SAN DIEGO MESA COLLEGE ACADEMIC SENATE

SAN DIEGO MESA COLLEGE
ACADEMIC SENATE
Virtual Meeting
https://cccconfer.zoom.us/j/99023841887
April 11, 2022
2:20PM – 4:20PM
AGENDA
DRAFT

I. **Call to Order and Welcome**: by Academic Senate President John Crocitti: Parliamentarian – Manuel Vélez/Speaker Coordinator & Timekeeper – Waverly Ray

II. **Approval of Draft Agenda**:

III. **Public Presentations**:
   A. **Associated Student Government**: President Natalia Trinh
   B. **Classified Professionals**: President Eva Parrill

IV. **Public Comments**: (6 Minute Maximum Discussion per Item/Topic)(3 Minute Maximum Discussion per Participant)

V. **Approval of Draft Minutes**: March 21, 2022 (Please send your changes to Sue Saetia @ ssaetia@sdccd.edu)

VI. **Guest**:
   A. **Dina Miyoshi – Faculty Evaluation Questions – Please Send Your Feedback to Dina Miyoshi**:

VII. **Reports**:
   A. **Committee Reports**
      1. Senate Executive Committees:
         • Academic Affairs Committee: Chair Oscar V. Torres (1 Minute)
         • Professional Advancement Committee (PAC): Chair Janna Braun (5 Minutes)
         • Committee of Chairs (COC): Chair of Chairs Paula Gustin (2 Minutes)
         • Curriculum Review Committee (CRC): Faculty Co-Chair Andrew Hoffman (5 Minutes)
         • Program Review Committee (PRC): Acting Faculty Co-Chair Dina Miyoshi (1 Minute)
      2. Other Committees:
         • The Committee for Diversity Action, Inclusion & Equity (CDAIE): Chair Judy Sundayo (5 Minutes)
         • Mesa Pathways Committee (MPC): Co-Coordinator Marisa Alioto (5 Minutes)
         • Other Committee Reports: (1 Minute Per Committee)
      3. Senate Executive Officer Reports:
         • Vice President: Sakeenah Gallardo (No Report)
         • Secretary: Waverly Ray (No Report)
         • Treasurer: Mary Gwin (No Report)
         • Senator at Large (1): Alison Gurganus (No Report)
         • Senator at Large (2): Pegah Motaleb (No Report)
         • Immediate Past President: Manuel Velez (2 Minutes)
         • President: John Crocitti (10 Minutes)

VIII. **New Business**:
   A. **Resolution 2022.4.1: Update Constitution - Hold Curriculum Review Committee Faculty Co-Chair Elections in Even Numbered Years**: Hoffman
   B. **AP 4025.2 (Philosophy and Criteria for Baccalaureate Degrees) Update**: Hoffman
   C. **Reconsideration of the State of Emergency Circumstances (AB361)**: Crocitti

IX. **Old Business**:
   A. **Resolution 2022.3.1 – The Mesa College Library Advisory Committee**: Gurganus (Second Reading)
   B. **Academic Procedures (AP) & Board Procedures (BP) Updates**: Hoffman (Second Reading)

X. **Round Table Topic**: None

XI. **Announcements**:
   A. The next Academic Senate meeting is April 25, 2022 from 2:20PM – 4:20PM.
   B. The next Academic Affairs meeting is April 18, 2022 from 4:15PM – 5:30PM.
   C. The next Committee of Chairs (CoC) meeting is April 13, 2022 from 2:30PM – 4:00PM.
   D. The next Professional Advancement meeting is May 4, 2022 @ 2:30PM.

XII. **Adjournment**:

The following is a draft of proposed student evaluation items:

Proposed Draft Student Evaluation Items

Instructions
For statements 1 through 21, please select the answer that best describes the instructor and this class according to the following criteria:

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree   e) Not applicable

1. The instructor makes the objectives and requirements of the course clear in the syllabus.

2. The instructor organizes this course well.

3. The instructional materials (i.e., readings, books, multimedia, software) enhance my knowledge and understanding of course content.

4. I feel respected by the instructor.

5. The instructor is available to meet with students during scheduled office hours.

6. The instructor is helpful when I have difficulties or questions.

7. The instructor is enthusiastic about teaching this course.

8. If a course learning management system (such as Canvas) is used for this course, the instructor uses it effectively.

9. The instructor creates a welcoming and inclusive environment.

10. Course content is explained well.

11. The instructor encourages student participation.

12. The instructor encourages critical thinking about the issues addressed in the course.

13. The instructor's use of technology (such as slide presentations, videos, web sites, etc.) enhances my understanding of course content.

14. The instructor structures the course in a way that makes good use of students' time.

15. The instructor creates course assessments that are tied to the course learning objectives stated in the syllabus.

16. The instructor provides clear instructions for all activities, assignments and/or exams.

17. The instructor makes it easy to know my grade and/or how I am doing throughout the course.

18. The instructor provides clear, constructive feedback.

19. The instructor provides feedback with enough time for students to improve.

20. Doing well on exams and/or assessments require my careful preparation.

21. The instructor encourages students to provide their perspectives and/or to ask questions.

The following are the student evaluation items currently in the CBA:

Current Student Evaluation Items

<u>Instructions</u>
Please "grade" your instructor on each of the statement for questions 1 through 20. Fill in the letter of the answer (use a #2 pencil) which best describes the instructor and this class. Record your response on the computer sheet according to the following criteria:

   a) Outstanding   b) More than satisfactory c) Satisfactory d) Less than satisfactory e) Not applicable

1. The instructor makes the objectives and requirements of the course clear.

2. Class meetings are well organized.

3. The required readings and/or other assignments are useful in promoting learning.

4. The instructor treats students with respect.

5. The instructor is available to students during scheduled office hours or at other times by appointment.

6. The instructor encourages students, including those who experience difficulty.

7. The instructor is enthusiastic about teaching this course.

8. The instructor uses methods of teaching which seem appropriate to the course.

9. The instructor generally attempts to stimulate interest in the subject.

10. The instructor explains the material well.

11. The instructor encourages student participation when appropriate.

12. The instructor encourages critical thinking about the issues addressed in the course.

13. If students don't understand the material, the instructor gives additional explanation.

14. The instructor uses class time effectively.

15. The instructor gives exams and/or assignments that allow students to demonstrate what they have learned.

16. Exam questions and/or assignments are clear.

17. Exams and/or assignments are corrected, commented upon, and returned within a reasonable time.

18. The instructor makes specific, useful comments and/or corrections on student work.

19. The course objectives stated at the beginning of the course are being achieved or have been achieved.

20. Instructor's exams are challenging and require students to prepare carefully.

The following draft document provides information/explanations for proposed changes to the faculty evaluation "class visit" process for online classes:

Recommended "Class Visit" Process for Online Classes

Faculty evaluation of online instruction should address elements of the course in the online environment comparable to those in a conventional face-to-face environment. The following points are intended to assist evaluees and evaluators in the process.

Important Rationale:

The Collective Bargaining Agreement does not currently say much regarding the evaluation of online classes beyond that evaluators should have ongoing student role access and recently, an additional role of observer role was created for evaluations. Unfortunately, this creates inequity between the evaluation of online and in-person courses. Neither the student nor observer role sufficiently provides the kind of information that could be seen in a visit of an in-person class (meaning faculty being evaluated for online courses are at a disadvantage in comparison to faculty being evaluated for in-person courses). When evaluators have ongoing access to online courses via these roles, they are effectively sitting (invisibly) in the evaluee's course at all times (24 hours a day, seven days a week).

Because an online course site includes more than what would be contained in a college classroom, this is akin to sitting, non-stop, in both the physical classroom and office of a faculty member, even when the faculty member is not present. There is research spanning decades documenting the negative effects of constant monitoring/surveillance, such as: increases in stress, anxiety, physical ailments and decreases in employee morale, motivation, creativity, and job satisfaction. For a recent review of the research, see Kalischko and Riedl's (2021) recent analysis "Electronic Performance Monitoring in the Digital Workplace: Conceptualization, Review of Effects and Moderators, and Future Research Opportunities." As such, we have outlined better alternatives for conducting evaluations of online classes.

Recommendations in short:

• Spend at least 50 minutes evaluating online courses

  • The Collective Bargaining Agreement states that a class visit for an in-person class should be no less than 50 minutes, it is recommended that online classes receive no less than 50 minutes of observation as well.

• Create an agreement regarding course visit between the evaluators and evaluee

  • In understanding that online courses can be structured very differently instructor-to-instructor and course-to-course, we do not recommend a one-size-fits-all approach to evaluation. Instead, we recommend choosing something from the following:

    • A course walkthrough via virtual meeting with screen share or pre-recording

    • Links to specific lectures/modules per request of evaluators (not continuous access)

    • If, and only if, an evaluee agrees that broad access (via student/observer roles) to their

• Spontaneous online class visits are still possible via these recommendations, see detailed section below

Recommendations with extended detail and explanation

<u>Spend at least 50 minutes evaluating online courses</u>
• The Collective Bargaining Agreement states that a class visit for an in-person class should be no less than 50 minutes, it is recommended that online classes receive no less than 50 minutes of observation as well.

    • Spending any less than the minimum 50 minutes in an online course would put the evaluee at a disadvantage in comparison in-person course evaluations in terms of the thoroughness of evaluation

<u>Create an agreement regarding course visit between the evaluators and evaluee</u>
• In understanding that online courses can be structured very differently instructor-to-instructor and course-to-course, we do not recommend a one-size-fits-all approach to evaluation. Instead, there should be an agreement made between the evaluators and the evaluee in terms of which of the following options would be allow for a thorough "class visit" of their course:

    • The evaluee can lead evaluators through a detailed walkthrough of their course (this can be done via a virtual meeting or via a screencast pre-recording).

        -Such a walkthrough allows evaluators to see how the instructor has structured their online course (in terms of access to student resources and services, course documents, and out of class announcements). It is important to know that such structure is not something that is observed in an in-person class visit and, therefore, should not be a requirement of online class visits. However, for online courses, faculty put a lot of their time and effort toward the creation of their online course structure and the walkthrough could serve as a time emphasize these components.

        -In addition, the evaluee would be able to walk evaluators through certain components of their course that could be in-class when in person but not online (via the student nor observer role). For example, class visits allow observation of how faculty respond to student questions in class, such interactions are often not viewable for online (especially, fully asynchronous) courses. However, per a walkthrough, the instructor can enter discussion assignments than an observer cannot and/or show assignment feedback comments (using the anonymous grading option to maintain student privacy), to which neither the student nor observer role would have access.

    • If a course includes recorded lectured lectures, live lectures, or specific readings, then the evaluee should provide evaluators the necessary links/documents as appropriate per request.

        • In the same way that in-person class visits can, in theory, be for any class meeting (and multiple class meetings), evaluators can request to be sent "class" documents for specific lectures/modules.

        • To provide a kind of continuous blanket access to the online course leads to the deleterious effects of constant monitoring outlined above and places faculty of online courses at a disadvantage as an evaluator may pop in and out of various lectures/modules, which removed from the course's overall structure and context can

lead to confusion and misunderstandings that could negatively affect the evaluee's evaluation. Such random class visits happen for in-person courses, but they are visibly present as the evaluee would see the evaluator in the classroom. This allows the evaluee to provide necessary context to the visited lectures, if needed, in their self-evaluation letter. It would place an unrealistic and undue burden upon faculty teaching online courses to have to provide such blanket context for every single potential lecture/module that someone with blanket, continuous access could visit. It would also place evaluees of online courses at a disadvantage if they did not know which lectures/modules evaluators visited in that they would not even know what context to provide.

- If, and only if, an evaluee agrees that blanket, continuous access to their online course is the best evaluation method for their course, then such access should be given in lieu of arranging a walkthrough and sending links/documents.

    - Such agreement could be a variety of reasons (e.g., places an undue burden on the evaluee in that they would not have a way of sharing their screen to provide such access, the course is structured in a way that such access would provide adequate observation of all necessary evaluation components even via the limited student/observer roles, etc.)

How to still have spontaneity in online class visits

- In-person class visits have the opportunity to be spontaneous, this spirit of this spontaneity can still be had in the context of the recommendations above.

    - Evaluees will still not know which specific lectures/modules are going to be requested by evaluators until the requests are made.

        - If, for some reason, there is a concern regarding whether or not course materials sent to evaluators are what was actually provided to students, this can be easily resolved by asking the evaluator to click on "Page History" for any page within their Canvas course. Viewing this during a meeting/walkthrough would provide specific, and uneditable, timestamps as to exactly the page was created and every time it was subsequently changed.

The following include the current CBA language and a draft of proposed CBA changes to the faculty evaluation "class visit" process for online classes:

**Below is the current "Class Visits" language in the Collective Bargaining Agreement (CBA):**

Class Visits

15.1.9.2   The appropriate manager and Department Chair each will make at least one (1) class or work station visit; peer(s) each will make at least two (2) class or work station visits. Class visits shall be of a minimum of fifty (50) minutes duration.

For online classes, the faculty member who is being evaluated will establish access within the appropriate course Management System for all members of the evaluation committee. Access to the online class sessions will be established at the student level. At the request of the faculty member being evaluated, access may be established at a higher level. Access to the online class will persist for the duration of the term. In some circumstances, at the request of the faculty member being evaluated, and in addition to the minimum access to the online class discussed above, the faculty member may request to demonstrate certain features of the online class to the evaluation committee. This type of demonstration, if desired by the faculty member being evaluated, will be arranged during the first evaluation committee meeting.

Below is proposed replacement CBA language for red italicized portion above:

For asynchronous online classes, class visits will consist of at least 50 minutes of course observation. Parameters for the course observation must be specified during the first committee meeting via mutual agreement between the evaluation committee and the faculty member being evaluated. The course observation will include a course walkthrough via a synchronous meeting or pre-recording, and/or links to specific lectures and/or modules as requested by the evaluation committee within the evaluation time frame determined at the first committee meeting. This evaluation time frame will not exceed the time period between the first and second evaluation committee meetings. At the request of the faculty member being evaluated, broader access to their online course may be established at the student/observer role in lieu of providing a synchronous walk-through or lecture/module links. Access at a higher level may be established at the request of the faculty member being evaluated. Access will be for a set amount of time agreed upon at the first committee meeting by the faculty member being evaluated and the evaluation committee.
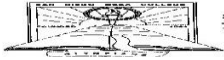
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SAN DIEGO MESA COLLEGE
ACADEMIC SENATE
Virtual Meeting
https://cccconfer.zoom.us/j/99023841887
March 21, 2022
2:20PM – 4:20PM
MINUTES
DRAFT

Present:

Academic Senate President John Crocitti, Gina Abbiate, Carlynne Allbee, Isaac Arguelles-Ibarra, Janna. Braun, Michael Brewer, Henry Browne, Laura Creswell, Nellie Dougherty, Ian Duckles, Howard Eskew, Rob Fremland, Veronica Gerace, Helen Greenbergs, Mary Gwin, Alison Gurganus, Paula Gustin, Jennifer Hernandez, Andrew Hoffman, Janue Johnson, Candace Katungi, Jesse Keller, Kim Lacher, Cesar López, Dina Miyoshi, Ryan Mogelluzzo, Pegah Motaleb, Katherine Naimark, Rusty Nichols, Alison Primoza, Waverly Ray, Anthony Reuss (Until 3:45PM), Jessica Sardo, Kristian Secor, Irena Stojimirovic, Judy Sundayo, George Svoboda, Oscar V. Torres, Manuel Vélez, Dwayne Wesley and Guests Marisa Alioto, Miriam Pacheco and Donna Budzynski

Absent:

Rosiangela Escamilla, Sakeenah Gallardo (Proxy to Motaleb), Geoffery Johnson, Natalie Mapes, Anthony Reuss (Proxy to Sundayo after 3:45PM), Robert Sanchez (Excused) and Karen Wait

I.   **CALL TO ORDER & WELCOME** by Academic Senate President John Crocitti @ 2:22PM:
        <u>Parliamentarian</u> – Manuel Vélez/<u>Speaker Coordinator & Timekeeper</u> – Waverly Ray

II.   **Approval of Draft Agenda**:
        A. Andrew Hoffman is pulling Administrative Procedure (AP) 4025.2 from today's list of updated Administrative Procedures and Board Policies.
           1.   The Mesa College Curriculum Review Committee (CRC) has not approved the changes to AP 4025.2.
        Motion to approve with the change from Andrew Hoffman:
        M/S   Eskew/Gustin   **29 Approve**
                                                                                                    Gallardo
                                                                                                    (Proxy to Motaleb)
                                                                                                    1 Abstain
                                                                                                    Lacher

III.   **PUBLIC PRESENTATIONS**:
        A. Associated Student Government: President Natalia Trinh (No Report)
        B. Classified Professionals: President Eva Parrill (No Report)

IV.   **Public Comments**: None

V.   **Approval of Draft Minutes**: February 14, 2022
        A. Kim Lacher reported she is submitting a change to her Public Comments.
        B. Andrew Hoffman submitted a change to the Curriculum Review Committee (CRC) report.
        C. Judy Sundayo reported she is submitting a change to her Committee for Diversity Action, Inclusion & Equity (CDAIE) report.

        Motion to approve with changes from Andrew Hoffman and Kim Lacher and Judy Sundayo:
        M/S   Primoza/Duckles   **33 Approve**
                                                                                                    2 Abstain
                                                                                                    Gerace
                                                                                                    Gallardo
                                                                                                    (Proxy to Motaleb)

VI. **Guest**:

A. **Student Health Services Director Suzanne Khambata & Site Compliance Officer Claudia Perkins – Mesa College Student Health Services**:

March 21, 2022 Academic Senate Meeting PowerPoint Presentation

Mesa College Student Health Website

1. Claudia Perkins reported Student Affairs works with Student Health Services and Faculty to support our Students.
   a. Emergency Withdrawals are available for our Students.
2. Judy Sundayo asked if more Students are coming to Student Health Services for help since the pandemic began.
   a. Suzanne Khambata reported Student Health Services is really busy right now, but we are still able to schedule in person appointments for our Students.
3. Suzanne Khambata reported our Students are really concerned about being overheard by the government.
4. Judy Sundayo also asked if online/virtual services will continue to be available to our Students.
   a. Suzanne Khambata reported our online groups are well attended.
   b. We still support Emergency Crisis in person.
5. Veronica Gerace asked Suzanne Khambata to clarify the procedure for Students who report that they are experiencing Covid symptoms.
   a. One of Veronica's Students informed Veronica that she was told that she could return to class on the same day that she reported her symptoms to Student Health Services.
   b. Suzanne Khambata reported the Mesa College Student Health Services physician or nurse practitioner have to conduct a thorough exam and ask Students questions to determine the cause of their symptoms.
      • The symptoms may be caused by a chronic illness.
      • Migraines headaches may not be the result of a Covid infections.
      • Stomach Flu symptoms may be due to Crohn's disease or a viral infection that is not Covid related.
      • The Student needs to complete a PCR test for Covid 19 and then they have to meet with a physician to review their symptoms and health history.
      • The Student is given a letter of clearance to return to class after testing and investigation determines that they are not infected.
6. Janna Braun asked if there are any concerns that Mesa College Student Health Services does not have enough personnel available to help the large number of Students who receive a Covid diagnosis.
   a. Suzanne Khambata reported we have a lot of Mesa College Students who are not ready to return to class.
   b. Suzanne Khambata also reported the appointment to clear a Student to return to class only takes five (5) minutes.
7. Irena Stojimirovic asked what is the current Mesa College procedure when a Student receives a Covid 19 diagnoses.
   a. Irena reported she has not had a Student report that they have a Covid infection this semester.
   b. Suzanne Khambata said Student Health Services cannot inform Faculty when a Student receives a diagnoses.
      • The Student is the only person who can inform Faculty due to privacy requirements.
      • We are following the San Diego County guidelines.
8. Pegah Motaleb reported Students who report that they have a Covid infection to her are not allowed to return to class if they have not been cleared by Student Health Services.
   a. Suzanne Khambata confirmed that infected Students cannot return to class until they receive a formal letter from Mesa College Student Health Services.
9. Irena Stojimirovic asked if Mesa College Students Health Services is noticing anything different about Students accessing their services since the pandemic began.
   a. Suzanne Khambata reported our Students are very upset about the invasion of Ukraine.
      • The stress is piling up on our Students on top of stress from the pandemic.
   b. Our Therapists recommend that our Students turn off the news and practice calming behavior like the ones utilized during the weekly Mesa Student Health "Be Calm" class.
10. President John Crocitti said Faculty can send an alerts through PeopleSoft for Students who have a lot of absences and Students who do not seem to be doing well.
    a. Faculty want a more rapid response.
       • What is the quickest way to report our concerns?
         * Suzanne Khambata said Faculty can call Student Health Services right away or call (619) 388-6405 to reach College Police Dispatch.
         * Faculty can also complete the "Student of Concern Form" to report their concerns to Student Health Services.

11. Anthony Reuss reported a lot of Students are feeling helpless and the Counselors are frequently walking Students down from the third floor to the second floor of the Student Services building to request help from Student Health Services.

12. Ryan Mongelluzzo said there is still a stigma associated with asking for help.
    a. Does Suzanne Khambata have any advice to help our Students overcome the stigma?
       - Suzanne Khambata said no one knows which type of help a Student is seeking when they come to Student Health Services.
       - It is Confidential.
       - Faculty can give their Student's Suzanne Khambata direct line.

VII.   Reports:
A.   Committee Reports
1.   Senate Executive Committees:
a.   Academic Affairs Committee: Chair Oscar V. Torres
As reported by Oscar V. Torres:
"The Academic Affairs Committee met on Monday March 14th, at 4:15 pm. Topics discussed included reports from Committee of Charis, Academic Senate, the latest campus community forum, and from the Executive committee. In addition, we reviewed questions that arose from a visit that our senate president and chair of academic affairs made to the AAPI committee. The committee also completed the survey PowerPoint presentation for the senate. Members present made edits and suggestions. Lastly, the committee discussed the need to have faculty join the Elections committee; please contact our vice president or me if you are interested. The working remotely ad-hoc requests were also discussed as a round table topic. Our next meeting is scheduled for April 4th."

b.   Professional Advancement Committee (PAC): Chair Janna Braun (No Report)

c.   Committee of Chairs (COC): Chair of Chairs Paula Gustin
As reported by Paula Gustin:

- Presentation from Student Affairs Team:

  Claudia Perkins/Victoria Miller/Jessica Dekoekkoek/Sahar Mohammadi - Students Rights & Responsibilities

  1. Disruptive Behavior and Academic Concern
  2. Academic Honesty: Policy 3100
  3. Emergency Withdrawal
  4. Restorative Justice (RJ)
  5. Title IX Reporting Responsibility

- Summer 2022 Enrollment Planning:

  *   Chairs working on Summer scheduling

  *   April 18th live for students; Registration by appointment May 2

- Enrollment Planning for Fall 2022:

  *   In progress. Fall will be live June 13th. Registration by appointment June 21st

- Remote Work Flexibility:

  *   Vice Chancellor of Human Resources Greg Smith's March 6th email regarding remote work.

  *   In response to a small number of faculty teaching out of state & tax issues. Also, having a similar process for staff, non-classroom faculty, and classroom faculty.)

  *   Implications for classroom faculty teaching distance education.

  *   Discussions with Deans for teaching remotely & JIRA paperwork

- Chairs Academy:

  * Evaluations Training Friday 3/18.

  * Good attendance

- Next Meeting on 3/23:

  * Suggestions/input for improvements for the Evaluation form for online courses

  * Best practices of how to improve student completions of asynchronous courses

d. Curriculum Review Committee (CRC): Faculty Co-Chair Andrew Hoffman
As reported by Andrew Hoffman:
"The CRC discussed the district's proposed change in catalog deadline date from December to September. At issue were the delays such changes could cause to faculty's responsiveness to student need and, especially in CTE programs, industry need; on the other hand, the earlier deadline could be beneficial for student enrollment. An earlier date means earlier catalogs and schedules, earlier student registration, and student enrollment. Tied to this also is the eventual creation of an online, interactive college catalog. The CRC turned down the proposal by a vote of 5-6, with 7 abstentions. However, the CRC stated he believes the district will move forward with the new deadline in spite of Mesa's objections.

The CRC also voted to forward to the Academic Senate several Board Policies and Administrative Procedures which are undergoing revision. Those have been entered into New Business. AP 4025.2, Philosophy and Criteria for Baccalaureate Degrees, was returned to the Policies and Procedures subcommittee of the CIC for clarification of a rule regarding GE requirements for students who already have attained a Baccalaureate degree in another major. This AP is expected to be brought back for New Business at the next Academic Senate meeting."

e. Program Review Committee (PRC): Acting Faculty Co-Chair Dina Miyoshi
As reported by Dina Miyoshi:
"Work is being done to align the resource allocation (i.e., FHP, CHP, and BARC) requests and the questions asked in Program Review."

2. Other Committees:
   a. The Committee for Diversity Action, Inclusion & Equity (CDAIE): Chair Judy Sundayo
   As reported by Judy Sundayo:

   - CDAIE joins the campus in celebrating Women's History Month as well as Irish American Heritage Month.
   - CDAIE submitted the 2022 Equal Employment Opportunity Campus Report to the District for inclusion in the District's Annual EEO Report to the State of California for 2022.
   - Women's Studies Events this month have been informative and well attended. Congratulations to the Women's Studies Committee, as well as the Ethnographer Speaker Series.
   - CDAIE is helping to arrange events and activities for Cultural Unity Week April 11 - 15th. Several events have been "adopted" for presentation that week.
   - The next CDAIE meeting will be held on Friday, April 8th, 2022 from 9 am - 11 am. Anyone wanting to attend as a guest may send an e-mail to jsundayo@sdccd.edu for the Zoom link.

b. Mesa Pathways Committee (MPC): Co-Coordinator Marisa Alioto
As reported by Marisa Alioto:
"The MPC met on 03/09/2022 to discuss more on the formulation of goals and deliverables for the Data Coaches and Student Success Teams. Also discussed was the dissemination of a campus-wide survey regarding Student Success Teams.

Student Success Teams Project Team (SST):
The SST project team is currently having discussions on the structure of the student success teams. Identification of core data metrics, which align with the Mesa 2030 Plan have been preliminarily identified and presented to MPC.
The SST project team is hoping to increase connections and engagements with students as well as increase integration between instruction and student services. A pilot is slated for next year, and the project team is trying to gauge the interest among members of the campus community for participation in this pilot, and a Student Success Teams Interest Form/Survey has been created and will be sent to the campus community. Please look for an email in your inbox from Mesa Pathways this week and fill out this brief survey.

Data Coaching Project Team:
The Data Coaching project team continues work on the development of a data coaching handbook.

Technology Project Team:
The updating of course pages with program maps by the Communications Office continues.
Additionally, design work to develop unified visual representations and succinct descriptions of the Academic and Career Pathways (ACPs) on the Mesa College website are in the process of being developed. We look forward to seeing the end product for these.

Onboarding and Career Exploration (OCE) Workgroup:
The OCE Workgroup has transitioned to a project-based model focused on the following areas:
Career Exploration in Outreach, Mesa Viewbook, Mesa Journeys Development, Career Exploration in CRUISE/2nd/3rd year CRUISE Development, and Career Exploration Faculty Training (Regional RFA Funding).
The SDCCD is also excited to announce the launch of the new and improved district-wide student and alumni online job board, SDCCD Handshake.

Pathways Fellows:
The Fellows continue their work with Financial Aid and the Communications Department to post and cross-promote deadlines and other financial aid information on social media, helping eliminate barriers and creating a greater sense of community with relevant posts students that students will be drawn to.
The Fellows are also continuing to curate new Student Stories videos that capture current student and alumni educational journeys here at Mesa College.
The Pathways Fellows are working in conjunction with the Mesa Pathways Leadership Team and the Workgroup and Project Team leads to create a retrospective video that will showcase the past five years of Pathways work, including the evolution of Pathways at Mesa, highlight projects and accomplishments, and promote the future of Pathways at Mesa College. This video will premiere at the April 19th PCAB meeting.

Call for Members: Pathways Workgroups and Project Teams: If you are interested in becoming involved in a Pathways workgroup or project team, please reach out to MesaPathways@sdccd.edu.

Next MPC Meeting: Our next MPC Meeting is scheduled for Wednesday, March 23rd from 12:45 - 2:15 pm.
To learn more about Mesa Pathways: https://www.sdmesa.edu/mesa-pathways/"

c. Other Committee Reports: None

3. <u>Senate Executive Officer Reports</u>:
   a. Vice President: Sakeenah Gallardo (No Report)

   b. Secretary: Waverly Ray (No Report)

   c. Treasurer: Mary Gwin (No Report)

   d. Senator at Large (1): Alison Gurganus (No Report)

   e. Senator at Large (2): Pegah Motaleb (No Report)

   f. Immediate Past President: Manuel Velez
      • Academic Senate for CA Community College (ASCCC) Spring 2022 Plenary Session:
        * April 7, 2022 - April 9, 2022
        * The Mesa College Academic Senate still has funding available for registration.
      • Spring 2022 Mesa College Senate Executive Members Election:
        * Please consider running for a Senate Exec position.
        * The spring 2022 elections are for President Elect, Senator At Large and Treasurer.
        * The President Elect position is a four year commitment.
          (One Year - President Elect) (Two Years – President)(1 Year Immediate Past President)
        * The Treasurer serves a two year term.
        * The Senator at Large serves a two year term.

   g. President: John Crocitti
      • Area D Meeting:
        * We met on Saturday (March 19th).
        * We reviewed the resolutions for the upcoming spring 2022 ASCCC plenary session.
        * One resolution is for developing a handbook on cross listing courses especially for Ethnic Studies courses.
        * San Diego City College submitted a resolution on HyFlex courses.
        * California community colleges are reacting too quickly to the availability of software to run HyFlex classes.
      • The Grossmont Cuyamaca Community College District (GCCCD) is contracting with the San Diego Community College District Police Department to patrol their campuses.
        * The GCCCD ended their contract with the San Diego County Sheriffs.
        * Will the San Diego Community College District Police Department hire enough officers to sufficiently patrol and serve the SDCCD and GCCCD campuses?
      • Remote Work Authorization Form:
        * Authorization to work remotely must be renewed every year.
        * Summer courses may be scheduled in the current fiscal year and the next fiscal.
        * Vice President of Instruction (VPI) O'Connor believes the issue arose from a few SDCCD Pro Rata and Adjunct Faculty members who reside outside of California.
      • SDCCD Mask Mandate:
        * The Chancellor seems to be committed to ending the mask requirement after the end of spring 2022.
        * Some District Governance Council (DGC) members opposed the relaxation of the SDCCD Mask Requirement policy.

VIII. New Business:

A. Administrative Procedures (AP) & Board Policies Updates (BP): Hoffman (1st Reading)

1. <u>Administrative Procedures</u>:
   a. Updated APs approved by the Mesa College Curriculum Review Committee (CRC):
   - AP 4025.1 (Philosophy and Criteria for Certificates):
     * Change numbers to align with Community College League of California (CCLC) formatting and technical revisions to align language with Title 5.
   - AP 4105 (Distance Education):
     * Revised Procedure: Change number to align with CCLC formatting and minor technical revisions to align language with Title 5.
   - AP 4260 (Prerequisites, Corequisites, Limitations on Enrollment and Advisories):
     * Revised Procedure: Change number to align with CCLC formatting and minor technical revisions to align language with Title 5.
   - AP 4400 (Community Service Offerings):
     * New Procedure: This new legally required procedure formalizes the process for developing and approving community service offerings.

2. <u>Board Policies</u>:
   a. Updated BPs approved by the Mesa College Curriculum Review Committee (CRC):
   - BP 4100 (Graduation Requirements for Degrees and Certificates):
     * Revised Policy: Change number to align with CCLC formatting and minor technical revisions to align language with Title 5.
   - BP 4400 (Community Service Programs):
     * Revised Policy: Change number to align with CCLC formatting and minor technical revisions to align language with Title 5.
   - BP 5152 (Military Education Program Contracting):
     * Revised Policy: This policy was developed for the Military Education Program. Since the program has been eliminated, it is recommended this policy be deactivated.

   Motion to move the item to the April 11th meeting as Old Business for discussion and potential vote:

   M/S   Stojimirovic/Fremland   **34 Approve**
   Gallardo
   (Proxy to Motaleb)
   Reuss
   (Proxy to Sundayo)

B. Resolution 2022.3.1 – The Mesa College Library Advisory Committee: Gurganus

1. The Academic Senate Standing Committee (Learning Resources Center Liaison Committee) has not met in at least 15 years.
2. We want to resurrect the committee in order to communicate information to the Mesa College community.
3. We want to hear from the Mesa College Community at Large about the support you need.
4. We want to inform the Mesa College Community at Large about the services that are available.
5. Please send your questions to Alison Gurganus.
6. The Faculty Representatives for the Mesa College Library Advisory Committee will be selected by the Academic Senate Committee on Committees.
7. The Classified Representatives on the Mesa College Library Advisory Committee will be selected by the Classified Senate.

   Motion to move the item to the April 11th meeting as Old Business for discussion and potential vote:
   M/S   Torres/Hoffman   **36 Approve**
   Gallardo
   (Proxy to Motaleb)
   Reuss
   (Proxy to Sundayo)
   1 Abstain
   Duckles

IX. **Old Business**:

 A. **Data - Faculty Survey on the District wide Test Proctoring Center - Academic Affairs Committee PowerPoint Presentation**: Torres & Gwin ([PowerPoint Presentation](#))

  A. The Senate Executive Committee surveyed the Academic Senate in fall 2021 on what the Academic Senate needs to work on during academic year 2021-2022.

   a. 47 Mesa College Academic Senate Members responded and it was determined that the Campus wide Test Proctoring Center would be the focus for academic year 2021-2022.

  B. The Campus wide Test Proctoring Center would serve the general population.

  C. <u>Academic Affairs Committee Faculty Survey – Campus wide Test Proctoring Center</u>:

   a. The survey was sent to the DLs for Adjunct and Contract Faculty.

   b. Thank you to the 118 Faculty members who responded to the survey.

  D. Most colleges have a test proctoring center services for the general Student population.

  E. Private colleges charge a fee to access the services available at their test proctoring centers for other Students.

  F. California Community Colleges (CCCs) have a network of testing centers that provide in person testing.

   a. Mira Costa Community College has an Academic Proctoring Center.

    • They provide in person and remote test proctoring for Disability Support Programs and Services Students and for the general Student population.

    * Faculty can fill out a form and send their Student to the Academic Proctoring Center.

  7. Tulsa Community College has on campus and online test proctoring.

  8. The San Diego City College Testing Center is very impacted.

  9. The Mesa College Test Proctoring Center is booked as well.

  10. It is common practice for colleges to offer on campus test proctoring.

  11. Mesa College Campus wide Test Proctoring Center Faculty Survey responses:

   a. How often do your Students need to make up their exams for a face to face class?

    • Often – 19%

    • Frequently - 11.2%

   b. 46.4% reported that they have time limitations in accessing a Campus wide Test Proctoring Center.

   c. 36.6% reported they are not available to meet their Students outside of class time at the same time that their Students are available.

   d. 35.7% reported they are concerned about cheating.

   e. 68.7% reported they were able to meet the needs of their Students during their scheduled office hours and in their office space.

    • This may take time away from work designated to be completed during their office hours.

   f. 31.3% reported they would allow Students to take their tests during the time for another class.

    • Faculty should not allow Students attend a different class.

   g. 17.4% reported they do not allow their Students to make up work.

   h. 23.2% reported they are able to meet their Students' needs without accessing a test proctoring center.

   i. 71.1% reported they have scheduled exams outside of their office hours or class time to proctor a missed exam or quiz.

   j. 38.3 % reported they think Students might benefit from access to a Campus wide Test Proctoring Center.

   k. 12.4% reported they believe a Test Proctoring Center would improve Students' grades.

   l. 27.4 % reported they do not believe access to a Campus wide Test Proctoring Center would improve Students' grades.

   m. 60% reported they believe Students would benefit from Test Proctoring Center, but not necessarily improve their grades.

   n. 66% reported they prefer the face to face modality.

   o. 2.6% reported they prefer the remote synchronous modality.

  12. A literature review suggests that students may be more likely to look up the answers online when they are taking an exam without a Proctor.

13. Research findings also indicate that academic integrity is the moral code that builds trust between schools.
14. <u>Conclusion</u>:
    a. Having a proctoring center is common amongst colleges and universities.
    b. Most Faculty have scheduled an exam outside of their scheduled office hours.
    c. On average, 30% of self-reporting Faculty, say they would use a proctoring center.
    d. The majority of surveyed Faculty report they prefer teaching face to face classes.
15. <u>Discussion</u>:
    a. We believe there is a need for a proctoring center for all Students based on our assessment.
    b. Because this need has existed, from a historical context, adaptation has occurred whereby Faculty are engaging in various practices to meet the needs of Students.
    c. Given growing diversities in course modality, a proctoring center may benefit Student access to education.
16. President John Crocitti thanked the Academic Affairs Committee for their work on the survey.
17. President John Crocitti also thanked President Natalia Trinh and the Associated Student Government (ASG) for their assistance developing the Faculty survey questions.

Motion to accept the results of the Academic Affairs Committee's Faculty survey:

M/S	Duckles/Braun	**31 Approve**
		Reuss
		(Proxy to Sundayo)
		2 Disapprove
		1 Abstain
		Gallardo
		(Proxy to Motaleb)

B. Reconsideration of the State of Emergency Circumstances Brown Act/AB361: Crocitti
1. The state of emergency continues to directly impact the ability of Academic Senate members to meet safely in person.
2. The April 11th Academic Senate meeting would need to occur on campus in room MC 211 A/B if Governor Newsom ends the state of emergency on March 31st.
3. Approving the reconsideration today allows the Mesa College Academic Senate to continue to meet on Zoom for 30 additional days if the state of emergency is not lifted.

Motion to approve:

M/S	Duckles/Sundayo	**28 Approve**
		Gallardo
		(Proxy to Motaleb)
		Reuss
		(Proxy to Sundayo)
		5 Disapprove
		2 Abstain
		Mogelluzzo
		Naimark

C. Hold HyFlex Academic Senate Meetings after March 31, 2022: Crocitti
1. There is a probability that the state of emergency will be lifted on March 31, 2022.
   a. Lifting the state of emergency would end the waiver to the Brown Act.
2. Attendees would have to post the address where they will access the meeting via Zoom, if they do not attend the Academic Senate meeting in person.
3. HyFlex meetings must conform to Brown Act requirements.
4. Waverly Ray asked if the Academic Senate would have to provide access to the public and be ADA compliant.
5. Rusty Nichols does not believe Mesa College has the technology available to hold HyFlex meetings.
6. President John Crocitti said the best we can hope for is to be able to hear each other.
7. The district does not have funding available to purchase the equipment necessary to hold true HyFlex meetings.
8. Immediate Past President Manuel Vélez said we should return to face to face meetings if Governor Newsom ends the state of emergency.
9. Mesa College does not have the equipment necessary to livestream Academic Senate meetings.
10. Mesa College does not have the equipment necessary to hold HyFlex Academic Senate meetings.

Motion to hold HyFlex Academic Senate meetings on campus <u>and</u> via Zoom after March 31st:

M/S	Nichols/Braun	**13 Approve**
		Gallardo
		(Proxy to Motaleb)
		Reuss
		(Proxy to Sundayo)
		17 Disapprove
		3 Abstain
		Allbee
		Arguelles Ibarra
		Naimark

X.   ROUND TABLE TOPIC: None

XI.   ANNOUNCEMENTS:
A. The next Academic Senate meeting is April 11, 2022 from 2:20PM – 4:20PM.
B. The next Academic Affairs meeting is April 4, 2022 from 4:15PM – 5:30PM.
C. The next Committee of Chairs (CoC) meeting is March 23, 2022 from 2:30PM – 4:00PM.
D. The next Professional Advancement meeting is April 6, 2022 @ 2:30PM.

XII.   EXTENDING THE MEETING:
A. Motion to extend the meeting 10 additional minutes:

M/S	Nichols//Sundayo	**UNANIMOUS**
		Gallardo
		(Proxy to Motaleb)
		Reuss
		(Proxy to Sundayo)

B. Motion to extend the meeting 5 additional minutes:

M/S	Sundayo/Nichols	**27 Approve**
		Gallardo
		(Proxy to Motaleb)
		Reuss
		(Proxy to Sundayo)
		4 Disapprove
		Brewer
		Duckles
		Eskew
		Hoffman

C. Motion to extend the meeting 10 additional minutes:

M/S	Fremland/Nichols	**22 Approve**
		1 Abstain
		Allbee

XIII.   ADJOURNMENT @ 4:44PM.
Motion to adjourn:

M/S	Duckles/Nichols	**31 Approve**
		Gallardo
		(Proxy to Motaleb)
		Reuss
		(Proxy to Sundayo)

SAN DIEGO MESA COLLEGE ACADEMIC SENATE
7250 MESA COLLEGE DRIVE, SAN DIEGO, CA 92111-4998 (619) 388-2733 FAX (619) 388-2929

Resolution 2022.4.1 – Amend Academic Senate Constitution to Elect Faculty Co-Chair of the Curriculum Review Committee (CRC) in Even Numbered Years: Hoffman

Move:

Second:

WHEREAS, the Academic Senate Constitution, in Section 3.I.9 states that the Faculty Co-Chair of the Curriculum Review Committee is to be elected in odd numbered years, and

WHEREAS, the practice of the Curriculum Review Committee for many years has been to elected the Faculty Co-Chair in even numbered years, and

WHEREAS, there is no provision for the Faculty Co-Chair to be elected for a term of one year or three years, be it

RESOLVED that the Academic Senate Constitution, Section 3.I.9, be amended to declare that the Faculty Co-Chair of the Curriculum Review Committee is to be elected in even numbered years.

Presented to the Academic Senate:

Approved by the Academic Senate:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Administrative Procedure

Chapter 4—Instructional Services

AP 4025.2 PHILOSOPHY AND CRITERIA FOR BACCALAUREATE DEGREES

Chancellor's Cabinet First Reading:
Chancellor's Cabinet Second Reading:
DGC First Reading:
DGC Second Reading:

Bachelor of Science (BS) Degrees
The Bachelor of Science degree is intended for students interested in high-level career technical education.

The following is required for all BS Degrees:
1. A combination of lower division and upper division coursework totaling a minimum of 120 semester units (180 quarter units) that are applicable to a baccalaureate degree as defined within this procedure.
2. Completion of the CSU General Education Breadth or Intersegmental General Education Transfer Curriculum pattern.
3. Completion of a minimum of 40 semester units (60 quarter units) of upper division courses, including a minimum of nine semester units (13.5 quarter units) of upper division general education.
4. An identified major that includes a minimum of 18 semester units (27 quarter units) of lower division courses and 31 semester (46.5 quarter units) of upper division courses;
5. A minimum of 12 semester degree applicable units (18 quarter units) must be completed in residence at the college granting the degree.

Lower Division Coursework
Lower division courses shall be consistent with the requirements for the associate degree applicable credit courses outlined in the California Code of Regulations (CCR) title 5, Section 55062. These courses include the following:

1. All lower division courses accepted toward a baccalaureate degree granted by the California State University (CSU) or University of California (UC) or designed to be offered for transfer; and
2. Credit, courses that apply to the major or area of emphasis in career technical fields that would typically be applicable to an associate degree.

Lower Division General Education
1. Students shall complete CSU General Education Breadth (CSU GE) or the Intersegmental General Education Transfer Curriculum (IGETC) general education pattern.

    2.   Students who have earned a baccalaureate degree from a regionally accredited institution, but who have not completed CSU GE Breadth or IGETC, must fulfill any missing requirements.

Lower Division Major Requirements

Students shall complete at least 18 semester units (27 quarter units) of identified lower division coursework in the baccalaureate degree major. A "major" is defined as a single field of study or related fields, as listed in the community college's Taxonomy of Programs.

Upper Division Coursework

Upper division courses apply knowledge obtained at the lower division level with demonstrated additional critical thinking through writing, oral communication, or computation. Upper division coursework may also encompass research elements, workforce training, apprenticeships, internships, required practicums or capstone projects. Upper division courses typically will have one or more lower or upper division prerequisites. Courses that have been designated as upper division are only intended to be applicable to baccalaureate degrees. Upper division requirements include the following:

    1.   A minimum of 40 semester units (60 quarter units) of upper division coursework; and

    2.   A minimum of nine semester units (13.5 quarter units) of upper division general education courses.

Upper Division General Education

    1.   Students shall complete at least nine semester units (13.5 quarter units) of upper division general education courses from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication or computation.

    2.   Students may complete upper division general education courses in any discipline, but the courses should relate to the required coursework for the baccalaureate degree.

Upper division general education courses are only intended for baccalaureate degree students and should only be open to students who are enrolled in a California Community College baccalaureate program.

Upper Division Major Requirements

Students shall complete a minimum of 31 semester upper division units (46.5 quarter units) with a grade of "C" or better within the identified major for the baccalaureate degree. A "major" is defined as a single field of study or related fields, as listed in the community college's Taxonomy of Programs.

Program Recency

Program Recency may be established to require major courses to be completed within a minimum of 36 months prior to the date of awarding the degree and shall:

    1.   Be established by discipline faculty only if it has been determined a significant lapse of time will have an impact on a student's ability to successfully fulfill the degree's goals and objectives;

2. Be stated in the college catalog; and
3. Be required of all students in the program.

_____

Date Approved:

References:
California Code of Regulations, title 5, Sections 55061; 55062, 55070, 55072, 51022, 55130, 55600 et seq.
Education Code: Section 70901, 70902, 78106
WASC/ACCJC Accreditation Standard II.A.

Adopted:
Supersedes: New Procedure

SAN DIEGO MESA COLLEGE ACADEMIC SENATE
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Resolution 2022.3.1 – The Mesa College Library Advisory Committee: Gurganus/Academic Affairs Committee

Move: Torres

Second: Hoffman

Whereas, A considerable shift in library services dealing with how books and digital resources are acquired, cataloged, or accessed by students has occurred given Covid-19 and the development of new curriculum using online platforms; and

Whereas, Duties of the Senate Executive Committee include amending the Academic Senate Constitution in accordance with State and local governance processes as appropriate; and

Whereas, Amendments to the Senate Constitution may be adopted during regular Senate meetings by a two-thirds majority vote by Senators in favor of the proposed changes; be it therefore

Resolved that the current Academic Senate Constitution be updated to include the following amendments to Section 11, page 25 to page 26, for the creation of a new Library Advisory Committee:

Page 25

SECTION 11 - THE LEARNING RESOURCES CENTER (LRC) LIASION COMMITTEE:
A. Composition:
    The Committee shall consist of:
    1.   An Administrative Co-Chair
    2.   A Faculty Co-Chair
    3.   At least four (4) other Faculty members appointed by the Committee on Committees.
        a. Committee membership must be representative of the various schools, departments and programs of the college.
B. Duties:
    The Learning Resource Center (LRC) Committee shall be responsible for:
    1.   Meeting with LRC representatives regularly to discuss topics of mutual concern.
    2.   Acting as the liaison between Faculty and the LRC.
    3.   Acting as a sounding board for LRC pilot programs and other new ideas.
    4.   Communicating LRC changes, ideas, knowledge, procedures and services to the Faculty.
    5.   Making regular reports to the Senate on its findings and recommendations.
    6.   Notifying the LRC of Faculty needs.

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B. Duties:
    The Tenure and Promotion Review Committee shall be responsible for reviewing all recommendations for promotion and tenure and:
    1.   Determining if the recommendations are procedurally correct.
    2.   Determining if the recommendations meet general College and District standards.
    3.   Making the final College-level recommendations regarding promotions to the College President.

SECTION 11 – THE MESA LIBRARY ADVISORY COMMITTEE

1

A. Composition:

The Committee shall consist of:

1. Two librarian faculty Co-Chairs
2. The current Lead or Chair of the Library (if not already present as a co-chair)
3. An administrative representative
4. Contract or Adjunct faculty members representing each Instructional School including:
    a. School of Business and Technology
    b. School of Humanities
    c. School of Arts and Languages
    d. School of Mathematics and Natural Sciences
    e. School of Health Sciences/Public Service
    f. School of Exercise Science, Health Education, Athletics and Dance

5. Additional committee members from distinct departments across campus including: a. Student Services
    b. Disability Services
    c. College Technology Services
    d. Classified Professional
    F. Student Representative

B. Duties:

1. Committee members shall provide input to the librarians regarding library services, innovative practices, and other library related matters for the campus community.

2. Committee members shall serve as representatives of their respective school, or area of expertise, and advocate for topics of mutual concerns as well as services provided by the Library.

3. Committee members shall discuss cost projections and challenges for books, journals, databases, streaming media, and other materials.

4. Committee members shall commit to embedding equity, diversity, and inclusion into Library services and resources.

5. Committee members shall foster communication and update faculty, as well as other constituency groups, regarding changes at the Library.

6. Committee members shall make regular reports to the Senate and provide recommendations regarding Library matters.

Presented to the Academic Senate: March 21, 2022

Approved by the Academic Senate:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Administrative Procedures

Chapter 4—Instructional Services

Chancellor's Cabinet First Reading:
Chancellor's Cabinet Second Reading:
DGC First Reading:
DGC Second Reading:

The following Board Policies are being put forth for approval as part of the Board's ongoing 6-year comprehensive review of all Board policies and procedures.

Category 1 Procedures   New and/or major revisions to policies and/or procedures that are not required by law or regulation, but are recommended by the respective office of responsibility.

AP 4025.1 Philosophy and Criteria for Certificates
> Revised Procedure: Change number to align with CCLC formatting and minor technical revisions to align language with title 5.

AP 4025.2. Philosophy and Criteria for Baccalaureate Degrees
> New Procedure: This new procedure formalizes the process for developing and approving baccalaureate degrees.

AP 4105 Distance Education
> Revised Procedure: Change number to align with CCLC formatting and minor technical revisions to align language with title 5 and ACCJC/WASC revisions.

AP 4260 Prerequisites, Corequisites, Limitations on Enrollment, and Advisories
> Revised Procedure: Change number to align with CCLC formatting and minor technical revisions to align language with title 5.

AP 4400 Community Service Offerings
> New Procedure: This new legally required procedure formalizes the process for developing and approving community service offerings.

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Administrative Procedure

Chapter 4—~~Academic Affairs~~ Instructional Services

AP 4025.1 PHILOSOPHY AND CRITERIA FOR CERTIFICATES

Chancellor's Cabinet First Reading:
Chancellor's Cabinet Second Reading:
DGC First Reading:
DGC Second Reading:

All certificates and diplomas must comply with national and state statutes, regulations, District policy, local approval and/or accrediting agencies, good practice, and the philosophy, mission, and goals of the institution.

This procedure implements:

Certificates of Achievement
Certificates of Achievement that may appear by name on a student transcript or diploma require California Community Colleges Chancellor's Office approval.

The following is required for all Certificates of Achievement:
I.   ~~Completion of all required courses in the certificate with a grade of "C" or better. A "P" (pass) grade meets this requirement;~~
1.   ~~Meet all standards for~~ Admission to the desired ~~certificate~~ program where applicable; and
2.   A minimum of six semester units of required courses in the certificate completed in residence at ~~any of the colleges in the San Diego Community College District college awarding the certificate~~ any of the District colleges.
3.   Completion of all required courses in the certificate with a grade of "C" or better. a "P" (pass) grade meets this requirement.

> **Commented [EER1]:** Does this sentence need to be removed since it can't be implemented?

Certificates of Performance
Certificates of Performance, not to exceed 15 1/2 units, are locally approved department awards that are not recorded on the official transcripts. ~~not to exceed 15 1/2 units (not to exceed 17 1/2) units that are not recorded on the official transcripts.~~

The following is required for all Certificates of Performance:
1.   Complete all required courses in the certificate with a grade of "C" or better. A "P" (pass) grade meets this requirement; and
2.   Complete a~~All~~ courses required for the certificate ~~must be completed~~ in residence at any of the colleges in the San Diego Community College District. Course substitutions or course equivalencies from other colleges may not be used to satisfy certificate of performance requirements.

Certificates of Completion
Certificates of completion that may appear by name on a student transcript require California Community Colleges Chancellor's Office approval.

The following is required for all Certificates of Completion:
    I.   Complete all required courses in the certificate.
    II.   Complete all All courses required for the certificate must be completed in residence at Continuing Education in the San Diego Community College District. Course substitutions or course equivalencies from other colleges may not be used to satisfy certificate of completion performance requirements.

Certificates of Competency
Certificates of competency completion that may appear by name on a student transcript require California Community Colleges Chancellor's Office approval.
The following is required for all Certificates of Competency:
    I.   Complete all required courses in the certificate.
Complete all All courses required for the certificate must be completed in residence at Continuing Education in the San Diego Community College District. Course substitutions or course equivalencies from other colleges may not be used to satisfy certificate of competency performance requirements.

High School Diploma Programs
High School Diploma Programs that may appear by name on a student transcript require California Community Colleges Chancellor's Office approval.

The following is required for all High School Diploma Programs:
To receive a joint high school diploma from the San Diego Continuing Education program in cooperation with the San Diego Unified School District Adult Education students must complete all required courses in the program in either Option 1 or Option 2 in the current catalog.
    1. Under Option 1, students must earn a total of 40 semester credits:
        a. Credit for appropriate senior high (grade 9-12) courses taken in Grades 7 or 8 may be applied to a high school diploma;
        b. Credit may be given for previous education, but no high school credit may be awarded for religion classes.
    2. Under Option 2, students must earn a minimum of 24 semester credits or equivalent. Credits may be given for previous education.

References: California Code of Regulations Title 5: Sections 51022, 55060 et Seq., 55070, 55072, 55130, 55600 et seq.
                 Education Code: Section 70901, 70902, 78106
                 WASC/ACCJC Accreditation Standards: II.A, II.A.3

Approved by the Chancellor:
Supersedes: 2/10/2017

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Administrative Procedure

Chapter 4—Instructional Services

~~AP 5105~~ BP 4105 DISTANCE EDUCATION

Chancellor's Cabinet First Reading:
Chancellor's Cabinet Second Reading:
DGC First Reading:
DGC Second Reading:

Consistent with federal and state regulations pertaining to financial aid eligibility, the District authenticates/verifies that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy. No student shall be charged additional fees associated with verification of student identity.

The Vice Chancellor of ~~Instructional Services~~ Educational Services or designee in collegial consultation via the District Governance Council shall utilize one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

~~The Vice Chancellor of Educational Services or designee shall provide each student with a a statement of the process in place to protect student privacy. No student shall be charged additional fees associated with verification of student identity.~~

Definitions

Distance Education means ~~instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology in lieu of face-to-face interaction~~ education that uses one or more technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s) either synchronously or asynchronously.

1. The internet:
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
3. Audioconferencing; or
4. Other media used in a course in conjunction with any of the technologies listed in the paragraph above.

The definition of "distance education" does not include correspondence education.

Accessible means a person with a disability is afforded the opportunity to acquire the same

1

information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

Course Modality Approval
In order to ensure consistency and academic rigor all sections delivered via distance education are based on the same course outlines of record (CORs) as all other sections of the course. Each distance education proposal on a new or existing course shall be reviewed and approved separately. Separate approval of the distance education modality is mandatory if any portion of the instruction in a course section is designed to be provided through distance education in lieu of face-to-face instruction.

The review and approval of new and existing courses, regardless of delivery modality shall follow the curriculum approval procedures outlined in AP 5020 4020 titled Curriculum Development. Courses proposed to be offered via distance education shall be approved under the same conditions and criteria as all other courses.

Certification
When approving courses proposed to be offered via distance education, the college curriculum committee will certify the following:

Course Quality Standards: The same standards of course quality shall be applied to any portion of the course conducted through distance education as are applied to traditional classroom courses in-person classes. Furthermore, distance education courses, materials and resources shall follow Section 508 of the Rehabilitation Act.

Distance Education (Course) Quality Determinations: Determinations and judgments about the quality of the distance education instructional methods were are made with the full involvement of the college curriculum committee and discipline faculty approval procedures.

Instructor Contact
Any portion of a course section conducted through distance education in lieu of face-to-face interaction includes regular, effective and substantive contact between instructor and students; through group or individual meetings; orientation and review sessions; supplemental seminar or study sessions; discussion boards or live chat; or field trips, library workshops, email, and/or other methods. Regular effective contact is an academic and professional matter pursuant to title 5, sections 53200 et seq.

Any portion of a course section conducted through distance education must include regular and substantive interaction between instructor(s) and students (and among students as described in the course outline of record or distance education addendum, where applicable), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e -mail, or other activities.

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Administrative Procedure

Chapter 4—Instructional Services

~~AP 5260~~ **AP 4260** PREREQUISITES, COREQUISITES, LIMITATIONS ON ENROLLMENT AND ADVISORIES

Chancellor's Cabinet First Reading:
Chancellor's Cabinet Second Reading:
DGC First Reading:
DGC Second Reading:

This procedure implements prerequisite, corequisites, limitations on enrollment, and advisories.

1. DEFINITIONS
   In accordance with title 5 California Code of Regulations section 55003 the definitions are as follows:
   a. Prerequisite:
      A condition of enrollment that a student is required to meet to show current readiness for enrollment in a course or program.
   b. Corequisite:
      A condition of enrollment consisting of a course that a student is required to take simultaneously with another course.
   c. Advisory:
      A condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.
   d. Limitation on Enrollment:
      A policy or process, other than a course prerequisite(s)/corequisite(s) that places conditions on students enrolling in a course or program and thereby limits enrollment in the course or program.
   e. Content Review:
      A rigorous, systematic process developed in accordance with title 5 sections 53200 to 53204, approved by the California Community Colleges Chancellor's Office as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course.

      ~~ASSESSMENT SKILL LEVELS: The use of tests and other measures to assist students in selecting courses best suited to their communication and/or computation skill level. Students demonstrating the minimum skill level(s) required for success in the course, via an approved assessment instrument(s), will not be held to completing the course prerequisite(s)/corequisite(s). (SDCCD definition)~~
   f. Assessment:
      Assessment is a process that is designed to assist students in selecting the

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English or English Language Acquisition (ELAC) and mathematics courses best suited to their communication and/or computation skill level. Beginning 2019-2020, a skill level - referred to as a "milestone" - will be communicated to students. Additionally, "milestones" meet course prerequisites in English, ELAC, and mathematics.

   g. Receiving Course:
      The course to which requisites are assigned. (SDCCD definition)

2. PURPOSE

This procedure is intended to establish the process by which faculty assign prerequisites, corequisites, advisories and limitations on enrollment both within and across disciplines.

3. PRINCIPLES

The faculty, as well as the college ~~and Continuing Education~~ Curriculum Review Committee (CRC), and Curriculum and Instructional Council (CIC), must approve each course prerequisite(s)/corequisite(s), advisories and/or limitations on enrollment within the curriculum review process as delegated by the Academic Senate.

The college and Continuing Education CRC on each campus shall be responsible for the review and approval process. This process shall, at a minimum establish prerequisites, corequisites, advisories, and/or limitations on enrollment only upon recommendation of the college CRC as delegated by the academic senate, relying on the faculty in the receiving course department or discipline. ~~The following actions shall be completed:~~

Requisites are assigned via the following steps:

   a. Approve the course;

   b. Approve any prerequisite and/or corequisite and certify that the prerequisite and/or corequisite is an appropriate and rational measure of a student's readiness to enter the course or, as proved by a content review that:

      1) Involves faculty with appropriate subject area expertise, particularly when establishing a cross-disciplinary prerequisite and/or corequisite;

      2) Considers the ~~course~~ student learning objectives ~~set by the department~~ in the receiving course;

      3) Is based on review of a detailed course syllabus and outline of record, related instructional materials, course format, type and number of examinations, grading criteria, and classroom research data if available or required;

      4) Specifies the body of knowledge and/or skills necessary at entry and/or concurrent enrollment;

      5) Identifies and reviews the prerequisite/corequisite course that develops the body of knowledge and/or measures identified skills;

      6) Matches the knowledge and skills required in the receiving ~~targeted~~ course and those developed or measured by the prerequisite/corequisite; and

      7) Maintains documentation that steps ~~ii.a. through ii. f. iii.~~ b. 1) through b. 6) above have been taken.

   c. Approve any advisories (See paragraph ~~III. 8.~~ 4. h.);

   d. Approve any limitation on enrollment that is being established for the courses (See paragraph ~~III. 9.~~ 4. i.); and

   e. Approve that the course meets the academic standards required for degree

applicable courses, nondegree applicable courses, or noncredit courses.

f. ~~Requisites for a~~ A course which should have a prerequisite or corequisite ~~(See paragraph I. 1~~ 3 ~~)~~ but for which one or more of the requirements for establishing a prerequisite have not been met may only:

    1) Be reviewed and approved pursuant to the standards for nondegree applicable credit, or noncredit, or community service; or

    2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisite or corequisite. ~~The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures. Any assessment instrument used shall be selected and used in accordance with the provisions of Title 5 Subchapter 6 (commencing with Section 55500) of Chapter 6 of this Division. Completion of a course is not equivalent to achievement of an assessment level~~

g. If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the colleges shall ensure that precollegiate basic skills courses designed to teach the required skills are offered with reasonable frequency. Further, a reasonable number of sections shall be offered given the number of students who are required to meet the associated skills prerequisites.

h. Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite.

i. No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.

j. Prerequisites shall be established by the faculty in the discipline of the receiving course ~~assigning the prerequisite~~.

k. Courses used as alternate options to fulfill prerequisites, corequisites and/or advisories shall be established through this procedure.

l. Prerequisites, corequisites, advisories and limitations on enrollment must be identified in college publications available to students as well as the course outline of the receiving ~~any~~ course for which they are established.

~~The college shall provide the following explanations both in the college catalog and in the schedule of courses:~~

    ~~1. Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment that have been established;~~

    ~~2. Procedures for a student to challenge prerequisites, corequisites, limitations on enrollment and circumstances under which a student is encouraged to make such a challenge;~~

    ~~3. Definitions of advisories on recommended preparation, the right of the student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right; and~~

    ~~4. Definitions of a corequisite, noncredit basic skills course, nondegree applicable basic skills course, prerequisite and satisfactory grade.~~

4. ESTABLISHMENT

a. Levels of Scrutiny/Content Review. Prerequisites and corequisites may be established only for any of the following purposes:

    1) ~~A course may be established as a prerequisite and/or corequisite to another course If~~ if the review finds that statute or regulation expressly

authorizes or requires that prerequisite and/or corequisite.; The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or The prerequisite will assures that a student has the skills, concepts, and/or information required for preparation to earn a satisfactory grade in the receiving course; that is presupposed in terms of the course for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established;

2) The corequisite will assures that a student acquires the necessary skills, concepts and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course for which the corequisite is being established;

3) The corequisite course is intended as additional support for students enrolling in transfer-level English or mathematics (or quantitative reasoning) courses, and that is has been determined the corequisite course increases the likelihood that the student will pass the transfer-level course;

4) The prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others; or

5) The prerequisite course is expressly required for institutions for which the college has transfer agreements.

b. Standard Prerequisites or Corequisites

A prerequisite or corequisite need not to be scrutinized using content review or content review with statistical analysis if:

1) A course may be established as a prerequisite and/or corequisite for another course if Tthe review finds that skills, concepts, and/or information taught in the course are presupposed in the receiving course, and a list of the specific skills and/or knowledge a student must possess to be ready to take the receiving course is included in its course outline; or

2) Baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill as a prerequisite and/or corequisite; or

3) A course may be established as a corequisite for another course if Tthe review finds that both are closely related lecture/laboratory courses paired within the same subject area and a student not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course; or

4) A course may be established as prerequisite and/or corequisite to another course if Tthe review finds that statute or regulation expressly authorizes or requires that prerequisite and/or corequisite.; or

5) The corequisite course has been recommended through placement guidelines approved by the California Community Colleges Chancellor's Office.

c. Courses in Communication or Computation Skills (Cross-Disciplinary Requisite)

Prerequisites establishing communication or computational skill requirements must be decided on a course by course basis. A course in communication or computational skills, or eligibility for enrollment in such a course, may be established as a prerequisite and/or corequisite for any course, other than another course in communication or computation skills provided that:

1) Discipline faculty from all colleges where the receiving course is approved have conducted content review of the course to determine requisite skills in English and/or mathematics;
2) A list of the specific skills or knowledge a student must possess to be ready to take the receiving course is included in its course outline;
3) Identified "lead" chair/faculty collaborated with respective English and/or mathematics department to align requisite skills with appropriate level course;
4) Data supporting the prerequisite and/or corequisite was gathered by a campus based researcher and presented by the ~~Discipline dean~~ subject area dean to the chairs for review, discussion and final recommendation. This step must be completed by April, one full year prior to implementation, to allow for advanced communication to students;
5) The course ~~received~~ passed technical review by Student Services and Instructional Services;
6) The course received approval by the college or Continuing Education CRC; and
7) The course received approval by CIC ~~no later than May, one full~~ the year prior to implementation.

d. Program Prerequisites

Prerequisites and/or corequisites must be approved in the same manner as provided for course prerequisites and/or corequisites. Each program prerequisite must appear as a prerequisite for at least one required course in the program.

e. Health and Safety.

A prerequisite identifying health or safety requirements may be established if, in addition to the review by faculty in the department or division and approval by the college CRC and CIC as provided under section ~~4 A~~ 6.A.

1) The course is one in which the student might endanger his or her own health and safety or the health and safety of others; and
2) The prerequisite requires a student to possess what is necessary to protect his or her health and safety and the health and safety of others before entering the course.

f. Recency and Other Measures of Readiness

1) ~~Faculty may not establish recency course prerequisites of less than 36 months prior to course enrollment.~~ All recency course prerequisites shall:
   a) Be established in accordance with this procedure;
   b) Be established only if it has been determined a significant lapse of time will have an impact on a student's ability to successfully complete the subsequent level of a course sequence;
   c) Be stated in the official course outline of record; and
   d) Be required of all students for specific courses.
2) ~~Faculty may not establish recency program prerequisites of less than 36 months prior to course enrollment.~~ All recency program prerequisites shall:
   a) Be established in accordance with this procedure;
   b) Be established only if it has been determined a significant lapse of time will have an impact on a student's ability to successfully complete the program;
   c) Be stated in the official outline; and
   d) Be required for all students applying to the program.
3) Faculty may not establish recency course and program prerequisites of

less than 36 months prior to course enrollment.

g. Review of Individual Courses

If the student's enrollment in a course is contingent upon having met the proposed prerequisite(s) and/or corequisite(s), then such prerequisite(s)/corequisite(s) must be established per this Procedure.

An advisory does not prevent students from registering in the course. Advisories must be identified as such in the schedule and catalog and do not require levels of scrutiny as defined ~~in paragraph I.~~ above.

1) ~~Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee;~~

2) ~~Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If so, a prerequisite or corequisite in English or mathematics must be established in accordance with Section 4 C; and~~

3) ~~Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.~~

h. Advisories

Each college and College of Continuing Education may establish advisories which recommend that a student meet a standard of readiness at entry as provided under section 4. This is required whether described as ~~"prerequisite(s)," "advisories"~~ "recommended," or by any other term.

> **Commented [EER2]:** Need to double che[ck] correct section
>
> **Commented [EER3]:**

i. Limitations on Enrollment

Limitations on enrollment may be established as provided under section 4 ~~4. B~~ if the following requirements are also met:

1) Performance Courses

Each college may establish an audition, or tryout, as a limitation on enrollment for courses that include public performance or intercollegiate competition such as, but not limited to, band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics if:

  a) For any certificate or associate degree requirement that can be met by taking this course, there is another course or courses that satisfy the same graduation requirement; and

  b) Limitations on enrollment established on performance courses are reviewed during curriculum review, or at least every six years, to decide whether the audition or tryout process is having a disproportionate impact on any group. If disproportionate impact has been found, the limitation on enrollment shall be reviewed to decide if a plan needs to be implemented to remedy the impact. Any such plan shall be endorsed by the department and the college administration and promptly put into effect.

2) Honors Courses Limitation on enrollment for an honors course, or an honors section of a course, may be established if there is another section or another course at the college that satisfies the same graduation requirement;

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3) Blocks of Courses or Sections Blocks of courses for which enrollment is limited to create a cohort of students may be established if there is another section or another course at the college that satisfies the same graduation requirements.

j. The college shall provide the following explanations both in the college catalog and in the schedule of courses:

1) Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment that have been established;

2) Procedures for a student to challenge prerequisites, corequisites, limitations on enrollment and circumstances under which a student is encouraged to make such a challenge;

3) Definitions of advisories on recommended preparation, the right of the student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right; and

4) Definitions of a corequisite, noncredit basic skills course, nondegree applicable basic skills course, prerequisite and satisfactory grade.

5. IMPLEMENTATION

Application of prerequisites, corequisites, advisories, and limitations on enrollment will be consistent and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in a class at registration so that a student is not allowed to enroll unless all conditions for enrollment have been met, except for those for which the student has a pending challenge or for which further information is needed.

The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment or placement process using multiple measures. Any assessment instrument used shall be selected and used in accordance with the provisions of title 5 Subchapter 6 (commencing with Section 55500) of Chapter 6 of this Division.

The determination of whether a student meets a prerequisite or corequisite shall be made before his or her enrollment in the course requiring the prerequisite or corequisite, provided; however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course if the applicable enrollment fees are promptly refunded. Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.

6. ONGOING CURRICULUM REVIEW.

As a regular part of the Curriculum Review process, or at least every six years (every two years for Career Technical Education courses), the college shall review each prerequisite, corequisite, advisory, or limitation on enrollment to determine that each is still:

a. Supported by faculty in the department or discipline;

b. Supported by the college CRC and CIC; and

c. Meeting all other provisions of this policy and the law. Any successfully challenged prerequisite(s)/corequisite(s) shall be promptly reviewed to assure that it complies with this policy and the law.

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7. CHALLENGE PROCEDURE ~~(Moved back to Student Services)~~ |

Students may challenge prerequisites, corequisites or limitation on enrollment based upon one or more of the following:

a. The prerequisite, corequisite or enrollment limitation:
   1) Has not been established in accordance with Procedure 5500.1;
   2) Is in violation of section 55022, title 5 California Code of Regulations;
   3) Is discriminatory or being applied in an unlawfully discriminatory manner; and/or
   4) Has been established to protect the health and safety of individuals and the student can demonstrate he/she does not pose a threat to himself/herself or others. Students with verified disabilities have the right to reasonable accommodation.

b. The student:
   1) Has knowledge or ability to succeed in the course or program; and/or
   2) Will be subject to undue delay in attaining his/her educational goal because the prerequisite or corequisite course has not been made reasonably available. The burden of proof that grounds for the challenge exist is on the student.
   3) Student challenging English or Math prerequisites will be required to take the assessment test prior to filing a Petition to Challenge.

c. Challenge Petition
   Students challenging a prerequisite, corequisite, or limitation on enrollment must complete a challenge petition. The student must:
   1) Obtain a petition in the registration center on campus;
   2) Complete the petition and attach all supporting documentation; and
   3) Submit the completed petition to the Admissions supervisor at least 10 working days prior to the published add deadline for the course being challenged.

d. Registration
   Students who complete a challenge petition will be allowed to register in the course pending re-view of the petition, provided space is available.
   1) The Admissions office will register the student in the desired section;
   2) The student will not be registered in a closed class;
   3) All fees for the course being challenged must be paid at the time of registration; and
   4) A copy of the petition will be maintained in a designated file by the Admissions officer for monitoring.

e. Processing the Petition
   1) The completed petition is forwarded to the appropriate department chair or designee for approval;
   2) The faculty member teaching the section of the course which the student is challenging may not participate in the decision;
   3) The department chair or designee reviews the petition and make a decision;
   4) The petition will be forwarded to the school dean. The dean will review the petition for consistency and sign the document;
   5) Challenges based upon unlawful discrimination will be forwarded by Admissions directly to the dean responsible for the department. The dean will consult with the department chair and site compliance officer to determine basis of the challenge. A decision will be made and the petition

forwarded to Admissions;

6) The final decision must be made no later than the first census of the course being challenged;

7) The petition with final action, will be forwarded immediately to Admissions by the dean;

8) Admissions will mail a copy of the petition with final action noted to the student. Timely notification is critical;

9) The original petition will be maintained in the student's folder on campus; and

10) An approved petition is transferable to another section as long as the instructor of record has not been part of the petition approval process and provided space is available at the time the transfer is requested.

f. If the challenge is denied, the Admissions office should proceed as follows:

1) Process an administrative drop from the course no later than first census;

2) Notify instructor of the administrative drop on an Administrative Drop card with the reason noted; and

3) Credit the student's account receivable for the total fees paid for the course. If the student is dropped after the refund period, a refund will be granted.

g. If the challenge is approved:

1) The student will be notified by Admissions;

2) The approval will be honored at all colleges of the district; and

3) The approval will be valid for the semester in which the petition is filed and the subsequent semester.

h. Appeal

Completion of the challenge procedure is deemed to satisfy the requirement that the district and student attempt informal resolution of the complaint. The student must be advised that he/she may file a formal complaint of unlawful discrimination pursuant to title 5, section 59300 et seq.

References: California Code of Regulations, title 5, section 55000, 55003; WASC/ACCJC Accreditation Standard II.A.4

Approved by
The Chancellor: February 10, 2017

Supersedes: Procedures 5500.1 and 5500.2

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Board of Trustees Policy

Chapter 4—Instructional Services

Chancellor's Cabinet First Reading:
Chancellor's Cabinet Second Reading:
DGC First Reading:
DGC Second Reading:

The following Board Policies are being put forth for approval as part of the Board's ongoing 6-year comprehensive review of all Board policies and procedures.

Category 1 Policies
New and/or major revisions to policies and/or procedures that are not required by law or regulation, but are recommended by the respective office of responsibility.

BP 5152 Military Education Program Contracting
Revised Policy: This policy was developed for the Military Education Program. Since the program has been eliminated, it is recommended this policy be deactivated.

Category 3 Policies:
Technical and/or nonsubstantive revisions to policies and/or procedures, such as reference updates, title changes, or policies and procedures that are being reviewed for currency, but not undergoing significant revision.

BP 4100 Graduation Requirements for Degrees and Certificates

Revised Policy: Change number to align with CCLC formatting and minor technical revisions to align language with title 5.

BP 4400 Community Service Programs
Revised policy: Change number to align with CCLC formatting and minor technical revisions to align language with title 5 including a title update.

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Board of Trustees Policy

Chapter 4—Instructional Services

~~BP 5100~~ <u>BP 4100</u> GRADUATION REQUIREMENTS FOR DEGREES AND CERTIFICATES

Chancellor's Cabinet First Reading:
Chancellor's Cabinet Second Reading:
DGC First Reading:
DGC Second Reading:

The San Diego Community College District's colleges <u>may</u> grant the degrees of Associate of Arts and Associate of Science to those students who have ~~completed the requirements for graduation as prescribed by title 5 regulations and the faculty~~ <u>earned a grade of "C" or better in courses required for the major, a grade point average of at least 2.0 (a "C" average) in the general education requirement, and a minimum grade point average of at least 2.0 in all associate degree applicable courses. A "P" (pass grade) meets the requirement for courses required in the major. Students must also complete the general education, residency, competency, and other graduation requirements set forth in title 5.</u> Associate of Arts and Associate of Science degrees shall be approved by the colleges' curriculum committees, Curriculum and Instructional Council, the Board of Trustees, and the California Community Colleges Chancellor's Office, <u>ACCJC/WASC, and/or appropriate external accrediting agencies.</u>

<u>The colleges may grant the Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees to those students who have completed the requirements for graduation prescribed by title 5, Senate Bill 1440, and Senate Bill 400. These degrees are intended for students who plan to complete a baccalaureate degree in a similar major at a CSU campus. Each AA-T or AS-T is accepted by some but not all CSU campuses.</u>

<u>Approved colleges may grant the Bachelor of Science degree to those students who have completed the program requirements for graduation as prescribed by title 5 regulations, accreditation requirements, and the faculty. Students must also complete the general education, residency, and competency requirements set forth in title 5. Bachelor of Science degrees shall be approved by the colleges' curriculum committees, Curriculum and Instructional Council, the Board of Trustees, the California Community Colleges Chancellor's Office, ACCJC/WASC, and/or appropriate external accrediting agencies.</u>

~~Students may be awarded the Certificate of Achievement consisting of 12 or more semester units of degree-applicable coursework approved by the colleges' curriculum committee, the Curriculum and Instructional Council, Board of Trustees and California Community Colleges Chancellor's Office. Such certificates shall be designed as a pattern of learning experiences considered to develop certain capabilities that may be oriented to career or general education.~~

<u>The colleges may grant the Certificate of Achievement to those students who have completed an approved sequence of courses consisting of 16 or more semester units, or alternatively 8-15.5 semester units of degree-applicable credit coursework and who have earned a "C" or higher</u>

certain capabilities that may be oriented to career or general education. Certificates of Achievement shall be approved by the colleges' curriculum committees, Curriculum and Instructional Council, the Board of Trustees, and the California Community Colleges Chancellor's Office, ACCJC/WASC and/or appropriate external accrediting agencies.

~~Students may be awarded the~~ The colleges may grant the Certificate of Performance, consisting of less than ~~18~~ 16 units, without California Community Colleges Chancellor's Office approval after approval by the colleges' curriculum committees, the Curriculum and Instruction Council, and the Board of Trustees. Certificates of Performance are department awards which signify the completion of a related set of courses as determined by the faculty. Certificates of Performance do not imply that graduation requirements have been met and shall not be listed on a student's transcript.

~~If a certificate is 12-17.5 units the college shall determine whether it is a Certificate of Achievement or a Certificate of Performance.~~

~~Students may be awarded~~ The College of Continuing Education may grant ~~award~~ the noncredit Certificate of Completion and/or Certificate of Competency for ~~the completion of a pattern of noncredit courses approved by the Continuing Education curriculum committee, the Curriculum and Instruction Council, Board of Trustees, and California Community Colleges Chancellor's Office~~ the attainment of applicable competencies learned in a pattern of noncredit courses as prescribed by title 5. Certificates of Completion and/or Certificates of Competency shall be approved by the College of Continuing Education curriculum committee, Curriculum and Instructional Council, the Board of Trustees, and the California Community Colleges Chancellor's Office.

The District Chancellor or designee shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the local curriculum committees. The procedures shall assure that graduation and program requirements are published in the District's Colleges' ~~and/or Continuing Education~~ catalogs and included in other resources that are convenient for students.

References:

Education Code Section 70902(b)(3)

Title 5 Sections 55060 et seq.

Adopted: 5/27/10

Revised :

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Board of Trustees Policy

Chapter 4—Instructional Services

BP 5400 COMMUNITY SERVICE PROGRAMS BP 4400 COMMUNITY SERVICE OFFERINGS

Chancellor's Cabinet First Reading:
Chancellor's Cabinet Second Reading:
DGC First Reading:
DGC Second Reading:

The San Diego Community College District's Colleges and Continuing Education may maintain community service programs including, but not limited to the following courses: classes in civic, develop and offer community service classes in fields including but not limited to civic, vocational, literacy, health, technical and general interest courses, as well as classes in the fields of music, art, handicraft, science, literature, nature study, aquatic sports, and athletics.

The community service offerings programs shall be designed to contribute to the physical, mental, moral, economic, or civic development of the individuals enrolled in it. Community service courses offerings shall be open for admission of individuals who can benefit from the programs offerings.

No General Fund monies may be expended to establish and maintain community service courses offerings. Students involved in community service courses offerings shall be charged a fee not to exceed the cost of maintaining the courses. Courses Offerings may also be provided offered by renumeration by contract or with contributions or donations of individual groups.

References:
Education Code Section 78300
Title 5, Section 55002

Adopted: July 7, 2011
Revised:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Board of Trustees Policy

Chapter 4 - Instructional Services

BP 5152 MILITARY EDUCATION PROGRAM CONTRACTING

The District is committed to the highest standards of ethical conduct and transparency in all business transactions, including in the procurement, execution and fulfillment of contracts in the Military Education Program. The District complies with the Federal Acquisition Regulation (FAR), applicable Executive Orders, and Office of Management and Budget (OMB) circulars in its contracting activities with the Federal government.

FORMS AND REFERENCES
No forms or references.

Adopted: 03/27/2014

SUPERSEDES
New policy.