

Ventura College Academic Senate

Agenda

Thursday, November 1, 2012

1:30-3:30 pm

Multidiscipline Center West (MCW) – 312

- I. Call to Order
- II. Public Comments
- III. Acknowledgement of Guests
 - a. Gwendolyn Lewis-Huddleston (Distance Education Handbook – Time Certain: 1:30 pm)
- IV. Approval of minutes
 - a. October 18, 2012
- V. Study Sessions
 - a. SB 1456
 - b. Statewide Academic Senate Fall Plenary Resolutions
- VI. Action Items
 - a. Resolution on the Importance and Value of Shared Governance (Second Reading)
 - b. BP/AP 5010 – Admissions & Concurrent Enrollment (Second Reading)
 - c. VC ISLO Rubrics on Communication & Scientific/Quantitative Reasoning (Second Reading)
 - d. VC ISLO 5 year rotational plan (First Reading)*
 - e. Statewide Academic Senate Fall Plenary Resolutions (First Reading)*
 - f. Distance Education Handbook (First Reading)
 - g. VC Tiering of Courses Rubric & Process (First Reading)
- VII. President's Report
 - a. Announcement of Candidates for Senate Officer Positions
 - b. Administrative Council report
 - c. DCAA report
- VIII. Vice-President's Report
 - a. Department Chair's Committee report
- IX. Senate Subcommittee reports
 - a. Curriculum Committee report
 - b. Other Senate Committees
- X. Campus Committee reports
 - a. CPC report
 - b. Other Campus Committees
- XI. Adjournment

* First and Second Reading requested

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:

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| 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 18 October 2012 MCW-312

I. Call to Order

This meeting was called to order at 1:33 p.m. The following senators were present:

Enfield, Amanda—English and Learning Resources
Guillen, Guadalupe—Student Services
Haines, Robbie—Senate Secretary
Hendricks, Bill—Social Sciences, Arts, and Humanities
Horigan, Andrea—Social Sciences, Arts, and Humanities
Lange, Cari—Senate Vice President
Mitchell, Nancy—Career and Technical Education
Morris, Terry—PE/Athletics, Communication Studies, Foreign Languages, and ESL
Muñoz, Paula—Student Services
Parker, Jennifer—Career and Technical Education
Pauley, Mark—Senate Treasurer, Curriculum Co-chair
Rose, Malia—Mathematics and Sciences
Sezzi, Peter—Senate President
Walker, Jaclyn—English and Learning Resources

The following guests were present:

Cruz, Margie—Executive Secretary, ASVC
Marchioni, Rachel—Administrative Assistant, Title V Grant
Royer, Susan—VC Bookstore Manager
Scott, Kathy—Dean, Institutional Effectiveness
Valenzuela, A.J.—Student Trustee

II. Public Comments

No public comments were made.

III. Acknowledgement of Guests

a. Susan Royer, VC Bookstore Manager

Royer presented information about the procedure and importance of timely adoption of textbooks by faculty. A discussion of various elements of the process ensued, which included significant information from Royer regarding the overall costs to students who buy returnable vs. non-returnable books/materials. Royer additionally provided a rationale for the early adoption deadline.

b. Kathy Scott, Dean of Institutional Effectiveness

Scott introduced Marchioni as the person who is collecting SLO data. Scott explained objectives of the U.S. Dept. of Education Title V HSI Grant, noting that those objectives must be measurable. This grant supplies funds for SI leaders, which Scott reported have been hugely successful in the past. The need for tutors was discussed, as was better communication with tutoring candidates so they know more about tutoring opportunities. The funding and training of tutors and SIs was discussed. Scott reported that a qualitative researcher will be hired by the grant to evaluate students' opinions of the success of this program, and that a grant director will also be hired.

IV. Approval of Minutes, 4 October 2012

Haines motioned to approve these minutes, Rose seconded. Discussion was initiated, in which Muñoz requested the following correction: she had provided information regarding Propositions 30 and 32, she had

informed, not lobbied the Council, regarding those propositions. The motion, with the requested corrections, carried 12–0–2; Sandoval and Horigan abstained.

V. Study Sessions

a. Updating of Faculty Websites Hosted on VC Servers

The utility of faculty websites and timely updating of all faculty websites was discussed. Consensus was reached that faculty websites should be updated; if a faculty website has not been updated recently, the faculty member should be contacted and asked to update it or it should be removed. The concern is that having many faculty websites that are not updated on a regular basis makes the college look unprofessional or ossified. It was noted that there is a benefit for having freely accessible faculty websites (as opposed to having faculty post only through our Learning Management System [LMS] or within our District Portal) as faculty websites are accessible to all whereas the LMS or the Portal only provide access to students currently enrolled in a given section. The definition of “web-enhanced” was discussed with respect to posting documents online, Pearson Publishing’s “Mastering” series, “flipping” the classroom, etc. ADA requirements were discussed, as were financial issues relating to students who may not have reasonable access to a computer.

VI. Action Items

a. Determination of Senate Election Dates and Elections Committee

The 15 October deadline for Senate nominations was extended to 31 October because nobody had been nominated to date. Details of Senate positions’ responsibilities were discussed. Hendricks and Horigan agreed to serve as the election committee. It was agreed that the election would take place 8–14 November, and that the election committee would count the votes on 15 November. Sezzi committed to stuffing mailboxes a second time with a call for nominations on salmon-colored paper. Lange motioned to approve these procedures, Guilen seconded. The motion carried unanimously.

b. VCCCD Integrated Planning Manual (Second Reading)

Sandford motioned to approve this document, Pauley seconded. The motion carried 13–0–1 with Muñoz abstaining.

c. Revised VC ISLOs/ISUOs (Second Reading)

Horigan motioned to approve this document, Pauley seconded. The motion carried unanimously.

d. VC ISLO Rubrics on Communication & Scientific/Quantitative Reasoning (First Reading)

The five-year plan for SLO rotation was discussed. Categories on rubrics were also discussed, focusing on standardizing terminology, point valuations and number of evaluation components. Pauley motioned to move this document to second reading, Parker seconded. The motion carried unanimously.

e. Resolution on the Importance and Value of Shared Governance (First Reading)

Mitchell motioned to move this document to second reading, Haines seconded. The motion carried unanimously.

f. BP/AP 4255 – Disqualification and Dismissal (First Reading)

Sezzi informed senators that this document was not yet ready for Senate review.

g. AP 4260 – Pre- and Co- Requisites (First Reading)

Sezzi informed senators that this document was not yet ready for Senate review.

h. BP/AP 5010 – Admissions & Concurrent Enrollment (First Reading)

Most of this document appeared to be simple updating and handling of legal issues; the only substantive issue appeared to be concurrent enrollment of high school students. Value of concurrent enrollment of high school students discussed in the context of funding, our agreement with El Camino High School. Since those students have low enrollment priorities, the problem of high school students displacing college-age students is actually a very small one, especially when compared to how big of an issue this was a few years ago. Motion to move this document to second reading Parker, Guillen, unanimous. Sezzi was asked to find out why the wording in several sections said what it did and he also agreed to bring numbers on how many concurrently enrolled (a.k.a. “special admits”) we currently have at VC.

i. AP 5055 – Enrollment Priorities (First Reading)

Sezzi informed senators that this document was not yet ready for Senate review.

VII. President’s Report

a. Board of Trustees meeting report

Sezzi reported that there was nothing to report.

b. Administrative Council report

Sezzi reported that there was nothing to report.

c. DCAP, DCHR, DCAS reports

DCAP: Nothing significant was reported. DCHR: Our recommended changes to hiring committees are currently on hold, as the other campus Senates have not yet discussed the matter. Another of our recommendations was adopted, however: Deans, Department Chairs, and Administrative Assistants will now be notified when a candidate does not accept a work offer (i.e., a part-time rejects a section). DCAS: The District may be considering moving the District Office to a location on either the VC or OC campuses. Also, if Prop 30 fails, the District Office will lose several (perhaps up to 7) employees; Sue Johnson is broaching the concept of changing the way the allocation model distributes dollars to the District Office in order to alleviate this eventuality. Sezzi noted that if this proposal is presented at DCAS, he will ask Johnson to come to our Senate to explain the position.

d. Open Forum reports

Lange reported that the state has reduced the threshold defining a “mid-size” college, so even with cuts we will remain a mid-size college. If Proposition 30 fails, our required full-time obligation number (FON) will be suspended; in that case, our district will be over by 31 faculty positions, probably 5 at VC alone. President Calote has already identified 4 positions that will not be replaced after retirement. Sezzi reported that a revised VC Mission Statement was discussed.

VIII. Senate Subcommittee reports

a. Curriculum Committee report

Nothing significant was reported.

b. SLOOC report

Nothing significant was reported.

DRAFT

c. Other Senate Committees

Nothing significant was reported.

IX. Campus Committee reports

Nothing significant was reported.

X. Adjournment

This meeting adjourned at 3:34 p.m.

Senate Bill No. 1456

CHAPTER 624

An act to amend Sections 76300, 78210, 78211, 78211.5, 78212, 78213, 78214, 78215, 78216, and 78218 of, and to repeal Section 78212.5 of, the Education Code, relating to community colleges.

[Approved by Governor September 27, 2012. Filed with
Secretary of State September 27, 2012.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1456, Lowenthal. Community colleges: Seymour-Campbell Student Success Act of 2012.

(1) Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state.

Existing law requires community college district governing boards to charge students an enrollment fee of \$46 per unit per semester, effective with the summer term of the 2012 calendar year. Existing law also authorizes the board of governors to waive this fee under certain circumstances related to the income status of the student.

This bill would require that a student qualifying for a fee waiver meet minimum academic and progress standards adopted by the board of governors, and would provide detailed requirements regarding the content, adoption, and application of those standards.

(2) Existing law, known as the Seymour-Campbell Matriculation Act of 1986, defines "matriculation" as a process that brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objectives. The act specifies the matriculation services that community colleges are required to provide, including the processing of the application for admission, orientation and preorientation services, assessment and counseling upon enrollment, and postenrollment evaluation of a student's progress.

This bill would revise and recast the act, and rename it the Seymour-Campbell Student Success Act of 2012. The act would state its purpose as increasing California community college access and success by providing effective core matriculation services of orientation, assessment and placement, counseling, and other education planning services, and academic interventions. The bill would specify the responsibilities of students and institutions in entering into the matriculation process.

The bill would require the board of governors to develop a formula for allocating funding for the Student Success and Support Program that would be implemented under the act. The bill would specify that, in the 2012-13

fiscal year and each fiscal year thereafter, the act would be operative only if funds are specifically appropriated for its purposes.

To the extent that the bill would impose new duties on community college districts, it would constitute a state-mandated local program.

(3) The bill would require the Legislative Analyst's Office to review and report specified information regarding the Seymour-Campbell Student Success Act of 2012 to the appropriate policy and fiscal committees of the Legislature by July 1, 2014, and by July 1 of every even-numbered year thereafter, as specified.

(4) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares all of the following:

(a) Senate Bill 1143 of Chapter 401 of the Statutes of 2010 directed the Board of Governors of the California Community Colleges to establish the Student Success Task Force, charged with developing a plan for improving community college student success rates. In response, the board of governors established a 20-member Student Success Task Force, composed of community college students, faculty, staff, chief executive officers, researchers, and external stakeholders. After a year of study and deliberation, the task force issued a comprehensive report recommending to the board of governors a plan to achieve significant gains in student completion rates, while also preserving the California Community Colleges' historic commitment to broad access and equity.

(b) In January 2012, the board of governors adopted the 22 recommendations put forth by the Student Success Task Force. This action marked the board of governors' commitment to launch a major systemwide student success initiative. The initiative focuses on helping students to identify educational goals and develop an informed plan to achieve their educational objectives in the areas of transfer, basic skills attainment, and career technical education. The recommendations also outline strategies to provide students with improved support and institutional structures to help them succeed.

(c) The board of governors' student success initiative will be implemented through a variety of mechanisms, including state law, board regulations, budget provisions, state administrative policy, and local best practices. Together, implementation of these recommendations will help improve student success rates at community colleges across the state.

(d) Achieving significant gains in student completion rates will require improvements and expansions in the programs and services the community

colleges provide to students. In part, these improvements can be accomplished through the use and reprioritization of existing resources. However, a full-scale implementation of the student success initiative will require greater state investment in the Student Success and Support Program, as well as community colleges' overall ability to promote student success. In enacting this measure, the Legislature acknowledges the commitment of the board of governors, through its regular budget process, to evaluate resource needs and seek funding for essential educational priorities that contribute to student success, which include, but are not necessarily limited to, counselors, advisors, and technology tools needed to assist students; increasing categorical funding for student support services, including, but not necessarily limited to, programs for disadvantaged and disabled students; hiring more full-time faculty; and increasing support for part-time faculty.

(e) The Seymour-Campbell Student Success Act of 2012 implements two of the 22 recommendations that provide an initial, critical foundation for enhancing student completion and promoting student behaviors that lead to success.

SEC. 2. Section 76300 of the Education Code, as amended by Section 4 of Chapter 15 of the First Extraordinary Session of the Statutes of 2011, is amended to read:

76300. (a) The governing board of each community college district shall charge each student a fee pursuant to this section.

(b) (1) The fee prescribed by this section shall be forty-six dollars (\$46) per unit per semester, effective with the summer term of the 2012 calendar year.

(2) The board of governors shall proportionately adjust the amount of the fee for term lengths based upon a quarter system, and also shall proportionately adjust the amount of the fee for summer sessions, intersessions, and other short-term courses. In making these adjustments, the board of governors may round the per unit fee and the per term or per session fee to the nearest dollar.

(c) For the purposes of computing apportionments to community college districts pursuant to Section 84750.5, the board of governors shall subtract, from the total revenue owed to each district, 98 percent of the revenues received by districts from charging a fee pursuant to this section.

(d) The board of governors shall reduce apportionments by up to 10 percent to any district that does not collect the fees prescribed by this section.

(e) The fee requirement does not apply to any of the following:

(1) Students enrolled in the noncredit courses designated by Section 84757.

(2) California State University or University of California students enrolled in remedial classes provided by a community college district on a campus of the University of California or a campus of the California State University, for whom the district claims an attendance apportionment pursuant to an agreement between the district and the California State University or the University of California.

(3) Students enrolled in credit contract education courses pursuant to Section 78021, if the entire cost of the course, including administrative costs, is paid by the public or private agency, corporation, or association with which the district is contracting and if these students are not included in the calculation of the full-time equivalent students (FTES) of that district.

(f) The governing board of a community college district may exempt special part-time students admitted pursuant to Section 76001 from the fee requirement.

(g) (1) The fee requirements of this section shall be waived for any student who meets all of the following requirements:

(A) Meets minimum academic and progress standards adopted by the board of governors, which fulfill the requirements outlined in this paragraph and paragraphs (2) to (5), inclusive. Any minimum academic and progress standards adopted pursuant to this section shall be uniform across all community college districts and campuses. These standards shall not include a maximum unit cap, and community college districts and colleges shall not impose requirements for fee waiver eligibility other than the minimum academic and progress standards adopted by the board of governors and the requirements of subparagraph (B).

(B) Meets one of the following criteria:

(i) At the time of enrollment, is a recipient of benefits under the Temporary Assistance for Needy Families program, the Supplemental Security Income/State Supplementary Payment Program, or a general assistance program.

(ii) Demonstrates eligibility according to income standards established by regulations of the board of governors.

(iii) Demonstrates financial need in accordance with the methodology set forth in federal law or regulation for determining the expected family contribution of students seeking financial aid.

(2) (A) The board of governors, in consultation with students, faculty, and other key stakeholders, shall consider all of the following in the development and adoption of minimum academic and progress standards pursuant to subparagraph (A) of paragraph (1):

(i) Minimum uniform academic and progress standards that do not unfairly disadvantage financially needy students in pursuing their education.

(ii) Criteria for reviewing extenuating circumstances and granting appeals that, at a minimum, take into account and do not penalize a student for circumstances outside his or her control, such as reductions in student support services or changes to the economic situation of the student.

(iii) A process for reestablishing fee waiver eligibility that provides a student with a reasonable opportunity to continue or resume his or her enrollment at a community college.

(B) To ensure that students are not unfairly impacted by the requirements of subparagraph (A) of paragraph (1), the board of governors shall establish a reasonable implementation period that commences no sooner than one year from adoption of the minimum academic and progress standards, or any subsequent changes to these standards, pursuant to subparagraph (A)

of paragraph (1) and that is phased in to provide students adequate notification of this requirement and information about available support resources.

(3) It is the intent of the Legislature that minimum academic and progress standards adopted pursuant to subparagraph (A) of paragraph (1) be implemented only as campuses develop and implement the student support services and interventions necessary to ensure no disproportionate impact to students based on ethnicity, gender, disability, or socioeconomic status. The board of governors shall consider the ability of community college districts to meet the requirements of this paragraph before adopting minimum academic and progress standards, or any subsequent changes to these standards, pursuant to subparagraph (A) of paragraph (1).

(4) It is the intent of the Legislature to ensure that a student shall not lose fee waiver eligibility without a community college campus first demonstrating a reasonable effort to provide a student with adequate notification and assistance in maintaining his or her fee waiver eligibility. The board of governors shall adopt regulations to implement this paragraph that ensure all of the following:

(A) Students are provided information about the available student support services to assist them in maintaining fee waiver eligibility.

(B) Community college district policies and course catalogs reflect the minimum academic and progress standards adopted pursuant to subparagraph (A) of paragraph (1) and that appropriate notice is provided to students before the policies are put into effect.

(C) A student does not lose fee waiver eligibility unless he or she has not met minimum academic and progress standards adopted pursuant to subparagraph (A) of paragraph (1) for a period of no less than two consecutive academic terms.

(5) The board of governors shall provide notification of a proposed action to adopt regulations pursuant to this subdivision to the appropriate policy and fiscal committees of the Legislature in accordance with the requirements of paragraph (1) of subdivision (a) of Section 70901.5. This notification shall include, but not be limited to, all of the following:

(A) The proposed minimum academic and progress standards and information detailing how the requirements of paragraphs (1) to (4), inclusive, have been or will be satisfied.

(B) How many students may lose fee waiver eligibility by ethnicity, gender, disability, and, to the extent relevant data is available, by socioeconomic status.

(C) The criteria for reviewing extenuating circumstances, granting appeals, and reestablishing fee waiver eligibility pursuant to paragraph (2).

(h) The fee requirements of this section shall be waived for any student who, at the time of enrollment, is a dependent or surviving spouse who has not remarried, of any member of the California National Guard who, in the line of duty and while in the active service of the state, was killed, died of a disability resulting from an event that occurred while in the active service of the state, or is permanently disabled as a result of an event that occurred

while in the active service of the state. "Active service of the state," for the purposes of this subdivision, refers to a member of the California National Guard activated pursuant to Section 146 of the Military and Veterans Code.

(i) The fee requirements of this section shall be waived for any student who is the surviving spouse or the child, natural or adopted, of a deceased person who met all of the requirements of Section 68120.

(j) The fee requirements of this section shall be waived for any student in an undergraduate program, including a student who has previously graduated from another undergraduate or graduate program, who is the dependent of any individual killed in the September 11, 2001, terrorist attacks on the World Trade Center and the Pentagon or the crash of United Airlines Flight 93 in southwestern Pennsylvania, if that dependent meets the financial need requirements set forth in Section 69432.7 for the Cal Grant A Program and either of the following applies:

(1) The dependent was a resident of California on September 11, 2001.

(2) The individual killed in the attacks was a resident of California on September 11, 2001.

(k) A determination of whether a person is a resident of California on September 11, 2001, for purposes of subdivision (j) shall be based on the criteria set forth in Chapter 1 (commencing with Section 68000) of Part 41 of Division 5 for determining nonresident and resident tuition.

(l) (1) "Dependent," for purposes of subdivision (j), is a person who, because of his or her relationship to an individual killed as a result of injuries sustained during the terrorist attacks of September 11, 2001, qualifies for compensation under the federal September 11th Victim Compensation Fund of 2001 (Title IV (commencing with Section 401) of Public Law 107-42).

(2) A dependent who is the surviving spouse of an individual killed in the terrorist attacks of September 11, 2001, is entitled to the waivers provided in this section until January 1, 2013.

(3) A dependent who is the surviving child, natural or adopted, of an individual killed in the terrorist attacks of September 11, 2001, is entitled to the waivers under subdivision (j) until that person attains 30 years of age.

(4) A dependent of an individual killed in the terrorist attacks of September 11, 2001, who is determined to be eligible by the California Victim Compensation and Government Claims Board, is also entitled to the waivers provided in this section until January 1, 2013.

(m) (1) It is the intent of the Legislature that sufficient funds be provided to support the provision of a fee waiver for every student who demonstrates eligibility pursuant to subdivisions (g) to (j), inclusive.

(2) From funds provided in the annual Budget Act, the board of governors shall allocate to community college districts, pursuant to this subdivision, an amount equal to 2 percent of the fees waived pursuant to subdivisions (g) to (j), inclusive. From funds provided in the annual Budget Act, the board of governors shall allocate to community college districts, pursuant to this subdivision, an amount equal to ninety-one cents (\$0.91) per credit unit waived pursuant to subdivisions (g) to (j), inclusive. It is the intent of the Legislature that funds provided pursuant to this subdivision be used to

support the determination of financial need and delivery of student financial aid services, on the basis of the number of students for whom fees are waived. It also is the intent of the Legislature that the funds provided pursuant to this subdivision directly offset mandated costs claimed by community college districts pursuant to Commission on State Mandates consolidated Test Claims 99-TC-13 (Enrollment Fee Collection) and 00-TC-15 (Enrollment Fee Waivers). Funds allocated to a community college district for determination of financial need and delivery of student financial aid services shall supplement, and shall not supplant, the level of funds allocated for the administration of student financial aid programs during the 1992–93 fiscal year.

(n) The board of governors shall adopt regulations implementing this section.

(o) This section shall become operative on May 1, 2012, only if subdivision (b) of Section 3.94 of the Budget Act of 2011 is operative.

SEC. 3. Section 78210 of the Education Code is amended to read:

78210. This article shall be known and may be cited as the Seymour-Campbell Student Success Act of 2012.

SEC. 4. Section 78211 of the Education Code is amended to read:

78211. It is the intent of the Legislature to do all of the following:

(a) Ensure equal education opportunity for all Californians.
(b) Provide students with the resources and support to establish informed educational choices aligned with their academic and career goals.

(c) Ensure that students receive the educational services necessary to optimize their opportunities for success in completing their educational goals and courses of study.

(d) Recognize that student success is the responsibility of the institution and student, supported by well-coordinated and evidence-based student and instructional services to foster academic success.

(e) Target state resources on the provision of critical student services, such as counseling and student advising, and identify a broad array of service delivery mechanisms that can effectively reach a greater number of students.

(f) Recognize the importance for community college districts of establishing local and regional partnerships with school districts, workforce agencies, and other system partners to leverage resources to assist students in exploring career options, preparing for college, and developing and achieving educational goals and plans.

SEC. 5. Section 78211.5 of the Education Code is amended to read:

78211.5. (a) The purpose of the Seymour-Campbell Student Success Act of 2012 is to increase California community college student access and success by providing effective core matriculation services, including orientation, assessment and placement, counseling, and other education planning services, and academic interventions. The focus of the Seymour-Campbell Student Success Act of 2012 is on the entering students' transition into college in order to provide a foundation for student achievement and successful completion of students' educational goals, with a priority toward serving students who enroll to earn degrees, career technical

certificates, transfer preparation, or career advancement. The Seymour-Campbell Student Success Act of 2012 targets state resources on core matriculation services that research has shown to be critical in increasing the ability of students to reach their academic and career goals. By focusing funding in these core areas and leveraging the use of technology to more efficiently and effectively serve a greater number of students, the goal of the Seymour-Campbell Student Success Act of 2012 is to provide students with a solid foundation and opportunity for success in the California Community Colleges.

(b) Any college or district receiving funding under this article shall agree to carry out its provisions as specified, but shall be bound to that agreement only for the period during which funding is received pursuant to this article. The obligations of the college or district under the agreement shall include, but not be limited to, the expenditure of funds received pursuant to this article for only those services approved by the board of governors and the contribution toward the purposes of this article of matching funds as the board of governors may require pursuant to Section 78216.

SEC. 6. Section 78212 of the Education Code is amended to read:

78212. (a) (1) For purposes of this article, “matriculation” means a process that brings a college and a student into an agreement for the purpose of achieving the student’s educational goals and completing the student’s course of study. The agreement involves the responsibilities of both parties to attain those objectives through the college’s established programs, policies, and requirements including those established by the board of governors pursuant to Section 78215.

(2) The institution’s responsibility under the agreement includes the provision of student services to provide a strong foundation and support for their academic success and ability to achieve their educational goals. The program of services funded through the Seymour-Campbell Student Success Act of 2012, which shall be known and may be cited as the Student Success and Support Program, shall include, but are not necessarily limited to, all of the following:

(A) Orientation services designed to provide to students, on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other matters the college or district finds appropriate.

(B) Assessment before course registration, as defined in Section 78213.

(C) Counseling and other education planning services, which shall include, but not necessarily be limited to, all of the following:

(i) Counseling and advising.

(ii) Assistance to students in the exploration of educational and career interests and aptitudes and identification of educational objectives, including, but not limited to, preparation for transfer, associate degrees, and career technical education certificates and licenses.

(iii) The provision of information, guided by sound counseling principles and practices, using a broad array of delivery mechanisms, including

technology-based strategies to serve a continuum of student needs and abilities, that will enable students to make informed choices.

(iv) Development of an education plan leading to a course of study and guidance on course selection that is informed by, and related to, a student's academic and career goals.

(D) Referral to specialized support services as needed and available, including, but not necessarily limited to, federal, state, and local financial assistance; health services; career services; veteran support services; foster youth services; extended opportunity programs and services provided pursuant to Article 8 (commencing with Section 69640) of Chapter 2 of Part 42 of Division 5; campus child care services provided pursuant to Article 4 (commencing with Section 8225) of Chapter 2 of Part 6 of Division 1 of Title 1; programs that teach basic skills education and English as a second language; and disabled student services provided pursuant to Chapter 14 (commencing with Section 67300) of Part 40 of Division 5.

(E) Evaluation of each student's progress and referral to appropriate interventions for students who are enrolled in basic skills courses, who have not declared an educational goal as required, or who are on academic probation, as defined by standards adopted by the Board of Governors of the California Community Colleges and community college districts.

(3) The student's responsibilities under the agreement include, but are not necessarily limited to, the identification of an academic and career goal upon application, the declaration of a specific course of study after a specified time period or unit accumulation, as defined by the board of governors, diligence in class attendance and completion of assigned coursework, and the completion of courses and maintenance of academic progress toward an educational goal and course of study identified in the student's education plan. To ensure that students are not unfairly impacted by the requirements of this chapter, the board of governors shall establish a reasonable implementation period that is phased in as resources are available to provide nonexempt students with the core services pursuant to this section.

(b) Funding for the Student Success and Support Program shall be targeted to fully implement orientation, assessment, counseling and advising, and other education planning services needed to assist a student in making an informed decision about his or her educational goal and course of study and in the development of an education plan.

SEC. 7. Section 78212.5 of the Education Code is repealed.

SEC. 8. Section 78213 of the Education Code is amended to read:

78213. (a) No district or college may use any assessment instrument for the purposes of this article without the authorization of the board of governors. The board of governors may adopt a list of authorized assessment instruments pursuant to the policies and procedures developed pursuant to this section and the intent of this article. The board of governors may waive this requirement as to any assessment instrument pending evaluation.

(b) The board of governors shall review all assessment instruments to ensure that they meet all of the following requirements:

(1) Assessment instruments shall be sensitive to cultural and language differences between students, and shall be adapted as necessary to accommodate students with disabilities.

(2) Assessment instruments shall be used as an advisory tool to assist students in the selection of appropriate courses.

(3) Assessment instruments shall not be used to exclude students from admission to community colleges.

(c) The board of governors shall establish an advisory committee to review and make recommendations concerning all assessment instruments used by districts and colleges pursuant to this article.

(d) For purposes of this section, “assessment” means the process of gathering information about a student regarding the student’s study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.

SEC. 9. Section 78214 of the Education Code is amended to read:

78214. (a) All participating districts shall, with the assistance of the chancellor, establish and maintain institutional research to evaluate the effectiveness of the Student Success and Support Program described by this article and of any other programs or services designed to facilitate students’ completion of their educational goals and courses of study.

(b) The metrics for this research shall include, but not be limited to:

(1) Prior educational experience, including transcripts when appropriate, as determined by the chancellor.

(2) Educational goals and courses of study.

(3) Criteria for exemption from orientation, assessment, or required counseling or advisement, if applicable.

(4) Need for financial assistance.

(5) Disaggregated data by ethnicity, gender, disability, age, and socioeconomic status, to the extent this information is available.

(6) Academic performance, such as the completion of specified unit thresholds, success in basic skills courses, grade point average, course completion outcomes, transfer readiness, and degree and certificate completion.

(7) Any additional information that the chancellor finds appropriate.

(c) The evaluation provided for by this section shall include an assessment of the effectiveness of the programs and services in attaining at least the following objectives:

(1) Helping students to define their academic and career goals and declare a course of study.

(2) Assisting institutions in the assessment of students’ educational needs and valid course placement.

(3) Helping support students' successful course completion and goal attainment.

(4) Matching institutional resources with students' educational needs.

SEC. 10. Section 78215 of the Education Code is amended to read:

78215. (a) The Board of Governors of the California Community Colleges, in consultation with students, faculty, student service administrators, and other key stakeholders, shall establish policies and processes for all of the following:

(1) Requiring all nonexempt students to complete orientation and assessment and to develop education plans.

(2) Exempting students from participation in orientation, assessment, or required education planning services under this article.

(3) Requiring community college districts to adopt a student appeal process.

(b) To ensure that students are not unfairly impacted by the requirements of this chapter, these policies and processes shall be phased in over a reasonable period of time as determined by the board of governors in consideration of the resources available to provide the core services identified in Section 78212.

(c) It is the intent of the Legislature that these policies and processes be developed and implemented only as resources are provided and utilized by community college campuses to provide the student support services, individual counseling and advising, and technology-based strategies necessary to ensure that students can successfully meet the requirements of this section.

SEC. 11. Section 78216 of the Education Code is amended to read:

78216. (a) The Legislature recognizes that community college districts are currently funding various components of student matriculation through existing orientation, counseling and advising, education planning, assessment, and other student services, but that adequate student matriculation and implementation of the Student Success and Support Program strategies cannot be realized without supplemental funding support.

(b) The board of governors shall develop a formula for allocating the funding for the Student Success and Support Program to implement the services identified in Section 78212 at community colleges. The formula shall include the requirement that the districts or colleges contribute matching funds in an amount to be established by the board of governors in each case, and shall reflect, but not be necessarily limited to, other considerations as follows:

(1) The number of students to receive services at each college.

(2) The number of students who received orientation, assessment, counseling and advising, and other education planning services.

(3) The requirement that funds for the Student Success and Support Program services be expended only for services approved by the board of governors.

(4) The requirement that any district or college receiving funding pursuant to this section agree to implement this article, implement the board of

governors' system of common assessment, if using an assessment instrument for placement, and implement the board of governors' accountability scorecard, pursuant to Section 84754.5, when established during the period in which it receives that funding.

(5) Insofar as a community college district is able to fully implement in-person or technology strategies for orientation, assessment, and education planning services, the board of governors may identify other noninstructional support services that can be funded through this article.

(c) The board of governors shall require participating colleges to develop a Student Success and Support Program plan that reflects all of the following:

(1) A description of the Student Success and Support Program services identified in Section 78212 to be provided.

(2) A description of the college's process to identify students at risk for academic or progress probation and the college's plan for interventions or services to students.

(3) The college budget for the state-funded Student Success and Support Program services pursuant to Sections 78212 and 78214.

(4) The development and training of staff and faculty to implement the Student Success and Support Program services.

(5) In multicampus districts, the coordination of the college Student Success and Support Program plan with other college plans within the district.

(6) Technology services and institutional research and evaluation necessary for implementation of this article.

(7) Coordination with college student equity plans to ensure that the college has identified strategies to monitor and address equity issues and mitigate any disproportionate impacts on student access and achievement.

(8) The extent to which the community college is able to develop partnerships with feeder high school districts, workforce agencies, and other community partners to assist entering students in career and educational exploration and planning and leverage resources to support a successful transition to college and career.

(d) The board of governors may allocate up to 5 percent of the total funds appropriated for the Student Success and Support Program for state administrative operations to carry out the intent of this article, subject to the review of the annual budget process.

SEC. 12. Section 78218 of the Education Code is amended to read:

78218. In the 2012–13 fiscal year and each fiscal year thereafter, this article shall be operative only if funds are specifically appropriated for the purposes of this article.

SEC. 13. (a) The Legislative Analyst's Office shall review and report to the appropriate fiscal and policy committees of the Legislature by July 1, 2014, and by July 1 of every even-numbered year thereafter, all of the following:

(1) The extent to which the provisions of the Seymour-Campbell Student Success Act of 2012 are implemented consistent with the intent of the

Legislature and the extent to which students have access to counseling and advising services.

(2) The overall progress on the implementation of the Student Success Task Force's recommendations provided pursuant to Chapter 409 of the Statutes of 2010.

(3) The impacts of the Seymour-Campbell Student Success Act of 2012 on student participation, progress, and completion, disaggregated by ethnicity, age, gender, disability, and socioeconomic status.

(4) A summary of community college campus implementation efforts for the Seymour-Campbell Student Success Act of 2012 and recommendations on whether and how these efforts can be improved.

(b) The Office of the Chancellor of the California Community Colleges shall work with the Legislative Analyst's Office to identify information that is necessary to provide the report required in subdivision (a), and shall provide this information to the Legislative Analyst's Office by April 1, 2014.

SEC. 14. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.



44th FALL SESSION RESOLUTIONS

FOR DISCUSSION ON THURSDAY

November 8, 2012

Disclaimer: The enclosed resolutions do not reflect the positions of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at Academic Senate Fall Plenary Session held November 8 - 10, 2012, in Irvine.

CONSENT CALENDAR RESOLUTIONS

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position and 3) do not compete with another proposed resolution. Resolutions that meet this criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolution Procedures for the Plenary Session* (Appendix A).

3.0 EQUITY AND DIVERSITY

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3.01.01 F12 Amend Resolution 3.01 F12

11.0 TECHNOLOGY

11.01 F12 Pursue State-wide Open Educational Resources for Student Success

11.01.01 F12 Amend Resolution 11.01 F12

17.0 LOCAL SENATES

17.01 F12 Approval of Grant Driven Projects

17.02 F12 Faculty Involvement in Grant-funded Efforts Related to Academic and Professional Matters

17.03 F12 Integration of Grants With College Planning and Budget Processes

18.0 MATRICULATION

18.01 F12 Support the Elimination of the Basic Skills Restriction for Tutoring Apportionment

18.01.01 F12 Amend Resolution 18.01 F12

The resolutions on the Consent Calendar are marked within the following packet by an asterisk (*).

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1.0 ACADEMIC SENATE

1.01 F12 Support and Advocacy for Regulatory Mechanisms That Ensure Faculty Recommendations on Academic and Professional Matters are Given Their Fullest Consideration

Whereas, AB 1725 (Vasconcellos, 1988), the omnibus bill that created the modern framework for the California community college system, stated among its aims that

The people of California should have the opportunity to be proud of a system of community colleges which instills pride among its students and faculty, where rigor and standards are an assumed part of a shared effort to educate, where the hugely diverse needs of students are a challenge rather than a threat, where the community colleges serve as models for the new curricula and innovative teaching, where learning is what we care about most.

and recognized the importance of faculty involvement as professionals in college governance and decision-making by asserting that

It is a general purpose of this act to improve academic quality, and to that end the Legislature specifically intends to authorize more responsibility for faculty members in duties that are incidental to their primary professional duties;

Whereas, Education Code §70901 guarantees “faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration” and recognizes the special areas of faculty expertise by ensuring “the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards”;

Whereas, Title 5 §53200 operationalizes the primary recommending responsibility of faculty in the area of academic standards by requiring local governing boards to determine whether to “rely primarily upon” or “mutually agree with” the recommendations of the academic senate with respect to specified academic and professional matters, while Title 5 §53203 ensures that ultimate decision-making and responsibility remain with the elected governing board regarding all faculty recommendations; and

Whereas, The American Association of University Professors (AAUP) Statement on Government of Colleges and Universities, the gold standard by which colleges and universities are compared with respect to shared governance, states that

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty,

and the California community college system of participatory governance and its affirmation of faculty primacy in academic and professional matters is highly consistent the AAUP statement;

Resolved, That the Academic Senate for California Community Colleges affirm its support for the current participatory governance structure defined by AB 1725;

Resolved, That the Academic Senate for California Community Colleges support ways to enhance shared decision-making and collective responsibility for improving student learning and success; and

Resolved, That the Academic Senate for California Community Colleges oppose modifications or amendments to Title 5, Education Code, or other directives that impede the primary authority of academic senates to recommend with respect to curriculum and academic standards per Education Code and the AAUP definition of the faculty role in community college governance.

Contact: Phil Smith, American River College, Executive Committee

1.02 F12 Part-time Faculty Award

Whereas, In the Fall of 2010, the Academic Senate for California Community Colleges passed a resolution (01.05) creating a yearly award for a part-time faculty member “that recognizes excellence in teaching and outstanding contributions to the campus environment and to student success, and that the award amount and presentation be consistent with other comparable faculty awards given by the Academic Senate for California Community Colleges”;

Whereas, This resolution was addressed by the Academic Senate Foundation awarding a scholarship for part-time faculty specific to attendance at institutes and plenary sessions, and by the Academic Senate clarifying that part-time faculty are eligible for any of the Senate Awards; and

Whereas, The possibility of a part-time faculty member being awarded any of the existing Senate Awards is limited given that a full-time faculty member’s opportunities to serve professionally are much greater than those afforded by part-time faculty members;

Resolved, That the Academic Senate for California Community Colleges honor the original spirit and intent of the Fall 2010 resolution (01.05) and create a yearly award for part-time faculty that follows criteria for excellence in part-time faculty contributions, and that is similar to the Hayward Award.

Contact: Kenneth Bearden, Butte College, Area A

1.03 F12 Emeritus Status for Greg Gilbert

Whereas, The Bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus on individuals, and

Greg Gilbert has satisfied those requirements as a retired faculty member of the California Community College System having completed well more than the required five years of significant service to the Academic Senate:

- Member of Standards and Practices Committee 2002-2003
- Academic Senate Executive Committee member 2003-2007
- Served one term as Area D Representative
- Served two terms as Secretary
- Chaired Research, Curriculum, Resolutions, Accreditation Ad Hoc, Standards & Practices, and Educational Policies
- Served as founding chair and host of the Senate's first Accreditation Institute
- Hosted one Curriculum Institute, the first Senate institute to be organized around a theme, to offer college units, and to have its materials archived electronically and posted on the Senate website.
- Served as the Senate faculty liaison to ICAS, ACCJC, SACC (founding member), and VTEA.
- Authored a letter opposing the federalization of higher education that was adopted and signed by all ICAS leaders and sent to key elected officials; state and federal.
- Chaired the Compton Team (developed SLOs, helped with redrafting their course outlines, honored Compton at Plenary, championed Compton in *Rostrum*; each of the team members were honored by resolution as life-time members of their senate)
- Participated in the drafting of about 20 Senate papers.
- Represented the Senate, officially and now unofficially, at the AAUP National Committee on Curriculum from 2006 to the present, where he authored one article for *Academe* and for whom he has done several conference presentations supporting the role of faculty in accreditation.
- Brought President Bill Clinton's Secretary of Post-Secondary Education, A. Lee Fritschler, to speak at Plenary general session, November 2010.
- Arranged for CHEA's president, Judith Eaton, to speak at Plenary general session, spring 2011.
- Founder of his local senate at Copper Mountain College (CMC) where he served four terms as its president and three as its Vice President
- Awarded the Senate's Norbert Bischof Faculty Freedom Fighter Award June 2009
- Retired from CMC on June 10, 2011 as a full-professor of English, as SLO Coordinator, and as Division Chair of Communication and Fine Arts

Whereas, Greg Gilbert's quiet, thoughtful and profoundly passionate approach to examining issues, to guiding, leading and mentoring others, and to ensuring a deep and respectful dialog on many complex issues is both inspiring and has set the bar for those who follow him;

Whereas, Greg Gilbert blessed us with a remarkable capacity to take what was often discordant, 60-page compilations of incongruent ideas, flagrant venting, and first through seventh person temporally inconsistent constructs and in a mere few days would transform them into some of the best papers ever published by the Academic Senate; and

Whereas, In accord with his role as a state leader and his lack of proximity to any known habitation, living where rattlesnakes, coyotes and cacti dare not tread, Greg Gilbert earned the Wile E. Coyote Award for Accomplished Road Runners after traversing thousands of miles of California's diverse landscape on our behalf;

Resolved, That the Academic Senate for California Community Colleges convey its heartfelt thanks to Greg Gilbert for consistently identifying profound and important issues and then crafting elegant but hard-hitting responses to educate our colleagues and influence our adversaries;

Resolved, That the Academic Senate for California Community Colleges recognize Greg Gilbert's extraordinary and distinguished service by awarding him the status of Senator Emeritus with all the rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Greg Gilbert its slightly overdue congratulations upon his retirement and wish him and his family every happiness in the many years to come.

Contact Person: Stephanie Dumont, Golden West College, Area D

3.0 EQUITY AND DIVERSITY

***3.01 F12 Student Progression and Achievement Rates (SPAR) and Socioeconomic Status**

Whereas, All colleges will soon publish their Student Progress and Achievement Rates (SPAR)¹ on their "Scorecard" websites as part of the California Community College System response to the Student Success Task Force recommendations, and the biggest predictor of a college's SPAR rate is the zip code of students attending that college, with zip code acting as a proxy for socioeconomic status²;

Whereas, SPAR rates will also be disaggregated by ethnicity and published in an effort to encourage colleges to appropriately focus their efforts on reducing existing achievement gaps, but such gaps, when repeatedly reported, may serve to reinforce stereotypes about ethnicity and ability;

¹ Board of Governors Meeting 9/10 – 11, 2012 Update on the Implementation of Student Success Task Force Recommendations

² Personal Communication, Patrick Perry at meeting of Task Force for the Accountability Report Card for Community Colleges meetings, Spring 2012

³ More available upon request, see for example: Washington School Research Center, Technical Report #1, July 2001, *"The Relationship Among Achievement, Low Income and Ethnicity Across Six Groups of Washington State Students"*

⁴ ACCJC Visiting Team Training Materials, Powerpoint "Preparing For Educational Quality And Institutional Effectiveness Review", September 2012.

Whereas, Over a decade of research in K-12 indicates that if income is taken into account, achievement gaps are much smaller than indicated if just ethnicity is taken into account and that income is by far the biggest predictor of academic achievement³; and

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) is also now requiring that colleges report data about enrolled students disaggregated by ethnicity and socioeconomic status⁴, although many colleges do not directly collect socioeconomic status information and therefore must use other data as a proxy;

Resolved, That Academic Senate for California Community Colleges encourage colleges to begin collecting socioeconomic status information directly on student applications in addition to zip code data; and

Resolved, That Academic Senate for California Community Colleges encourage colleges to report cross-tabulated data regarding ethnicity and socioeconomic status to the public and to faculty and staff in an effort to correctly identify true existing achievement gaps.

Contact: Katie Townsend-Merino, Palomar College, Standards, Equity, Access and Polices Committee

***3.01.01 F12 Amend Resolution 3.01 F12**

Amend second whereas:

Whereas, SPAR rates will also be disaggregated by ethnicity and published in an effort to encourage colleges to appropriately focus their efforts on reducing existing achievement gaps; ~~but such gaps, when repeatedly reported, may serve to reinforce stereotypes about ethnicity and ability;~~

Amend third whereas:

Whereas, Over a decade of research in K-12 indicates that if income is taken into-account along with ethnicity, ~~achievement gaps are much smaller than indicated if just ethnicity is taken into account and that~~ income is ~~by far the biggest~~ significantly bigger predictor of academic achievement; and

Contact: Jon Drinnon, Merritt College, Area B

9.0 CURRICULUM

9.01 F12 Program Discontinuance

Whereas, The Academic Senate for California Community Colleges adopted Resolution 9.02 F09 that called for the Academic Senate to “research the various changes regarding program

discontinuance and related issues that have occurred since the 1998 paper *Program Discontinuance: A Faculty Perspective* was written and update the paper as necessary”; and

Whereas, The paper *Program Discontinuance: A Faculty Perspective Revisited* details the changes regarding program discontinuance and related issues that have occurred since 1998;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Program Discontinuance: A Faculty Perspective Revisited*.

Contact: Lesley Kawaguchi, Santa Monica College, Executive Committee

Appendix A

9.02 F12 Protecting Local Degrees

Whereas, Many colleges have AA/AS degrees that are not applicable for transfer yet fulfill labor market demand and student educational goals;

Resolved, The Academic Senate for California Community Colleges continue to advocate for the maintenance and integrity of local degrees.

Contact: Jon Drinnon, Merritt College, Area B

9.03 F12 Support Innovations to Improve Under-prepared non-STEM Student Success in Mathematics

Whereas, The more levels of remedial math courses a community college student must go through, the less likely it is for that student to ever complete a college-level math course, or the requirements for a certificate or community college degree;

Whereas, Math course-taking patterns at many California community colleges suggest that the majority of students who want to transfer to a four-year institution are in non-STEM majors;

Whereas, The transfer policy described in the regulations of the Academic Senate for the University of California (UC) is mute on the issue of prerequisites for transferable college courses in Mathematical Concepts and Quantitative Reasoning [Regulations 476 and 478] and UC transfer course agreement guidelines allow for pre-requisites that are equivalent to intermediate algebra, and the CSU system is currently engaged in a study of statistics pathways that do not require intermediate algebra despite IGETC Standard for Subject Area 2A [1012 IGETC Standards, p.16]; and

Whereas, Completion of IGETC course requirements (including a transferable math course) is a powerful measure of college readiness for transfer applicants;

Resolved, That the Academic Senate for California Community Colleges support innovations that improve success of under-prepared non-STEM students in mathematics and increase their

likelihood of successful completion of transfer-level math including the establishment and rigorous evaluation of alternative math pathways.

Contact: Michael Norris, Los Medanos, Area B

9.04 F12 Support Innovations to Improve non-STEM Student Success in Mathematics

Whereas, The more levels of developmental math courses a community college student must advance through, the less likely it is for that student to ever complete a college-level math course, or the requirements for an associate degree;

Whereas, While the traditional developmental math sequence (or pipeline) is pertinent to calculus and other transferable math, science, and business courses taken by STEM (Science, Technology, Engineering and Math) and business students, the much of the content of the final course in that sequence, intermediate algebra, provides poor preparation for math courses designed for non-STEM students, such as statistics or math for liberal arts, and for courses designed for non-STEM students in other IGETC areas; and

Whereas, The Student Success Task Force Recommendations 5.1 and 8.3 encourages innovation in implementing flexible alternatives to traditional basic skills curriculum and incentivize colleges to take to scale successful model programs for delivering basic skills instruction;

Resolved, That the Academic Senate for California Community Colleges support innovations that better prepare non-STEM and business students for success in transfer-level math courses, such as statistics, including the establishment and rigorous evaluation of alternative math pathways.

Contact: Christina Gold and Chris Wells, El Camino College, Area C

9.05 F12 Application of C-ID Descriptors to General Education Areas and Courses

Whereas, One of the goals of the Course Identification Numbering (C-ID) System is to facilitate articulation for students when they need to attend multiple colleges;

Whereas, Currently C-ID course descriptors are primarily designed for articulation for major preparation courses and are not generally used in articulating California State University (CSU) general education areas or courses;

Whereas, Having C-ID descriptors developed and articulated for areas of CSU General Education Breadth patterns would assist students in completing their general education certifications at multiple colleges; and

Whereas, Common general education courses exist in disciplines that are not among the most popular transfer majors and therefore, do not currently have C-ID descriptors developed or planned;

Resolved, That the Academic Senate of California Community Colleges work with the Academic Senate of the California State University (ASCSU) to allow for Course Identification Numbering (C-ID) descriptor-based general education articulation; and

Resolved. That the Academic Senate for California Community Colleges work within the C-ID System to explore the development of descriptors for common general education courses in disciplines that do not have a transfer degree developed or planned.

Contact: Danielle Martino, Santiago Canyon College, Area D

9.06 F12 Ensuring Availability of Major Preparation

Whereas, The California community colleges are facing continuing budget reductions that may prevent them from offering all of the courses that students need to fulfill the requirements of their chosen majors;

Whereas, Meeting the transfer needs of students is a primary mission of the California community colleges;

Whereas, The University of California (UC) and the California State University (CSU) often require students to complete major preparation courses at a community college prior to transferring; and

Whereas, Community colleges can establish cooperative relationships with other colleges in their local areas to coordinate schedules in order to ensure that at least one college in the area is offering courses needed to meet major preparation requirements during any given term or year, thus granting students greater access to classes that may be scheduled less frequently at any one college due to budgetary or enrollment limitations;

Resolved, That the Academic Senate for California Community Colleges urge local curriculum committees to work with their articulation officers to educate faculty about the importance of major preparation and what the requirements are at the local UC/CSU campuses in their area;

Resolved, That the Academic Senate for California Community Colleges urge local senates to work with their administrations to ensure that required major preparation courses are offered at least once in any two year period; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to assist their colleges in establishing cooperative relationships with the other colleges in their areas to coordinate schedules as necessary to ensure that courses required for major preparation are offered by at least one college in the area during any given term or year.

Contact: Craig Rutan, Santiago Canyon College, Area D

10.0 DISCIPLINES LIST

10.01 F12 Reconsideration for Adding Peace Studies to the Disciplines List

Whereas, The Academic Senate for California Community Colleges (Academic Senate) voted against a previous proposal for the creation of Peace Studies as a separate discipline on the 2010 Disciplines List and the current Academic Senate process requires that resubmitted proposals provide substantively different rationale and come forward either as a resolution from the Senate area meeting or as a resolution from the floor of the plenary session;

Whereas, The previous proposal failed because of the potential impact on smaller colleges in assigning disciplines; however, adding Peace Studies to the Disciplines List does not require local senates to assign any course to the new discipline but, rather, allows local colleges with larger programs in Peace Studies to assign courses to that discipline and to hire, retain, and promote qualified faculty to develop and teach courses and degrees in Peace Studies at a level commensurate with other systems of higher education where students are likely to transfer upon completion of lower division major transfer preparation at a community college;

Whereas, Peace Studies is a field that is recognized as an academic discipline around the world and one that has been in existence since 1948 in the United States; the Peace and Justice Studies Association, the primary professional and academic association for Peace Studies, reports that there are over four hundred universities offering Peace Studies around the world; and

Whereas, Qualified instructors are required to teach Peace Studies courses at the community college level and there are an increasing number of candidates to fulfill the requirements of a master degree in Peace Studies, Peace and Justice Studies, Peace and Conflict Studies or the equivalent including an average of twenty graduates each year from the master degree program offered at the Joan B. Kroc Institute of Peace and Justice Studies at the University of San Diego;

Resolved, That the Academic Senate for California Community Colleges include in its current Discipline List Revision process a recommendation to the Board of Governors to add Peace Studies as a separate discipline for inclusion in the Minimum Qualifications for Faculty and Administrators in California Community Colleges based on the rationale outlined in the attached proposal.

Contact: Catherine Harlow and Katie Zanoni, San Diego City College, Area D

Appendix B

11.0 TECHNOLOGY

***11.01 F12 Pursue State-wide Open Educational Resources for Student Success**

Whereas, The Academic Senate for California Community Colleges strongly supports and continues to engage in a multitude of student success efforts and initiatives;

Whereas, Research has shown that access to and use of textbooks and ancillary materials are important elements in successful course completion by students, and students struggle to pay for

textbooks due to escalating prices, forcing many to either postpone or decline the purchase of a textbook altogether, which could have an impact on their success and course completion;

Whereas, A growing number of digital Open Educational Resources (OER) now exist, including textbooks and instructional materials that are readily available to educators at no-cost, which, if deemed appropriate and employed by faculty, would provide significant savings to our students; and

Whereas, Recent legislation requires the participation of community college faculty with other higher education faculty to create a library of OER materials for use in California;

Resolved, That the Academic Senate for California Community Colleges support the appropriately expanded use of Open Educational Resources (OER) resources and work with our education partners to develop policies for the coordination, storage, retrieval, use, and updating of “creative commons” -licensed⁵ materials; and

Resolved, That the Academic Senate for California Community Colleges endorse the convening of appropriate stakeholders, including faculty from our intersegmental partners for implementation of SB 1052 and 1053 (Steinberg, 2012), to develop appropriate rules and guidelines for accessing Open Educational Resources materials for faculty in a broad range of formats that encourages their wide-spread availability for adoption and use.

Contact: Don Gauthier, Los Angeles Valley College, Legislation and External Policy Committee

***11.01.01 F12 Amend Resolution 11.01 F12**

Amend second whereas:

Whereas, Research has shown that access to and use of textbooks and ancillary materials are ~~important elements in~~ correlated to successful course completion by students, and students ~~struggle to pay for textbooks due to escalating prices, forcing many to either postpone or decline the fail to purchase of a textbooks altogether~~ due to escalating textbook prices and other educational costs, which could ~~have an impact on~~ their success and course completion;

Contact: Eric Kaljumagi, Mt. San Antonio College, Area C

13.0 GENERAL CONCERNS

13.01 F12 Automatic Awarding of Earned Degrees or Certificates

Whereas, Some California community colleges have suggested that colleges should award degrees or certificates to all students who complete all requirements for a degree or certificate, whether the student has applied for the degree or certificate or not;

⁵ Creative Commons Licensing website: <http://creativecommons.org/>

Whereas, The practice of automatically awarding degrees or certificates would not compromise academic standards since students would still be required to meet the same requirements as those who have applied for degrees or certificates; and

Whereas, Automatically awarding degrees or certificates could have various benefits for colleges in a time when they are increasingly asked to meet accountability standards involving degree and certificate completion but could create workload issues for colleges and might have negative effects on students;

Resolved, That the Academic Senate for California Community Colleges investigate the positive and negative impacts of automatically awarding earned degrees or certificates, including the methods through which such a practice could be facilitated, and report the results of this research by Fall 2013.

Contact: Carolyn Holcroft, Foothill College, Governance and Internal Policy Committee

13.01.01 F12 Amend Resolution 13.01 F12

Amend resolve:

Resolved, That the Academic Senate for California Community Colleges investigate the positive and negative impacts of automatically awarding earned degrees or certificates, including methods through which such a practice could be facilitated, and report the results of this research by Fall 2013~~4~~.

Contact: Don Gauthier, LACCD District, Area C

15.0 INTERSEGMENTAL ISSUES

15.01 F12 Endorse Common Core State Standards in Mathematics and English

Whereas, California is one of 45 states that have adopted the K-12 Common Core State Standards (CCSS), which establish knowledge, skills, and practices that are essential for college and career readiness;

Whereas, The Academic Senate for California Community Colleges endorsed the Intersegmental Committee of Academic Senates (ICAS) competency statements for both mathematics and English Language Arts, which set expectations for entering freshmen in these two critical content areas, and CCSS match nearly all expectations outlined by ICAS in both subject areas;

Whereas, The Senate has multiple resolutions calling for better preparation for high school students and more communication with K-12 partners, which is occurring through the implementation of the CCSS, and Student Success Task Force recommendation 1.1 calls for alignment of curriculum between K-12 and community colleges; and

Whereas, The Early Assessment Program (EAP), a college-readiness indicator developed by CSU and used by many community colleges in the state, grants entry into transfer-level courses

to students who score at a particular level, and the Senate has several resolutions endorsing the use of EAP solely to identify and place students who do not need remediation into transfer-level courses;

Resolved, The Academic Senate for California Community Colleges endorse the intent of the Common Core State Standards for K-12 as sufficient preparation for high school students planning to attend college and enroll in transfer level coursework; and

Resolved, The Academic Senate for California Community Colleges support the conditional premise of California's participation in the Common Core State Standards (CCSS) that students who score at the level indicated for college readiness on the yet to be determined CCSS assessment are exempt from remedial coursework within a reasonable time frame at the colleges.

Contact: Beth Smith, Grossmont College, Executive Committee

For more information, please visit the following website: <http://www.corestandards.org/>

15.01.01 F12 Endorse Common Core State Standards in Mathematics and English

Amend the first resolve:

Resolved, The Academic Senate for California Community Colleges endorse ~~the intent of the~~ Common Core State Standards for K-12 as sufficient preparation for high school students planning to attend college and enroll in transfer level coursework; and

Amend second resolve:

Resolved, The Academic Senate for California Community Colleges support ~~the conditional premise of~~ California's participation in the Common Core State Standards (CCSS) that students who score at the level indicated for college readiness on the yet to be determined CCSS assessment are exempt from remedial coursework within a reasonable time frame at the colleges.

Contact: Jon Drinnon, Merritt College, Area B

15.01.01 Amend Resolution 15.01 F12

Amend second resolve:

Resolved, The Academic Senate for California Community Colleges conditionally support the conditional premise of California's participation in the Common Core State Standards (CCSS) that students who score at the level for college readiness on the yet to be determined CCSS indicated in new Common Core State Standards-related assessments are exempt from remedial coursework within a reasonable time frame at the colleges.

Contact: Stephanie Dumont, Golden West College, Area D

17.0 LOCAL SENATES

***17.01 F12 Approval of Grant Driven Projects**

Whereas, Unprecedented budget challenges are prompting California community colleges to seek alternative funding sources such as grants with increasing urgency;

Whereas, Grants often include provisions for the creation and implementation of new educational programs and curricula that do not require the students to earn college credit;

Whereas, Local senates and curriculum committees have developed curriculum approval processes to ensure their colleges' offerings are of the highest quality for students, but grant-inspired curriculum not involving credit may not be required to go through these pathways of curriculum development and approval; and

Whereas, Circumvention of these processes may have unintended negative consequences on curricular quality and subsequently on students' preparedness for success in their lives and careers;

Resolved, That the Academic Senate for California Community Colleges urge local senates and curriculum committees to collaborate with administrators to develop formal policies and procedures for the development and approval of mission-driven funded programs and curricula.

Contacts: Craig Rutan, Santiago Canyon College, Curriculum Committee or Carolyn Holcroft, Foothill College, Governance and Internal Policy Committee

***17.02 F12 Faculty Involvement in Grant-funded Efforts Related to Academic and Professional Matters**

Whereas, Unprecedented budget challenges are prompting California community colleges to seek alternative funding sources, such as grants, with increasing urgency;

Whereas, Grants often include provisions for the creation and/or implementation of new policies, processes, and technologies that are within the purview of the local senate;

Whereas, Districts and colleges have well-established processes for ensuring that decision-making is a participatory process and that faculty have primacy in making recommendations related to academic and professional matters; and

Whereas, Circumvention of these processes may have unintended negative consequences that eschew the 10+1 responsibilities of the local senate;

Resolved, That the Academic Senate for California Community Colleges urge local senates to collaborate with administrators to develop formal policies and procedures for the development and approval of grant-driven projects.

Contact: Michele Hester-Reyes, College of the Sequoias, Area A

***17.03 F12 Integration of Grants With College Planning and Budget Processes**

Whereas, Unprecedented budget challenges are prompting California community colleges to seek alternative funding sources, such as grants, with increasing urgency;

Whereas, Grants are increasingly a de facto part of college planning and budget processes and are used to maintain and/or expand new and existing programs; and

Whereas, Failure to integrate grants development into college planning and budget development processes circumvents, and thus disrupts, those college processes;

Resolved, That the Academic Senate for California Community Colleges affirm that grant development processes are processes for institutional planning and thus fall under the purview of academic senates in accordance with Title 5 §53200; and

Resolved, That the Academic Senate for California Community Colleges research and report on existing policies and procedures for the development of grant-driven programs at California community colleges and identify which of those policies and procedures are integrated into college institutional planning processes.

Contact: John Freitas, LA City College, Area C

18.0 MATRICULATION

***18.01 F12 Support the Elimination of the Basic Skills Restriction for Tutoring Apportionment**

Whereas, Current Title 5 requirements regarding eligibility for noncredit apportionment for supervised tutoring reference Education Code §84757 (a) (2) that limits apportionment to students enrolled in basic skills; and

Whereas, Current effective practice, identified in the *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007), and elsewhere, specifies that mainstreamed, centralized tutoring programs most successfully support basic skill students enrolled in any course, while reducing the stigma and segregation associated with basic-skills-only support;

Resolved, That the Academic Senate for California Community Colleges explore with the Chancellor's Office what changes to code or regulation would be needed to collect noncredit apportionment for supervised tutoring regardless of student skill level.

Contact: Miya Squires, Butte College, Student Learning and Support Committee

***18.01.01 F12 Amend Resolution 18.01 F12**

Amend second whereas:

Whereas, Current effective practice, identified in the Basic Skills as a Foundation for Student Success in California Community Colleges (2007), and elsewhere, specifies that mainstreamed, centralized tutoring programs most successfully support basic skill students enrolled in any course, ~~while reducing the stigma and segregation associated with basic skills only support;~~

Contact: Jon Drinnon, Merritt College, Area B

19.0 PROFESSIONAL STANDARDS

19.01 F12 Faculty Professional Development College Program

Whereas, The Student Success Task Force (SSTF) final report notes that “Ongoing professional development is a fundamental component of supporting the systemic change that will improve student success” and recommends a “continuum of strategic professional development”;

Whereas, The Chancellor’s Office Professional Development Committee acknowledges the ever present need for professional development and is in the process of developing a vision statement regarding this issue, and the Academic Senate for California Community Colleges is the entity charged with addressing academic and professional matters, including faculty professional development (Title 5 §53200);

Whereas, In the current educational and economic climate, all faculty must be informed about, and able to navigate the intricacies of academic and professional matters, and Title 5 §53200 clearly indicates some of the areas in which faculty have expertise, but which may require ongoing faculty professional development; and

Whereas, A professional development program would provide a vehicle not only for providing, documenting, and substantiating faculty awareness and participation in academic and professional matters but also for supporting lifelong learning and academic achievement of faculty;

Resolved, That the Academic Senate for California Community Colleges design and implement a faculty Professional Development College program that provides continuing education units for training related to the legislated purview of faculty in California community colleges and that supports the Student Success Task Force professional development recommendations and the work of the Chancellor’s Office Professional Development Committee, and promotes participatory governance in our colleges.

Contact: Dianna Chiabotti, Napa Valley College, Executive Committee

19.01.01 F12 Amend Resolution 19.01 F12

Amend resolve:

Resolved, That the Academic Senate for California Community Colleges design and implement a faculty Professional Development College program that provides continuing education units for training related to the legislated purview of faculty in California community colleges ~~and that supports the Student Success Task Force professional development recommendations and the work of the Chancellor's Office Professional Development Committee~~, and promotes participatory governance in our colleges.

Contact: Tressa Tabares, American River College, Area A

19.01.02 Amend Resolution 19.01 F12

Amend resolve:

Resolved, That the Academic Senate for California Community Colleges design and implement a Faculty Professional Development College program that provides continuing education units for training related to the legislated purview of faculty in California community colleges to supplement local professional development offerings and that supports the Student Success Task Force professional development recommendations and the work of the Chancellor's Office Professional Development Committee, and promotes participatory governance in our colleges.

Contact: Eric Kaljumagi, Mt. San Antonio College, Area C

21.0 OCCUPATIONAL EDUCATION

21.01 F12 Explore the Transcription of Low-unit Career Technical Education Certificates

Whereas, Many career technical education (CTE) certificates consisting of 18 or more units may take two to three years for students to complete, a significant delay to students' entry into the workforce;

Whereas, Many certificates can be modularized into meaningful subsequences of courses that have both a focused set of learning objectives and are connected to desired skill sets; and

Whereas, Low-unit certificates of less than 12 units, even if they are modularized parts of approved CTE certificates of 18 units or higher, are not approved by the California Community College Chancellor's Office and therefore may not appear on students' transcripts;

Resolved, That the Academic Senate for California Community Colleges explore the feasibility and value of transcribing CTE certificates of fewer than 12 semester units.

Contact: Phil Smith, American River College, Leadership Development Committee

21.01.01 Amend Resolution 21.01 F12

Amend third whereas:

Whereas, Low-unit certificates of less than 12 units, even if they are modularized parts of approved CTE certificates of 18 units or higher, ~~are not approved by~~ cannot be submitted for approval to the California Community College Chancellor's Office and therefore may not appear on students' transcripts;

Replace resolve:

~~Resolved, That the Academic Senate for California Community Colleges explore the feasibility and value of transcribing CTE certificates of fewer than 12 semester units.~~

Resolved, That the Academic Senate for California Community Colleges investigate the positive and negative impacts of transcription of CTE certificates with less than 12 units, including methods through which such a practice could be facilitated, and report the results of this research by Spring, 2014.

Contact: Eric Kaljumagi, Mt. San Antonio College, Area C

Ventura College Academic Senate*
Resolution on the Primacy of Importance of Shared Governance

Whereas, AB 1725 (Vasconcellos, 1988), the omnibus bill that created the modern framework for the California community college system, stated among its aims that

The people of California should have the opportunity to be proud of a system of community colleges which instills pride among its students and faculty, where rigor and standards are an assumed part of a shared effort to educate, where the hugely diverse needs of students are a challenge rather than a threat, where the community colleges serve as models for the new curricula and innovative teaching, where learning is what we care about most.

and recognized the importance of faculty involvement as professionals in college governance and decision-making by asserting that

It is a general purpose of this act to improve academic quality, and to that end the Legislature specifically intends to authorize more responsibility for faculty members in duties that are incidental to their primary professional duties;

Whereas, Education Code §70901 guarantees “faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration” and recognizes the special areas of faculty expertise by ensuring “the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards”;

Whereas, Title 5 §53200 operationalizes the primary recommending responsibility of faculty in the area of academic standards by requiring local governing boards to determine whether to “rely primarily upon” or “mutually agree with” the recommendations of the academic senate with respect to specified academic and professional matters, while Title 5 §53203 ensures that ultimate decision-making and responsibility remain with the elected governing board regarding all faculty recommendations; and

Whereas, The American Association of University Professors (AAUP) Statement on Government of Colleges and Universities, the gold standard by which colleges and universities are compared with respect to shared governance, states that

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty,

*Adapted from ASCCC Fall Plenary Resolution 1.01. Presented to the Senate Council for First Reading Oct. 18, 2012

Ventura College Academic Senate*
Resolution on the Primacy of Importance of Shared Governance

and the California community college system of participatory governance and its affirmation of faculty primacy in academic and professional matters is highly consistent the AAUP statement;

Therefore, Be it Resolved, That the Ventura College Academic Senate affirms its support for the current AB 1725-inspired participatory governance structure;

Therefore, Be it Further Resolved, That the Ventura College Academic Senate opposes modifications or amendments to Title 5, Education Code, or other missives or directives or spurious recommendations from external advocacy groups that impede the primary authority of faculty senates to recommend with respect to curriculum and academic standards per Education Code and the AAUP definition of the faculty role in community college governance.

Therefore, Be it Further Resolved, That the Ventura College Academic Senate encourages College and District administration and the local Governing Board to continue to embrace shared decision-making and collective responsibility through participatory governance as the mechanism that both creates the best final product while ensuring the widest possible discussion and buy-in of policies, procedures, standards and practices related to the improvement of student learning and success through continuous quality improvement processes.

*Adapted from ASCCC Fall Plenary Resolution 1.01. Presented to the Senate Council for First Reading Oct. 18, 2012

Book	VCCCD Board Policy Manual
Section	Chapter 5 Student Services
Title	BP 5010 ADMISSIONS AND CONCURRENT ENROLLMENT
Number	BP 5010
Status	Active
Legal	Education Code Section <u>48800, 48800.5, 68000 et seq., 76000, 76001, 76002</u> ; Labor Code Section 3077
Adopted	April 18, 2006

The District shall admit the following students ~~who meet one of the following requirements and who are determined to be capable of profiting from the instruction offered:~~

- ~~Any person over the age of 18 and~~ California resident possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the Chancellor or his or her designee are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Section 3077 of the Labor Code

The district may admit other persons who meet the criteria set forth in AP 5010 and are determined to be capable of profiting from the instruction offered:

Admission Concurrently Enrolled Special Admission Students

The district may admit concurrently enrolled special admission students providing they are determined to be able to benefit from advanced scholastic or vocational education, and they meet the criteria set forth in AP 5010.

For purposes of this section, concurrently enrolled special admission students are defined as minors and persons 18 years of age or older enrolled in grades K through 12 in an accredited public or private school, or an approved home school program who are eligible to attend pursuant to section 48800 et seq. A home school program that is affiliated with an accredited public or private K-12 school district, or for which an affidavit is on file with the California Department of Education will be considered an approved home school program.

Concurrently enrolled special admission students may be admitted as a special part-time or special full-time student in any session or term.

- ~~Any student whose age or class level is equal to grades K-12 is eligible to attend as a special part-time student for advanced scholastic or vocational courses.~~

- ~~Any student whose age or class level is equal to grades K-12 is eligible to attend as a special full-time student~~
- ~~Any student enrolled in K-12 may attend summer session.~~

The Chancellor shall establish procedures regarding ability to benefit and admission of high school and younger students.

Denial of Requests for Admission:

- If the Board denies a request for special full time or part time enrollment by a pupil who is identified as highly gifted, the board will record its findings and the reason for denying the request in writing within 60 days.
- The written recommendation and denial shall be issued at the next regularly scheduled board meeting that occurs at least 30 days after the pupil submits the request to the District.

The Chancellor shall establish procedures regarding evaluation of requests for special full time or part time enrollment by a pupil who is identified as highly gifted.

~~Claims for State Apportionment for Concurrent Enrollment:~~

Claims for state apportionment submitted by the district based on enrollment of high school pupils shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

Nonresidents:

The district may admit any person who is determined to be a nonresident of California under conditions stipulated herein providing the admission criteria set forth in AP 5010 is met and upon payment of all required nonresident tuition and fees See BP 5020, AP 5020 regarding nonresident tuition and fees). Nonresidents are defined as:

- U.S. citizens who are legal residents of a state other than California
- Immigrant aliens (permanent residents) who are legal residents of a state other than California
- Non-immigrant aliens who are citizens and legal residents of their home country and do not possess the legal right to establish residency under the terms of their visa
- Non-U.S. citizens who do not have lawful immigration status
- Any person who does not have a legal right to establish residency in California or, if he/she has the legal right to establish residency in California, has not demonstrated the combination of physical presence and intent sufficiently to warrant a determination of California residency.

Residency shall be determined in compliance with section 68000 et seq. of the California Education Code. The Chancellor shall establish procedures regarding compliance with statutory and regulatory criteria for residency of community college students.

The attendance of nonresident students shall not be claimed for apportionment funding except as allowed by law under the California Education Code and Title 5 Administrative Code.

See Administrative Procedure 5010, Board Policy 5020 and Administrative Procedure 5020.

AP 5010 Admissions

Reference:

Education Code Section 76000

1. Designated Authority and Responsibility for the Admissions Process

Responsibility for the admission process in the colleges of the District is assigned to the appropriate administrator or designee in the Office of Admissions and Records. The appropriate administrator or designee makes initial admission determinations. the Registrar.

2. Admission Procedures for Students Over 18

Specific and current admission procedures are published in the most recent versions of the college schedule of classes, catalog, and website.

All prospective students must complete and sign a valid admissions application to be admitted to the college. Applications may be submitted in written format or online. Each person applying for admission or enrollment to the colleges of the Ventura County Community College District is classified as a 'resident' or a 'non-resident' for purposes of admission and/or tuition. The admission application will be the basis for initial residency determination. (See BP 5015, AP 5015 – Residency Determination, and BP 5020, AP 5020 – Nonresident Tuition)

Admission to the colleges of the Ventura County Community College District is open to anyone California resident who possesses a high school diploma or equivalent (certificate of proficiency, GED), any California resident adult 18 years of age or older who may benefit from instruction offered, and any ~~person~~ California resident who is an apprentice as defined in Section 3077 of the Labor Code.

Students' self-certification may serve as proof of high school attendance and graduation or its equivalent, except that home schooled students may be required to provide verification from an accredited high school district that the home school curriculum completed is deemed equivalent to graduation from an accredited high school eligible for exemption from California's compulsory education law.

Admission may be granted to other persons who are determined to be capable of benefitting from the instruction offered, including minors who are concurrently enrolled in grades K-12 and persons who are not California residents, including nonimmigrant aliens. Additional admission criteria apply as stated below.

3. Admission Procedures for Non-Resident Students That Include a Determination of Residence Status

A U.S. citizen who is determined to be a resident of another state may be admitted under conditions stipulated by the governing board and on payment of non-resident tuition, capital outlay surcharge, enrollment fees, health fees, and other applicable fees.

U.S. citizens who are determined to be non-residents, but who submit verifiable documentation to certify that they meet the following criteria, will remain classified as a nonresident but may be exempted from payment of non-resident tuition pursuant to AB 540:

- High school attendance in California for three or more years, and;
- Graduation from a California high school or attainment of the equivalent thereof ;
- Verifiable documentation which shall include the self-certifying affidavit required by the California Community Colleges' Chancellor's Office, and may include high school transcripts or other acceptable documents verifying attendance and graduation.

A non-citizen who holds or is applying for an F1 or M1 student visa may only be admitted under conditions stipulated by the governing board, and upon submission of a completed International Student Application packet and on payment of an application processing fee, non-resident tuition and foreign student surcharge, enrollment fees, health fees, and other applicable fees.

Non-citizens holding other non-immigrant visas may be admitted under conditions stipulated by the governing board, and upon presentation of their visa at the Admissions and Records Office for verification and determination of residency status. Non-immigrant students who are determined to be eligible to establish California residency under the terms of their visa will initially be classified as nonresidents and required to submit additional documentation in support of their request for residency reclassification. (See BP 5015 and AP 5015, Residency Determination).
~~as non-residents or residents as determined by the conditions of the visa and the student's ability provide documentation in support of the establishment of California residence pursuant to California Education Code.~~

Non-citizens without lawful immigration status ~~may~~ shall be classified as a non-residents but exempted from payment of non-resident tuition ~~if he or she~~ provided they submit verifiable documentation to certify that they meets the following requirements criteria:

- High school attendance in California for three or more years, and;
- Graduation from a California high school or attainment of the equivalent thereof, and;
- The filing of an affidavit that attests that the student has filed an application to legalize his/her immigration status or will do so as soon as he/she is eligible-Verifiable documentation shall include the self-certifying affidavit required by the California Community Colleges' Chancellor's Office, and may include high school transcripts or other acceptable documents verifying attendance and graduation.

4. Publication of Admissions Policies and Procedures

~~Specific and current admission procedures are published in the most recent versions of the college schedule of classes, catalog, and website.~~

4. Minors as Special Admission Students

In accordance with the California Education Code, minors may be permitted to take college courses under very specific circumstances. The intent of Special Admissions is to provide minors who can benefit from advanced scholastic and vocational education the opportunity to take college-level courses that are not available through their primary school or other alternatives.

Special Admission students are required to complete and submit an application for college admission, a Special Admission packet that includes the Recommendation for Special Admission (required every semester), Memorandum of Understanding, and a transcript (for high school students) or a letter from the primary school principal attesting to the student's ability to benefit from advanced scholastic or vocational education (for K-8 students). Additional documentation, including the college instructor's written permission, may be required.

Students admitted as part-time special admission students may enroll in a maximum of six (6) units per semester or term, unless approved for additional units by the designated college administrator. Under no circumstances may a part-time special admission student enroll in more than eleven (11) units in a regular semester.

Parents and students applying for Special Full-time Admission status must contact the Registrar's Office. Petitions for Special Full-Time Admission will be considered only after the parent and student have exhausted all alternatives available through the secondary school district that the student would be attending. The decision to admit a minor as a special full-time admission student may be subject to the availability of classes. Special full-time admission students are required to complete at least 12 units in each primary term, and to maintain continuous enrollment until reaching the age of 18.

Under the Family Educational Rights and Privacy Act, once a student of any age is attending an institution of post-secondary education, all rights pertaining to the inspection, review and release of his/her educational records belong to the student without regard to the student's age. Therefore all students, regardless of age, must provide written consent for the release of their college transcripts and/or college records.

DRAFT RUBRIC FOR WRITTEN COMMUNICATION SKILLS

Component	Above Satisfactory	Satisfactory	Below Satisfactory
Points	2	1	0
Content	Responds directly to the prompt or question asked. Content is accurate.	Responds to the prompt or question asked. Content is accurate.	Does not respond to the prompt or question asked (content may be unrelated) and/or content is inaccurate.
Organization	Contains a clear sense of order. Includes a thesis or topic sentence. Supporting points are presented in a logical progression.	May lack a thesis or topic sentence, but points are presented in a logical manner.	Lacks organization. Points are presented in a random fashion, making it difficult for the reader to follow.
Development	Develops each point with specific details or examples.	Most points are supported with some details and evidence.	Points are unsupported or supported with sparse details.
Use of Language	Uses discipline-specific language and exhibits some sophistication in word choice.	Discipline-specific language is used sparingly. Has clear sentences but there may be some awkwardness. Appropriate language used.	Limited or inappropriate vocabulary. Slang may be used.
Grammar and Spelling	No major grammatical or spelling errors.	Contains some errors, but they do not interfere with understanding.	Errors are numerous and/or impair understanding.
Integrates Sources (if applicable)	Incorporates summary, paraphrase, and quotations from sources. Uses source information to support own ideas. Cites and documents sources per method required by instructor.	Incorporates some information from sources as supporting information. Cites and documents sources per method required by instructor.	Does not include information from sources, or sources are not documented per method required by instructor.

Overall Assessment Score = the average component/row score calculated for all rubric components assessed. Satisfactory performance is defined as an overall score of 1 or greater on the components measured.

4/17/12 4/18/12 4/24/12

DRAFT RUBRIC FOR ORAL COMMUNICATION SKILLS

Component	Above Satisfactory	Satisfactory	Below Satisfactory
Points	2	1	0
Organization	Contains an introduction, body, and conclusion. Supporting points are presented logically.	Organization, logic, or pattern makes sense.	Lacks organization. Points are presented in a random fashion, making it difficult for the audience to follow.
Supporting Materials	Ideas are well developed with the use of examples or evidence. Information and/or analysis provided establishes credibility and authority on the topic.	Examples or evidence generally support and develop the topic or ideas. Information and/or analysis are appropriate to the topic.	Contains insufficient supporting material. Information and/or analysis minimally support the presentation.
Content	Responds directly to the assignment.	Responds to the assignment.	Does not respond to the assignment (content may be unrelated).
Language	Language is appropriate, professional, and is compelling to the audience.	Language is clear, but there may be some awkwardness or “filler” words used. Contains appropriate language .	Limited or inappropriate vocabulary used.
Delivery	Delivery is varied and dynamic. Rate of speech, volume, and tone enhance listener understanding and interest.	Vocal delivery is clear and understandable. Some vocal expressiveness is displayed, but it may not be polished.	Delivery detracts from the presentation. Speech may be too soft, too fast, or too long. Pauses may distract audience.
Non verbal delivery	Appears confident and in control, makes eye contact, purposeful gestures and movements, and is vocally expressive. Overall, presentation is compelling and polished.	Uses some eye contact, gestures, movement, facial expressions that enhance the presentation.	Eye contact, gestures, movement, and/or facial expressions are inappropriate or distract from the presentation. Speaker may appear uncomfortable.

Some oral presentations may be informal or impromptu in nature and may not require all elements above. **Overall Assessment Score** = the average component/row score calculated for all rubric components assessed. Satisfactory performance is defined as an overall score of 1 or greater on the components measured.

DRAFT RUBRIC FOR VISUAL COMMUNICATION SKILLS

Component	Above Satisfactory	Satisfactory	Below Satisfactory
Points	2	1	0
Visual Literacy	Demonstrates a good to superior ability to formalize and express an image using two or more concepts, visual or in terms of content. The ideas are in the range of promising to sophisticated and the execution and use of media exhibit hand control in rendering form that approaches excellence.	Demonstrates a reasonable but somewhat less inspired ability to formalize and express an image using two or more concepts, visual or in terms of content. The ideas are less sophisticated. The execution is good but still lacks the understanding and control of various media necessary to achieve excellence.	Demonstrates a less than acceptable ability to formalize and express an image using two or more concepts. The works are not inspired and lack a formal sophistication. The content is weak and the execution is flawed.
Visual Vocabulary	Demonstrates a good to superior visual vocabulary including an understanding of the elements and principles of art, how to apply them to their own works and how to use them to evaluate artwork.	Has begun to develop and utilize a visual vocabulary including an understanding of the elements and principles of art, how to apply them to their own works and is beginning to use them to evaluate artwork.	Has not yet developed and utilized a visual vocabulary including an understanding of the elements and principles of art, how to apply them to their own works and to the evaluation of artwork in general.
Design, Execution and Presentation of Art Projects	Conceptualizes good to superior designs and compositions. Practices professional standards of execution and presentation of art projects.	Designs, compositions and presentations of artwork have not achieved a standard of professionalism. The level of work is acceptable but average.	Creates inferior designs, practices a minimally acceptable execution in completing artworks and the presentation of art projects has not reached an acceptable standard.

Overall Assessment Score = 4-6, above satisfactory; 3, satisfactory; less than 3, below satisfactory

DRAFT RUBRIC FOR SCIENTIFIC/QUANTITATIVE REASONING SKILLS

Component	Above Satisfactory	Satisfactory	Below Satisfactory
Points	2	1	0
Question	Student states question in a clear and concise manner. The question is testable	Student states question in an unclear or lengthy manner. The question is testable	The question is un-testable
Hypothesis	Student correctly states null and alternative hypotheses appropriate for the question and method of analysis	Student makes one of the following errors: incorrect null hypothesis, incorrect alternative hypothesis, hypotheses inappropriate for question, hypotheses inappropriate for method of analysis	Student either misstates both null and alternative hypotheses or fails to match hypotheses to the question and/or method of analysis
Procedure/Methods	All steps are discussed in a logical (ordered) and concise manner such that the procedure could be replicated	Steps are discussed but presented in a way that is not logical or concise; or a necessary step is missing	Steps are discussed in a manner that is neither logical nor concise and/or more than one step is missing

Component	Above Satisfactory	Satisfactory	Below Satisfactory
Points	2	1	0
Results	Results and statistics are presented correctly, completely, and concisely without interpretation	Results are presented correctly and completely but not in a concise manner and/or include interpretation	Results are presented incorrectly or incompletely
Results – Graphical	Graphs include legible and correctly labeled axes. Independent and dependent variables are placed on correct axes	Graphs may be difficult to read accurately but correctly convey trends in the data. Variables are placed on correct axes	Graphs are incorrectly labeled or unclear to the extent that trends in the data cannot be determined, or variables are placed on incorrect axes
Conclusion	Hypotheses are restated and evaluated in a logical order. Null hypothesis is supported or refuted. Alternative is addressed correctly in reference to the outcome for the null v	Hypotheses are not restated or evaluated in a logical order but are interpreted correctly in light of the data	One or both of the hypotheses are inappropriately addressed in light of the data (e.g. null rejected when data does not support such a rejection)

Overall Assessment Score = the average component/row score calculated for all rubric components assessed. Satisfactory performance is defined as an overall score of 1 or greater on the components measured.

DRAFT RUBRIC FOR QUANTITATIVE REASONING SKILLS

Component	Satisfactory or better	Below Satisfactory
Points	1	0
Illustrate and/or communicate mathematical and/or statistical information symbolically, visually and/or numerically	Represents mathematical/statistical information generally clearly but: <ol style="list-style-type: none"> 1) May make minor errors 2) May lack some clarity 3) May lack precision 	Inconsistently or rarely represents mathematical/statistical information and lacks clarity and precision
Apply an appropriate model to the problem to be solved	Accurately applies a model to the problem to be solved but: <ol style="list-style-type: none"> 1) May lack support or justification 2) May make minor calculation errors 	Presents an inappropriate model for the problem to be solved or presents an appropriate model but makes major mistakes in its application or significant calculation errors
Determine when computations are needed and execute the appropriate computations	Determines when computations are needed and may make occasional errors in computations	Inconsistently or rarely determines when computations are needed and/or makes many errors in computations
Interpret information presented in mathematical and/or statistical forms	Correctly interprets information when presented in mathematical and/or statistical form	Inconsistently or rarely interprets information presented in mathematical and/or statistical form

Overall Assessment Score = the average component/row score calculated for all rubric components assessed. Satisfactory performance is defined as an overall score of 1 or greater on the components measured.

Draft

	Fall Year 1	Spring Year 1	Fall Year 2	Spring Year 2	Fall Year 3	Spring Year 3	Fall Year 4	Spring Year 4	Fall Year 5	Spring Year 5
ISLO	Institutional Student Learning Outcomes will be assessed by all courses. Areas without a degree or certificate will map only to ISLOs. Each such course will map to and assess at least one ISLO. ISLOs will be assessed on a five-year cycle to allow time for assessment and faculty forums to develop and implement institution level initiatives.									
ISLO #1 COMMUNICATION	Assess		Develop Institutional Initiatives		Implement Institutional Initiatives			Develop/Revise Institutional Rubrics		
ISLO #2 SCIENTIFIC / QUANTITATIVE REASONING	Develop/Revise Institutional Rubrics		Assess		Develop Institutional Initiatives		Implement Institutional Initiatives			
ISLO #3 CRITICAL THINKING	Implement Institutional Initiatives		Develop/Revise Institutional Rubrics		Assess		Develop Institutional Initiatives		Implement Institutional Initiatives	
ISLO #4 INFORMATION LITERACY	Implement Institutional Initiatives				Develop/Revise Institutional Rubrics		Assess		Develop Institutional Initiatives	
ISLO #5 AWARENESS AND RESPONSIBILITIES	Develop Institutional Initiatives		Implement Institutional Initiatives				Develop/Revise Institutional Rubrics		Assess	
Program (PSLO)	Program Level Student Learning Outcomes will be assessed by those areas offering a degree or certificate. All courses included in the degree or certificate that Master the PSLO will perform the assessment. All PSLOs will be assessed within the five-year cycle on a schedule determined by the program.									
Course (CSLO)	Course Level Student Learning Outcomes will be assessed by all areas. All CSLOs for each course will be assessed during the five-year cycle. Individual disciplines can determine how to most effectively do this (e.g. save labor by embedding - assessing CSLOs at the same time as PSLOs or ISLOs when they can be assessed using the same assessment tool.)									
Service Unit (SUO)	All Service Unit Outcomes will be assessed within the five-year cycle on a schedule determined by the service area.									

**VENTURA COLLEGE
DISTANCE EDUCATION
HANDBOOK**

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ABOUT THIS HANDBOOK

The purpose of this handbook is to serve as a resource for faculty teaching online or interested in teaching online. It provides information about resources, support, policies, and procedures in distance education at Ventura College.

The Ventura College Distance Education Handbook was prepared by the college's Instructional Technologist, Instructional Design Specialist, Dean of Distance Education, the Distance Education Committee, and the Academic Senate. Special thanks to: (INSERT NAMES AFTER IT'S BEEN APPROVED OF THOSE WHO HELPED FROM DIFFERENT COMMITTEES).

WELCOME

Welcome to the Distance Education department at Ventura College! ~~Distance education is a rapidly growing area of education, one that has many benefits for faculty and students alike. It is a way to accommodate returning students who work during traditional school hours, students with a conflicts in the class schedules, students from other colleges and universities attempting to fulfill lower division graduation requirements, and students who live out of the area. At its best, distance education provides not only convenience, but coursework that is comparable in quality to traditional, on-campus classes.~~ Ventura College offers convenient, expanded access to higher education and learning opportunities via distance education. Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Distance Education courses are ideal for independent, self-directed, and motivated students who have functional computers at their home or office and have access to broad band internet on an ongoing basis. Distance Education has become a common learning method for students who are seeking to achieve their educational goals.

Many faculty members who are interested in teaching online do not know where to start. They have heard about distance education from other faculty members and are curious. This handbook serves as an introduction to the distance education world, detailing the requirements and best practices of a distance education course. It also includes forms, a frequently asked questions section, and further resources where faculty can obtain more information should they need it.

Welcome to distance education!

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INTRODUCTION TO DISTANCE EDUCATION AT VENTURA COLLEGE

The distance education/instructional technology department provides support for faculty teaching distance education courses. For obtain more information about distance education at Ventura College than is covered in this handbook, please utilize one of the following resources:

Dr. Gwendolyn Lewis-Huddleston, Dean of Social Sciences, Humanities, & Distance Education
gklewishuddleston@vcccd.edu | 805-654-6388
LRC 353

Krista WilburVacant, Instructional Technologist
kwilbur@vcccd.eduVacant | 805-654-6400 x1267
LRC 147

Erica Tartt, Instructional Design Specialist
etartt@vcccd.edu | 805-654-6400 x1261
LRC 146

There are many good resources available online as well to support faculty needs in distance education and other instructional technologies. The following websites may be of use in helping with a first line of support:

General Ventura College Information for Distance Education
http://www.venturacollege.edu/online_services/online_classes/index.shtml

General Distance Education Help from the District
http://www.vcccd.edu/departments/information_technology/distance_education_help/

Online Student Tutorial for Desire2Learn
http://www.vcccd.edu/departments/information_technology/distance_education_help/D2L_Tutorial/index.shtml

Desire2Learn Community
This site requires registration prior to access.
<https://community.desire2learn.com/index.asp>

Field Code Changed

DEFINITIONS

Distance education comes in a variety of different forms. Distance education is defined by the Accrediting Commission for Junior and Community Colleges, a part of the Western Association of Schools and Colleges (WASC), in its Policy on Distance [Learning Education](#), including Electronically-Mediated Learning, "as a formal interaction designed for learning in which the interaction principally occurs when the student is separated by location from the instructor, resources used to support learning, or other students." At its very basic, distance education is instruction in which the student and the instructor are separated by distance and interact through a other means. There are multiple methods of delivering a course, or any part of it, from a distance.

ONLINE

An online distance education course takes place primarily online through the use of the internet and a learning management system. ~~Occasional face-to-face meetings may be required, such as an orientation or to take a midterm or final, but the bulk~~ Face-to-face meetings are not required and all of the work is completed independently and submitted online by the student. A course is considered online when 100% of the instruction is conducted online.

HYBRID/PARTIALLY-ONLINE

~~Hybrid-Partially-online~~ courses are typically offered partly online and partly on-campus. Partially-online courses include those courses with required orientations and/or testing sessions on campus. If a course is considered hybrid, 51% or more of the instruction occurs online.

WEB-ENHANCED

~~From a technical standpoint, t~~ These courses are not distance education courses. Instruction takes place entirely in the classroom with an online supplementary component. For instance, the instructor may use the learning management system to share with students their grades, to upload large files such as a PowerPoint for students to view, or to promote the use of the ~~d~~Discussion ~~B~~board (to name only a few).

TELECOURSE

~~The delivery method for telecourses comes through the television. This can occur in several format: students may be required to purchase DVDs or VHS tapes with lectures and other information on them, they may be required to watch local programming at a designated time, or they may be expected to do some combination of the two. Tests typically take place on-campus. The bulk of the coursework is done off-campus, however.~~

All distance education courses are worth the same amount of units/credits as their face-to-face counterparts. Each class uses a textbook, has a syllabus, and requires instructors to have regular contact with students, much the same way a traditional on-campus class does. The content is the same; it is simply the method of delivery that is different. The rigor of the course meets or exceeds that of face-to-face classes, in part because of the time requirements online classes require.

LAWS PERTAINING TO DISTANCE EDUCATION

<u>Title 5, section 55200</u> <u>Definition and Application</u>	<u>Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.</u>
<u>Title 5, section 55202</u> <u>Course Quality Standards</u>	<u>The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002.</u>
<u>Title 5, section 55204</u> <u>Instructor Contact</u>	<u>All approved courses offered as distance education shall include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Additionally, students with disabilities should not simply be offered communication; the communication should be as effective as it is for students without disabilities. (See more detailed guidelines below.)</u>
<u>Title 5, section 55206</u> <u>Separate Course Approval</u>	<u>Each proposed or existing course if delivered by distance education, shall be separately reviewed and approved, according to the district's certified course approval procedures.</u>

GUIDELINE FOR SECTION 55376

This section defines what contact must be maintained between instructor and student depending upon whether the distance education course is transferable or not.

Subsection (a) stresses the historical obligation for the instructor of record in a transferable distance education course to have regular personal contact with enrolled students. The use of the term "regular personal contact" in this context suggests that students should have a frequent opportunity to ask questions and receive answers in-person from the instructor of record. Restatement of this obligation was encouraged by the University of California in order that the transferability of existing distance education courses might not be jeopardized.

Subsection (b) honors the principle that for newly authorized nontransferable distance education courses, there are a number of different kinds of acceptable interaction between instructor and student, not all of which may require in-person contact. Thus, during the trial period, districts will need to locally define "regular contact," including how often, and in what manner instructor student interaction is achieved. On the other hand, districts are not authorized to redefine "fully interactive" as found in the guideline to Section 55370.

It is important that districts document how regular contact is achieved as this information will bear upon the overall evaluation of distance education during the trial period as provided in the Board of Governors' Standing Order 409 and cross-referenced in Section 55317(c). Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each distance education course or section. As indicated in the Guideline to Section 55317, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards.

ACCESSIBILITY OF ~~VC~~ VENTURA COLLEGE DISTANCE LEARNING EDUCATION COURSES FOR STUDENTS WITH DISABILITIES

In planning or revising a distance ~~learning-education~~ course, it is important to be aware of possible accessibility concerns that may arise for students with disabilities and to be aware that planning at the front end can result in a course that reflects the principles of Universal Design. This means that the course is designed to be usable and accessible to all students.

Ensuring accessibility expands the market for distance ~~learning-education~~ courses and supports the open enrollment policies of the California Community College system. In addition, there are policy and legal mandates regarding access. The following are relevant legal requirements:

Federal Rehabilitation Act of 1973, Section 504	Prohibits discrimination on the basis of disability in educational settings which receive federal dollars.
Federal Rehabilitation Act of 1973, Section 508 (revised)	Requires equal access to telecommunications, which is defined to include services and programs delivered via the Internet. The State Attorney General for the CCC has ruled that Section 508 applies to distance-learning distance education offered by the CCC system schools. Instructors bear the responsibility of making their classes accessible to all students prior to the start of the class. Students with disabilities should not have to request special accommodations because the course is not accessible, nor are they required to reveal their disability.
Federal Americans with Disabilities Act (ADA)	Requires programs and services, including educational programs to be accessible to qualified persons with disabilities. Requires also that all telecommunication must be equal and equally effective.
California Title 5	Prohibits discrimination on the basis of disability.

CCC Chancellor's Guidelines:

The Office the Chancellor for the California Community College System has issued a document entitled, Distance Education: Access Guidelines for Students with Disabilities. The document is available at:

~~www.htctu.net/dlguidelines/2011%20Distance%20Education%20Accessibility%20Guidelines%20FINAL.pdf~~
~~http://www.htctu.net/publications/guidelines/distance_ed/disted.htm~~ or
~~http://www.htctu.net/publications/guidelines/distance_ed/distedguidelines.pdf~~

~~This guide was updated in January 2011.~~ The guidelines are comprehensive and include strategies for addressing access concerns with all ~~distance-learning~~distance education formats, including on-line education. ~~The guidelines also address changes in laws that pertain to distance-learning~~distance education.

Highlights include:

- ~~• All new [developed after 8/99] Distance Learning (DL) courses or components of courses must be accessible to students with disabilities in their initial design.~~
- ~~• All existing DL courses or DL components of courses must be made accessible when they are updated.~~

- ~~Existing DL courses or DL components of courses must be made accessible if a qualified student enrolls in the course and makes a request.~~
- ~~All existing [before 8/99] DL courses or DL components of courses must be made accessible at the time of the course review (6 year cycle).~~
- ~~All DL courses and DL components of courses will be accessible at the end of the 6 year period following the issuance of the guidelines [8/05].~~
- ~~Content from external links provided by the instructor, if essential elements of the course, must be made available in an accessible format for students with disabilities if the Web site linked to has access problems.~~

While the specifics of the Chancellor's guidelines may seem technical and some of the requirements for making materials accessible may sound difficult, the Educational Assistance Center's (EAC) Alternate Media program is available for consultation, technical assistance, and, if needed, the actual revision of materials into accessible formats. As a part of the Curriculum Committee process, you are required to have at least one meeting with the Alternate Media staff prior to submitting your course for review.

Course Content vs. Course Design/Format:

The Curriculum Committee process at Ventura College is designed to review and approve course content, learning goals, etc. This is different from the issue of accessible design. The specific design (format) of a course will be dependent on the instructor teaching and designing the course and can vary from instructor to instructor. However, all courses scheduled for even some instruction in a [distance learning distance education](#) format must be accessible for students with disabilities. In recognition of this, the Ventura College [Distance Learning Distance education](#) Committee has implemented a separate process for ensuring that course design meets accessibility standards before the course can be placed in the VC Schedule of Classes.

EXAMPLES OF GENERAL DISTANCE EDUCATION ACCESS ISSUES AND POSSIBLE SOLUTIONS

Media	Online
Access Concern	Students who use assistive technology may not be able to access online information, depending on the design of the course Web pages. Multimedia content needs special attention to address access concerns. Some Web technology does not currently have an accessibility strategy.
Solution(s)	Follow accessibility design guidelines for Section 508. Do not use technologies that have no current accessibility solution. (Example: Java-based Chat)
Resources	Section 508 Government Website (contains most recent updates) http://www.section508.gov/

Media	Print
Access Concern	Students who are blind or visually impaired will not be able to read standard printed materials.
Solution(s)	Braille, e-text, large print, audiotape.
Resources	Students who require assistance with printed materials should work directly with the Educational Assistance Center (805-654-6300) to develop appropriate accommodations; the EAC will work with students who require any of the

	alternate print medias listed above.
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Media	Audio Conferencing – Telephone
Access Concern	<ul style="list-style-type: none"> • Students who are deaf or hard of hearing can't hear it. • Students with speech problems can't respond over the system.
Solution(s)	<ul style="list-style-type: none"> • Text Telephones (TTY). • Telecommunication. Devices for the Deaf (TDD). • Telephone Relay System (TRS). • Web-based "live chat" programs with "real-time" transcription.
Resources	CCCConfer, which provides captioning or other assistive technology if notified within 48 hours of call or video conferencing

Media	Video Conferencing/Video Transmission (Live), which may include real-time two-way video and audio or one-way video/two-way audio.
Access Concern	<ul style="list-style-type: none"> • Blind/low vision can't see it. • Deaf/hard of hearing can't hear it. • Those with speech impairment can't readily participate. • Supplemental print materials inaccessible to blind/low vision students.
Solution(s)	<ul style="list-style-type: none"> • Real-time closed or open captioning of broadcasts. (Deaf/HOH) • Use of Sign Language interpreter in small window on video screen. (Deaf/HOH) • Use of Sign Language interpreter in location of the student. • Descriptive captioning (Blind/Low Vision). • To facilitate communication, a TTY link to the classroom or studio, TRS, and/or live Web-based chat. • Supplemental print materials in appropriate alternate format. • Real-time descriptive narration or descriptions by the instructor of visual • Objects which have significant instructional content as a part of the course dialogue/lecture.
Resources	CCCConfer, which provides captioning or other assistive technology if notified within 48 hours of call or video conferencing

Media	Video Transmission (Pre-recorded)
Access Concern	<ul style="list-style-type: none"> • Blind/low vision can't see it. • Deaf/hard of hearing can't hear it. • Supplemental print materials inaccessible to blind/low vision students.
Solution(s)	<ul style="list-style-type: none"> • Closed or open captioning of broadcasts. (Deaf/HOH) • Use of Sign Language interpreter in small window on video screen. (Deaf/HOH) • Use of Sign Language interpreter in location of the student. • Supplemental print materials in appropriate alternate format. • Real-time descriptive narration of significant visual elements.
Resources	<ul style="list-style-type: none"> • INTELECOM videos (precaptioned; can be embedded into online classes)

- | | |
|--|---|
| | <ul style="list-style-type: none">• <u>Captioning</u>• <u>YouTube & Google captioning</u>• <u>CaptionTube</u>• <u>Overstream (for videos you don't have the rights to)</u> |
|--|---|

[Should you have questions regarding accessibility and online classes, or need further clarification, you can contact any of the distance education resources listed on page three \(3\) of this document. Further, you can also contact the Alternative Media Specialist by calling 805-654-6400 x1278.](#)

PROCESS FOR OBTAINING AN ONLINE CLASS

Page Holder for the process proposed by Gwendolyn – once approved by the Academic Senate, the process will be placed here. The first step for any class to be offered partially or fully online is to be approved through the curriculum committee to be offered in a distance education format. The following forms are samples of the curriculum committees requirement for distance education approval for any course at the Ventura College institution. Please note that it is required to supply the curriculum committee with information as to how this course will be taught and how regular and effective contact will be met when teaching this course as a partially or fully online session. (We will put a pdf copy here for the final handbook so the formatting will remain.)

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[CurricUNET Home](#)

[Build](#)

[Courses](#)

[Edit Course](#)

[Edit Course](#)

[V 01](#)

[Test Course](#)

[YODA-VC Curricunet](#)

[Test System](#)

[Resendiz, Linda](#)

[Test Course YODA 01](#)

[Units/Hours page must](#)

[be marked complete.](#)

[Course Fees must be](#)

[marked complete.](#)

[must be marked](#)

[complete.](#)

[Course Requisites](#)

[must be marked](#)

[complete.](#)

[Requisite](#)

[Justification must be](#)

[marked complete.](#)

[Objectives must be](#)

[marked complete.](#)

[Course Content must](#)

[be marked complete.](#)

[In Class Assignments](#)

[must be marked](#)

[complete.](#)

[Evaluation Methods](#)

[must be marked](#)

[complete.](#)

[Representative Texts](#)

[must be marked](#)

[complete.](#)

[Links](#)

[Academic Senate](#)

[Curriculum Site](#)

[Governet](#)

[Minimum Qualifications](#)

[Special Characters](#)

[Taxonomy](#)

[Please Remember To Save Work Before Navigating Off Of Page.](#)

[Distance Ed Materials](#)

[Distance Education Definition: A course taught completely on](#)

[campus and with web materials is a Web Enhanced course. A](#)

[course that is taught less than 100% online is a partially online](#)

[Course Distance Ed](#)

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course. A course taught 100% using Distance Education modalities is a fully online/Distance Ed course.

This course has already been approved by the Curriculum Committee as Distance Education. No substantive changes have been made to the course outline that would affect the Distance Education modality (i.e. units, hours, objectives, content, assignments, evaluation modalities).

This is a new proposal for Distance Education for this course, or an existing course has been substantively changed and its approval as Distance Education should be revisited. The faculty member completing this form will be teaching the course in the Distance Education modality.

YES: NO: I have met with the Assistant Dean of Distance Education or designee and discussed the guidelines required for "regular personal contact" between the student and instructor.

YES: NO: This is either a new course or the existing course outline has been updated and/or revised, and submitted for curriculum review.

YES: NO: The faculty member proposing this course for Distance Education has attended a Ventura College Orientation to Distance Education and/or has met with the Assistant Dean of Distance Education or designee.

YES: NO: All faculty teaching this course as Distance Education will attend a Ventura College Orientation to Distance Education and/or meet with the Assistant Dean of Distance Education or designee.

Indicate how your interaction time with students is divided. Total percentages should equal 100%.

TV Class

Internet

Teleconferencing

Live Interaction

Other Yes No

Regular personal contact between the student and the instructor is required and will be maintained through the following modalities (check all that apply):

Regular

Personal Contact

E-mail

Discussion Boards (asynchronous

Dialogue)

Chat (Synchronous Dialogue)

Video Conferencing

Phone

Face to Face (by request)

Estimate the percentage of time for each interaction listed below.

Student to

Instructor

Instructor to

Student

Course Checklist

Main

Cover

Units/Hours

[Instructional Materials](#)

[Fee](#)

[Requisites](#)

[Requisite Justification](#)

[Entrance Skills](#)

[Course Objectives](#)

[Course Content](#)

[Lab Content](#)

[In Class Assignments](#)

[Outside Assignments](#)

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[Attached Files](#)

[General Ed \(Optional\)](#)

[Student Learning](#)

[Outcomes \(Optional\)](#)

[Minimum Qualifications](#)

[Core Skill Sets](#)

[\(Optional\)](#)

[All Fields](#)

[Communication](#)

[Codes/Dates](#)

[Legend](#)

[Spell Check](#)

[Help](#)

[Edit](#)

[Delete](#)

[Move Item Up](#)

[Move Item Down](#)

[* Indicates Required Field](#)

[Help](#)

There is currently no
help available for this

page.

[Edit More](#)

CurricUNET - Ventura http://www.curricunet.com/ventura/build/courses/c_builder/e_dist_ed_ma...

1 of 2 10/1/2012 9:34 AM

[Student to](#)

[Student](#)

[Exams will be](#)

[given as follows: On Campus](#)

[Online](#)

YES: NO: A designee of the department proposing this course change has met with the Assistant Dean of Distance Education or designee and discussed the design of this course including course tools, assignments and activities, assessment strategies, and best practices.

YES: NO: I understand that the implementation of this course will require ensuring that its design and the technology used to deliver it are accessible to students with disabilities. A designee of the department proposing this course change has reviewed the proposed technology for this course with the Assistant Dean of Distance Education or designee and with the Educational Assistance Center's (EAC) Alternate Media Specialist who has

determined that the course can be made accessible when it is being designed. The department further understands that this course, once designed, will not be placed in the course schedule without certification by the EAC as being accessible to students with disabilities.

[Save Finish](#)

[Governet](#)

[CurricUNET - Ventura http://www.curricunet.com/ventura/build/courses/c_builder/e_dist_ed_ma...](http://www.curricunet.com/ventura/build/courses/c_builder/e_dist_ed_ma...)

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Once a course is approved by curriculum committee to be offered partially or fully online the next step is assuring that a faculty member has received the necessary training to build and teach an online course using the district approved Learning Management System (LMS).

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Currently the distance education team offers a fully online training for faculty. This four week course covers: the basics on best practices for student learning in a distance education format, how to maintain regular and effective contact, how to operate within the district approved LMS, and best practices for setting up a distance education class with hands on experience. We currently ask that all faculty wishing to teach in the distance education platform attend this training prior to being given a partially or fully distance education class to teach. In addition the distance education team provides numerous group trainings throughout the semester on reviews of basic practices to more complex use of technology to enhance the distance education experience. Please refer to the distant learning web site for an up to date schedule of these training opportunities.

The scheduling of faculty to teach in a distance education format is the prerogative of the Dean and Department chair of a given area. Please see the agreement between the faculty union and management for details regarding the assignment of distant learning courses.

STEPS TO DEVELOPING YOUR QUESTIONS TO HELP YOU DEVELOP A DISTANCE EDUCATION COURSE

Translating a face-to-face class into an online class, or creating an online class from scratch, can be a daunting task. Below are some questions that offer guidance and insight as you work on your class. Please note that these questions are not mandatory questions or steps you must take; rather, they are intended as a resource to help you think about the various aspects of planning a thoroughly-developed online course.

<p><u>Design</u></p>	<ul style="list-style-type: none"> • <u>Before a distance education course can be developed, the need of the course should be determined and whether a face-to-face course on campus can meet that need.</u> • <u>In determining the need for a new distance education class, it is important to analyze the audience. Who are the students expected to take the proposed distance education course? In what ways will they benefit from taking this distance education course? What type of distance education course will best benefit them – online or partially online?</u>
<p><u>Development</u></p>	<ul style="list-style-type: none"> • <u>Create the content outline for the class. What topics and information will be covered in the distance education course?</u> • <u>Review what materials, such as textbooks, exist that might be used with the course. Important to note: just because a textbook or another material works well in a traditional, face-to-face course does not mean that it will work as effectively in a distance education mode. It is important to use the needs to at anticipated audience (determined above) in shaping the course.</u> • <u>Create a syllabus. How will students learn the material – will there be independent reading? Discussion questions to</u>

answers? What topics will be covered each week? While the first step in the development process was a general outline, this step involves creating a semester-long lesson plan, in essence. What topics will be covered each week?

- Consider the different tools within Desire2Learn. Which tools would be useful in delivering the content and meeting the learning outcomes you envision for your course? Which tools might not work as well? (Please see the next page for a list of tools available within the Desire2Learn system.)

Design:

- Before a distance education course can be developed, the need of the course should be determined and whether a face-to-face course on-campus can meet that need.
- In determining the need for a new distance education class, it is important to analyze the audience. Who are the students expected to take the proposed distance education course? In what ways will they benefit from taking this distance education course? What type of distance education course will best benefit them—online or hybrid?
- If the need for a new distance education class is sufficient enough to warrant its development, then goals should be established for the course specific to the distance education format.

Development:

- Next it is time to create the content outline for the class. What topics and information will be covered in the distance education course?
- Once the content has been determined, it is important to review what materials, such as textbooks, exist that might be used with the course. Important to note: just because a textbook or another material works well in a traditional, face-to-face course does not mean that it will work as effectively in a distance education mode. It is important to use the needs to at anticipated audience (determined above) in shaping the course.
- When the content and materials to be used have been outlined and decided upon, it is time to organize and develop that content. This is the place to create a syllabus. How will students learn the material—will there be independent reading? Discussion questions to answers? What topics will be covered each week? While the first step in the development process was a general outline, this step involves creating a semester-long lesson plan, in essence. What topics will be covered each week?
- Before the content of the course can be transferred from an outline to an actual course shell, the instructor should arrange to meet with someone from the Distance Education office to review the learning management system if they are not familiar with it.
- When a detailed outline or lesson plan of the course and materials has been created, it is time to develop the course using the learning management system. Being familiar with the learning management system is crucial from here on out. Any questions not answered in the previous training session(s) should be asked now. Based on the learning management system's available tools, all parts of the course need to be outline/developed, including discussion questions, assignments, quizzes and tests, student participation requirements, and chat requirements (if any). These are only a few

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of the possible tools that might be utilized in the creation of the course, and it is important to note that not every tool will be used in every class. For instance, a class such as philosophy, which requires extensive discussion, will use the discussion board far more frequently than a course such as beginning algebra.

- In addition to a training session for the learning management system, a meeting between the proposed instructor and Distance Education, must be arranged to review and sign the Distance Education form (included in this Handbook as well as the Curriculum Handbook). The form must be typewritten. If the proposed instructor is unable to type the form, he or she can bring it to the meeting with the representative of Distance Education where it can be typed.

This meeting will review the course syllabus, determine the number of hours and percentage the course will be offered in a distance education format, give a brief description of why the instructor feels students will benefit from a distance learning mode of instruction in this course, how regular personal communication with and between students will occur in the proposed course, and address examples of assignments, other graded activities and where exams will be administered.

In preparation for submitting your Distance Learning course to the Curriculum Committee, you will need to schedule a meeting to discuss accessibility with the EAC's Alternate Media Specialist by calling extension 1278 or 6300. This meeting is required before the EAC will sign off on the Distance Learning form of your course outline. Sign-off by the EAC is required before your course can be scheduled for review by the Curriculum Committee. **This form must be signed for every new instructor to teach an online course, even if they are teaching a class that is already taught in a distance education format and they are using the same content as another distance education course.**

Evaluation:

- After creating and organizing the proposed course, followed by meeting with the Assistant Dean of Distance Education, the course will be evaluated by the Curriculum Committee, who will review the course as well as its goals and objectives.
- Based on any comments from the Assistant Dean of Distance Education and the Curriculum Committee, any needed revisions should be made and resubmitted for approval.
- Once your course is approved by the Curriculum Committee, you will be doing the actual writing and design of your course. Prior to and during this process, you are encouraged to work with the EAC to ensure that your course is accessible. It is easier to design access into the course at the beginning than to make revisions later. Remember, the course will need certification of accessibility from the EAC before it can be offered/placed in the Schedule of Classes.

Adapted from Distance Education At A Glance, Guide 3: Instructional Development for Distance Education; University of Idaho; <http://www.uiweb.uidaho.edu/eo/dist3.html#Design>

CHECKLIST FOR DEVELOPING YOUR DISTANCE EDUCATION COURSE TOOLS IN DESIRE2LEARN

- Departmental support has been obtained (Dept Chair supports this course as DE)
- Dean has been made aware of the course being proposed as DE and is supportive.
- Course Outline of Record has been updated in CurricUNET along with the DE section.
- Instructor proposing course has made contact with Distance Ed and EAC departments for training/support and approval of the CurricUNET form.
- Contact information for instructors is provided
 - Email (if different than WebCT email)
 - Phone number
 - Office hours (if required to have on-campus office hours)
 - Online office hours (available by email and/or chat without interruption)
- A syllabus is provided
 - Student learning outcomes
 - Textbook information
 - Disability statement
 - Plagiarism statement
- Includes information about online/on-campus resources for students (links and phone numbers)
 - Educational Assistance Center (EAC)
 - Library
 - Tutoring Center
 - Student Services Center
 - Learning Resource Center (LRC)
- Means for regular student contact are provided
 - Email
 - Discussion board
 - Office hours
 - Chat
 - Contact information (see above)
 - Student participation is tracked to involve students
 - Instructors provide students with expected "turn-around time" for assignments
- Initial training in Course Management System has taken place.
- Course is well-organized and easily navigated
 - Screens are not cluttered
 - Links all work
 - Assignments, quizzes, tests, exams, and discussions are easily accessible
- Assignments and other course information is clear and reasonable
- Section 508 requirements are met
 - All course materials are made accessible for students with disabilities
 - Videos (transcripts/captions)
 - Images (alt tags)
 - Animations (alt tags)

- PowerPoints
- Links
- Audio clips (transcripts)
- Flash animations
- Hyperlink texts (use text that is descriptive, not "click here")
- Graphs and charts (summarize content)
- Alternate formats are provided if necessary
- All 508 requirements listed above are met *prior* to the start of the course
- Instructor has met with someone from the EAC to review any questions

<u>TOOL</u>	<u>DESCRIPTION</u>
<u>Calendar</u>	The Calendar tool is used for posting course-related events. Items with date restrictions, such as discussions, quizzes, and assignments can be automatically sent to the Calendar. Both instructors and students can add personal events to the Calendar and can view multiple classes in a single view using the Calendar tool.
<u>Classlist</u>	The Classlist provides the instructor and students with a list of students currently enrolled in the course and allows for an easy way to email other students and instructors in the class.
<u>Content</u>	The Content tool allows the posting and organization of relevant learning materials for students. Content material can range from Microsoft Office documents, full webpages created within Desire2Learn using a simple editor, links to external websites, links to other items in the course such as discussions, quizzes, and assignments, videos, images, and other multimedia files. Content can be set up with date and time restrictions.
<u>Discussions</u>	The Discussions tool is used for online discussions between the instructor(s) and students as well as for discussion between students. Instructors and students can post messages, link to external websites, embed videos/audio, add images, and attach documents to their messages. Discussion topics can be locked by date and time restrictions and can also be hidden before and/or after specific dates.
<u>Assignments</u>	The Assignments tool is a space for documents to be submitted by students. It is sometimes called the Dropbox. Each separate assignment is submitted to an assignment folder. Assignment folders can be opened and/or closed to submission based on specific dates and times. Assignments in PDF, Word, and text files can be fun through Turnitin to check for originality at the instructor's choice.
<u>Grades</u>	The Grades tool allows instructors to establish an online grade book. Items in the grade book can be tied to other Desire2Learn tools such as the Assignments, Quizzes, and Discussions tools so that when a grade is entered in one of these tools, the grade item is automatically updated in the grade book. Grade items can be released at a specific date/time. Students can check their grades at any time during the course using Grades.
<u>News</u>	The News tool is located on the Course Home page. News allows instructors to post messages to students that they will see when first entering the course page. These messages can be released or removed based on a specific date and time. Students can set up personal notifications so they receive a text/email message if a new News item is posted.
<u>Quizzes</u>	The Quizzes tool allows you to create a variety of assessments for your students. While labeled Quizzes, this tool can be used for exams, surveys, and/or homework assignments. The Quizzes tool can be used to create following kinds of questions: <ul style="list-style-type: none"> • <u>Multiple choice</u> • <u>True/false</u> • <u>Fill-in-the-blank</u>

	<ul style="list-style-type: none"> • Matching • Long & short answer <p>Many of these questions can be graded automatically and then automatically entered into the Grades tool. Quizzes can be conditionally released based on date and time.</p>
Checklist	The Checklist tool allows instructors to spell out the steps of a specific process. Students can then check off each step of the process as it is completed.

COPYRIGHT AND FAIR USE INFORMATION

Many instructors are concerned with copyright and fair use rules, regulations, and laws, and rightfully so. There are limitations to what can be freely distributed. It is safe to assume that an entire textbook cannot be reproduced and distributed over the internet, or in person, without the author's consent. But what about the idea of "fair use"? How much is too much to use to supplement student learning? What is "fair" is open to debate among instructors and distance education faculty; however, the US Copyright Office has issued four factors that should be used when determining whether the inclusion of outside materials is fair or not. These four factors are:

1. the purpose and character of the use, including whether such use is of commercial nature is or for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

Fair use is not dictated by a certain number of lines, words, pages, or percentages. While there are some general guidelines and suggestions available from reliable sources (see the link provided below), there is no set number or amount. Rather, using the four criteria above, it is up to the instructor to determine for what purpose outside resources will be used; what kind of copyrighted work will be utilized and distributed (textbook, novel, etc.); the portion of the work to be used; and what impact, if any, the use of copyrighted material will have on the work's potential market or its value. Fair use also only protects the specific way an author has expressed him or herself (their words or pictures), but not their ideas or any factual information present in the work.

The following are examples of uses of copyrighted material that courts have determined to be fair use, as reported in the 1961 *Report of the Register of Copyrights on the General Revision of the U.S. Copyright Law*:

"quotation of excerpts in a review or criticism for purposes of illustration or comment; quotation of short passages in a scholarly or technical work, for illustration or clarification of the author's observations; use in a parody of some of the content of the work parodied; summary of an address or article, with brief quotations, in a news report; reproduction by a teacher or student of a small part of work to illustrate a lesson; reproduction of a work in legislative or judicial proceedings or reports; incidental and fortuitous reproduction, in a newsreel or broadcast, of a work located in the scene of an event being reported."

When in doubt, contact the author to obtain permission.

For more detailed suggestions and regulations, please take a look at the United States Copyright Office's circular, "Reproduction of Copyrighted Works by Educators and Librarians."
<http://www.copyright.gov/circs/circ21.pdf>

VENTURA COLLEGE
DISTANCE EDUCATION
(Complete in CurricUNET with Course Outline of Record – COR)

FREQUENTLY ASKED QUESTIONS

- **How easy is it to teach online? I heard it's a lot simpler than teaching in front of a class.**

Teaching a distance education course is very different than teaching a traditional on-campus course. Not only does it require general teaching skills, but it also requires a solid knowledge of computers and the internet, a learning management system, and creative troubleshooting. Further, teaching a distance education course requires that instructors understand that pedagogical differences between teaching a traditional course and teaching from a distance.

- **Why do I need to have office hours? Isn't email enough? Why should I provide a phone number?**

Section 508 [as well as Title 5 of the California Education Code](#) requires that instructors provide their students with regular personal contact. Instructors should give their students several different ways that they can be reached as one method does not meet the needs of all students. Face-to-face contact, such as on-campus office hours, should be provided as an additional means of communication whenever possible so students unable to use email or the telephone can still have personal contact.

- **Where can I go if I can't figure out something in Desire-2-Learn? Where can I send my students if there's something wrong with their computers or the program?**

~~Any Desire-2-Learn troubles that cannot be resolved by students or faculty members can be directed to Krista Wilbur, Instructional Technology Support Assistant. Faculty should address student questions first as there is no dedicated student support staff for the distance education program on campus. If the instructor is unable to help, he or she should contact the Instructional Technologist directly. If an instructor has a question about something in Desire2Learn, he or she can contact the Instructional Technologist or the Instructional Design Specialist. Also, faculty should try to attend any professional development activities hosted by the distance education department in order to continue to expand their knowledge base of Desire2Learn and other complimentary instructional technologies.~~

- ~~**How come I have to have the distance education form approved in CurricUNET by some in the Distance Education office as well as someone in the EAC?**~~

~~Having a representative from the Distance Education office as well as by a representative from the EAC means two sets of eyes have looked at the course proposal and made sure it can be well-constructed as well as accessible. Meeting with these representatives allows instructors to clarify any information that is not clear as well as ask any questions they may have about the course or accessibility requirements.~~

- **Do I have to use Desire-2-Learn?**

Currently ~~Ventura College~~ [the entire Ventura County Community College District](#) is using only Desire-2-Learn [for online and partially online classes. Course Studio is also support](#)

~~for the web enhancement of face-to-face classes.~~ There is not enough distance education support available to be able to use multiple programs. Using one program simplifies the process for students across the district as well as gives them the ability to take an online or partially online class at any of the three classes using the same learning management system. ~~Any department (such as Math) that needs to use a different system because of special requirements of a course should contact the Distance Ed department to discuss this issue. The supported platform is only going to be Desire 2 Learn.~~

- **How do I use Desire-2-Learn?**

How to use Desire-2-Learn requires more explanation than a quick answer. Please ~~arrange a meeting with someone in the Distance Education office to review how to use Desire-2-Learn~~ sign up for the next Desire2Learn training, which is held online using the Desire2Learn platform. More information about training can be found at http://www.venturacollege.edu/online_services/online_classes/index.shtml.

- **Do you have a quick start guide for students to use if they've never taken an online class before?**

Yes. Resources can be found at www.venturacollege.edu/dehelp

- **Can I still set deadlines for my students, or do they just have all semester to do their work?**

Yes, you can absolutely set deadlines for your students! Most instructors teaching distance education courses have specific deadlines for assignments, quizzes/tests/exams, projects, discussion board postings, and papers. The Desire-2-Learn program allows instructors to set deadlines (day and hour) as well as assign a specific amount of time for assessments.

- **Do you proctor exams for students if they can't make it to their on-campus midterm/final/exam?**

~~We can proctor exams for students, provided they give us with enough time and some flexibility in their schedules. Instructors are responsible for emailing or hand-delivering any passwords or documents that will be needed to proctor the test. If students are out of state or out of the area, they are responsible for contacting someone at a local community college or university to arrange a proctor. Ventura College has an on-campus testing center that will proctor exams. It is located inside of the Tutoring Center. Students unable to attend an on-campus exam can work with the proctor to set up a time to take the exam or quiz. Proctor services are available M-Th from 5:00 pm – 9:00 pm. More information about testing is available on the tutoring center website: http://www.venturacollege.edu/departments/student_services/tutoring/tutoring_options.shtml~~

~~Students who do not live in the local area can work directly with the instructor to find an appropriate proctor at a local school, library, military base, or other professional organization. It is recommended that proctors contact the instructor directly and that they have a professional email address (not a gmail, Yahoo!, or Hotmail account.) Instructors are responsible for providing the proctors with appropriate information such as exam passwords and any supplemental information/directions.~~

- **Will you arrange my orientation course information session? Will you come to my orientation course information session? Should I have more than one orientation course information? Should I make my orientation course information session mandatory?**

Course information sessions cannot be mandatory unless the class is partially online. Fully online classes have optional or no course information sessions, and that information is clearly communicated in the schedule of classes. Course information sessions should cover the details of the course, such as requirements for successful completion of the class. Unfortunately, the distance education department is unable to come to any course information sessions. Instructors are encouraged to encourage their students to attend a Desire2Learn technical orientation. The technical orientations cover everything from accessing courses to how to submit assignments and sending emails. For dates, times, and locations of these technical orientations, please take a look at the following website: http://www.venturacollege.edu/online_services/online_classes/d2l_orientation.shtml Many instructors hold their orientations in the LRC using one of the larger classrooms, which have laptops available, or using the pods, which also provide students with immediate computer access. Others use classrooms on campus. If you would like to use a classroom in the Science or UV buildings, Krista Wilbur can arrange that; otherwise, you will need to contact the person in charge of the building or classroom you would like to use. Once your orientation is arranged, and you would like Distance Education support, please contact Krista, who will be happy to attend your orientation if their schedules permit. Because of work or family issues, there are instructors who have multiple orientations so more students can make it — they may offer an orientation during a weeknight as well as one on Saturday. Whether or not you make orientation mandatory is up to you. Many students enrolled in a distance education course have taken distance education classes before and know what to do and where to look, so faculty excuse them from attending. There are some students who are unable to make it to an orientation, regardless of when it takes place. However, orientation is a good place to go over the syllabus, assignments, and to address any student questions. There is no best answer as to making orientation mandatory.

- **Can I talk to someone else who's already taught online to see what suggestions they have?**

Yes, and we encourage the collaboration! If you would like to speak with other distance education instructors, please contact ~~Krista Wilbur~~ the Instructional Technologist at 654-6400 x1267 and they will be able to provide you with the contact information of instructors willing to share their experiences.

FACULTY SUPPORT RESOURCES**ADDITIONAL RESOURCES**

In addition to in person services, the distance education department has many good reading materials available to encourage and inspire instructors as they work on developing quality, engaging online classes. A selected bibliography appears below. If you have additional selections or would like to borrow a copy of one of the titles, please contact the Instructional Technologist (805-654-6400 x1267) or the Instructional Design Specialist (805-654-6400 x1261) for help. Below are some helpful links, email address, and phone numbers for faculty who are in need of additional support or information for their distance education classes. Additionally, these are resources instructors should provide their distance education students.

Distance Ed Office

Krista Wilbur

Instructional Technology Support Assistant

(805) 654-6452 or (805) 654-6400 x1267

krista_wilbur1@vcccd.edu

http://www.venturacollege.edu/online_services/online_classes/index.shtml

Library

Reference Desk: (805) 654-6382

Circulation Desk: (805) 654-6482

http://www.venturacollege.edu/departments/student_services/library/

Tutoring Center

(805) 648-8926

VCtutoring@vcccd.net

http://www.venturacollege.edu/departments/student_services/tutoring/index.shtml

Help Desk

(805) 654-6400 x4357 (H-E-L-P)

VChelpdesk@vcccd.edu (non-critical)

<http://www.venturacollege.edu/departments/administrative/CTS/helpdesk.shtml>

Bender, T. (2003). *Discussion-based online teaching to enhance student learning: Theory, practice, and assessment*. Sterling, VA: Stylus.

Collision, G., Elbaum, B., Haavind, S., & Tinker, R. (2000). *Facilitating online learning: Effective strategies for moderators*. Madison, WI: Atwood Publishing.

Elbaum, B., McIntyre, C., & Smith, A. (2002). *Essential elements: Prepare, design, and teach your online course*. Madison, WI: Atwood Publishing.

Hanna, D. E., Glowacki-Dudka, M., & Conceicao-Runlee, S. (2000). *147 practical tips for teaching online groups: Essential of web-based education*. Madison, WI: Atwood Publishing.

Fitzgibbon, K. (2012). *Teaching with wikis, blogs, podcasts & more*. New York, NY: Scholastic.

Ko, S., & Rossen, S. (2010). *Teaching online: A practical guide* (3rd ed.). New York, NY: Routledge.

Palloff, R. & Pratt, K. (2007). *Building online learning communities: effective strategies for the virtual*

classroom (2nd ed.). San Francisco, CA: Jossey-Bass.

Shank, P. (Ed.) (2007). *The online learning idea book: 95 proven ways to enhance technology-based and blended learning*. San Francisco, CA: Pfeiffer.

Shank, P. (Ed.). (2011). *The online learning idea book: Proven ways to enhance technology-based and blended learning (Vol. 2)*. San Francisco, CA: Pfeiffer.

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GLOSSARY

Accessible

All programs and multimedia used in online courses must be useable by all students with the aid adaptive technology if needed prior to the start of class; includes all multimedia and course content.

Americans with Disabilities Act

Requires programs and services, including educational programs to be accessible to qualified persons with disabilities. Requires also that all telecommunication must be equal and equally effective.

Course Studio

The alternate solution for web-enhancing face-to-face classes.

Desire²-2-Learn

The learning management system currently used by the Ventura County Community College District.

Learning Management System

A program used in training for delivering content.

EAC

Educational Assistance Center.

Fair Use

Part of the United States copyright law that allows for minimal reproduction of copyrighted works without gaining permission from the author(s).

Hybrid course

A offered partly online and party on-campus. If a course is considered hybrid, 50% or less of the instruction occurs online.

LRC

Learning Resource Center.

Online course

A course takes place primarily online through the use of the internet and a learning management system. Fifty-one (51) or more percent of the course takes place over the internet.

Partially online course

A offered partly online and party on-campus. If a course is considered hybrid, 50% or less of the instruction occurs online.

Proctor

A proctor is a person supervising a quiz, test, or exam. The proctor typically works in some role at a university or community college.

Section 504

Prohibits discrimination on the basis of disability in educational settings which receive federal dollars. To learn more about Section 504, please explore the information found at <http://www.ed.gov/about/offices/list/ocr/504faq.html>.

Section 508

Part of the federal Rehabilitation Act of 1973, Section 508 requires equal access to telecommunications for students with disabilities. This applies to students with disabilities enrolled in distance education courses. For more information regarding Section 508, please review the information available at <http://www.section508.gov/>.

Telecommunications

The communication of information over a distance. Can be done through telephone, television, radio, and computer.

Telecourse

A telecourse is a distance education course offered over a tv channel and/or using VHS or DVDs to supplement required reading.

Title 5

Title 5 is the part of the California Code of Regulations that deals with education in California. The full text of Title 5 can be found by going to this link and click on "TITLE 5. EDUCATION." <http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000>

Web-enhanced course

Instruction takes place entirely in the classroom with an online supplementary component. [Can use Desire2Learn \(with approval\) or Course Studio.](#)

Enrollment Management and Tiering/Coring Classes at Ventura College

The tiering of courses is a necessary and responsible way to offer a relevant and balanced curriculum while living within our budgetary realities. This tiering of courses attempts to factor into a budget management perspective Ventura College's program mix, the comprehensiveness of the college, student choice in electives and student preparation for college-level work.

There shall be a proportionality of courses scheduled between the tiers that sum up to 100% of our schedule delivery. For Academic Year 2013-14, the target proportionality of courses scheduled between Tier 1/Tier 2/Tier 3 shall be 80%/19%/1%. In an effort to create a transparent and clearly understood process of "coring" the curriculum, the following three tiers of courses and their respective criteria have been developed:

Core Tier 1: Required courses (and their corresponding pre/co-requisites) that provide the straightest path to an associate degree, certificate, or award, or that are required as major preparation for transfer. In practice, when several course options exist that meet the immediately preceding criteria, the courses that meet the requirements of two (2) or more associate degrees, certificates, awards and/or major preparations for transfer are more likely to be scheduled.

By definition, if the college was unable to offer anything other than Core Tier 1 courses, a student would still be able to transfer or complete any associate degree, certificate, or award offered by the college. Tier 1 courses receive highest priority for scheduling. It is the intention of the college administration to offer sufficient numbers of Tier 1 courses to meet student demand. English and Mathematics courses within Tier 1 that satisfy – or are no lower than two levels below satisfying – local associate degree competency requirements shall be scheduled based on the results of local assessment and placement exams.

Core Tier 2: Associate degree, certificate, or award electives that provide greater variety of choice for students shall be offered in accordance with a published, rotational plan developed by each Department.

Once sufficient numbers of Tier 1 courses have been scheduled and as funds permit, it is the intention of the college administration to offer a rotation of a limited number of Tier 2 courses.

Core Tier 3: Courses that are not designated as being part of an associate degree, certificate, or award, or are not otherwise required as major preparation for transfer. Courses that do not transfer except as elective units. During these times of declining budget revenues, Tier 3 courses will not be scheduled and may be candidates for discontinuation.

Following direction taken by our governing board and as stated in Board of Trustees Goal 1.A, basic skills, ESL and all pre-collegiate programs lower than two levels below collegiate level will be coded as Tier 3.

Ventura College courses were first divided into the three tiers during the spring 2009 semester. The administration did an initial sorting of the courses, identifying the fewest numbers of courses required to transfer or for a degree or certificate. This list was shared with the Deans, who in turn were instructed to share it with their Department Chairs. At the initial tiering of courses, any identified tiering errors were corrected and Department Chairs working with their Deans could exchange one course alternative for another in Tier 1 degree or certificate offerings. Faculty were informed that at any time they can make requests through their Department Chair and Dean to the EVP to contest the placement of a course within a tier. Additionally, these criteria for the three tiers were further refined by the College Administration and the Academic Senate working in concert during the fall 2012 semester.

Now that the college has revised its planning and program review process, the Academic Senate and the College Administration have agreed to revisit the list of core courses once each year to ensure that new degrees, certificates, awards and transfer major classes are correctly identified within the established tiers.