



Academic Senate Minutes

Date: Friday March 13, 2015

Time/Location: 1-3 PM / Room 113

Senate Roles and Responsibilities (The 10+1)

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| <ol style="list-style-type: none"> 1. Curriculum, including establishing prerequisites and placing courses within disciplines. 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. District and college governance structures, as related to faculty roles | <ol style="list-style-type: none"> 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate |
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Senators: **Matt Clark** (President), **Talwinder Chetra** (Math & Science), **Kevin Ferns** (Secretary, FaLaHum), **Donna McGill-Cameron** (CTE), **Greg Gassman** (Social Science), **Pam Geer** (Adjunct At-large), **Christopher Howerton** (At-large), **Cheryl Latimer** (Student Services)

Absent: **Donna Bahneman** (Adjunct)

Guests: **B. Asmus, B. James (ASWCC), A. Konuwa**

Call to order at 1:05 p.m.

Thanks to Clark for the pi(e)!

Item	Description-Type	Lead	Background and Objective
I	Approval of Agenda -Action		Approve agenda of 3/13/15 (MSC Howerton/Geer)
II	Public Comment		Guests are welcome to comment on any item on the agenda or not on the agenda. For items on the agenda, they may comment now or during the discussion of that item.
	<i>Discussion:</i> 1. B. James reports that ASWCC elections will take place on 3/27/15. On 3/19/15, an anti-discrimination/harassment rally will be held. ASWCC is sponsoring club day on 3/17.		
III	Approval of Minutes-Action		Review and approve the minutes of 2/27/15.
	<i>Discussion/Decision:</i> Minutes of 2/27/15 approved (MSC Howerton/Gassman)		
IV	President's Report - Information/Discussion	Clark	

	<i>Discussion/Decision:</i>		
	<ol style="list-style-type: none"> 1. See the attached report. 2. Clark reports that at the board meeting, for the first time the board went against the recommendation of Chancellor Houston, who recommended denying tenure to two faculty members because they began the tenure process working in categorical positions. After an extended discussion among board members and the senates, the board moved to grant tenure to all 4 candidates up for tenure. Trustee Sandy asked the senates/HR/YCFA to improve the tenure process by next year to avoid situations like this in the future. 3. Trustee Savarese mentioned to Clark that WCC has a “gem” in B. Asmus. Applause for B. Asmus. 4. Clark notes that in the College Council meeting last week, the group focused on 17 possible slogans to help brand the college. They will narrow this further as the committee continues its work and solicits input from the community and campus. The council will determine whether they translate to Spanish readily while retaining the meaning. 		
V	Committee Appointments - Action	Senate	Objective: Appoint faculty members to committees.
	<i>Discussion/Decision: None</i>		
VI	Senate/Committee Reports - Information	Senate	
	<i>Discussion/Decision:</i>		
	<ol style="list-style-type: none"> 1. Howerton reports that the SLO Committee is working on updating the SLO-related informational posters around campus. They will be at all WCC sites as well. 2. Howerton reports that the Curriculum Committee is working on the curriculum handbook. 3. Latimer reports that contrary to what Counseling had been told, the Cache Creek class being offered is a Counseling 25 class. This was discovered only when someone checked the schedule. The person teaching the class does not meet minimum qualifications. 4. Latimer reports that the online appointment program is on the web site, but has caused some confusion among students. Counseling has requested a meeting with administration to rectify some of the issues with implementation of the program. 5. Latimer reports that Friday, 3/20 is a regional high school conference to inform counselors of WCC’s offerings. 6. Latimer reports that counselors will visit Woodland high schools next week to talk about college with graduating seniors. 7. Gassman reports that WCC will receive the Excellence in Education Award from the Yolo County School Boards Association on March 16 for the Ethnic Studies Cross-Cultural Series. 8. Gassman reports that the Ethnic Studies Cross-Cultural Series has doubled in size since it started. He notes that M. Moreno has been dividing her time between her class commitments and this program, but she has said she can no longer run the program at the same level without institutional support. 9. McGill-Cameron reports that the CTE division met recently on the topic of hiring a new ag instructor categorically for three years. The division was concerned with the timeframe for making a decision as well as the lack of information regarding the position on which to base the division’s decision. 10. McGill-Cameron thanks those who attended the WCC Founder’s Day. She reports that they did a really nice job honoring many of WCC’s founders. The event has gotten better each year. 11. Chetra distributes a sample survey from Southwestern Community College District on the topic of the compressed calendar. Please send him any feedback on the questions so he can advise the Calendar Committee of modifications to the survey that will be submitted to WCC faculty, staff, and students. 12. Chetra reports a concern that the district is hiring many new administrative positions currently, but we have not seen comparable hiring for new faculty. 13. Chetra wonders how to obtain professional development money if faculty wish to bring in outside speakers to conduct flex offerings. 		

VII	Secretary Election - Action	Ferns	Background: Since there is load connected to the senate secretary position, election of the Senate Secretary must take place prior to the finalizing of the Fall schedule. Objective: Elect a secretary for the 2015/16 academic year.
	<i>Discussion/Decision:</i> ➤ Elect Ferns as Senate Secretary (MSC Gassman/Howerton).		
VIII	Accreditation Update – Information/Discussion	Clark, Howerton, Konuwa	Background: Work on WCC’s Midterm Report to ACCJC is underway. A Substantive Change Report is also underway. Further a review of the WCC governance structure relating to accreditation is due for review. Specifically, defining ART, The Accreditation Steering Committee, and the faculty ALO are all in need of (re)definition. Objective: Receive update on Midterm Report and Substantive Change. Discuss WCC accreditation structure and consider possible changes.
	<i>Discussion/Decision: Not discussed</i>		
IX	AP 4260 Prerequisites and Corequisites & AP 4231 Grade Changes– Information/Discussion	Clark	Background: Changes to AP 4260 have been approved by the Curriculum Committee faculty co-chairs and are being forwarded to the senate for approval (?). Changes to AP 4231 are being forwarded to the senates for feedback. Objective: Provide feedback regarding each AP and discuss the senate’s role in the process of updating APs that go through the Curriculum Committees.
	<i>Discussion/Decision:</i> 1. Clark asks whether, when a subcommittee of the senate completes particular work, that committee needs to come back to the senate for approval or feedback. B. Asmus reports that the Curriculum Committee would like clarity in the process, particularly with regard to APs. To make people aware of the changes, information should probably come through DC3 via the newsletter so that faculty are aware of official changes. This will be agendized for a future senate meeting. Please send your ideas on this topic to Clark. Clark will bring recommended revisions to APs to the senate for awareness going forward; the senate has determined that because of the vetting of the recent AP 4260 changes by the Curriculum Committee, no formal approval needs to be taken at this time. 2. Regarding AP 4231, Chetra asks what the timeframe is in WebAdvisor for making changes to grades after first submitting them. Apparently instructors can change grades in the form for past semesters, but the changes would not be recorded. When is this cutoff time for recording grades officially with the registrar? Chetra also asks why the actual grade change form for faculty is not included in the revised AP. Clark will take feedback to DCAS next week and agendize for a future meeting.		
X	WCC Committee Structure and CLC Transition – Information/Discussion	Clark, Howerton	Background: CLC transition to WCC is anticipated to occur in 2016. The role of CLC faculty members on various college committees must be defined prior to that point. Objective: Update progress and discuss direction of this work.
	<i>Discussion/Decision: Not discussed</i>		
XI	Constitution & Bylaws Update – Information/Discussion	Clark, Gassman, Ferns, McGill-Camerons	Background: The senate is in the process of updating its constitution and bylaws. Objective: Receive feedback regarding questions distributed at the Feb. 27 senate meeting.
	<i>Discussion/Decision: Not discussed</i>		

XII	Library Advisory Committee Update– Information/Dscussion	Clark	Background: After a period of dormancy, LAC has started meeting again. Objective: Receive an update on status, issues, and work plan.
	<i>Discussion/Decision:</i> 1. See attached recommendations. The Library Advisory Committee met today and Clark reports that the committee is making good progress. The first task was to develop a closed-captioning policy for the campus. The committee also seeks to educate faculty regarding closed captioning. It is also recommending a budget for getting closed captioning for materials that currently do not have this. A video acquisition budget is also being sought. The librarian has elected not to participate on this committee. The senate would like to review the updated purpose statement when complete.		
XIII	ASCCC Spring/Summer Events – Information/Discussion/Action	Senate	Background: The state academic senate (ASCCC) holds various events throughout the year. At the last senate meeting we agreed to work with the administration to secure regular attendance at these meetings. Upcoming events are the Spring Plenary, Vocational Leadership Institute, Leadership Institute, and Curriculum Institute. Objective: Select attendees that the senate will fund for these and determine the number of attendees we will ask the administration to fund.
	<i>Discussion/Decision:</i> 1. Clark reports that one or two people have volunteered to go to each of the upcoming meetings listed above. Clark and Chetra will attend the Spring Plenary. Clark will attend the Leadership Institute. Howerton and Chetra will attend the Curriculum Institute.		
XIV	Future Agenda Items- Discussion		Division Chairs, College Catalog, SSS Priorities, Ed Master Plan, Committees, CCOF, WCC Committee Structure, CLC Transition, Constitution & Bylaws
	<i>Discussion/Decision:</i>		

Meeting adjourned 3:01 p.m.

Senate Goals, 2014-2015 (14 goals)			
#	Goal	Who	Status
1	Curriculum: Create catalog/class schedule subcommittee (via curriculum and scheduling committees), increase faculty awareness, establish program development structure and incorporate with EMP, and create a DE handbook.	McGill, Howerton	
2	Communication: Advocate for increase in effective communication tools and access.	Howerton, Ferns	Continuing
3	Grading Policies: Review, update, and distribute Faculty Handbook.	Clark	TBD
4	Academic Standards: Initiate campus-wide discussion to promote rigor in coursework, DE, and collegiality among faculty, classified staff, administration, and students.	Clark, Bahneman, McGill-Cameron	TBD
5	Student Success: Identify and address barriers to student success (counseling availability, course offerings).	Latimer, Clark, Bahneman	Student Equity Plan for 2013-14 has been completed and will help drive the work
6	Faculty Development: Find more opportunities/activities focused on student success.	Chetra, McGill-Cameron	In progress
7	Improve faculty evaluation process.	Clark, Howerton	In progress
8	Work to create comprehensive process for Colusa County Outreach Facility (CCOF) .	Clark, Chetra, Geer	Early in process
9	Revise Senate Constitution and Bylaws .	Clark, McGill, Gassman, Ferns	In progress
10	Professional standards research	Clark	TBD
11	Sustainability and grant funding	Clark, McGill-Cameron	TBD
12	Clearlake College transition	Clark, Howerton	In progress
13	Update the Student Code of Conduct	Bahneman	TBD
14	Accreditation	Clark, Howerton	Response to Recommendations is nearly complete; work to begin on Midterm Report

Meeting with WCC Administration –

(3/3)

1. WAVE will connect with WCC next week. Possible uses of our studio must be defined. I was tasked with connecting with a colleague from Cosumnes River College (BJ Snowden) who allegedly was heavily involved in a similar situation next year. From PRVT, I am aware that communication studies might have use for the facility. President White is also interested in our ability to provide point-to-point delivery of classes.
2. Equity and SSSP funds will be used for a multifaceted marketing of our Summer 2015 and Fall 2015 schedules. Phone calls, brochures, and radio are among the tools that will be used. We will also market a University Academy to the communities we serve.
3. Faculty members are encouraged to put a placeholder in their schedules for Fall & Spring Semesters next academic year so that their classes can participate in CCCSE and/or SENSE surveys if selected. Ideally these surveys will provide us with valuable information as we look at the “student experience” at WCC. (Of course the real value will come from doing something with that data.
4. We expect the results of the schedule analysis by mid-March.
5. White asked about WCC's place in Woodland emergency protocols. He will likely set a meeting with relevant players to get a clear picture. All agreed that WCC's emergency procedures need a serious overhaul. [In discussing this and the marketing of our schedule, White pointed out that part of the next WCC EMP must be a WCC communication plan.

(3/10)

1. President White reported on the HSI community scan that took place at WCC on March 3. He reported that it went well, was well-attended, and will help inform our next steps in defining ourselves as an HSI. A follow-up event focused on engaging the college community will be held on March 27 from 10-12 in the Community Room. Within that context the event will likely focus on the connection and entry phases of the student experience at WCC. White will work with Vallejo to draft a statement regarding what it means to be an HSI. In late April a group consisting of White, Strode, Spears, and Vallejo will leverage Career Day to capture the student experience of students in TRIO, MESA, and EOPS.
2. We discussed some of the reservations expressed by CTE faculty members regarding the proposed Perkins-funded Ag/Dual Enrollment position.
3. We discussed the history of the voluntary transfer process in the context of a transfer that was requested in Biology that might not happen.
4. Regarding the dual enrollment agreement with WJUSD, Konuwa and the WJUSD Director of Instruction are drafting MOUs.
5. We discussed the concept of division chairs (or other remedies) to address the concerns we discussed at the last senate meeting. We agreed that it was important to define what tasks are already faculty responsibilities and that defining an equitable remedy might be challenging. Once the draft of justifying need from our 2/27 meeting is finalized, we will forward it to the administration to engage more fully in these discussions.

DCAS (3/5) – Highlights:

1. We received updates on the status of AP 4050 Articulation and AP 4100 Graduation Requirements for Degrees and Certificates which will both be brought to DCAS soon. We agreed to take AP 4260 Pre-requisites and Co-requisites and AP 4231 Grade Changes to the senates for feedback. Regarding 4260 the question was raised and discussed at length: how many levels of approval are required? If the curriculum committees at both colleges sign-off on an AP, do the senates and DCAS need to do so as well? This question transcends DCAS and is relevant to many of our governance structures. We will have preliminary discussions regarding this question this week.
2. Vice Chancellor Carabajal gave an update on the work underway to align our certificates and degrees with the CCCCO. Due to the consequences of faculty members not completing the task in a timely manner, YC President Javaheripour asked who would be shepherding the work. I asked that DCC be

tasked with identifying the pros and cons of maintaining an AD in a discipline once an AD-T has been established.

3. We revisited the need to have timely and informative communication regarding Census Rosters. The plan will be to send out notification: (1) the week before, (2) the day of, and (3) immediately after to anyone who fails to complete their rosters.
4. Carabajal reported that DDE was working to define “regular, effective, instructor initiated contact”. Defining hybrid is next. [Editorial note: In conversations with Julie Brown after the Accreditation Institute, she provided further confirmation that our DE processes are in trouble. We don’t have support resources that should be in place for students or faculty members. We don’t have adequate training of DE faculty members. There are more gaps, but those alone are huge challenges that should be taken on immediately (regardless of the impact on our next accreditation cycle.)]
5. Chancellor Houston pointed out that many committees rhythms are artificially tied to the academic calendar. As we look at aligning the work of various governance structures, we should consider separating from the academic calendar where appropriate.

Sabbatical Leave Task Force (3/2) – Highlights:

This was the first meeting of a task force charged by DCAS and led by HR Director Whitfield. It was agreed that we would begin with “blue sky discussions”. Whitfield suggested we follow the “Vegas Rule” and we decided to compromise somewhere between that and a combination of proper framing and judgment. We discussed various people’s view of the purpose of sabbatical, the need to incorporate this work into an overhaul of professional development within the district, and the desire that any substantive changes occur before the next round of the process if possible. We agreed to undertake an electronic discussion of the issues and to meet again on March 17.

Minimum Qualifications and Equivalency Task Force (3/3) – Highlights:

This was also the initial meeting of a task force charged by DCAS. Currently we are two iterations behind the state. There is confusion about the roles both senates and the board play. The MOU from March 2011 in which WCC and YC agreed to accept each other’s Equivalency decisions needs to be reviewed and codified. Currently all documents regarding MQs and equivalency or at HR; there is no BP or AP. It is possible that all equivalencies granted should go to the Board of Trustees, but that is not happening. Homework tasks were assigned aimed at collecting information.

Board of Trustees Meeting (3/12) – I will report on this at the senate meeting.

College Council (3/6) – Highlights:

1. Committee reports were presented for the SLO Committee and for the Schedule Criteria Committee. Related to that was an agreement that the College handbook needs a thorough updating.
2. CAT has been charged with drafting a policy for the use of the electronic marquee that WCC will soon have.
3. A new membership for College Council was approved. The Dean of Student Success is the only dean currently on the council under the new membership. “Currently”, because the new membership includes five new slots (College Center FT faculty, adjunct faculty, classified staff, ASCLS, and Executive Dean) one the CLC transition takes place. The senate will be looking out our other governance committees with transition in mind soon.
4. College Council has charged Student Services with creating a Student Services Leadership Council.
5. A list of possible “brands” for WCC generated at the planning activity in January was distributed. Council will narrow the list and send a new list out for review by the college community.

PRVT (3/5) – PRVT used feedback from FSAPC to rank the faculty requests culled from program reviews. The list will be forwarded to B&P and then to the president. FSAPC based its feedback on last years process and will forward an updated list to PRVT and President White after this year’s process is complete. We also reviewed the draft committee report to College Council. Senaecal and Clark will present the report

Budget and Planning (3/5) – Primary focus was on how to forward our equipment requests as prioritized by PRVT to the district.

DC3 (1/21) – Highlights:

1. The draft board agenda was reviewed.
2. DC3 Team 2 provided an update on the roll-out of the two-way email lists and plans to assess their effectiveness.
3. Vice Chancellor Carabajal reported on assessment and associated suggested improvements to the District Annual Integrated Planning and Evaluation Cycle.
4. HR Director Whitfield gave an update on the proposed 360 evaluation process for administrators in the district. A lot of discussion focused on the role of faculty members in the process (e.g., some or all, if the former how selected and by whom...).

ART (3/6) – Highlights:

We received an update on the status of work on the midterm report and spent time agreeing on the format and the philosophy of writing the midterm report. We also looked at the pros and cons of various timeframes for the two Substantive Change reports we must send to the state – (1) CLC transition and (2) CCOF has over 50% of a degree available. We also discussed restructuring ART and the Accreditation Steering Committee an seeking continuous compensation for a faculty ALO. Vice President Konuwa will give a presentation at the March Board Meeting on our Mid-Term report progress.

Miscellany

1. The Diversity Committee sponsored LGBTQIA event this week was well attended. The overarching take away for me is that WCC needs to find avenues for implementing the actions that fit. It might be appropriate to bring the Diversity Committee to the senate to discuss next steps and to do so soon.
2. When asked if the senate wanted to review the Student Success Resource Faculty job description after Dean Senecal, I declined. The primary reason for that decision was that Howerton and Chetra worked with Senecal on the revisions, based on feedback from a previous senate meeting. However, I would like to discuss this decision in the context of a question related to AP 4260.
3. President White is in the process of planning an activity regarding what it means for WCC to be an HSI. The event will be on March 27 from 10-12. More details to follow, but you are encouraged to keep your calendar free.
4. At least part of the philosophy shared by Dr. Robert Kirschner at the Ethnic Studies Cross Cultural Series event on March 10 might well be incorporated into WCC's planning as we grow as part of the communities we serve and also as we define ourselves as an HSI.

LAC Recommendations Regarding Videos and Closed Captioning

1. We recommend the library and DSPS collaborate to draft and vet a process for ensuring that DVDs and other visual media used at WCC are closed captioned. The process should include, but not be limited to, options for closed captioning of videos which aren't available with closed captioning or have already been purchased but lack closed captioning.
2. We recommend the library and DSPS collaborate to develop educational material (e.g., a flier or a webpage) for all WCC staff focused on the importance of closed captioning, the legal mandates, and the risk posed in using material that is not closed captioned. Further, we recommend that the library and DSPS co-sponsor a FLEX activity (perhaps at convocation) as part of the process of educating the campus community about closed captioning.
3. We recommend the library, DSPS, the Dean of Student Success, and administration work to establish a budget for closed captioning.
4. We recommend the library and the Dean of Student Success work with the administration to establish a budget for procurement of DVDs and digital media. We further recommend that this budget would be new resources, but in the absence of new resources carving a budget out of the book budget while new resources are sought should be considered.

Approved 13 March 2015

Book: Administrative Procedures Section: Chapter 4: Academic Affairs Title: Grade Changes Number: AP 4231 Status: Active Legal Adopted: July 21, 2004 Last Revised: December 15, 2008 KEY: Blue edits – in-house/optional changes Red edits – legal changes Reference: Education Code 76224 and 76232; Title 5, Section 55025 The Instructor of the course shall determine the grade to be awarded to each student. The determination of the student’s grade by the instructor is final in the absence of mistake, fraud, bad faith, or incompetence [Ed Code §76224 (a)]. • “Mistake” may include, but is not limited to, errors made by an instructor in calculating a student’s grade, and clerical errors. • “Fraud” may include, but is not limited to, inaccurate recording or change of a grade by any person who gains access to grade records without authorization. Grade Changes: The removal or change of an incorrect grade from a student’s record shall only be done pursuant to Education Code 76232 or by an alternative method/mechanism that ensures that each student shall be afforded a reasonable and objective review of the requested grade change [Title 5, §55025(c)]. The request for a grade change must be initiated within the semester following the posting of a disputed grade. In the case of fraud, bad faith, or incompetence, the final determination concerning removal or change of grade will be made by the Academic Senate Standards Sub-Committee, in response to the filing of a Grade Appeal Form. Informal Resolution: • Students seeking a grade change should first contact the instructor of the course to request a change of grade. • If the instructor does not agree with the grade change request, the student should meet with the instructor’s dean/supervisor to seek an informal resolution. • Another faculty member may be substituted for the instructor of record in the grade change review process if the instructor is not available, the student has filed a discrimination complaint, or the College determines that it is possible there has been gross misconduct by the original instructor [Title 5, §55025(c)]. Formal Resolution: • If the informal resolution is unsuccessful, then within five (5) workdays of meeting with the instructor or dean/supervisor, the student has the option to submit a Grade Appeal Form to the instructor’s dean/supervisor to initiate the formal resolution process. • Within five (5) workdays of receiving the Grade Appeal Form, the dean/supervisor shall submit it to the Academic Senate President who will forward it to the Academic Senate Standards Subcommittee. • The course instructor will be consulted as part of the review process by the Academic Senate Standards Subcommittee. The Academic Senate Standards Subcommittee must will, within 30 days of receipt of the student’s request, render a decision on the student’s request. • If the student does not accept the ruling of the Academic Senate Standards Subcommittee, he/she may request a closed session hearing before the Board of Trustees (Ed Code §76232) by contacting the college president. The Board of Trustees, within 30 days of receipt of an appeal shall either sustain or deny the appeal request. The Board of Trustees’ decision shall be final. Security of Grade Records: The District shall implement security measures for student records that assure no person may obtain access to student grade records without proper authorization. These measures shall be installed as part of any the District’s computerized grade data storage system. The measures implemented by the District shall include, but not necessarily be limited to, password protection for all student grade data bases databases and locking mechanisms for computer stations from which student grade data bases databases can be viewed, and strict limits on the number of persons who are authorized to change student grades. Persons authorized to change grades shall be designated by the District Registrar. No more than three District employees at each college may be authorized to change student grades. Only regular full-time employees of the District may be authorized to change grades. Student workers shall not have access to grade records, and student workers may not change grades at any time. Any person who discovers that grades have been changed by someone other than the persons authorized to do so shall notify the Registrar immediately. The Registrar shall immediately take steps to lock the grade storage system entirely while an investigation is conducted. If any student’s grade record is found to have been changed without proper authorization, the District will notify (1) the student; (2) the instructor who originally awarded the grade; (3) any educational institution to which the student has transferred; (4) the accreditation agency; and (5) appropriate local law enforcement authorities. Whenever a grade is changed for any reason, corrected transcripts will be sent to any educational institution to which a student has transferred. Any student or employee who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be reported to the appropriate law enforcement agency having jurisdiction over the college where the incident occurred. Students seeking a grade change should first contact the instructor of the course. If the instructor does not agree with the grade change request, the student should submit the Grade Appeal form. Revised: 3/2015?; 12/15/2008; 12/17/2007; 12/01/2006 Adopted: 7/21/2004 AP 4231 3/5/2015 1 Grade Change/Appeal Process Timeline

INFORMAL GRADE CHANGE RESOLUTION (Mandatory)	Time Line	With Whom	Purpose	Decision	Within the semester following the posting of a disputed grade
1. Student shall meet with instructor of record involved. If instructor does not agree with the					

request for a change of grade, then 2. Student shall meet with instructor's immediate supervisor To seek informal resolution N/A FORMAL GRADE CHANGE APPEAL PROCESS Step 1: Filing a Grade Appeal Form Time Line With Whom Purpose Decision Within the semester following the posting of a disputed grade - and Within five (5) workdays of meeting with Instructor of Record or Instructor's dean/supervisor Student shall submit a Grade Appeal Form to the Instructor of Record's dean/supervisor To initiate formal resolution by submitting a formal grade appeal if no informal resolution reached N/A Step 2: Academic Senate Standards Sub-Committee Ruling Time Line With Whom Purpose Decision Within five (5) workdays of receiving Grade Appeal Form Instructor of Record's supervisor submits original Grade Appeal Form and accompanying documentation to the Academic Senate President for forwarding to the Chair of the Academic Senate Standards Subcommittee and a copy to the Vice President Academic and Student Services To request a formal ruling from Academic Senate Standards Sub-Committee N/A Within thirty (30) workdays of receipt of Grade Appeal Form Chair of the Academic Senate Standards Subcommittee reviews the appeal and consults with the Instructor of Record To determine if Grade Appeal documentation presents sufficient grounds for the requested grade change — and — Notify the Academic Senate to inform student in writing of acceptance or rejection and procedure for requesting a hearing with the Board of Trustees Within five (5) workdays of decision AP 4231 3/5/2015 2 Step 3: Board of Trustees Hearing (Closed Session) Time Line With Whom Purpose Decision Within thirty (30) workdays of the Academic Senate Standards Subcommittee decision The student informs the President's Office in writing of the desire for a hearing before the Board of Trustees. Request a closed session hearing — and — To seek final determination of the merit of the grade change request Within five (5) workdays following the close of the hearing Within thirty (30) workdays following receipt of student's written request for a hearing The President, through the Chancellor's Office shall schedule a closed session hearing with the Board of Trustees for the student and the Instructor of Record Board of Trustees accept the Academic Senate Standards Sub-Committees' decision — or — Rejects Academic Senate Standards Sub-Committees' decision — and — Shall notify the student in writing The decision of the Board of Trustees shall be final Records of these administrative proceedings shall be maintained in a confidential manner and shall be destroyed one year after the decision of the governing board unless the student initiates legal proceedings relative to the disputed information within the prescribed period. AP 4231 YUBA COMMUNITY COLLEGE DISTRICT GRADE APPEAL FORM Within the semester following the posting of a disputed grade, and after having attempted to resolve the issue by working directly with the instructor of record, and subsequently with the instructor's supervisor, a student has the option to file an appeal with the Academic Senate Standards Sub-Committee. This form and all attached material will serve as the information used to make a judgment on the appeal. Student: Colleague ID: First Name Last Name Mailing Address: Street or PO Box City State Zip Telephone: Email: Semester: SU FA SP Year: Site: Beale CCOF CLC SCC YC WCC Course: Instructor: Grade Received: First Name Last Name Education Code Section 76224(a) states: "When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetence shall be final." I am writing to appeal my final posted grade by the instructor of record based on the evidence of mistake, fraud, bad faith, or incompetence as documented below: Complete each of the following steps: Explain rationale (use additional sheets if needed): See additional supporting documentation. The number of sheets attached I spoke with the instructor on attempting to resolve this issue. Date I spoke with the dean/director on attempting to resolve this issue. Date State your proposed remedy to the situation: "I certify that the above information and additional attachments are correct to the best of my knowledge." Student Signature Date Student – When completed, please submit to the supervising dean/director of the instructor named on this form . Verification of Attempt to Resolve the Issue Informally – Completed by supervising dean/director I verify that the above named student discussed his/her grade situation with the course instructor, and subsequently met with me. I attempted to resolve the issue between the instructor and the student but was unable to do so: I have included (a) separate statement regarding my review of the situation and (b) any information I have from the instructor related to this matter. Dean/Director Signature Date Dean/Director – When completed, please submit the original to the Academic Senate President and a copy to the VP Academic and Student Services. The Chair of the Academic Senate Standards Subcommittee, will review the appeal, along with the information from the course instructor, and render a decision within 30 days. The student will be notified by the Academic Senate of the decision. The committee's decision can be appealed to the Board of Trustees should the student desire a closed session hearing before the Board of Trustees. Arrangements for such a hearing will be made through the Office of the College

President. Revised 5/31/06; 9/21/06; 10/22/07; 1/2/09; 3/5/15§ 55025. Grade Changes. (a) In any course of instruction in a community college district for which grades are awarded, the instructor of the course shall determine the grade to be awarded each student in accordance with this article. The determination of the student's grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency. (b) For purposes of this section, "mistake" may include, but is not limited to, clerical errors and errors made by an instructor in calculating a student's grade. (c) Procedures for the correction of grades shall be consistent with Education Code section 76232 or provide an alternative mechanism which will ensure that students receive a reasonable and objective review of the requested grade change. If the procedure requires the student to first request a grade change from the instructor, provisions shall be made for another faculty member to substitute for the instructor if the instructor is not available, the student has filed a discrimination complaint or the district determines that it is possible there has been gross misconduct by the original instructor. (d) Procedures shall also include expunging the incorrect grade from the record. (e) When grade changes are made as a result of course repetition in accordance with article 4 of this subchapter, appropriate annotations of any courses repeated shall be entered on the student's permanent academic record in such a manner that all work remains legible, insuring a true and complete academic history. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 76224, Education Code. HISTORY 1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35). EDUCATION CODE SECTION 76224 and 76232 76224. (a) When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final. (b) No grade of a student participating in a physical education class, however, may be adversely affected due to the fact that the student does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the control of the student. 76232. (a) Any student may file a written request with the chief administrative officer of a community college district to correct or remove information recorded in his or her student records which the student alleges to be: (1) inaccurate; (2) an unsubstantiated personal conclusion or inference; (3) a conclusion or inference outside of the observer's area of competence; or (4) not based on the personal observation of a named person with the time and place of the observation noted. (b) Within 30 days of receipt of the request, the chief administrative officer, or his or her designee, shall meet with the student and the employee who recorded the information in question, if any, if the employee is presently employed by the community college district. The chief administrative officer or his or her designee shall then sustain or deny the allegations. If the chief administrative officer, or his or her designee, sustains any or all of the allegations, he or she shall order the correction or removal and destruction of the information. If the chief administrative officer, or his or her designee, denies any or all of the allegations and refuses to order the correction or removal of the information, the student, within 30 days of the refusal, may appeal the decision in writing to the governing board of the community college district. (c) Within 30 days of receipt of an appeal, the governing board shall, in closed session with the student and the employee who recorded the information in question, if any, and if that employee is presently employed by the community college district, determine whether to sustain or deny the allegations. If the governing board sustains any or all of the allegations, it shall order the chief administrative officer, or his or her designee, to immediately correct or remove and destroy the information. The decision of the governing board shall be final. Records of these administrative proceedings shall be maintained in a confidential manner and shall be destroyed one year after the decision of the governing board unless the student initiates legal proceedings relative to the disputed information within the prescribed period. (d) If the final decision of the governing board is unfavorable to the student or if the student accepts an unfavorable decision by the chief administrative officer, the student shall have the right to submit a written statement of his or her objections to the information. This statement shall become a part of the student's record until the information objected to is corrected or removed.

DCC Recommendation 3/4/2015 Book Administrative Procedures Section Chapter 4: Academic Affairs Title Prerequisites and Corequisites Number 4260 Status Active Legal Adopted 7/21/2004 Last Revised 9/29/2008
References: Title 5, §54220, 55000, 55002, 55003 Purpose Student success is of primary importance to Yuba Community College District and to the future of the diverse region that we serve. Increasing student success is predicated upon providing our students with accurate information about the appropriate prior knowledge and preparation required to successfully complete our courses and educational programs. Prerequisites, corequisites and advisories are one method used to provide this information. Further, it is important to have prerequisites in place where they are a vital factor in maintaining academic standards. At the same time, it is also necessary to ensure that prerequisites and corequisites do not constitute unjustifiable obstacles to student access and success. To foster the appropriate balance between these two concerns, Yuba Community College District adopts the following procedures as necessary for the Colleges to ensure that our students succeed in their coursework and have access to the courses they require. These procedures are in accordance with the standards set by Title 5 (§55000; §55003).

A. Establishing Prerequisites and Corequisites: Prerequisites and Corequisites may be established for the following purposes [§55003(d)]:

1. The prerequisite is expressly required or expressly authorized by statute or regulation;
2. The prerequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) in the course for which it was established;
3. The corequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) in the course for which it was established;
4. The prerequisite or corequisite is needed to protect the health or safety of the student or others.

B. Requirements for Establishing Prerequisites, Corequisites and Advisories: The Curriculum Committee at each College is charged with the responsibility for establishing prerequisites, corequisites, and advisories on recommended preparation during the approval process according to standards and criteria established in Title 5 §55002. Details of how the College addresses the requirements listed below can be found in each College's Curriculum Handbook, including:

- Adopting prerequisites, corequisites, and advisories on recommended preparation and determining they are "necessary and appropriate for achieving the purpose for which it is established" [§55003(b)(1)];
- Ensuring that each section of the prerequisite or corequisite is to be taught by a qualified instructor and in accordance with the Course Outline of Record [§55003(b)(2) and (b)(3)];
- Conducting a review of prerequisites and corequisites at least once every six years to assure they remain necessary and appropriate. For vocational courses or programs, the review occurs every two years. Advisories are to be reviewed periodically [§55003 (b)(4)];
- Assuring determination of whether a student meets a prerequisite is based on successful completion of an appropriate course or on an assessment using multiple measures [§ 55003(k)];
- Establishing the basis and process for students to challenge the application of a prerequisite or corequisite [§55003(b)(5) and (p)];