



SAN DIEGO MESA COLLEGE ACADEMIC SENATE
7260 MESA COLLEGE DRIVE, SAN DIEGO, CA 92111-4994 (619) 594-2733 FAX (619) 594-2929

**SAN DIEGO MESA COLLEGE
ACADEMIC SENATE**

Virtual Meeting

<https://cccconfer.zoom.us/j/99023841887>

March 21, 2022

2:20PM – 4:20PM

AGENDA

DRAFT

- I. CALL TO ORDER & 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:** February 14, 2022 (Please send your changes to Sue Saetia @ ssaetia@sdccd.edu)
- VI. Guest:**
 - A. Suzanne Khambata – Mesa College Mental Health Services:**
- VII. Reports:**
 - A. Committee Reports**
 - 1. Senate Executive Committees:**
 - Academic Affairs Committee: Chair Oscar V. Torres (2 Minutes)
 - Professional Advancement Committee (PAC): Chair Janna Braun (No Report)
 - 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 (1 Minute) □ President: John Crocitti (10 Minutes)
- VIII. New Business:**
 - A. Minor Academic Procedures & Board Procedures Updates:** Hoffman
 - B. Resolution 2022.3.1 – The Mesa College Library Advisory Committee:** Gurganus
- IX. Old Business:**
 - A. Data - Faculty Survey on the District wide Test Proctoring Center - Academic Affairs Committee PowerPoint Presentation:** Torres & Gwin
 - B. Reconsideration of the State of Emergency Circumstances (AB361):** Crocitti
 - C. Hold High Flex Academic Senate Meetings after March 31, 2022:** Crocitti
- X. ROUND TABLE TOPIC:**
- 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. ADJOURNMENT:**



**SAN DIEGO MESA COLLEGE
ACADEMIC SENATE**

Virtual Meeting

<https://cccconfer.zoom.us/j/99023841887>

March 7, 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, Rosiangela Escamilla, Howard Eskew, Rob Fremland, Sakeenah Gallardo, Helen Greenbergs, Mary Gwin, Alison Gurganus, Paula Gustin, Jennifer Hernandez, Andrew Hoffman, Geoffery Johnson, Candace Katungi, Jesse Keller, Kim Lacher, Cesar López, Natalie Mapes, Dina Miyoshi, Ryan Mogelluzzo, Pegah Motaleb, Katherine Naimark, Rusty Nichols, Alison Primoza, Waverly Ray, Anthony Reuss, Robert Sanchez, Jessica Sardo, Kristian Secor, Irena Stojimirovic, Judy Sundayo, George Svoboda, Oscar V. Torres, Manuel Vélez, Dwayne Wesley and Guests Marisa Alioto and D. Budzynski

Absent:

Veronica Gerace (Proxy to Sundayo, Janue Johnson (Proxy to Gurganus), Inna Kanevsky and Karen Wait (Proxy to Hedi Allen-Hydo)

- I. CALL TO ORDER & WELCOME** by Academic Senate President John Crocitti @ 2:30PM.
Parliamentarian – Manuel Vélez/Speaker Coordinator & Timekeeper – Waverly Ray

II. Approval of Draft Agenda:

Motion to approve with changes from Waverly Ray:

M/S

Duckles/Gwin

28 Approve

V. Gerace

(Proxy to Sundayo)

J. Johnson

(Proxy to Gurganus)

2 Abstain

Katungi

Wait

(Proxy to Allen-Hydo)

III. PUBLIC PRESENTATIONS:

A. Associated Student Government: President Natalia Trinh (No Report)

B. Classified Professionals: President Eva Parrill (No Report)

IV. Public Comments:

A. Kim Lacher – Online Classes:

As reported by Kim Lacher:

"Our senate conversations of DE focus mostly on the negative aspects. I have heard misinformation and generalizations about fully online aka asynchronous courses I don't think that all students do well online, and I certainly don't think any faculty should be forced to teach online. But there are also students who thrive online (and who weren't able to get access to higher education without an online option). There are a lot of populations who really benefit from the flexibility and access of online Ed (students with disabilities, students who are caretakers / parents/ who work full time) - and this access is important. I'd like to add that without DE, we wouldn't have been able to teach during the pandemic. I hope going forward we can have open-minded conversations about the effectiveness of multimodal learning and the ways this benefits and provides important access for our students."

B. Alison Primoza – Environmental Sustainability Committee:

As reported by Alison Primoza:

"There will be a survey coming out from the Environmental Sustainability Committee that would invite all faculty to consider whether their courses contain elements on sustainability or are fully sustainability focused and to encourage them to look for ways to include more sustainability in their courses going forward. I asked senators to please encourage their constituents to fill out the survey when it becomes available."

V. Approval of Draft Minutes: February 14, 2022

Motion to approve:

M/S

Hoffman/Nichols

34 Approve

V. Gerace

(Proxy to Sundayo)

J. Johnson

(Proxy to Gurganus)

6 Abstain

Arguelles Ibarra

Brown

J. Johnson

(Proxy to Gurganus)

Duckles

Primoza

Wait

(Proxy to Allen-Hydo)

VI. Guest:**A. Dean Brian Weston – Proposed Changes to Distance Education (DE) Terminology:** (Presentation: [LINK](#))Mesa Academic Senate Class Schedule Survey: [LINK](#)

1. We want to align Distance Education course modality across the district.
2. Top Four (4) Course Modalities:
 - a. Face to Face:
 - b. Fully Online:
 - c. Partially Online or Hybrid:
 - d. HyFlex:
 - Approximately 40 HyFlex sections are offered in our district this semester.
 - The decision is based on Student preference.
 - Students can decide whether they want to attend each class session face to face or online.
 - Please contact the Mesa College IT Department if you are interested in teaching in the HyFlex Modality. (You will need a specialized camera that films 360 degrees around the room.
 - Alison Primoza said HyFlex works for department meetings, but it does not work for Languages classes.
 - Paula Gustin said San Diego Mesa College does not have a comprehensive technology plan. (Our classrooms and Faculty offices do not have up to date technology to conduct HyFlex classes.)
 - Andrew Hoffman said we do not have the funding necessary to equip our classrooms with the technology necessary to hold HyFlex classes. (Will funding be available to update the technology equipment in San Diego Mesa College classrooms?)
 - Dean Brian Weston reported the state of California will require our district to inform our Students about all the equipment they need to have available to them in order to register for a HyFlex class.
3. President John Crocitti asked about notifications to online Students who need to take exams for their online classes on campus.
 - a. Dean Brian Weston reported Student Services is working on a way to flag the requirement.
 - Students need to be notified of the dates that they are required to come to campus. (The dates would be entered in the class schedule for the class.)
4. Please send your comments to Dean Brian Weston and Cara Smulevitz.

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 February 28th, 2022. Items discussed included data from our "assessing the need for a testing center on campus" survey. Overall, we had 118 respondents and the committee thanks all faculty who participated. Survey results and data interpretation will be presented at the next Senate meeting. The committee also finalized a resolution to update our Senate constitution and create a Library Advisory committee. Other items of discussion included AP 7170 and the possible implications of this policy and the need for an Elections Committee for the Senate. Topics for our next meeting include the structure of sub-committees under the Senate and their reporting procedures. Our next meeting is on March 14th, 2022 at 4:15 pm."

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:

"The February 23rd discussion centered on planning for fall 2022. Chairs will work with their Deans to determine the best approach for managing enrollment. Chairs seem to agree that planning for fall needed to take into account enrollment losses as oppose to planning for to pre-pandemic levels. Challenges that will be faced are deciding the modality and number of courses to be offered. There was discussion regarding how to schedule to minimize impact on faculty loads since there were many adjuncts that lost their assignments and full timers that lost their overload or had difficulty making load. There is concern on how to protect face to face course offerings with low enrollment. There is frustration regarding a lack of coordination of enrollment management at the District level. Also, there is concern about how the mandate for booster shots will affect enrollment. There is a lot of uncertainty.

There was a report from Jill Moreno Ikari representing the Enrollment and Strategic Management Workgroup stating that the group is applying for a Strategic Enrollment Management program from the State. Alison Primoza brought up the idea of allowing courses to have an environmental designation in the course schedule and language in the course outline if they have curriculum devoted to environmental issues. There is a Chairs Academy being planned on Evaluations that will be held in March 18th 1100AM -12:30PM. (FLEX ID# 11021) Zoom: <https://cccconfer.zoom.us/j/93861916770> (RSVP Form: <https://forms.gle/BE9JhvuebR2oWCVz5>)

d. Curriculum Review Committee (CRC): Faculty Co-Chair Andrew Hoffman

- Justin Estep was elected the new CRC Faculty Co-Chair.
- We approved the NAIS course designation for Native American and Indigenous Studies.
- The district wants to change the next Catalog Deadline to September 23rd this year instead of November. (The CRC would only have one fall meeting to approve catalog changes. The district believes the change will have a positive impact on enrollment. It will make it harder for us to response to industry changes. Andrew would like to discuss the issue with members of the Academic Senate. The change would not require any changes to Academic or Board of Trustees policies. It only requires approval from the district Curriculum Instructional Council (CIC).
- Helen Greenbergs asked about Common Course Numbering. (Andrew Hoffman reported all California community colleges will have to have the same course numbers across all disciplines. There may be impact on Academic Freedom. We may have to make our courses the same as every other community college in the state.)

e. Program Review Committee (PRC): Acting Faculty Co-Chair Dina Miyoshi

As reported by Dina Miyoshi

- Resource allocation committees (i.e., FHP, CHP, and BARC) are just about finished with their recommendations.
- Nuventive has been recommended to the District as Taskstream's replacement for Mesa's Program Review platform.

2. Other Committees:

a. The Committee for Diversity Action, Inclusion & Equity (CDAIE): Chair Judy Sundayo

As reported by Judy Sundayo:

- CDAIE last met on 3-4-22, with 28 people attending. This month we join the entire campus in celebrating Women's History Month.
- The Women's Studies Subcommittee announced a slate of events in recognition of Women's History Month. Please attend and invite your students.
- The Marketing subcommittee announced the "Choose Love" student designed t-shirts should be received on campus by Friday.
- The Personal/Professional Learning subcommittee met with Laura Gonzalez at Miramar as part of a District-wide collaboration to develop a relationship with the Kumeyaay tribes, in concert with developing a District-wide Land Acknowledgment.
- The APIA subcommittee announced the re-evaluation of FILI 100 Intro to Filipino Studies at Mesa's campus (*currently offered at Miramar*); KAPWA Learning community is taking 9 students to the APIA Conference in

Long Beach, April 6-8th. Katlin Choi will present on how APIA Learning communities may represent 40 different sub-categories of APIA. Later in May, KAPWA students will present on topics of Social Justice at the 2nd Annual KAPWA Learning Community Event...

- The LGBTQIA subcommittee reported there will be a soft opening of the Pride Center this spring, with a grand opening in fall. The committee viewed the architectural rendering for the Center, designed by Robert Wong of the Architecture Dept. Regarding Gender Neutral Restrooms, only one has been identified on Mesa's electronic map at present; others will be input soon.
- There was continued discussion on identifying additional spaces for Lactation Rooms on campus, as well as the consideration of Lactation "Pods." There was also a student-initiated discussion on expanding this initiative to include a Family Resource Center.
- The Organizational subcommittee identified individuals to work with PIE on the DEI AUDIT. This subcommittee is also working on updating the Mesa College Diversity Webpage.
- CDAIE will be sending out a campus announcement on possible subjects open for "Adoption" by students, faculty and staff groups for Cultural Unity Week, April 11-15th, or other upcoming in April or May. These short 1-time events could include just inviting others to your class meeting to discuss a particular topic, view a short film, host a speaker or a panel of individuals on a certain topic, or any combination of the above. Please respond to the e-mail if your class or group is interested.
- CDAIE meets next 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 Howard Eskew:

The MPC met on 02/23/2022 to discuss the data captured at Spring Convocation and the Spring MPC Retreat and to be formulating the goals and deliverables for the Data Coaches and Student Success Teams.

College of Continuing Education Workgroup (CE):

The workgroup has been creating the content for a webpage that will provide students with information, tools, and support services to make the successful transition from CE to Mesa College. We are looking forward to the workgroup presenting the webpage soon.

Onboarding and Career Exploration Workgroup (OCE):

The OCE workgroup is continuing its work on the Mesa View book, further refinements to the Mesa Journeys tool, and incorporating career exploration elements into both Outreach and CRUISE.

Student Success Teams Project Team (SST):

The SST project team is currently disaggregating all of the data collected from Convocation and the MPC Retreat. Other activities for the team include identifying core data metrics for the pilot and the composition of the pilot team.

Data Coaching Project Team:

The Data Coaching project team is working on disaggregating all of the data collected from Convocation and the MPC Retreat to aid in informing the development of a data coaching handbook.

Technology Project Team:

The updating of course pages with program maps by the Communications Office continues.

Also, design work to develop unified visual representations of the Academic and Career Pathways (ACPs) on the Mesa College website continues. We look forward to seeing the end product for these.

Pathways Fellows:

Congratulations to the Pathways Fellows for receiving a second Student Engagement Innovation Grant. The funds will be used to encourage student participation in the SST development, the Student Leadership Summit, research projects, and various events.

The Fellows conducted a Student Leadership Summit with the main focus is to discuss how to improve financial literacy and areas of financial aid that students struggle with. Daisy Mosqueda, Financial Aid Specialist presented

a workshop. Student leaders from the Peer Navigators, STEM Peer Navigators and The Stand discussed common questions and concerns that students have.

Under Fellow Lindy Mosque's leadership, the Fellows are coordinating with Financial Aid Director Gilda Maldonado and Campus Digital Communications Specialist Anabel Pulido to post and cross-promote deadlines and other financial aid information on social media, helping eliminate barriers and creating greater community with relevant posts students are 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.

Announcements:

- The SOAA has been submitted prior to the March 1st deadline.
Thank you to everyone who shared their valuable input and direction in shaping the College's responses.

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 9th from 12:45 - 2:15 pm.

To learn more about Mesa Pathways: <https://www.sdmesa.edu/mesa-pathways/>

c. Other Committee Reports: None

3. Senate Executive Officer Reports:

a. Vice President. Sakeenah Gallardo

- Requests to Fill Faculty Committee Vacancies: Please include the School/Discipline of Faculty Representation needed and the Days/Dates/Times of Committee Meetings with your request.
- Request to fill Faculty Hiring Committee Positions: Please include the School/Discipline of Faculty Representation needed and the Days/Dates/Times of Screenings with your request.

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

- The next Academic Senate for CA Community Colleges (ASCCC) Area D meeting is March 19th. (Area D. Representative Latonya Parker will send information for the meeting.)
- The Spring 2022 ASCCC Plenary Session is April ([LINK](#))
- There are 20 [resolutions](#) for consideration during the spring 2022 plenary session. (Please contact Manuel if you want to submit a resolution. Resolutions can be submitted through the Area D meeting.)
- Spring 2022 ASCCC Election: Manuel will run for another two-year term for the South Representative position and the ASCCC Vice President position.
- Geoff Johnson reported Adjuncts in the state have reported that they do not have access to Academic Senate representation in community college. (Manuel reported he would support Adjunct Representation for all levels of Faculty Leadership and the ability to work with the ASCCC.)
- Please send your questions to Manuel.

i. President: John Crocitti

- All four (4) Academic Senate Presidents met with Vice Chancellor Susan Topham.
- PeopleSoft Alerts are only going to the Counseling Department.
(DSPS may receive alerts for their Students. It is a one way communication and the sender does not receive a response.)
- Faculty have to provide add codes to all Students they add to their class.
- Students on Wait Lists may not know that they were added to the wait list for a class.
- All Students need the add code to add a class.
- Pass/No Pass Petition adhere to the class withdrawal deadline. ([LINK](#))
- Irena Stojimirovic reported her husband teaches at UCSD and UCSD has had discussions about San Mesa College's Students' ability to petition for Pass/No Pass until the last day of class.
- Vice Chancellor Susan Topham recommends that the autonomy of each campus should be preserved.
 - * Each campus determines the size of their own wait lists and when to add another class.
 - * Hands-off for what percentage of classes can be online.
 - * Issues should be addressed at Discipline Meetings each semester.
 - * The Articulation Officers were not present for the meeting.
 - * CRC Faculty Co-Chair Andrew Hoffman said Articulation Officers should be part of the conversation.
 - * Judy Sundayo said Pass/No Pass deadlines are always well before the end of the semester. (It is today for spring 2022.)
 - * President John Crocitti reported Students are allowed to petition after today.
 - * Alison Primoza said this allows the Student to game the system.
(We want Students to try to do their best. Where is the leadership? I do not want our enrollment to go down because our sister colleges are doing their own thing. We need coherent messaging from all three (3) sister colleges.)
 - * The district wants to respect each college's independence.
 - * Chair of Chairs Paula Gustin said we need the district to step in when the three (3) sister colleges cannot come to an agreement.
 - * Rob Fremland said Discipline Deans can have the conversation.
(Some disciplines work better online than others. The issue of having aligned curriculum affects all three colleges.)

VIII. New Business:

A. Academic Affairs Committee – Campus wide Test Proctoring Center Faculty Survey Data: Torres

1. Oscar will report data from the Faculty Survey to the Academic Senate.

B. Brown Act/AB 361 Flow Chart: Ray

1. The Brown Act/AB 361 document was prepared to help clarify the decisions and constraints about Academic Senate meeting modalities.
 - a. It informational only.

C. Reconsideration of the State of Emergency Circumstances (AB361): Crocitti

1. Continue to hold Academic Senate meetings via Zoom for up to 30 additional days.

Motion to move the item to the March 21st meeting as "Old Business" for discussion and potential vote:

M/S

Nichols/Duckles

39 Approve

V. Gerace

(Proxy to Sundayo)

J. Johnson

(Proxy to Gurganus)

1 Disapprove

Creswell

1 Abstain

Wait

(Proxy to Allen-Hydo)

D. Spring 2022 Academic Senate Elections:

1. The Academic Senate Constitution requires each spring election to take place three weeks before the first April meeting.
2. The former Committee on Elections Chair and the only member of the Election Committee retired.
 - a. We need to fill three Faculty positions on the Committee on Elections before the spring 2022 elections can take place.

Motion to extend the spring 2022 election period 30 days to allow the Committee on Election to recruit three members before the spring 2022 election can take place:

M/S

Vélez/Duckles

39 Approve

V. Gerace
(Proxy to Sundayo)
J. Johnson
(Proxy to Gurganus)

2 Abstain

Mongelluzzo
Wait
(Proxy to Allen-Hydo)

Motion to suspend the rules and vote on the item today:

M/S

Sundayo/Duckles

38 Approve

V. Gerace
(Proxy to Sundayo)
J. Johnson
(Proxy to Gurganus)

3 Abstain

Eskew
Mongelluzzo
Wait
(Proxy to Allen-Hydo)

E. Hold HyFlex Academic Senate Meetings after March 31, 2022: Crocitti

1. President John Crocitti is working with Mesa College IT to see if we have the equipment necessary to hold HyFlex meetings after March 31st.

IX. Old Business:**A. Updated Resolution 2022.2.1 - Condemning Violence Against Journalists in Mexico and Other Countries:**

Braun

1. Janna Braun reported she updated the number of journalists killed to 15 and fixed some of the spacing issues.

Motion to approve:

M/S

Duckles/Braun

40 Approve

V. Gerace
(Proxy to Sundayo)
J. Johnson
(Proxy to Gurganus)

2 Abstain

Mongelluzzo
Wait
(Proxy to Allen-Hydo)

X. ROUND TABLE TOPIC: None**XI. ANNOUNCEMENTS:**

- A.** The next Academic Senate meeting is March 21, 2022 from 2:20PM – 4:20PM.
- B.** The next Academic Affairs meeting is March 14, 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 March 16, 2022 @ 2:30PM.
- E.** Please donate to the Resiliency Fund to keep the dream of a higher education alive for our Students. ([LINK](#)).
- F.** Please donate to the Stand and help our Students succeed. ([LINK](#)).

XII. ADJOURNMENT @ 4:20PM.

Motion to adjourn:

M/S

G. Johnson/Vélez

UNANIMOUS



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:

1. ~~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 5405- 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 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

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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

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 1. 1 3.) but for which one or more of the requirements for establishing a prerequisite have not been met may only:~~

Commented [EER1]:
or item 3

- 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 assure 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 assure 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 it 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 The 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 The 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 The 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.

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.~~

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

Comments

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 BP 4100 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 may 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 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. 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, ACCJC/WASC, and/or appropriate external accrediting agencies.

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.

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.

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.

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

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 ~~48~~ 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 remuneration 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.