips or excursions shall at all times adhere to the standards of conduct as stated in Board Policy 5500, and to other District policies and procedures regulating student conduct.

Standard operating procedures are available under Business Tools.