

Ventura College Academic Senate

Agenda

Thursday, September 17th, 2020

3:30 - 5:00 pm

Meeting held via Zoom <https://cccconfer.zoom.us/j/94303167532>

VENTURA COLLEGE ACADEMIC SENATE MEMBERS		
Constituency	Representative	Attended
President	Dan Clark	
Vice President	Preston Pipal	
Treasurer	Andrea Horigan	
Secretary	Colleen Coffey	
Curriculum	Michael Bowen	
Career Education: Business, Child Development, Criminal Justice, Allied Health and Nursing (3 Faculty Reps)	Deanna Hall	
	Stephanie Branca (Fall) Rachel Johnson (Spring)	
	Lazaro Salinas	
Career Education: Technology and Workplace Essentials (1 Faculty Rep)	Dorothy Farias	
English, Math, and Communication (5 Faculty Reps)	Jaclyn Walker	
	Chris Frederick	
	Heather Aguailar Ludwig	
	Donna Beatty	
	John Guelcher	
Health, Kinesiology, Athletics, and Performing Arts (2 Faculty Reps)	Nathan Cole	
	Mary McDonough	
Library, Languages, Behavioral & Social Sciences, Visual Arts (4 Faculty Rep)	Ron Mules	
	Michael Ward	
	Bill Hendricks	
	Linda Kenedy	
Sciences and Distance Education (3 Faculty Reps)	Kammy Algiers	
	Erin Brocker	
	Marta De Jesus	
Self-Nominated Part-Time Faculty Member	Greg Cooper	
Student Services (4 Faculty Reps)	Paula Munoz	
	Gema Espinoza Sanchez	
	Marian Carrasco Nungaray	
	Marcelino De Cierdo*	

Agenda Item	Discussion Notes	Action?
I. Call to Order a. Action to approve the agenda.		
II. Public Comments (2 min. per comment)		
III. Acknowledgement of Guests (1 min.)		
IV. Informational Items <i>(These are agenda items intended to provide the body with brief updates or reports of activities or actions from outside. If the Senate wishes to debate or discuss an item presented as information, they must request that it be placed on an agenda at future meeting as an action or discussion item.)</i> a. Proposed changes to the Bylaws and Constitution b. Senate Council Executive Team election c. Starfish presentation by Alex Yopez		
V. Action Items <i>(These are agenda items that require a vote from the Senate):</i> a. Approval of 9/3 meeting minutes. b. Approval of Academic Senate Council Membership for Marcelino De Cierdo c. Approval of Participatory Governance faculty membership, including SEA faculty participation.		
VI. Discussion Items <i>(These agenda items are a chance for the body to discuss and debate any matter related to the business of the Senate, often leading to action at a future meeting or providing the President or Chair with direction for discussions with the Administration, State Academic Senate, or other bodies.)</i> a. Senate Goals b. Faculty Hiring Prioritization Processes c. Faculty Hiring Committee Composition (see district form) d. VC Equity, Race & Action Force (standing item)		
VII. President's Report		

<p>VIII. Reports from Senate Subcommittees, Task Forces, and/or Work Groups</p> <ul style="list-style-type: none"> a. Curriculum Committee (Michael) b. BRC (Andrea) c. Guided Pathways d. CTE liaison report (Deanna Hall) e. Treasurer’s Report (Andrea) f. OER Report (Andrea) g. DE (Colleen) h. Faculty PD Committee (Colleen) 		
<p>IX. Announcements for the Good of the Order</p> <ul style="list-style-type: none"> a. AFT Update (Ty Gardner) b. Upcoming ASCCC Events: <p>Details can be found at https://asccc.org/calendar/list/events</p>		
<p>X. Requests for Future Agenda Items</p>		
<p>XI. Adjournment</p>		

Academic Senate’s primary function is to make recommendations with respect to academic and professional matters specifically the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites
2. Degree & Certificate Requirements
3. Grading Policies
4. Educational Program Development
5. Standards & Policies regarding Student Preparation and Success
6. College governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development

+ Other academic and professional matters as mutually agreed upon.

Ventura College Academic Senate

Minutes

Thursday, August 20th, 2020

3:30 - 5:00 pm

Meeting held via Zoom <https://cccconfer.zoom.us/j/94303167532>

VENTURA COLLEGE ACADEMIC SENATE MEMBERS		
Constituency	Representative	Attended
President	Dan Clark	X
Vice President	Preston Pipal	X
Treasurer	Andrea Horigan	X
Secretary	Colleen Coffey	X
Curriculum	Michael Bowen	X
Career Education: Business, Child Development, Criminal Justice, Allied Health and Nursing (3 Faculty Reps)	Deanna Hall	X
	Rachel Johnson*	X
	Lazaro Salinas	X
Career Education: Technology and Workplace Essentials (1 Faculty Rep)	***Vacant***	
English, Math, and Communication (5 Faculty Reps)	Gabe Arquilevich	
	Chris Frederick	
	Jaclyn Walker	X
	Vacant	
	Vacant	
Health, Kinesiology, Athletics, and Performing Arts (2 Faculty Reps)	Nathan Cole	X
	Mary McDonough	X
Library, Languages, Behavioral & Social Sciences, Visual Arts (4 Faculty Rep)	Ron Mules	X
	Michael Ward	
	Bill Hendricks	X
	Linda Kennedy	X
Sciences and Distance Education (3 Faculty Reps)	Kammy Algiers	X
	Erin Brocker	X
	Marta De Jesus	X
Self-Nominated Part-Time Faculty Member	Greg Cooper*	X
Student Services (4 Faculty Reps)	Paula Munoz	X
	Gema Espinoza Sanchez	X
	Yia Vang	
	Marian Carrasco Nungaray*	X

Agenda Item	Discussion Notes	Action?
I. Call to Order a. Action to approve the agenda.	Motion by LS; 2 nd by DH. No discussion. Vote: 14 yes	
II. Public Comments (2 min. per comment)	Not recorded	
III. Acknowledgement of Guests (1 min.)	Pres. Kim Hoffmans, Libby Fatta (ASVC), April Montes (ASVC),	
IV. Informational Items <i>(These are agenda items intended to provide the body with brief updates or reports of activities or actions from outside. If the Senate wishes to debate or discuss an item presented as information, they must request that it be placed on an agenda at future meeting as an action or discussion item.)</i> a. Anti-racism Presentation	<p>Peter Sezzi gives this presentation. Question: who prepared this presentation? Answer: This presentation developed primarily by Libby, Victoria & April and PS was asked to deliver it.</p> <p>Senators look at first draft of resolution to promote antiracism. This will come back after it has been revised.</p> <p>Comment: Important to include ways for faculty to incorporate these things into their classes. Faculty PD would welcome input re: how to bring speakers, events, etc. to campus.</p> <p>Question re: title: Is this only meant to promote annual events? Answer: This can be strengthened; this is a starting point. Comment: Could be contractual issues (AFT) here.</p> <p>Comment: How do the four points in this align with academic freedom? Mandating some of these things could raise conflicts. One answer: Similar to the way COR are developed. Certain things are to be included but how you teach them is the academic freedom.</p> <p>Comment: On state chancellor's webinar yesterday they made suggestion that this be a standing agenda item.</p> <p>Comment: Whatever is developed curriculum-wise will have to be vetted through the Curriculum Committee.</p>	

<p>V. Action Items (<i>These are agenda items that require a vote from the Senate</i>):</p> <ul style="list-style-type: none"> a. Approval of 5/7 and 8/14 meeting minutes. b. Action to discontinue Academic Senate Dues. c. Priority registration resolution (2nd reading) d. Peter Sezzi serving on Cataloging Workgroup of the Library Services Platform (LSP) Project for the 2020-21 Term e. Academic Senate Council Reps. Marian Carrasco Nungaray from Student Services (new member). Greg Cooper (continuing PT self-nominated) 	<ul style="list-style-type: none"> a. Motion to approve by AH; 2nd by AH. Discussion: None. Vote: 17 yes-0 no-3 abstain. b. Motion to discontinue dues by PP; 2nd by KA. Discussion: Comment: Senate dues the last 13 years were only collected for senate scholarship (VCF). Prior to that dues paid for end of year party, etc., but then it transitioned to just funding scholarship. Comment: We do still have a perpetual scholarship. Question: Can faculty just donate to VCF? Answer: Yes. Comment: Can we tell anyone who is paying dues to just pay directly to VCF? Answer: Yes. Vote: 14 yes-0 no-6 abstain. c. Motion to approve by PM; 2nd by AH. Discussion: None. Vote: 16 yes-0 no-4abstain. d. Motion to approve by AH; 2nd by RM. Discussion: This taskforce will look at standards and practices. PS will be doing the cataloging piece. Question: Are we appointing Peter to this position? Answer: This is ASCCC being certain that PS can serve on this workgroup, blessed by their local senate (no one is allowed to self-appoint to a statewide workgroup). Vote: 18 yes-0 no-2abstain. e. Motion to approve new senate council reps by RJ, 2nd by LS. Discussion: None. Vote: 15 yes—0 no—5 abstain. 	
<p>VI. Discussion Items (<i>These agenda items are a chance for the body to discuss and debate any</i></p>	<ul style="list-style-type: none"> a. This was discussed under “Information Items” 	

matter related to the business of the Senate, often leading to action at a future meeting or providing the President or Chair with direction for discussions with the Administration, State Academic Senate, or other bodies.)

- a. VC Equity, Race & Action Force document.
- b. Faculty Hiring Committee composition discussion
- c. Changes to structure of and representation on Student Success committee.
- d. Senate Goals

b. Comment: Committee composition is important. Comment: Very frustrated by this process. Have brought this up to HR many times without resolution. What BP says and what HR form says need to match. Comment: What hiring process allows for is for a community member to be part of the committee—that may be a potential solution. Comment from DC: Way practice has been in his experience is that the departments working with their deans develop their committees, and then submit them to the AS Pres. Then it goes to the College Pres. DC says that he & other AS Pres. are looking at the HR form and how it is being used. It is problematic. Comment: This is an opportunity to look at these policies & the composition of hiring committees with a critical eye. Comment: This should all be incorporated into the Academic Affairs plan (I.e. the antiracism AA portion). Question: Should AS be part of the forming of the committee? Answer from DC: Yes, that is part of the purpose served by his signature. But his knowledge of who is on these committees is limited. On the other hand, if we put some kind of AS workgroup together, will that be a barrier to formulating committees effectively? Comment: Remember that diversity does not just apply to people of

	<p>color: it is also about LGBTQ, immigrant faculty, etc.</p> <p>Comment: Who is applying for these jobs? Are we attracting a diverse pool? Thinking of LA County who uses the Project Match to attract a more diverse pool. Comment: May need to invest in developing our community candidates (I.e. mentorship) so that they can be more competitive in these jobs. Comment: May need to look at state-level MQs and how those are applied at the VCCCD level. Comment: We should also look at the rubrics that we use. We should not require CC experience. It causes us to miss out on many potential faculty. We should also have a mentorship program so that we can develop our own faculty to be outstanding faculty.</p> <p>c. Comment: Hopes we do not agree with the plan of having VP Instruction & VP SS. Committee should function fine with one VP and there were far too many problems with VPSS in past year. AS should decide who sits on that committee. Comment: Maybe people asking/receiving \$ from SEA should not serve on the committee (because that would be self-dealing). Comment from DC: Kim has suggested that Admins on the committee have no vote. Would that help? Answer: Yes, it would, because everything ends up with the Exec. Team (I.e. they end up with two</p>	
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	<p>votes). Committee’s decisions should be honored, not vetted through another group of people. Comment: May need to be very clear as to what the Admin’s role is (whether they have a vote or not). To guard against their steering the decision to a particular outcome. Comment: Supervisors of members should not be on committee (so as not to intimidate the members).</p> <p>d. DC proposes that each senator come up with their own goal and bring to the next meeting.</p>	
<p>VII. President’s Report</p>	<p>DC gives this report.</p>	
<p>VIII. Reports from Senate Subcommittees, Task Forces, and/or Work Groups</p> <ul style="list-style-type: none"> a. Curriculum Committee (Michael) b. Guided Pathways c. CTE liaison report (Deanna Hall) d. Treasurer’s Report (Andrea) e. OER Report (Andrea) f. DE (Preston) g. Faculty PD Committee (Colleen) 	<ul style="list-style-type: none"> a. MB: CC hasn’t met yet this year. First meeting is 9/1. Approving 420+ blanket DE modifications. If approvals need to be sought for spring they should be submitted in CourseLeaf in next 4 weeks. Question: What about classes approved only for DE emergency but we’re offering them in spring? DC will seek an answer to that question. b. GP is meeting next Friday. Retreat is first week in Oct. Kicks off with a student discussion. c. DH: None d. AH: None. School still trying to figure out who is doing \$ since Brenda has left. e. CC is taking this. First meeting is 9/10. f. KA: Question that came up in PDCC is how to communicate faculty PD stuff? If people have thoughts on that, please 	

	email her or CC with those ideas.	
IX. Announcements for the Good of the Order a. AFT Update (Ty Gardner) b. Upcoming ASCCC Events: Details can be found at https://asccc.org/calendar/list/events	a. AFT Update: PM gives this update. Next AFT meeting is next Friday (last Friday of month).	
X. Requests for Future Agenda Items	DC please keep sending him changes/updates to committee memberships. That will be an action item next meeting.	
XI. Adjournment	Adjournment at 5:03pm.	

Academic Senate's primary function is to make recommendations with respect to academic and professional matters specifically the following policy development and implementation matters:

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 2. Degree & Certificate Requirements
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 7. Faculty roles and involvement in accreditation process
 8. Policies for faculty professional development activities
 9. Processes for program review
 10. Processes for institutional planning and budget development
- + Other academic and professional matters as mutually agreed upon.

Committee	Member	Name	Appointed By
Curriculum Committee	VPAA (non-voting)		College President
Curriculum Committee	Faculty Co-Chair		Academic Senate
Curriculum Committee	Articulation Officer	Michael Bowen	College President
Curriculum Committee	Academic Senate President (ex officio)	Dan Clark	Academic Senate
Curriculum Committee	AFT Representative	<i>vacant</i>	Academic Senate
Curriculum Committee	Librarian	Peter Sezzi	Academic Senate
Curriculum Committee	College Outcomes Group Rep	Asher Sund Aurora Meadows	Academic Senate
Curriculum Committee	Tech Review chair	Michael Callahan	Academic Senate
Curriculum Committee	Beh/Soc Sci/Art Division Faculty	Rubislea Gamboa Maline Werness-Rude	Academic Senate
Curriculum Committee	CE I Division Faculty	Kelly Wellman Nicole Falco	Academic Senate
Curriculum Committee	CE II Division Faculty	John Clark Dorothy Farias	Academic Senate
Curriculum Committee	English/Math Division Faculty	Peter Yi	Academic Senate
Curriculum Committee	Health, Kin, Performing Arts	Jeff Fischer Krenly Guzman Gonzalez	Academic Senate
Curriculum Committee	Off Campus Division Faculty	<i>vacant</i>	Academic Senate
Curriculum Committee	Science Division Faculty	Gabi Wood (Fall) / Jennifer Garner (Spring) Hafez Alawdi (Fall) / Chloe Branciforte (Spring)	Academic Senate
Curriculum Committee	Student Service Division Faculty	Mario Rivera Gema Espinoza Sanchez	Academic Senate
College Planning Committee	Administrative Co-Chair		College President
College Planning Committee	Faculty Co-Chair	Dan Clark	Academic Senate
College Planning Committee	Classified Co-Chair		Classified Senate
College Planning Committee	Faculty 1	Preston Pipal,	Academic Senate
College Planning Committee	Faculty 2	David Young	Academic Senate
College Planning Committee	Faculty 3	Heather Aguilar	Academic Senate
College Planning Committee	Faculty 4	Maria Flores	Academic Senate
College Planning Committee	Faculty 5	Ralph Fernandez	Academic Senate
College Planning Committee	Faculty 6	Ryan Petitfils	Academic Senate
College Planning Committee	Faculty 7	Brent Wilson	Academic Senate
College Planning Committee	Faculty 8	Sandy Melton	Academic Senate
College Planning Committee	Classified 1		Classified Senate
College Planning Committee	Classified 2		Classified Senate
College Planning Committee	Classified 3		Classified Senate
College Planning Committee	Classified Supervisor 1		Classified Senate
College Planning Committee	Classified Supervisor 2		Classified Senate
College Planning Committee	Student 1		ASVC
College Planning Committee	Administrator 1		College President
College Planning Committee	Administrator 2		College President
Budget Resource Committee	Administrative Co-Chair		College President
Budget Resource Committee	Faculty Co-Chair	Andrea Horigan	Academic Senate
Budget Resource Committee	Classified Co-Chair		Classified Senate
Budget Resource Committee	Faculty 1	Mark Pauley	Academic Senate
Budget Resource Committee	Faculty 2	Kelly Peinado or Lydia Cosentino	Academic Senate
Budget Resource Committee	Faculty 3	Sandra Melton	Academic Senate
Budget Resource Committee	Faculty 4	Stephanie Branca	Academic Senate
Budget Resource Committee	Faculty 5	Steve Palladino	Academic Senate
Budget Resource Committee	Faculty 6	Emily Bartel	Academic Senate
Budget Resource Committee	Faculty 7	Ned Mircetic or Brent Wilson	Academic Senate
Budget Resource Committee	Faculty 8	Maria Reyes-Sanchez	Academic Senate
Budget Resource Committee	Classified 1		Classified Senate
Budget Resource Committee	Classified 2		Classified Senate
Budget Resource Committee	Classified 3		Classified Senate
Budget Resource Committee	Classified Supervisor 1		Classified Senate
Budget Resource Committee	Classified Supervisor 2		Classified Senate
Budget Resource Committee	Student 1		ASVC
Budget Resource Committee	Administrator 1		College President
Budget Resource Committee	Administrator 2		College President

Student Success Committee	Administrative Co-Chair		College President
Student Success Committee	Administrative Co-Chair		College President
Student Success Committee	Faculty Co-Chair	Paula Muñoz	Academic Senate
Student Success Committee	Classified Co-Chair		Classified Senate
Student Success Committee	Faculty 1	Mary McDonough	Academic Senate
Student Success Committee	Faculty 2	Heather Aguailar	Academic Senate
Student Success Committee	Faculty 3	Ralph Fernandez	Academic Senate
Student Success Committee	Faculty 4	Eric Martinsen	Academic Senate
Student Success Committee	Faculty 5	Hafez Alawdi	Academic Senate
Student Success Committee	Faculty 6	David Young	Academic Senate
Student Success Committee	Faculty 7	Lydia Morales	Academic Senate
Student Success Committee	Faculty 8	Bea Herrera	Academic Senate
Student Success Committee	Classified 1		Classified Senate
Student Success Committee	Classified 2		Classified Senate
Student Success Committee	Classified 3		Classified Senate
Student Success Committee	Classified Supervisor 1		Classified Senate
Student Success Committee	Classified Supervisor 2		Classified Senate
Student Success Committee	Student 1		ASVC
Student Success Committee	Administrator 1		College President
Student Success Committee	Administrator 2		College President
Guided Pathways Committee	Administrative Co-Chair		College President
Guided Pathways Committee	Faculty Co-Chair	Corey Wendt	Academic Senate
Guided Pathways Committee	Classified Co-Chair		Classified Senate
Guided Pathways Committee	Faculty 1	Dan Clark	Academic Senate
Guided Pathways Committee	Faculty 2	Gigi Fiumerodo	Academic Senate
Guided Pathways Committee	Faculty 3	Erin Brocker	Academic Senate
Guided Pathways Committee	Faculty 4	Rachel Johnson	Academic Senate
Guided Pathways Committee	Faculty 5	Peter Sezzi	Academic Senate
Guided Pathways Committee	Faculty 6	Donna Beatty	Academic Senate
Guided Pathways Committee	Faculty 7	Jimmy Walker	Academic Senate
Guided Pathways Committee	Faculty 8	Cynthia Wetzel	Academic Senate
Guided Pathways Committee	Classified 1		Classified Senate
Guided Pathways Committee	Classified 2		Classified Senate
Guided Pathways Committee	Classified 3		Classified Senate
Guided Pathways Committee	Classified 4		Classified Senate
Guided Pathways Committee	Classified 5		Classified Senate
Guided Pathways Committee	Classified 6		Classified Senate
Guided Pathways Committee	Classified 7		Classified Senate
Guided Pathways Committee	Classified 8		Classified Senate
Guided Pathways Committee	Student 1		ASVC
Guided Pathways Committee	Student 2		ASVC
Guided Pathways Committee	Student 3		ASVC
Guided Pathways Committee	Student 4		ASVC
Guided Pathways Committee	Student 5		ASVC
Guided Pathways Committee	Student 6		ASVC
Guided Pathways Committee	Student 7		ASVC
Guided Pathways Committee	Student 8		ASVC
Guided Pathways Committee	Student 9		ASVC
Guided Pathways Committee	Administrator 1		College President
Guided Pathways Committee	Administrator 2		College President
Guided Pathways Committee	Administrator 3		College President
Guided Pathways Committee	Administrator 4		College President
Guided Pathways Committee	Administrator 5		College President

Accreditation Steering Advisory Group	VPAA		Position
Accreditation Steering Advisory Group	Faculty Accreditation Co-Chair		Position
Accreditation Steering Advisory Group	VPSA		Position
Accreditation Steering Advisory Group	VPBAS		Position
Accreditation Steering Advisory Group	Dean IE		Position
		Dan Clark - President Preston Pipal - Vice President Colleen Coffey - Secretary Andrea Horigan - Treasurer	
Accreditation Steering Advisory Group	AS Exec Committee		Position
Accreditation Steering Advisory Group	CS Exec Committee		Position
Accreditation Steering Advisory Group	BRC Co-Chairs		Position
Accreditation Steering Advisory Group	CPC Co-Chairs		Position
Accreditation Steering Advisory Group	Curriculum Committee Co-Chairs		Position
Accreditation Steering Advisory Group	Deans of Student Learning		Position
Accreditation Steering Advisory Group	FOG Co-Chairs		Position
Accreditation Steering Advisory Group	Institutional Researcher		Position
Accreditation Steering Advisory Group	Librarian		Position
Accreditation Steering Advisory Group	COG Co-Chairs		Position
Accreditation Steering Advisory Group	SSC Co-Chairs		Position
Accreditation Steering Advisory Group	PDCC Co-Chairs		Position
Accreditation Steering Advisory Group	TAG Co-Chairs		Position
Accreditation Steering Advisory Group	DEAG Co-Chairs		Position
Accreditation Steering Advisory Group	CE Advisory Group Co-Chairs		Position
Accreditation Steering Advisory Group	ASVC Rep		ASVC
Facilities Operations Group	Director of FMO		Position
Facilities Operations Group	Faculty Co-Chair	Steve Palladino	Academic Senate (?)
		Philip Clinton, Math-Chris Frederick, Sasha Friedman, Mike McCain, Kristin Clark, Gabriela Navas, Kelly Neel, Scot Rabe, Dan Walsh, Jenchi Wu, Carol Smith	
Facilities Operations Group	All interested faculty		None
Facilities Operations Group	All interested classified		None
Technology Advisory Group	Director of College IT Services		Position
		Daniel Walsh, Yia Vang, Kaela Casey, Lydia Morales, Michael McCain, Saliha Sha, Sharla Fell, Yia Vang, Marta De Jesus, Eric Martinsen, James Maritato, Preston Pipal, Nathan Cole, AJ Naderi, Sasha Friedman	
Technology Advisory Group	All interested faculty		None
Technology Advisory Group	All interested classified		None
Safety and Wellness Group	Maintenance Supervisor		Position
Safety and Wellness Group	Student Health Center Coordinator		Position
Safety and Wellness Group	Campus Building Monitors		Position
Safety and Wellness Group	All interested faculty	<i>vacant</i>	None
Safety and Wellness Group	All interested staff		None
Distance Education Advisory Group	Dean overseeing DE		Position
Distance Education Advisory Group	Faculty Co-Chair	Colleen Coffey	Academic Senate (?)
Distance Education Advisory Group	DE Instructional Design Techs		Position
		Ara Khanjian (Economics), Araceli Trujillo (Spanish), Asher Sund (English), Brandon D'Amico (Counseling), Gabi Wood (Geology), Corinna McKoy (Political Science), Daniella Graves (Sociology), Erin Bocker (Chemistry), Hugh O'Neill (Physics), Linda Kennedy (Librarian), Meg Phelps (Art History), Nick Norris (Business), Preston Pipal (Anatomy, co-chair), Ray Tracy (History), Rubisela Gamboa (American Ethnic Studies)	
Distance Education Advisory Group	All interested faculty		None
Distance Education Advisory Group	All interested staff		None

College Outcomes Group	Dean of IE		Position
College Outcomes Group	SLO Facilitators	Asher Sund, Aurora Meadows	Position
College Outcomes Group	Beh/Soc Sci Division Faculty		AS and/or Division
College Outcomes Group	CE I Division Faculty		AS and/or Division
College Outcomes Group	CE II Division Faculty		AS and/or Division
College Outcomes Group	English/Math Division Faculty		AS and/or Division
College Outcomes Group	Health, Kin, Art Division Faculty		AS and/or Division
College Outcomes Group	Off Campus Division Faculty		AS and/or Division
College Outcomes Group	Science Division Faculty		AS and/or Division
College Outcomes Group	Student Service Division Faculty		AS and/or Division
College Outcomes Group	All interested faculty	April Montes, Marcelino De Cierdo, Corey Wendt, Deanna Hall, Debbie Newcomb, Jack Bennett, Juanita Jaramillo, Maureen Newton-Eliot, Nan Duangpun, Rocio Hernandez	None
College Outcomes Group	All interested classified		None
Professional Development Coordinatic	Faculty Co-Chair	Colleen Coffey, Kammy Algiers	Academic Senate
Professional Development Coordinatic	Classified Co-Chair	Matthew Moore, Felicia Torres	Classified Senate
Professional Development Coordinatic	Administrative Co-Chair	Lynn Wright	College President
Professional Development Coordinatic	AS Executive Board Member	Colleen Coffey	Academic Senate
Professional Development Coordinatic	CS Executive Board Member		Classified Senate

Ventura College Academic Senate 2020-2021 Ideas for Goals

Goal Idea 1

Update Academic Senate Constitution and Bylaws including but not limited to: clarifying voting committee issue in the Senate Constitution, correcting typos and inconsistent numbering.

Goal Idea 2

Work collaborative and with respect for each other's opinions, especially in our commitment to practicing and promoting equity, diversity, inclusiveness and antiracist practices.

Goal Idea 3

Promote collaboration and connections between all faculty (full-time and part-time) and between our campus and the broader community.

Goal Idea 4

Ensure transparency in all things including but not limited to: budgets, evaluations, communications, and committees.

Goal Idea 5

Promote 10+1 on campus including but not limited to: hiring committees (increase diversity), tenure review committee makeup, budget, and curriculum considerations (added to program review process).

Goal Idea 6

Work collaboratively with AFT on issues where our missions overlap including but not limited to: lab pay equity, DE evaluations, and class caps.

**Academic Senate
Prioritization Process for
Full-time, Tenure Track
Faculty**

2020

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Purpose Statement

The intent of this document is to facilitate voting that reflects college-wide needs, minimize voting for narrow interests, and provide standardized operating procedures that are communicated in advance, thus maintaining equity and fairness for all areas. It is also intended to clarify the faculty prioritization process and promote collaboration between Administration and Academic Senate.

Introduction

Faculty hiring prioritization is a key process aimed at strengthening the academic mission of the College, engaging our community needs, and fostering student success. The hiring prioritization process described below draws on best practice recommendations from across the State of California and promotes effective decision-making through the College's participatory governance structure. Because hiring prioritization cannot be reduced to one rubric, the process will be multi-faceted, and decision-making will consider qualitative and quantitative data from program review, legal and licensing mandates, accreditation standards, and student educational goals.

Hiring prioritization is intrinsically connected to many of the academic and professional issues designated as "rely primarily" or "mutually agree" items in Title V Section 53200 and the policies of the Ventura County Community College District. If the Academic Senate has concerns with the process of Hiring Prioritization or concerns with the ranking results and number of positions, the Academic Senate will consult collegially with the College President to come to agreement on any issues regarding hiring prioritization. If agreement cannot be reached, the Academic Senate reserves its right to make alternative recommendations directly to the VCCCD Board of Trustees.

The Faculty Staffing Priorities Committee

The Faculty Staffing Priorities Committee (FSPC) is a subcommittee of the Academic Senate. Its primary purpose is to develop criteria for evaluating requests for full-time faculty positions and then to prioritize requests for full-time faculty positions. The committee operates with the understanding that none of the members represents a constituent group but rather maintains a college-wide perspective. This structure is in place to allow the smallest departments or disciplines adequate representation, to avoid intra-departmental conflicts, and to decrease the interference of campus politics or personality issues. The membership of the FSPC is appointed for two (2) consecutive years and is comprised of the following eleven (11) members:

- Four (4) members of the Senate Executive
- One (1) past senate president
- Two (2) faculty members selected by Senate Council
- Four (4) at-large members
 - One (1) at-large members must be from student development/student services.
 - One (1) at-large member must be from vocational/technology area
 - Two (2) at-large members from general education areas.

Types of Full-Time Faculty Hires

Hiring requests are classified into three categories.

1. **Replacement hires.** When faculty formally announce their retirement, a Department/Division may submit a replacement hiring request through the program review process. A replacement hiring request may also be submitted in the event of an untimely death or medical exigency during the previous academic year. Replacement hires will not be ranked by the FSPC. Instead, the committee will create and maintain a separate list of unranked replacement hiring requests. This list will be sent to Senate Council for approval before being passed on to the Senate President.
2. **Growth hires.** Departments/Divisions may request a growth hiring as part of the program review process. Growth hires will be ranked by the FSPC using the criteria listed in Worksheets A and B. This list will be sent to Senate Council for approval before being passed on to the Senate President. A full-time faculty prioritization list from a previous academic year may not be used in any subsequent academic year for determining which full-time faculty positions should be hired.
3. **Special hires.** Special hiring refers to a situation where a full-time tenure-track position (1) is vacated unexpectedly after the program review deadline; (2) is necessary to maintain accreditation and/or state licensing requirements; or (3) remains vacant after three or more hiring searches. The College President shall inform the Academic Senate President in writing regarding any special hiring request. A justification for the special hiring request as well as the rationale about the timing of the hiring action should be included. The Senate President will convene a meeting of the FSPC to consider the special hiring request. The FSPC may recommend approving or denying the request. Additionally, the FSPC may recommend that the request is filled as a one-year temporary position. The one-year position is not guaranteed to become tenure-track the following year, as the full-time vacancy would be subject to the entire hiring prioritization process. Recommendations for special hires will go to the Academic Senate. If there are any disputes raised by the Academic Senate, the FSPC will reconvene to review the concerns. The FSPC will either reaffirm their recommendation(s) or make changes considering the Academic Senate's concerns. In either case, the FSPC reports its decision to the Senate and forwards its recommendation along with a written description of Academic Senate concerns to the College President's office.

Overview of the Faculty Prioritization Process

The faculty prioritization process begins at the Department/Division level. Department/Division hiring needs are presented in Program Review during the Fall of each academic year. These needs are then presented to the FSPC by the end of October. The FSPC reviews the data and ranks the hiring requests in priority order using Worksheets A, B, and C. These worksheets should be made available to all Departments and Divisions at the start of each academic year to allow faculty to review the prioritization criteria before submitting their hiring requests.

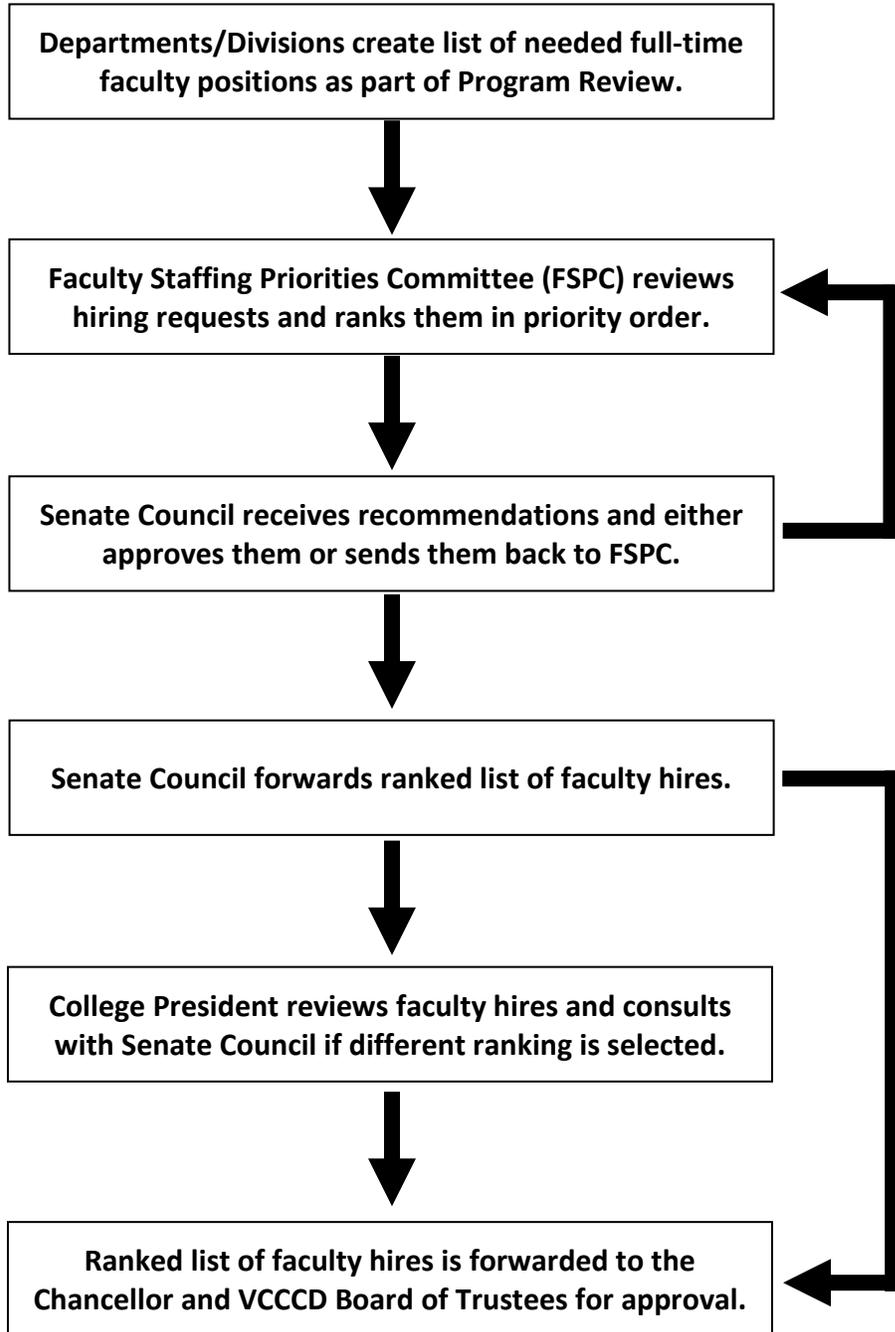
Recommendations from the FSPC will be submitted to Senate Council for final approval by mid-November. If the Senate Council approves the rankings, the rankings will go forward to the College President as a recommendation by the end of the first week of December. If the Senate Council does not approve the rankings, the FSPC will reconvene to review the Council’s concerns. The FSPC will either reaffirm the rankings or make changes considering the Senate Council’s concerns. In either case, the Senate will forward the FSPC recommendation along with a written description of Senate Council’s concerns to the College President by the end of the first week of December.

If the President chooses a different prioritization, the Senate Council and FSPC will consult collegially with the College President. If an agreement on the new prioritization cannot be reach, the Academic Senate reserves its right to make alternative recommendations directly to the VCCCD Board of Trustees.

Timeline

August	Criteria used to rank faculty hiring requests sent to Department Chairs and Deans. Departments should review criteria before submitting hiring requests.
September	Departments/Divisions complete the program review process.
October	Hiring requests made through the program review process are presented to FSPC and are ranked in priority order using the approved criteria.
November	Recommendations from the FSPC are presented to Senate Council. Senate Council approves recommendations or returns them to the FSPC for revision.
December	Hiring recommendations are forwarded to the College President.

Faculty Prioritization Process Flowchart



Worksheet A.1

Objective Data for Instructional Faculty

Position: _____

Data supplied by Institutional Effectiveness

Weight	Criterion	Fall (2 years ago)	Spring (2 years ago)	Fall (1 year ago)	Spring (1 year ago)	Average	Priority Score
40%	Percentage of courses taught by full-time faculty						
40%	Fill rates by discipline						
10%	Total number of students taught by discipline						
10%	Number of waitlisted students on the first day of the semester						

Rubric for Worksheet A.1

Criterion	High Priority (3 points)	Medium Priority (1 point)	Low Priority (0 points)
<p>Criterion 1: % of courses taught by full-time faculty</p> <p>A high reliance on part-time faculty can have negative effects on student success.</p>	<p>Less than 50% of the sections in the department/program are taught by full-time faculty OR the program is new OR there are additional accreditation/licensing requirements</p>	<p>75-50% of the sections in the department/program are taught by full-time faculty.</p>	<p>More than 75% of the sections in the department/program are taught by full-time faculty.</p>
<p>Criterion 2: Fill rates by discipline</p> <p>High fill rates indicate that additional sections may be necessary to satisfy student demand.</p>	<p>The department/program has a fill rate above 90% for the sections it currently offers.</p>	<p>The department/program has a fill rate between 90-60%.</p>	<p>The department/program has a fill rate less than 60%.</p>
<p>Criterion 3: Total number of students taught by discipline</p> <p>Large numbers of students require increased support from faculty and create increases workload.</p>	<p>The department/program teaches more than 200 students per semester.</p>	<p>The department/program teaches between 50-200 students per semester.</p>	<p>The department/program teaches less than 50 students per semester.</p>
<p>Criterion 4: Number of students on the waitlist on 1st day</p> <p>Large numbers of waitlisted students indicate unmet student demand.</p>	<p>The department/program has more than 50 waitlisted students.</p>	<p>The department/program has between 10-50 waitlisted students.</p>	<p>The department/program has less than 10 waitlisted students.</p>

Worksheet A.2

Objective Data for Non-Instructional Faculty

Position: _____

Data supplied by Institutional Effectiveness

Weight	Criterion	Fall (2 years ago)	Spring (2 years ago)	Fall (1 year ago)	Spring (1 year ago)	Average (4 semesters)	Priority Score
40%	Percentage of services provided by full-time faculty						
30%	Headcount/FTEF compared to average at peer colleges						
15%	Student Contacts/FTEF (Ventura College only)						
15%	Student Contacts/FTES (Ventura College only)						

Rubric for Worksheet A.2

Criterion	High Priority (3 points)	Medium Priority (1 point)	Low Priority (0 points)
<p>Criterion 1: % of services provided by full-time faculty</p> <p>A high reliance on part-time faculty can have negative effects on student success.</p>	<p>Less than 60% of services are provided by full-time faculty.</p>	<p>60-80% of services are provided by full-time faculty.</p>	<p>More than 80% of services are provided by full-time faculty.</p>
<p>Criterion 2: Headcount/FTEF compared to peer colleges</p> <p>The ratio of student headcount to full-time faculty within a college service area is compared to the average ratio within the same service area at peer colleges (Moorpark, Oxnard).</p>			
<p>Criterion 3: Student Contacts/FTEF</p> <p>This ratio measures student volume and demand to full-time equivalent staffing levels within a service area.</p>			
<p>Criterion 4: Student Contacts/FTES</p> <p>This ratio measures student utilization of services within a service area.</p>			

WORKSHEET B.1

Subjective Narrative Information Sheet

Position: _____

Type: Replacement / Growth / Special

Members of the FSPC will consider the following questions when evaluating a hiring request. Please write 1-2 sentences to address each prompt as part of the program review process.

1. Does the department/service area have difficulty in recruiting and/or retaining adequate part-time faculty to address its staffing needs?
2. How would this new position assist in the fulfillment of divisional responsibilities for full-time faculty?
3. What will be the impacts on the department and College if the position is not filled?
4. Are there any special circumstances that the FSPC should take into consideration (e.g. failed searches, accreditation requirements, licensing issues)?

Rubric for Worksheet B.1

Criterion	High Priority (3 points)	Medium Priority (1 point)	Low Priority (0 points)
Does the department/service area have difficulty in recruiting and/or retaining adequate part-time faculty to address its staffing needs?	Department/service area provided data to indicate that it is very difficult to find adjunct faculty in this discipline.	Department/service area provided data to indicate that it is moderately difficult to find adjunct faculty in this discipline.	It is not difficult to find adjunct faculty in this discipline OR the department/service area did not provide data in their response.
How would this new position assist in the fulfillment of divisional responsibilities for full-time faculty?	Department/service area provided data to indicate that a new hire will substantially impact current workloads.	Department/service area provided data to indicate that a new hire will moderately impact current workloads.	The new position will not impact current workloads OR the department/service area did not provide data in their response.
What will be the impacts on the department and College if the position is not filled?	Department/service area provided data to indicate that there will be substantial impacts if the position is not filled.	Department/service area provided data to indicate that there will be moderate impacts if the position is not filled.	There will be minimal impacts if the position is not filled OR the department/service area did not provide data in their response.
Are there any special circumstances that the FSPC should take into consideration?	Department/service area is impacted in areas that are beyond their control (e.g. failed searches, changes in regulations, accreditation requirements, legal mandates, etc).		Department/service area is not affected by any special circumstances.

Academic Senate President's Report

9/17/2020

Hi Faculty,

Since our last Academic Senate Council meeting, I'd like to direct your attention to several items at the VC and District level.

VC

Admin Council and Emergency Operations Team Meetings

The procedures for regular campus visiting (faculty, staff, and students) is under continual improvement. The check-in system (via smartphone or via paper checkins) is going more smoothly, and the QR code display placards for classroom check-in have been weather-proofed and re-posted. The deans and executive team members are holding book club presentations of one of our One Book One Campus selection, *How to Be an Antiracist* by Ibram X. Kendi. The first chapter was presented by Sue Royer, and I'll be presenting on Chapter 4: *Biology* in late October.

Meetings with the College President and Vice President of Academic Affairs

I shared with both Kim and Jennifer the Senate's comments and concerns regarding the proposed restructuring of the Student Success Committee. I also shared my views (based on conversations with Senators) on some of the history of disfunction in this committee and potential causes.

District

Board of Trustees Meeting

I sent out to all faculty a summary of the recent Board meeting with highlights and timestamped links. If you have any feedback on what you'd like for me to include for future meetings, please let me know, but it seems like everyone likes the links, so I'll try to keep writing my reports this way.

DCHR (District Committee on Human Resources)

The district has hired Laura Barroso as Vice Chancellor of Human Resources. She's replacing interim VC Jim Dembowski. I and the other Academic Senate Presidents expressed the need for a clearer process for managing changes to district policy, along with which constituency groups need to review which policies and procedures by when. This was discussed here and in the next three district meetings. Tim Harrison welcomed action to craft a welcome letter package for employment candidates offered employment at VCCCD. No such formal welcome letter exists, and Tim is leading the charge to formalize what is now a relatively informal and uninformative process for prospective new employees.

DTRW-I (District Technical Review Workgroup – Instruction)

One item we spent a while on were the new statutorily required changes to credit for prior learning. Our current Board policy and Administrative procedures (BP and AP) has language about "credit by examination", but recent changes to California Education Code Title 5 require an expanded set of mechanisms for credit beyond examination. The changes to the policy and procedure were tackled first by faculty, including our own Curriculum cochair and acting articulation officer Michael Bowen, and his counterparts at our sister colleges.

DTRW-SS (District Technical Review Workgroup – Student Services)

There was a general discussion at the request of VCCCD Chancellor's Cabinet about the possibility of delaying the start of the Spring 2021 semester. The committee was universally against this move. Of the several APs and BPs considered, one that stood out to me was the newly proposed AP 3725, which set accessibility standards for all instructional materials, information and communication technology. The four guiding principles in this procedure are POUR (perceivable, operable, understandable, and robust).

Dan Clark
Ventura College
Academic Senate President



Book	VCCCD Board Policy Manual
Section	Chapter 4 Academic Affairs
Title	BP 4235 Credit for Prior Learning
Code	BP 4235
Status	Under Consideration
Legal	Title 5, Section 55050
Adopted	February 16, 2006
Last Reviewed	June 13, 2017

[*Change to title from "Credit by Examination" to "Credit for Prior Learning"](#)

Credit may be earned by students who satisfactorily pass authorized examinations. The Chancellor shall, in consultation with the Academic Senates, establish administrative procedures to [allow students to earn credit if they satisfactorily pass authorized examinations or are assessed by other means. Authorized assessments may include, but are not limited to, the evaluation of approved external standardized examinations \(AP/IB/CLEP\), Joint Services Transcripts, student-created portfolios, and credit by examination.](#) ~~implemen this policy.~~

~~See~~ [Reference Administrative Procedure 4235.](#)

Governance Review
2020 09.10 DTRW-I



Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	AP 4235 Credit for Prior Learning
Code	AP 4235
Status	Under Consideration
Legal	Education Code, Section 66025.71 Education Code, Section 78212 Education Code, Section 79500 Title 5, Section 55002 Title 5, Section 55023 Title 5, Section 55050 Title 5, Section 55051 Title 5, Section 55052
Adopted	July 14, 2009
Last Revised	June 13, 2017

*Changed Legal References

*Changed title from "Credit by Examination" to "Credit for Prior Learning"

Granting unit credit for prior learning ~~a course-y examination~~ is based on the principle that previous experience, training, or instruction is the equivalent of a specific course taught by the college. Course and unit credit can be obtained through the credit for eExternal eExam Process (AP/IB/CLEP), internal Eexam Process (locally administered exams), ~~or High School to c~~College Articulation Process, or evaluation of Joint Services Transcripts (JST), student-created portfolios, or industry-recognized documentation, credentials or licensure.

Courses Eligible for Credit by Examination:

- All courses shall be open to credit by examination unless specifically exempted by the District College.
- Academic divisions of the District Colleges determine the courses for which credit by examination may be granted. The Office of the Vice President of Academic Affairs-Student Learning at each District College maintains a current list of courses excluded from Credit by Examination.

Documentation of Credit for Prior Learning Earned by Examination:

- For credit earned through the credit for prior learning by examination provisions, the student's academic record shall be clearly annotated to reflect that credit was earned by examination, through articulation, or by another evaluation of prior learning.

Credit for Prior Learning ~~by Examination~~ may be obtained by one of the following methods:

- I. External Examinations: ~~(Title 5 Section 55052)~~

- a) Advanced Placement (AP): Students who earn scores of 3, 4 or 5 on the College Board AP Examinations taken before high school graduation will receive credit for each exam as specified in the catalog of the District College.
- b) International Baccalaureate (IB): Students who complete the IB diploma with a score of 30 or above, ~~and/or~~ will receive 20 units of credit. Students who complete the IB Higher Level examinations with scores of 4, 5, 6 or 7 will receive credit for each exam as specified in the catalog of the District College. A score of 4 or higher on the IB Mathematics HL exam will satisfy the math competency requirement for the associate degree. Students will not receive credit for Standard Level exams.
- c) College Level Examination Program (CLEP): Students who earn scores of 50 or higher on a CLEP exam will receive credit for each exam as specified in the catalog of the District College.

Cut Scores

- The number of units awarded for each type of examination is subject to change based on the establishment of cut scores and/or other evaluative measures developed by District College faculty in collaboration with Academic Senates and/or a CSU Chancellor's Office policy pursuant to AB 1985, and/or Intersegmental General Education Transfer Curriculum (IGETC) Standards, Policies, and Procedures latest version.

Credit for External Examinations (AP, IB and CLEP):

- The evaluation of credit for AP, IB and CLEP examination scores is done by a college counselor. Counselors may require additional documentation or information as necessary to determine eligibility for external credit.
- Credit granted for the examinations may be counted as credit toward an associate degree. The Counseling faculty at each District College will determine how the credit is used to satisfy general education and major requirements for the associate degree.
- Credit granted for these examinations may also be counted toward the satisfaction of IGETC or CSU-GE areas as allowed by the applicable standards for each form of transfer general education certification.
- Credit awarded for AP, IB and CLEP examinations shall not impact the student's GPA.
- Students granted credit for AP, IB or CLEP examinations shall not earn credit toward an associate degree for duplicated college courses.
- Other colleges or universities may have different policies concerning the granting of credit for AP, IB and CLEP examinations, and will evaluate the examinations based upon their own policies and practices.

II. Internal Departmental Examinations: (Locally administered exams):

- a) Students will receive credit by satisfactory completion of an examination administered by the District College in lieu of completion of a course listed in the college catalog, provided that Credit by Examination is permitted for the course. See the Courses Excluded from Credit by Examination list maintained by each District College. Credit will be awarded with a letter grade and/or P/NP (if the latter is ordinarily available for the course). If a letter grade is awarded, it will be incorporated in the computation of the student's grade point average.
- b) A student may be granted credit if he or she satisfactorily passes an examination approved and conducted by the District College discipline faculty.
Such credit may be granted only to a student who is registered at the District College and not on either academic probation or progress probation, and only for a course listed in the District College's catalog.
- c) The nature and content of the exam shall be determined solely by the District College discipline faculty in accordance with Title 5 Section 55002. ~~The examination must be conducted on the campus of a District College or at a District satellite site.~~
- d) Units for which credit is given pursuant to this provision shall not be counted in determining the 12 semester hours of credit in residency requirement for an associate degree.
- e) A District College shall charge a student a fee for administering an examination pursuant to this provision which is equal to the enrollment fee for the course.

Credit for Internal Credit by Examination:

1. Determination of Eligibility

- The examination is to be administered prior to the last day of the final examination period.

- The course to which the units will apply must be listed in the college catalog.
- The student must be currently registered and in good standing and not on academic probation, progress probation, or dismissal at any District College.

2. Receiving Credit by Examination:

- The student has not earned college credit in more advanced subject matter, and, has not received a grade (A, B, C, D, F, W, CR, P, CRE, NC or NP or equivalent), in the course for which he or she is seeking Credit by Examination at a District College or at any other educational institution.
- The appropriate petition, (a "Petition for Credit by Examination" form) will be completed by the student and a college counselor, and forwarded to the appropriate academic division for administration of the examination.
- Petitions must be approved by the division dean and received by the administering instructor no later than Friday of the tenth week of the full-length semester.

3. Units and Grades Recorded for Credit by Examination:

- Transcript entries shall distinguish credit units obtained by examination from credit units obtained as a result of regular course enrollment.
- A student seeking credit by examination will receive the appropriate letter grade (A, B, C, D, F, or P/NP) and will be charged the current enrollment fee per unit regardless of the grade received. Students who are unsuccessful in an attempt to challenge a course by examination will receive a D, F, or NP, and a record of the attempt for credit by examination will appear on a student's transcript.

III. High School to College Articulation: ~~(Title 5 Section 55051)~~

High school students may be granted college credit pursuant to established articulation agreements between the high school and a District College. The

Board of Trustees shall permit articulated courses to be applied to certificate or associate degree requirements in accordance with this provision. The

per-unit fee for high school credit by examination will not be charged. Articulated high school courses may be accepted in lieu of comparable District

College courses to partially satisfy:

- a) Certificate requirements, including the total number of units required for the certificate; or
- b) The major or area of emphasis requirements in a degree program. Students who complete articulated comparable courses must pass an exam to earn college credit for general education and/or major requirements for the associate degree.

Cut Scores

- ~~The number of units awarded for each type of examination is subject to change based on the establishment of cut scores and/or other evaluative measures developed by District college faculty in collaboration with the Academic Senates and/or a CSU Chancellor's Office policy as pursuant to the AB 1985, and/or Intersegmental General Education Transfer Curriculum (IGETC) Standards, Policies and Procedures latest version.~~

Credit for External Examinations (AP, IB and CLEP):

- ~~The evaluation of credit for AP, IB and CLEP examination scores is done by a college counselor. Counselors may require additional documentation or information as necessary to determine eligibility for external credit.~~
- ~~Credit granted for the examinations may be counted as credit toward an associate degree. The Counseling faculty at each District College will determine how the credit is used to satisfy general education and majors requirements for the associate degree.~~
- ~~Credit granted for these examinations may also be counted toward the satisfaction of IGETC or CSU-GE areas as allowed by the applicable standards for each form of transfer general education certification.~~
- ~~Credit awarded for AP, IB and CLEP examinations shall not impact the student's GPA.~~
- ~~Students granted credit for AP, IB or CLEP examinations shall not earn credit toward an associate degree for duplicated college courses.~~
- ~~Other colleges or universities may have different policies concerning the granting of credit for AP, IB and CLEP examinations, and will evaluate the examinations based upon their own policies and practices.~~

Credit for Internal Credit by Examination:

1. Determination for Eligibility

- ~~The examination is to be administered prior to the last day of the final examination period.~~
- ~~The course that the units will apply to must be listed in the college catalog.~~
- ~~The student must be currently registered and in good standing and not on academic probation, progress probation, or dismissal at any District College.~~

2. Receive Credit by Examination:

- The student has not earned college credit in more advanced subject matter, and, has not received a grade (A, B, C, D, F, W, CR, P, CRE, NC or NP or equivalent), in the course for which he or she is seeking Credit by Examination at a District College or any other educational institutions:
- The appropriate petition, (a "Petition for Credit by Examination" form) will be completed by the student and a college counselor, and forwarded to the appropriate academic division for administration of the examination.
- Petitions must be approved by the division dean and received by the administering instructor no later than Friday of the tenth week of the full-length semester.

3. Units and Grades Recorded for Credit by Examination:

- Transcript entries shall distinguish credit units obtained by examination from credit units obtained as a result of regular course enrollment.
- A student seeking credit by examination will receive the appropriate letter grade (A, B, C, D, F, or P/NP) and will be charged the current enrollment fee per unit regardless of the grade received. Students who are unsuccessful in an attempt to challenge a course by examination will receive a D, F, or NP, and a record of the attempt for credit by examination will appear on a student's transcript.

Credit by Examination for a High School Articulated Course:

1. Determination of Eligibility

- The course that to which the units will apply ~~to~~ must be listed in the college catalog.
- The student must be currently registered at a high school with which a District College has an articulation agreement and in good standing as defined by their cumulative GPA at a minimum of 2.0 at the time the Credit by Examination is granted.
- The student has not earned college credit in more advanced subject matter, and has not received a grade (A, B, C, D, F, W, CR, CRE, NC, NP, or equivalent), in the course for which he or she is seeking Credit by Examination at a District College or at any other educational institutions.

2. Receiving Credit by Examination

- The student will apply online to one of the colleges in the VCCCD and create an account in a District tracking system.
- The student passes the college's course via a comprehensive exam or evaluation determined solely by a District College faculty in the discipline.

3. Units and Grades Recorded

- A student who successfully passes the examination will be given a letter grade (A, B, or C) "Credit by Examination" will be transcribed for the term in which it was earned.
- A student who is unsuccessful in obtaining a standard grade of "C" or better will not be allowed to petition for credit and no record of the attempt for credit by examination will appear on ~~a~~ the student's transcript.

IV. Credit for Military Service/Training

Students interested in Credit for Prior Learning using Joint Service Transcripts shall receive credit as recommended by the American Council on Education (ACE) Directory and approved by the appropriate discipline faculty of a District College under the following circumstances:

- The student shall complete the Credit for Prior Learning assessment petition.
- Official transcripts must be on file in the Admissions and Records Office. These may include Joint Services Transcript (JST), Sailor/Marine American Council on Education Registry Transcript (SMART), Army and American Council on Education Registry Transcript Service (AARTS), Community College of the Air Force (CCAF), Coast Guard Institute (CGI), DANTES/USAFI, Defense Language Institute Foreign Language Transcripts (DLIFLC), Defense Manpower Data Center (DMDC), DLPT Examinee Results, DA Form 330 Language Proficiency Questionnaire, or verified copies of DD214 or DD295 military records.
- Credit course equivalency shall be determined by the faculty of the appropriate discipline.

V. Industry-Recognized Credentials or Licensure Documentation

Students interested in Credit for Prior Learning using industry recognized credential(s) or licensure shall receive credit as determined solely by the faculty of the appropriate discipline:

- The student shall complete the Credit for Prior Learning assessment petition.
- Admissions and Records shall grant credit for industry recognized credential(s) or licensure that have already been evaluated and approved by the appropriate department chair or faculty designee.

- If an industry recognized credential(s) or licensure has not yet been evaluated and approved by the appropriate faculty:
 - The student meets with the department chair or faculty designee to receive further instructions for industry recognized credential(s) or licensure assessment.
 - The student submits all industry recognized credential documents or license copies to the department chair or faculty designee for assessment of prior learning.
 - If the department chair or faculty designee determine the industry certification or licensure adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the recorded grade, attach the industry recognized credential(s) or license copies, and forward the completed petition and supporting documents to the Admissions and Records Office to be kept on file and recorded on the student's transcript.

VI. Student-Created Portfolio Assessment

Students interested in Credit for Prior Learning using a student-created portfolio shall receive credit as recommended by the appropriate department chair or faculty designee under the following circumstances:

- A department approved portfolio assessment rubric for the course is on file.
- The student shall complete the Credit for Prior Learning assessment petition.
- The student meets with the department chair or faculty designee to receive further instructions for student-created portfolio assessment.
- The student submits all portfolio documents to the department chair or faculty designee for assessment of prior learning.
- If the department chair or faculty designee determine the student-created portfolio adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the appropriate grade and forward it to the Admissions and Records Office to be kept on file and recorded on the student's transcript

Limits of Credit for Prior Learning by Examination (All Methods):

- Students may challenge a given course by internal departmental examination (locally administered exam)~~credit-by-examination course~~ only once.
- ~~Credits acquired by examination are not counted in determining the 12 semester units of credit in residency required for an associate degree.~~
- Students should be aware that other colleges and universities may not accept credit for prior learning~~Credit by Examination~~ for transfer purposes.
- ~~A~~sStudents should be advised that the use of units granted through the credit for prior learning by examination policy towards establishing eligibility for athletics, financial aid, and veterans' benefits are subject to the rules and regulations of the external agencies involved. (Exceptions to the above may be made when necessary to meet provisions of California state law or the rules and regulations of state agencies governing programs of the California Community Colleges.)
- ~~A student may challenge no more than 12 units under the credit-by-examination policy towards an associate degree or a certificate of achievement, except that units awarded for AP and IB examinations shall not be subject to such limit.~~
- Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veterans, or Social Security benefits.
- Credit by Examination may be granted in only one course in a sequence of courses, as determined by prerequisites, and may not be granted for a course which is a prerequisite to the one in which the student is currently enrolled, except that credit may be granted for more than one course in a sequence of required courses when approved by an administrator or his/her designee responsible for vocational programs, or where the curriculum in occupational programs makes it necessary.
- Credits acquired by credit for prior learning are not counted in determining the 12 semester units of credit in residency required for an associate degree.

Documentation of Allowable Credit Awards

Each District College shall maintain records of the courses for which units of credit may be granted through Credit for Prior Learning by Examination. These records shall be maintained either in the Office of Academic Affairs or in the Student Services Office.

Advisement

- A student, upon completion of their educational plan, shall be referred to the college's appropriate authority for assessment of prior learning if the student is a veteran or an active-duty member of the armed forces, holds industry-recognized credentials or licensure, or requests credit for a course based on their prior learning.

- Colleges shall consider the credit recommendations of the American Council on Education (ACE) pursuant to Education Code section 66025.71
- Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a “pass-no pass” option if that option is ordinarily available for the course.
- Students shall be given the opportunity to accept, decline, or appeal the grade assigned by the faculty, and in cases of Credit by Examination, pursuant to AP 4230 Grading and Academic Record Symbols and AP 4231 Grade Changes

SeeReference Board Policy [4235](#), Board Policy [4050](#) and Administrative Procedure [4050](#), and Administrative Procedure [4051](#).

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