

**Ventura College Academic Senate**  
**Agenda**  
**Thursday, February 7, 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. January 24, 2013
- V. Study Sessions
  - a. Program Review Rubrics for Instructional Programs
  - b. External Support for Class Schedule Offerings
  - c. Letters of Recommendations for F/T Faculty Hiring
  - d. VC Presidential Search Screening Criteria and Questions
  - e. VC/VCCCD – FTES & Enrollment
- VI. Action Items
  - a. Election & Appointment of Four (4) Faculty to VC Presidential Search Committee
  - b. Distance Education Handbook (Second Reading)
  - c. BP/AP 2510 – Participation in Local Decision Making (First Reading)
  - d. BP/AP 4025 – Philosophy and Criteria for Associate Degree and General Education (First Reading)
  - e. BP/AP 4100 – Graduation Requirements for Degrees and Certificates (First Reading)
  - f. BP/AP 4300 – Academic Freedom (First Reading)
  - g. BP/AP 4240 – Academic Renewal (First Reading)
- VII. President’s Report
  - a. Consultation Council report
    - i. VCCCD Educational Master Plan Planning Process & Implementation
  - b. Administrative Council report
  - c. DCAP, DCAA, Chancellor’s Meeting reports
- VIII. Senate Subcommittee reports
  - a. Curriculum Committee report
  - b. Other Senate Committees reports
- IX. Campus Committee reports
  - a. CPC 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, 24 January 2013 MCW-312

### I. Call to Order

This meeting was called to order at 1:37 p.m. The following senate members were present:

Chen, Albert—Social Sciences, Arts, and Humanities  
Enfield, Amanda—English and Learning Resources  
Guillen, Guadalupe—Student Services  
Haines, Robbie—Senate Secretary  
Horigan, Andrea—Social Sciences, Arts, and Humanities  
Kim, Henny—English and Learning Resources  
Lange, Cari—Senate Vice President  
Mitchell, Nancy—Career and Technical Education  
Muñoz, Paula—Student Services  
Parker, Jennifer—Career and Technical Education  
Rose, Malia—Mathematics and Sciences  
Sezzi, Peter—Senate President

The following guests were present:

Tan, Norbert—Executive Director, VC Foundation

### II. Public Comments

No public comments were made.

### III. Acknowledgement of Guest: Norbert Tan, Executive Director, VC Foundation

Tan provided an update of Foundation activities and solicited suggestions from senators. He informed senators that the Foundation is creating its first strategic plan and he described the four main missions of the Foundation. He noted that the Educational Enhancement Grants (formerly known as Staff Innovation Grants) may be changing slightly, so that they are more closely linked to the Program Review process—items ranked as a high priority but unfunded through Program Review will be considered for funding through the Foundation. Tan therefore urged faculty to put everything they need into Program Review to increase the likelihood of those items being funded. The Foundation is considering funding discontinued courses through funding from donors and through the establishment of endowments to ensure the future viability of those courses. Tan opined that the selection of courses funded this way should be made by faculty, then the Foundation would “shop” those courses to potential donors. He made a point of emphasizing that Foundation’s role is strictly to support faculty and education, not to influence decisions on curriculum or catalog offerings. After Tan’s departure, problems using this adopt-a-class paradigm were discussed and alternatives were identified, like having the Foundation fund books, services, students, etc., instead of actual courses. The tiering of courses was discussed in light of Prop 30-induced changes to our budget.

### IV. Approval of Minutes, 6 December 2012

Lange motioned to approve those minutes, Horigan seconded. The motion carried 9–0–1 with Morris abstaining.

V. Study Sessions

a. VCCCD Educational Master Plan—Defining Research Questions

Sezzi described the VCCCD Educational Master Plan and the need to update it, noting that it covers the whole district. VC has already met most of the objectives in our current Ventura College Educational Master Plan. Discussion ensued which was centered on the following overall themes: Who will students be in future, and what will their needs and community needs be? What will the faculty of the future be like, especially with respect to diversity and our decreased ability to maintain diversity in hiring practices? What will the role of technology be in future instruction, and what will that technology look like? How will faculty of the future be trained, train our replacements, and what continuing education opportunities will exist? What will the future focus of education be, what job situations will exist for our students, and how nimbly will faculty be able to tailor our offerings to students' rapidly changing needs?

b. Faculty Positions on the Ventura College Presidential Search Committee

The need to fill four open positions on this committee was discussed. It was agreed that Sezzi will solicit proposals from faculty interested in filling those positions, asking in particular for a description of candidates' college involvement and service. Proposals will be presented to the Academic Senate, whose members will vote on them. Parker motioned to adopt this strategy, Muñoz seconded. Discussion ensued, during which a due date for the proposals was set and it was decided that the proposals would be given to senators in advance so that meeting time would not be used reading them. The motion carried unanimously.

c. VCCCD Participatory Governance Manual

Sezzi solicited requests for changes to this document. Participation of students in governance was discussed.

d. Program Review Rubrics for Instructional Programs

This item will be moved to a future senate meeting.

VI. Action Items

a. Report on Program Review Rubrics for Instructional Programs

This report was distributed by Sezzi, and its purpose and direction was discussed. Horigan motioned to adopt the report, Lange seconded. The motion carried unanimously.

b. VC Mission Statement (Second Reading)

Haines motioned to accept the revised VC Mission Statement, Morris seconded. The motion carried unanimously.

c. Distance Education Handbook (Second Reading)

Sezzi informed senators that he is working on document; it will be presented at a future meeting.

- d. AP 3900—Speech: Time, Place and Manner (First and Second Readings)  
Sezzi explained document. Haines motioned to approve this document as a first and second reading, Guillen seconded. The motion carried unanimously.
- e. AP 4100—Graduation Requirements for Degrees and Certificates (First Reading)  
Sezzi explained this document, and it was discussed. Inconsistencies between different versions of this document were identified. Sezzi will clean them up for second reading. The document will be tabled pending Sezzi's repairs.

VII. President's Report

- a. Governing Board meetings reports  
Sezzi reported out about the recent Technical Assistance Visit that occurred at the January regular Board meeting. It was very successful. Statewide Academic Senate President Michelle Pilatti and CCLC President Scott Lay did an excellent job on the presentation and the Board members took lots of notes and seemed genuinely interested. A second Board meeting this month will occur later today when the Board engages in conversation with its Community Advisory Board.
- b. Consultation Council report  
Sezzi reported that VC is farther below projected FTES, as are the other MC and OC but they not below their FTES targets as much as we are. Sezzi also noted that we appear to be below our District enrollment cap but with a bit of luck, we will meet cap this year. The reasons for lower enrollment need to be determined.
- c. Administrative Council reports  
No report was made.
- d. DCAP, DCAA, DCAS, DCHR reports  
DCAP: This group will meet next week. DCAA: This group will meet next week, their agenda is still being made. DCAS: Low enrollment will be discussed at this group's next meeting. DCHR: This group met this morning. Full-time faculty hires at VC no longer allow letters of recommendation, and the reasons for this were discussed by Sezzi. MC has strongly suggested, however, that such letters be required for full-time positions, as long as they are recent and written for the position in question. Sezzi solicited senators' opinions on the matter, and a discussion ensued. Opinions were divergent and as we were nearing the end of today's meeting, the topic will be scheduled as a study session for a future meeting.

VIII. Senate Subcommittee reports

- a. Curriculum Committee report  
No report was made.
- b. Other Senate Committees reports  
No report was made.

- IX. Campus Committee reports  
No report was made
  
- X. Adjournment  
This meeting adjourned at 3:28 p.m.

## Program Review Rubric for Instructional Programs

Section 4.D. of the Program Review Document:

### Academic programs:

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	

Score interpretation, academic programs:

22-26	Program is current and vibrant with no further action recommended
18-21	Recommendation to attempt to strengthen program
Below 18	Recommendation to consider discontinuation of the program

### CTE programs:

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 4	Employment outlook for graduates / job market relevance	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	

Score interpretation, CTE programs:

31-36	Program is current and vibrant with no further action recommended
25-30	Recommendation to attempt to strengthen program
Below 25	Recommendation to consider discontinuation of the program

Ventura County Community College District  
**Resident FTES Comparison**

2011-12 (at Annual) compared to 2012-13 as of 02/04/2013

	Moorpark			Oxnard			Ventura			District		
	2011-12 Actual	2012-13 *Projection	2012-13 Actual	2011-12 Actual	2012-13 *Projection	2012-13 Actual	2011-12 Actual	2012-13 *Projection	2012-13 Actual	2011-12 Annual	2012-13 *Projection	2012-13 Annual
<b>Summer 2012 (sections with end dates post July 1)</b>												
Daily	806		444	179		138	732		672	1,717		1,254
Positive**	111		88	6		0	38		43	156		132
Indep. Daily	193		0	24		43	186		159	403		202
<b>Total Summer</b>	<b>1,110</b>	<b>533</b>	<b>533</b>	<b>209</b>	<b>181</b>	<b>181</b>	<b>956</b>	<b>874</b>	<b>874</b>	<b>2,276</b>	<b>1,588</b>	<b>1,588</b>
Change in FTES from previous year		-577	-577		-28	-28		-82	-83		-688	-688
% change from previous year		-52%	-52%		-13%	-13%		-9%	-9%		-30%	-30%
<b>Fall</b>												
Weekly	4,162		4,318	1,956		1,637	3,960		3,918	10,078		9,873
Daily	495		248	91		97	114		63	701		408
Positive**	116		85	38		99	126		187	281		370
Indep. Weekly	384		598	176		187	354		269	913		1,054
Indep. Daily	216		18	67		91	72		11	355		121
<b>Total Fall</b>	<b>5,373</b>	<b>5,199</b>	<b>5,267</b>	<b>2,328</b>	<b>2,100</b>	<b>2,110</b>	<b>4,626</b>	<b>4,393</b>	<b>4,449</b>	<b>12,327</b>	<b>11,692</b>	<b>11,826</b>
Change in FTES from previous year		-174	-105		-228	-217		-233	-178		-635	-500
% change from previous year		-3%	-2%		-10%	-9%		-5%	-4%		-5%	-4%
<b>Spring</b>												
Weekly	3,806		4,078	1,682		1,535	3,959		3,744	9,448		9,357
Daily	486		241	113		132	109		65	708		438
Positive**	115		65	80		73	297		370	492		508
Indep. Weekly	297		443	187		420	452		323	936		1,186
Indep. Daily	178		57	86		75	32		6	295		138
<b>Total Spring</b>	<b>4,883</b>	<b>4,900</b>	<b>4,884</b>	<b>2,148</b>	<b>2,300</b>	<b>2,235</b>	<b>4,849</b>	<b>4,500</b>	<b>4,507</b>	<b>11,879</b>	<b>11,700</b>	<b>11,626</b>
Change in FTES from previous year		17	2		152	87		-349	-342		-179	-253
% change from previous year		0%	0%		7%	4%		-7%	-7%		-2%	-2%
<b>Summer 2013 (sections with end dates pre July 1)</b>												
Daily	0		0	1.46		0	0.67		0	2		0
Positive**	0		0	0.00		0	0.00		0	0		0
Indep. Daily	0		0	0.00		0	0.00		0	0		0
TBA Reduction	-3.16	0.00		-1.13	0.00		-0.63	0.00		-4.92	0	0.00
PE 5%	-3.02	0.00	-3.02	-0.19	0.00	-0.19	-16.99	0.00	-16.99	-20	0	-20
<b>Total Adjustment</b>	<b>-6</b>		<b>-3</b>	<b>-1</b>		<b>0</b>	<b>-18</b>	<b>0</b>	<b>-17</b>	<b>-25</b>	<b>0</b>	<b>-20</b>
<b>TOTAL FTES</b>	<b>11,359</b>	<b>10,632</b>	<b>10,682</b>	<b>4,684</b>	<b>4,581</b>	<b>4,526</b>	<b>10,414</b>	<b>9,767</b>	<b>9,812</b>	<b>26,458</b>	<b>24,980</b>	<b>25,020</b>

(a)

\*projection based upon campus projected ftcs

\*\* includes credit and non credit ftcs

\*\*\*End of Year Projection = Actual to date FTES

(a) positive attendance projection based upon previous 3 term average percentage. MC = 82%, OC = 73%, VC = 69% (+) 200

***End of Year Projection	25,020
Base FTES:	24,501
Restoration	219
FY13 FTES Target:	24,720
<b>FTES short / (unfunded)</b>	<b>(300)</b>

Ventura County Community College District  
**Resident FTES Comparison**

2011-12 (at Annual) compared to 2012-13 as of 01/22/2013

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<b>Total Fall</b>	<b>5,373</b>	<b>5,199</b>	<b>5,264</b>	<b>2,328</b>	<b>2,100</b>	<b>2,110</b>	<b>4,626</b>	<b>4,393</b>	<b>4,448</b>	<b>12,327</b>	<b>11,692</b>	<b>11,823</b>
Change in FTES from previous year		-174	-108		-228	-217		-233	-178		-635	-504
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<b>Spring</b>												
Weekly	3,806		3,979	1,682		1,522	3,959		3,646	9,448		9,147
Daily	486		204	113		116	109		55	708		375
Positive**	115		63	80		67	297		164	492		295
Indep. Weekly	297		457	187		444	452		325	936		1,226
Indep. Daily	178		50	86		59	32		5	295		115
<b>Total Spring</b>	<b>4,883</b>	<b>4,799</b>	<b>4,753</b>	<b>2,148</b>	<b>2,300</b>	<b>2,208</b>	<b>4,849</b>	<b>4,647</b>	<b>4,195</b>	<b>11,879</b>	<b>11,746</b>	<b>11,157</b>
Change in FTES from previous year		-84	-129		152	61		-202	-654		-133	-722
% change from previous year		-2%	-3%		7%	3%		-4%	-13%		-1%	-6%
<b>Summer 2013 (sections with end dates pre July 1)</b>												
Daily	0		0	1.46		0	0.67		0	2		0
Positive**	0		0	0.00		0	0.00		0	0		0
Indep. Daily	0		0	0.00		0	0.00		0	0		0
TBA Reduction	-3.16	0.00		-1.13	0.00		-0.63	0.00		-4.92	0	0.00
PE 5%	-3.02	0.00	-3.02	-0.19	0.00	-0.19	-16.99	0.00	-16.99	-20	0	-20
<b>Total Adjustment</b>	<b>-6</b>		<b>-3</b>	<b>-1</b>		<b>0</b>	<b>-18</b>	<b>0</b>	<b>-17</b>	<b>-25</b>	<b>0</b>	<b>-20</b>
<b>TOTAL FTES</b>	<b>11,359</b>	<b>10,531</b>	<b>10,548</b>	<b>4,684</b>	<b>4,581</b>	<b>4,500</b>	<b>10,414</b>	<b>9,914</b>	<b>9,500</b>	<b>26,458</b>	<b>25,026</b>	<b>24,548</b>

(a)

\*projection based upon campus projected ftes

\*\* includes credit and non credit ftes

\*\*\*End of Year Projection = Actual to date FTES

(a) positive attendance projection based upon previous 3 term average percentage. MC = 82%, OC = 65%, VC = 69%

***End of Year Projection	24,548
Base FTES:	24,501
Restoration	219
FY13 FTES Target:	24,720
<b>FTES short / (unfunded)</b>	<b>172</b>



## Sections Distribution by Core Tier

Sections	Tier 1	Tier 2	Tier 3	IDSN100	Total		Tier 1	Tier 2	Tier 3	IDSN100	Total
FY13*	1,739	402	239	1	2,381		73%	17%	10%	0%	100%
FY12	1,786	468	362	2	2,618		68%	18%	14%	0%	100%
FY11	1,769	443	500	2	2,714		65%	16%	18%	0%	100%
FY10	1,766	465	676	8	2,915		61%	16%	23%	0%	100%
FY09	1,749	559	867	8	3,183		55%	18%	27%	0%	100%

FTEs	Tier 1	Tier 2	Tier 3	IDSN100	Total		Tier 1	Tier 2	Tier 3	IDSN100	Total
FY13*	7,484	1,358	638	58	9,538		78%	14%	7%	1%	100%
FY12	7,956	1,535	971	162	10,624		75%	14%	9%	2%	100%
FY11	7,913	1,342	1,283	511	11,049		72%	12%	12%	5%	100%
FY10	7,965	1,355	1,677	421	11,418		70%	12%	15%	4%	100%
FY09	7,626	1,511	1,993	379	11,509		66%	13%	17%	3%	100%

FTEF	Tier 1	Tier 2	Tier 3	IDSN100	Total		Tier 1	Tier 2	Tier 3	IDSN100	Total
FY13*	210	47	23		280		75%	17%	8%	0%	100%
FY12	219	49	31		299		73%	16%	10%	0%	100%
FY11	220	41	43		304		72%	13%	14%	0%	100%
FY10	223	39	52		314		71%	12%	17%	0%	100%
FY09	219	42	64		325		67%	13%	20%	0%	100%

WSCH/FTEF	Tier 1	Tier 2	Tier 3	IDSN100	Total
FY13*	533.6	430.4	422.3		510.3
FY12	544.4	471.6	465.2		532.3
FY11	539.2	494.8	448.2		545.6
FY10	535.9	524.4	484.6		546.1
FY09	522.6	536.8	469.8		531.6

\* FY13 data as of 1/24/13

# BALLOT

Select no more than four (4)

Gloria Arevalo

Tania De Clerck

Mayo De La Rocha

Audrey Edwards

Alex Kolesnik

Sandra Melton

Lauri Moore

Art Sandford

Tim Suel

Peter H. Sezzi

Steve Turner

Patty Wendt

\_\_\_\_\_ (Write In)

## Gloria Arevalo

I serve in the capacity of Articulation Officer (100% assignment) under the discipline of counseling. Although my position is under the umbrella of student services, I report directly to the EVP of Student Learning and I primarily work with all discipline faculty to ensure transferability and transportability of courses and degree programs. Additionally, I serve as a member of several district wide committees that focus on commitment to student learning and success through compliancy and policy. I am interested in serving in this committee for these reasons; to have representation from a faculty member with extensive experience and expertise in curriculum development, academic affairs, district policy, and student services. Please consider my participation.

## Tania De Clerck

This letter is to express my interest to serve on the VC Presidential Search Committee. I am interested in serving on this committee because I feel that I can use the knowledge and experience that I have gained in and out of the classroom to represent the diversity and best interest of our faculty and students.

I started teaching Spanish as an adjunct instructor at VC in January of 2006. In 2008, I was hired as a full-time Spanish instructor and I became chair of the Foreign Language Department during my second semester. This is my ninth semester serving as the Foreign Language Department chair. Throughout the past four years, I have been actively involved by serving on a variety of committees: Student Learning Outcomes Committee, Distance Education Committee, Distance Education Task Force, Department Chair Council, five different Tenure Review Committees, and several faculty hiring committees. In addition, I have served as the Diversity Facilitator for more than ten faculty hiring committees. In my role as Diversity Facilitator I have learned an incredible amount about the hiring process. I have witnessed a variety of interviews. I have also listened to a lot of comments by faculty and have gained an understanding of the skills, personality, and quality that they seek in a good candidate.

Thank you for considering me for this opportunity. I feel that I have contributed a lot to the college and would welcome the chance to play a role in this important decision that will have a direct impact on the quality of education at Ventura College.

## Mayo De La Rocha

I would like to be considered for one of the four faculty representative positions on the Presidential Search Committee at Ventura College. No. I am not retiring. I have decided to remain for an additional four years as an active faculty member. My hope is to become more involved with the academic senate. I hope to represent the Social Sciences in the Fall Semester.

> I am part of the Department of the Social Science and am currently the department chair. I have worked > at Ventura College as a professor of history for 38 year. I have been a very strong advocate for faculty.

> I have been participated in the Senate for many years. I was Senate President and have served as an officer of the Senate as secretary, treasurer, historian, chair of the Staffing Priorities Committee and representative of the Senate on the Curriculum Committee and the District Council of Instruction.

> I have also been also been a Dean and understand how bureaucracies work.

The main reason why I request is that I feel that the new president has the experience in working with Chicano Students and has the wisdom to lead us into the future. The president should also be powerfully committed to Diversity. As you well know, my main focus at VC has been the outreach retention and transfer of Chicano students. I feel that we have done a superb job. 54% our students body is now Chicano. We are a Hispanic Serving Institution and have two title V million(s) dollars grants to improve the education of the Chicano student. What are we done and what are we doing to do this?

As a committee member I would ask the appropriate questions. It would be so **SAD**, that we hire a bureaucratic president who has no background or knowledge to LEAD us in this respect. We can become one of the leading instiltution in serving Chicano students.

## Audrey Edwards

My name is Audrey Edwards and I am writing to express my interest in serving on the VC Presidential Search Committee.

I am a part-time non-contract faculty member in the Political Science Department. I started teaching at Ventura College on October 24th as a substitute for Dr. Robert Porter who went out on medical leave. I am grateful and glad to say that Dean Huddleston and Chair de la Rocha hired me to teach American Government during Spring 2013.

For the majority of my professional life, I was in the human resources field, and have extensive knowledge and experience in the myriad components of human resources. I have conducted recruitment and selection projects from classified to executive positions, and was assigned to oversee recruitment and selection for the City of Oakland's Public Works Agency; the largest agency within City government. I have sat on and convened numerous interview panels and am experienced and cognizant in creating and administering job-related interview materials that will meet the requirements of the Ventura County Community College District and the State of California employment laws. Moreover, as a former human resources professional, I have extensive experience and knowledge in classification and compensation analysis, and can create visual aids that can more fully explain job responsibilities, compensation packages and trends.

But importantly, while I am a non-contract faculty, I feel committed to VC and have made it my business to become familiar with the many services that are provided to students in order that I may serve them better as an instructor and as a member of the VC community. I have had several guest speakers from Financial Aid, the Transfer Center, the Tutoring Center, the Reading and Writing Center, and the VC Found, and will have several guest speakers from the County of Ventura, EAC, Counseling, Student Health and Psychological Services, and Intervarsity Christian Fellowship. Last semester, I realized that many students were unaware of the many services that are offered at VC and in the Ventura County community. Some of these students are homeless, jobless and hopeless, and it was not enough to just teach and lecture to them. Furthermore, I got tired of hearing about how our community college students do not graduate nor transfer. So, I decided to become familiar with services that can help students. And, I want to ensure that the next VC President is just as committed to students' achievement as I am.

While my status as a non-contract faculty member would appear to minimize my interest in VC outside my classroom responsibilities, nothing could be further from the truth. My home is in the Bay Area, namely, Alameda, CA, and until recently I commuted weekly. My commitment to VC is such that I recently rented a room on a month-to-month basis near Ventura College that allows me more flexibility in my commuting arrangements and accessibility to the Ventura community. Believe me, it would be cheaper to rent a hotel during my stay in Ventura.

In closing, I want you to know that I consider myself a part of the VC community and look at my opportunity to teach at VC as a privilege. I am delighted to serve the students at VC and believe I can further serve them as a member of the VC President Search Committee.

## Alex Kolesnik

I am in my sixth year in the Mathematics Department at Ventura College. I would like to be involved in the decision as to who will be the next president at VC by volunteering to serve on the hiring committee. I have served our department and the college in numerous capacities during my time at VC. I am currently the department chair of our department, the largest on campus, and have served on departmental hiring committees, textbook committees, faculty evaluation committees, and other committees formed within our department. I am currently the VC representative for the AFT executive council. I represent the department and/or the AFT on the following committees: curriculum, CPC, BRC, basic skills, matriculation, Academic Senate, and the general education subcommittee. I was also a co-chair for the budget strand for the accreditation steering committee. I feel that I have the experience to be a good representative for the hiring committee, not only with my work at VC, but with over 20 years of teaching Math and Statistics at both the junior college and university level.

## Sandy Melton

I would like to serve on the VC Presidential Search Committee. I am deeply committed to this campus and currently serve on the CPC, Budget, Safety, Fog, and Dept. Chair committees. I also recently served on the campus accreditation team for Standard 1. I feel that I am aware of the issues that confront Ventura College. I am an active, objective, thoughtful, and open-minded participant on committees. I am able to consider the merits of a candidate, weigh opposing factors, and make difficult but fair decisions. I am also able to devote the time to reading the candidate applications and CVs and attend the meetings. I value this process and feel a tremendous commitment to it. I would very much like to represent the faculty on this committee. I appreciate your vote in supporting me to continue to serve. Thank you for your consideration.

## Lauri Moore

I have been a faculty member at Ventura College for 21 years as both a part-time and full time tenure tracked Sociology Professor. During my tenure I have served on the Curriculum Committee, The Senate and the Senate Executive Committee, the Program Review Committee, several hiring Committees both within and outside of my discipline. I started and continue to oversee the Teaching Techniques Exchange Group, and was a part of the Women's Concern's Council as well as the Title IX Committee. As both a part-time instructor and a full-time Professor I have been honored with Faculty of the Year by the Senate. I also have received faculty of the year from the Honor Society and EOPS. I am also one of very few faculty members who has been a coordinator of a Student Service, having been the coordinator of The Re-entry and Women's for 15 years, which provided me a unique view of the workings of the campus from both Academic and Student Services.

Most importantly, I am a very committed faculty member who wants only the best for her students. As a sociologist I believe I am skilled in recognizing qualities and potential in administrators. Ventura College deserves to be lead by a strong, visionary President, and I feel I am qualified to be a team member of a Search Committee who can provide Ventura College with the best possible President.

## Art Sandford

I am writing in response to your call for volunteers to serve on the VC Presidential Search Committee. I wish to be considered for service on this vital committee.

I am currently a full-time faculty professor of Spanish in the Foreign Language Department, a position I began in 1991. Over the past twenty-some years I have held various leadership positions at the college and served on a variety of committees. For twelve years I was chair of the Foreign Language (and later FL/ESL) Department. For three years I served as Dean of Weekend College and, most recently, I spent four years in charge of the college's East Campus in Santa Paula as Coordinator of Off Campus Programs. In addition to the various positions I have held I have always been involved in service to my college in a variety of modes. I have served (and currently serve) on the Academic Senate. I am a 20-year member of the VC Foundation Scholarship Committee; I have served (or am serving) on the following campus groups: the LRC design steering committee, FOG, SSC, BRC, CPC, and ITAC. I have volunteered and served as a faculty representative at Student Conduct Hearings, numerous hiring committees for full-time faculty, part-time faculty and classified personnel, and tenure review committees. I have also been adviser to the VC In-Line Hockey Club and, currently, the VCCCD Ice Hockey Club and I assist Steve Turner with the People First Club.

Finally, as President-Elect of the Ventura College Academic Senate, I have a vested interest in helping the district choose a candidate for president who will put the best interests of students and faculty and the integrity of the institution at the forefront of all decisions.

## Peter H. Sezzi

I am writing to you today, dear Senate Council, to express my desire to serve on the upcoming Ventura College Presidential Search Committee. I feel very strongly that just because I am Senate President that this does not mean that I should be on this very important search committee. I entrust to you, the Senate Council, to select the most appropriate faculty to serve on the committee to select our next college president. I have been a full-time faculty member at VC since Aug 2004, having worked here as a part-timer prior to being hired as a full-time librarian. I am also proud to state that I am an alumnus of VC. In addition to being a full-time librarian, I have served as your Senate President for the past four and a half years, as well as a past Curriculum Co-Chair for two years, chair/co-chair of program review committees for the past six (6) years and Library Dept Chair since 2005. As Academic Senate President for the past four and a half years, I have a track record of dedication and commitment to service in support of excellence at VC. I look forward to continuing my pattern of service at VC by serving on this important committee as we prepare to replace our College President.

## Tim Suel

I just read your request for volunteers to serve on the Presidential search committee. I am very interested in serving. I wish to see this four person committee as diversified as possible. I represent both the African American faculty (all three of us full timers) as well as the student services programs (specifically EOPS) at VC. The EOPS program serves low income and educationally disadvantaged students. I have worked for this program for twenty eight years. I was also a part time faculty member for eight years prior to that. I wish to be on this committee because I have strong feelings about our faculty and students being served in the best way possible by the top administrator on campus. I want the **best possible candidate** to lead this campus. I also wish to have someone who has a philosophy of an open door policy, is interested in diversity of employment, and will practice the lost philosophy of **"Shared Governance"**. I have served on many VC and district wide hiring committees over the years and believe I may be one of the most experienced faculty members on this campus in this regard. I am very committed to seeking the most qualified professional to lead this campus as we work through the difficult times that we face going forward, especially financially. As an EOPS counselor I have served on such committees as the Philosophy and General Education; District Advisory Committee on Affirmative Action; Curriculum Committee; EOPS Advisory Committee; Scholarship Committee; several Tenure Review Committees; the Academic Senate; and as I mentioned previously, (probably) more hiring committees than anyone on the VC campus.

I take this responsibility very seriously and will be fully engaged to seek the best individual we can find and not **"settle"** on anyone just to replace an administrator because there is a vacancy on campus.

## Steve Turner

My name is Steve Turner; I have been working in Developmental Education and Assistive Technology @ VC since 2000.

Thanks for the opportunity to humbly throw my hat in the ring to work with the Presidential search committee. I have balanced student services with the instruction side in my role in the Educational Assistance Center teaching assistive technology, learning skills and for the last 3 years teaching the Expert Learner class, as part of the English Department Sage Grant. I served on Senate Council for 4 years, several Faculty and Classified hiring committees, currently serve on Behavioral Intervention Care Team, Basic Skills Committee, Learning Communities, Tenure committees and previously on Council for Institutional Development. Finally, without pretense or arrogance, I feel my colleagues acknowledged my desire to serve VC in balancing state mandates with community needs, including partnering with industry, feeder schools and resources by awarding me outstanding faculty service to students' award twice. Indeed, I wish to assist in finding an incredible President with a vision for inclusiveness and dynamic leadership at our Community College, meeting the ever-changing needs of the 21<sup>st</sup> century!

## Patty Wendt

I am interested in throwing my name in the hat for the VC Presidential Search Committee. I really feel that Student Services needs to be represented so I have encouraged others in my area to reply as well.

I have been a faculty member at Ventura College since January, 1996 working part time until obtaining full time in August, 2001. The entire duration of my work has been in the Educational Assistance Center, EAC. I have held the position of counselor and then in August, 2010 I was reassigned to a counselor/coordinator position. In the last 5 years on the campus of Ventura College, I have watched EAC staff and faculty lose their jobs. I have also experienced EAC having less money to spend on serving students along with the elimination of Learning Disability Assessment for students struggling with their academics. Most of these decisions were not based on budgetary issues. But now that we have lost so much, EAC is now facing desperate financial issues due to the lack of support that the college has given us in the past few years. (The allocation of our categorical budget from the State is very complicated. So in short, if VC does not support EAC programs with general fund dollars then the allocation from the state is reduced each year.)

During the past few semesters I have been in our current president's office frequently due to advocacy issues of students, parents, and agency support personnel. I have also had to meet with administration repeatedly due to the threat of cutting all classes that EAC offers. The populations of students needing EAC/Student Services attention is growing! I would like to be on this committee to help select a sensitive and caring president who understands the needs that students have outside the classroom and how important student services are at Ventura College. I have always been a dedicated faculty member serving on many hiring committees, numerous tenure committees (3 currently) and here is a list of other committee assignments from the past and present years.

Curriculum Committee 8/01-5/11

Financial Aid Appeals Committee 8/01-5/11

Student Learning Outcomes Committee 8/11-present

Sabbatical Leave Committee

Staffing Priorities Committee

Crisis Intervention Team

Student Success Team

Basketball Mentorship program (not really a committee☺)

## BP 2510 PARTICIPATION IN LOCAL DECISION MAKING

### Legal

Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A

### Adopted

November 8, 2005

### Last Revised

April 12, 2011

### Last Reviewed

March 10, 2011

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative procedures for the Chancellor's action under which the District is governed and administered.

Each of the following shall participate effectively as required by law (AB 1725) in the decision-making processes of the district:

#### **Academic Senate(s)** (Title 5, Sections 53200-53206.)

The Board or its designees will consult collegially with the Academic Senates, as duly constituted with respect to academic and professional matters, by the following methods as defined by law. ~~The district and academic senates shall have the obligation to reach mutual agreement by written resolution, regulation, or Board Policy in academic and professional matters. The Governing Board may change policies regarding academic and professional matters in mutual agreement with the senate or after a good faith effort to reach agreement only for compelling legal, fiscal, or organizational reasons.~~

The Board or its designees shall rely primarily upon the advice and judgment of the Academic Senates concerning the following academic and professional matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Policies for faculty professional development activities;
5. Processes for program review; and
6. Faculty roles and involvement in accreditation processes, including self-study and annual reports.

The Board or its designees shall reach mutual agreement by written resolution with the Academic Senates on academic and professional matters concerning the following policy areas:

1. Educational program development
2. District and college governance structures as related to faculty roles;
3. Processes for institutional planning and budget development
4. Standards or policies regarding student preparation and success; and
5. Other academic and professional matters as are mutually agreed on by the Board of Trustees and the Academic Senates.

The board shall determine on an annual basis the amount of release time to be granted the senate presidents for the purpose of performing those participative functions as may be requested by the



district and its colleges. Academic senate presidents or designees will receive remuneration for participating fully in governance during the summer months.  
Procedures to implement this section are developed collegially with the Academic Senate.

**Staff** (Title 5, Section 51023.5.)

Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the classified representatives and other recognized employee organizations will be given every reasonable consideration.

**Students** (Title 5, Section 51023.7.)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, *et seq.*

See Administrative Procedure 2510.

REVISION DRAFT

## AP 2510 PARTICIPATION IN LOCAL DECISION MAKING

### Legal

Education Code Section 70902(b) (7); Title 5, Sections 53200 et seq; 51023.5; 51023.7  
Accreditation Standard IV.A.2, IV.A.5

### Adopted

April 12, 2011

### Last Reviewed

March 10, 2011

Employee and student participation in District decision-making is outlined in the VCCCD Participatory Governance Handbook.

REVISION DRAFT

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 55024](#), [Title 5, Section 55023](#), [Title 5, Section 55022](#),  
[Title 5, Section 55063](#), [Title 5, Section 55064](#), [Title 5, Section 55062](#)  
[Title 5, Section 55061](#), [Title 5, Section 55072](#), [Title 5, Section 55070](#)  
[Title 5, Section 55060](#), [Title 5, Section 55002](#), [Title 5, Section 55000.5](#)  
 Adopted June 16, 2010  
 Last Reviewed May 8, 2012

Comment [U1]: Reorder numerically

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 with no less than a “C” or “P” 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.

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” 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.

**Certificates of Achievement**

For a Certificate of Achievement, a student must successfully complete a course of study that has been approved by the CCCCCO and that consists of 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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 Comment [U2]: Huh? Is this because we have a CofA for Gen Ed? Is it the same as CSU GE Breadth?

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” 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” in each course.

### Graduation Application Procedure

- Students must file a petition for a degree, certificate, and/or proficiency award through the Counseling Office.
- District Colleges offer three graduation dates: Summer term, ~~Fall semester~~, ~~and~~ Spring semester, Summer term.
- Graduation ceremonies are conducted at the end of the Spring semester.
- 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 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 Center.

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

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- **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 would place a comparable course, whichever best facilitates the student’s degree completion. (ASCCC Resolution 09.02 Spring 2010)

- **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.

- **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 affected by more restrictive guidelines include students receiving financial aid and alien students.](#)

**Comment [U4]:** Do these more restrictive guidelines apply to vets?

### **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 with degrees earned either in the United States or at foreign institutions that meet the following criteria:

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 [U5]:** 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 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:

- Residency requirements: Students must complete a minimum of 12 semester units at the community college granting the degree.
- 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.*
- General Education - Title 5 minimums include 18 units of General Education with
  - 3 semester units of Natural Sciences
  - 3 semester units of Social and Behavioral Sciences
  - 3 semester units of Arts and Humanities
  - 3 semester units in English Composition
  - 3 semester units in Communication and Analytical Thinking

- 3 additional semester units in one of the five areas above.
- 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).
- Scholarship: Students must meet the standards of scholarship in effect for the catalog year covering the additional degree(s) including the following:
  - Courses for Associate degree majors must have a grade of “C” or “P” or better beginning Fall 2009.
  - Courses for Certificates of Achievement must have a grade of “C” or “P” or better beginning Fall 2012.
  - Courses for Proficiency Awards must have a grade of “C” or “P” or better beginning Fall 2012.

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.



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	<a href="#">Title 5, Section 55024</a> , <a href="#">Title 5, Section 55023</a> , <a href="#">Title 5, Section 55022</a> , <a href="#">Title 5, Section 55063</a> , <a href="#">Title 5, Section 55064</a> , <a href="#">Title 5, Section 55062</a> , <a href="#">Title 5, Section 55061</a> , <a href="#">Title 5, Section 55072</a> , <a href="#">Title 5, Section 55070</a> , <a href="#">Title 5, Section 55060</a> , <a href="#">Title 5, Section 55002</a> , <a href="#">Title 5, Section 55000.5</a>
Adopted	June 16, 2010
Last Reviewed	May 8, 2012

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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 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 are of emphasis coursework, a minimum of 18 semester units, prescribed in a State Chancellor’s Office approved AA or AS with no less than a “C” or “P” 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.

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” 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.

### **Certificates of Achievement**

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.

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” 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” in each course.

### **Graduation Application Procedure**

- Students must file a petition for a degree, certificate, and/or proficiency award through the Counseling Office.
- District Colleges offer three graduation dates: Summer term, Fall semester, and Spring semester.
- Graduation ceremonies are conducted at the end of the Spring semester.
- Graduation petition deadline dates are locally announced at each District College.

### **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 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 Center.

- **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 would place a comparable course, whichever best facilitates the student's degree completion. (ASCCC Resolution 09.02 Spring 2010)

- **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.

- **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 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 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 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 affected by more restrictive guidelines include students receiving financial aid and alien students.

### **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 with degrees earned either in the United States or at foreign institutions that meet the following criteria:

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

2.) **Foreign Degrees:** A student who already holds an 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:

- Residency requirements: Students must complete a minimum of 12 semester units at the community college granting the degree.
- 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.*
- General Education - Title 5 minimums include 18 units of General Education with
  - 3 semester units of Natural Sciences
  - 3 semester units of Social and Behavioral Sciences
  - 3 semester units of Arts and Humanities
  - 3 semester units in English Composition
  - 3 semester units in Communication and Analytical Thinking
  - 3 additional semester units in one of the five areas above.

- **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).
- **Scholarship:** Students must meet the standards of scholarship in effect for the catalog year covering the additional degree(s) including the following:
  - Courses for Associate degree majors must have a grade of “C” or “P” or better beginning Fall 2009.
  - Courses for Certificates of Achievement must have a grade of “C” or “P” or better beginning Fall 2012.
  - Courses for Proficiency Awards must have a grade of “C” or “P” or better beginning Fall 2012.

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.



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.