

Administrative Procedures
Chapter 4
Academic Affairs*

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*Procedures listed in bold text are currently available. All other procedures are being reviewed and will be posted once finalized.

AP 4010 Academic Calendar

References:

Education Code Section 79020; Title 5 Sections 55700 et seq. and 58142, 555702

Introduction

Ohlone is approved by the California Community College Chancellor's Office (CCCCO) to offer courses in two, 16-week semesters, encompassing the regular fall and spring instructional terms. This 32 week configuration included the approval of 4 flex days, during which the college can provide in service training for faculty and receive apportionment compensation from the state as if the faculty were engaged in the class room hours. Any deviation from this state approved structure would require additional Chancellors office approval. Within this structure, some local control is possible regarding start and end dates of terms and specific timing of the academic calendar conforming to allow for adjustment to local high school schedules, holidays and input from Faculty.

Processes for Determining the Academic Calendar

The President/Superintendent, or designee, develops the annual academic calendar in consultation with the Faculty Senate. The academic calendar is presented to the Faculty Senate for their review and approval approximately 16 months prior to the academic year commencing

The Number of Days That Define an Academic Year

The traditional Fall and Spring Terms meet for a total of 175 instructional days in accordance with a Condensed Calendar option as approved by the California Community College Chancellor's Office. The 175 day requirement is met in the 16 week calendar structure because Ohlone offers Saturday and Sunday classes to such an extent as to qualify as instructional or operational days. The traditional Summer Term is generally a 6-week term. Classes may meet for longer or shorter than these time frames, but the majority of classes fit into these patterns. Summer term is deemed by the CCCCCO to be an optional term and is offered at the discretion of the President.

Flexible Calendar Options

The Flexible Calendar included four days designated as flex; 2 fixed and 2 floating. The Flexible Calendar program is implemented within guidelines approved by the Professional Development Committee (4.13.2006, revised 5.26.2010, revised 1.17.2012), which include several related sections of the collective bargaining agreement with the United Faculty of Ohlone:

<http://www.ohlone.edu/org/profdev/docs/facultyflexguidelines.pdf>

Holidays

New Year's Day (January 1)

Dr. Martin Luther King, Jr. Day (Third Monday in January)

Lincoln Day (February 12 or see Note below)

Washington Day (Third Monday in February)

Memorial Day (Last Monday in May)

Independence Day (July 4)

Labor Day (First Monday in September)

Veterans Day (November 11 or see Note below)

Thanksgiving Day (Fourth Thursday in November)

The Day After Thanksgiving Day (Fourth Friday in November)

Christmas Eve Day (December 24)
Christmas Day (December 25)
The Day After Christmas Day (December 26)
New Year's Eve Day (December 31)

Adopted: June 2012

AP 4020 Program and Curriculum Development

References:

Title 5 Sections 51021, 55000 et seq., and 55100 et seq.;
Accreditation Standards II.A;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.

The Curriculum Committee, a standing subcommittee of the Faculty Senate, reviews and makes recommendations on proposals for adding, expanding, deleting, or modifying programs and courses offered by the College. All Academic Divisions have a minimum of one faculty representative and there are two voting student members. The Vice President, Academic Affairs; Vice President, Student Services; Division Deans; and Director of Curriculum and Scheduling are non-voting members. Faculty have two-year appointments, which are staggered to provide for continuity from year to year. The chairperson is an elected faculty member who served on the committee the previous year.

The following are the procedures involved in developing New Courses, Revised Courses, Distance Education Courses and New Programs:

New Courses

- Faculty member enters new course in CurricUNET.
- Curriculum Committee screens course. Faculty member submits course to Curriculum Committee for approval.
- The VP Academic Affairs sends the approved course to Board for approval at next Board meeting after Curriculum Committee meeting.
- The Curriculum and Scheduling Office staff enter the course into Curriculum Inventory.
- Curriculum and Scheduling Office receives course control number from Chancellor's Office.
- Curriculum and Scheduling Office builds new course in Datatel with the course control number supplied by the Chancellor's Office.

Revised Courses

- The Curriculum Committee screens the course.
- Faculty member submits course to the Curriculum Committee for approval.
- The Curriculum and Scheduling Office enters revised course information into Curriculum Inventory.
- Curriculum and Scheduling Office receives new course control number from Chancellor's Office for certain changes (see list below).
- The Curriculum and Scheduling Office enters new course revision into Datatel (including new course control number, if necessary).
- Faculty member enters new program into CurricUNET.
- The Curriculum Committee approves Program.
- The VP Academic Affairs sends Program to the Board for approval at next Board meeting after Curriculum Committee meeting.

Distance Education Courses

Separate Distance Education Committee approval is required for courses being offered either fully online or as hybrids (where part of in-person scheduled class time is replaced by an online format).

Steps in the process:

- Faculty member obtains approval from Division Dean to offer the class online or as a hybrid.
- Faculty member fills out the two Distance Ed approval forms in CurricUNET and launches the course in CurricUNET. (Additional revisions may also be needed on the Course Outline of Record in CurricUNET.) **See separate CurricUNET guidelines for completing the DE forms and launching the course in CurricUNET.
- Faculty member obtains DE Committee approval. The course runs through the various steps in the approvals process in CurricUNET, which leads to the course being put on a Distance Ed meeting agenda. The DE chair contacts the faculty member if further clarification is needed on the DE forms or in the Course Outline. Once the course is ready, the committee reviews the DE forms and the Course Outline in CurricUNET and votes to approve the course.
- The Faculty member completes final revisions. The course then moves on to the next stage in the approvals process (either final approval or additional review/screening by the Curriculum Committee—the faculty member is contacted if additional revisions are required).
- The Faculty member obtain final approval from Curriculum Committee. After completing all necessary revisions, the course moves to the final stage in the approvals process: approval by the Curriculum Committee at a Curriculum Committee voting/issues meeting. The faculty member is informed of the status of the course in the approvals process and of the outcome of the voting meeting.
- The Faculty member contacts Division Dean to create online or hybrid sections of the course in Web Advisor and the printed Class Schedule, once the course has been fully approved for DE.

Ohlone's DE procedures require that faculty members who will be teaching online or hybrid courses receive adequate training in teaching in an online format. The Division Dean, working in conjunction with the Distance Ed Dean, determines minimum qualifications for faculty and recommends additional training, as deemed necessary. The Online Education office offers workshops and one-on-one training sessions on a regular basis throughout the year. Additional off-site training may be recommended.

New Programs

- Faculty member enters new program into CurricUNET.
- Curriculum Committee approves program.
- VP Academic Affairs sends program to the Board for approval at next Board meeting after Curriculum Committee meeting.
- Curriculum and Scheduling Office is notified by Chancellor's Office of program approval or denial.
- Curriculum and Scheduling Office enters program into Curriculum Inventory.

Federal Financial Aid Eligibility

For purposes of federal financial aid eligibility, a "credit hour" shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week per 16.4 week semesters, or the equivalent amount of work over a different amount of time; or

- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Curriculum committee approved: February 4, 2013

Adopted: November 2013

AP 4021 Program Discontinuance

Reference: *Education Code Section 78016; Title 5 Sections 51022, 55130*

1. Ohlone Community College District is committed to supporting programs that fulfill the goals of the mission statement as outlined in the College Strategic Plan. Only programs with low or declining enrollment, decreasing demand for service or clear obsolescence shall be considered for discontinuance, once the following criteria have been considered.
 - a. Primary consideration should be given to the service the program provides to the college and to the community.
 - b. Budget considerations should not be primary.
2. When a declining trend has been identified in a specific program, The Vice President of Academic Affairs, after consultation with the Division Dean, may identify an instructional program for possible discontinuance by sending a written notice to both the College President and the Faculty Senate President. The Vice President shall provide appropriate supporting evidence in the formal "Notice of Program Identification". This may include, but is not limited to, one or more of the following:
 - a. Statistically significant decline in class enrollment throughout the program in four consecutive semesters*.
 - b. A consistently low enrollment over four consecutive semesters*.
 - c. Statistically significant decline in, or consistently low rate of student success.

*Note: If the program's courses are sequential and the beginning course(s) in the sequence only enrolls new students annually, then over a 3-4 year period.

3. Upon receipt of the written notice from the Vice President of Academic Affairs, the College President and the Faculty Senate President shall form a Task Force consisting of the following:
 - a. Vice President of Academic Affairs
 - b. Faculty Senate President
 - c. Division Dean of the affected program, appointed by the VP of Academic Affairs
 - d. Division Dean outside the affected program, appointed by the VP of Academic Affairs
 - e. Faculty member from the affected program, appointed by the Faculty Senate
 - f. Faculty member outside the affected program, appointed by the Faculty Senate
 - g. Counselor, appointed by the Faculty Senate
 - h. UFO President
 - i. Classified staff member, appointed by CSEA or SEIU
 - j. Student, appointed by ASOC
 - k. Curriculum Committee Chair
4. The Task Force will review the data presented in the Notice of Program Identification. The group should also collect and discuss additional data as appropriate. This may include, but is not limited to the following:
 - a. Needs of the community
 - b. Data on program access, enrollment, retention, and completion.
 - c. Impact on other campus programs
 - d. Impact on other college courses

- e. University transfer trends
 - f. Program Review findings and recommendations
 - g. Local labor market information
 - h. Data on employment of program students within the field
 - i. FTES generated by program
 - j. Other funding sources, such as grants or contributions from business and industry
 - k. Requirements of licensing or accrediting agencies
 - l. Review and comments by the Local Workforce Investment Board
 - m. Advisory Committee recommendations
 - n. Core indicators from the Chancellor's office
 - o. Availability of qualified faculty to teach courses in the program
5. After reviewing the pertinent data, the Task Force shall make, in writing, one of the following recommendations, with supporting rationale, to the College President:
- a. The program may remain in effect.
 - b. The program may remain in effect with a revitalization plan.
 - i. The Task Force should define the responsibilities of both the college and the discipline faculty in the revitalization plan. The plan should be a joint effort and not the responsibility of the faculty alone. Revitalization efforts may include, but are not limited to independent reviews, outside consultants, and/or targeted advertising for the program.
 - ii. Whenever possible, the focus should be on "early and timely" help for the program.
 - iii. The Task Force will forward recommendations for revitalization and a timeline for improvement in a written report to the appropriate Division Dean.
 - iv. If there has not been a significant program improvement during the recommended timeline, the Task Force determine the appropriate course of action from the following:
 - a. Give the program an extension of two semesters. At the end of the extension, the committee will reconvene and reevaluate.
 - b. Accept the program in its current state, if it serves a community, instructional, or training need.
 - c. Create a new revitalization plan to improve recruitment and enrollment. This plan will then be implemented over the following three semesters
 - d. Discontinue the program.
 - c. The program should be discontinued.
 - i. If it is determined that the program should be discontinued, there will also be a recommendation for a phase-out period to ensure that all students in the program have the opportunity to complete the program or transfer to a related program.
 - ii. Provisions will be made for adequate notification of affected faculty and the UFO to ensure resolution of any contractual issues to comply with Ed Code.
6. Upon recommendation by the College President, the Board of Trustees shall make the final decision regarding the discontinuance of an instructional program.

Faculty Senate Approved: May 2007
Adopted: May 2007

AP 4022 Course Approval

Reference: Title 5 Section 55100

The District relies primarily on the Faculty Senate for the development, submitting for Board approval, individual degree-applicable credit courses offered as part of an educational program approved by the California Community Colleges Chancellor's Office.

The Faculty Senate has established a Curriculum Committee to take the lead on the course approval process. All Academic Divisions have a minimum of one faculty representative and there are two voting student members. The Vice President, Academic Affairs; Vice President, Student Services; Division Deans; and Director of Curriculum and Scheduling are non-voting members. Faculty have two-year appointments, which are staggered to provide for continuity from year to year. The chairperson is an elected faculty member who served on the committee the previous year. All Curriculum Committee members receive training as required by Title 5 Section 55100.

The course approval process of the Curriculum Committee consists of the following steps:

- A faculty member enters new course into the CurricUNET Course and Program Approval Database Module.
- The Curriculum Committee screens the course. The faculty member submits the course to Curriculum Committee for approval.
- The Vice President, Academic Affairs, sends the approved course to Board for approval at next Board meeting after Curriculum Committee meeting.
- The Curriculum and Scheduling Office staff enter the course into Curriculum Inventory.
- The Curriculum and Scheduling Office receives course control number from Chancellor's Office.
- The Curriculum and Scheduling Office builds new course in Datatel with the course control number supplied by the Chancellor's Office.

Curriculum Committee approved: December 3, 2012

Adopted: November 2013

AP 4025 Philosophy and Criteria for Associate Degree and General Education

References: *Title 5 Section 55061; Accreditation Standard II.A.3*

The successfully completed Associate in Arts General Education pattern may be applied to one or more Associate in Arts degrees; the successfully completed Associate in Science General Education pattern may be applied to one or more Associate in Science degrees.

Upon completion of graduation requirements, the major field will appear on the student's permanent record, all transcripts, and on the diploma. Students may satisfy graduation requirements in effect at the first time of attendance at Ohlone College or regulations current at the time the student files for and receives a degree and/or certificate. Whichever catalog year is selected, all graduation requirements must be completed within that pattern. Of the 60 units required for graduation, 12 units must be completed at Ohlone College.

A Graduation Application must be submitted no later than the end of the eighth week of the semester in which the student expects to complete requirements. Please refer to the Academic Calendar in the Class Schedule for specific dates. College transcripts of all prior work must be on file in the Office of Admissions and Records on the Fremont campus before the application can be processed. The student's transcript will certify the student's graduation as either the last day of Fall Semester, Spring Semester, or Summer Term, as appropriate. There is only one formal commencement ceremony held each year at the end of the Spring Semester. All graduates who complete requirements during the academic year or the ensuing Summer Term are encouraged to participate in the graduation ceremony. Students with a cumulative grade point average in all college work applied toward the degree between 3.20 and 3.49 inclusive will graduate "With Honors." All students with a cumulative GPA between 3.50 and 4.00 inclusive will graduate "With Highest Honors." These notations will be included on the diploma.

General Education courses provide a comprehensive and well-rounded education that promotes the student's personal, cultural, and intellectual growth. Completing these courses will promote personal awareness and growth as students adapt and grow in a changing world with a comprehension of the past, present, and future and an enhanced ability to address social, ethical, and philosophical issues.

Students will grow culturally, developing an appreciation of human differences and cultural heritages which will enhance their ability to live interdependently as ethical citizens within a culturally diverse and complex world. Finally, completing general education courses will instill intellectual curiosity and analytical thinking conducive to lifelong learning. Development of skills in such varied fields as the natural sciences, the social sciences, fine arts and humanities, English composition, mathematics, critical thinking, foreign languages, cultural diversity, physical education, and information competency will enable students to transfer and apply knowledge in multiple domains and solve everyday life problems.

The Ohlone College General Education pattern requires a minimum of 18 units in completing an Ohlone-specific general education pattern, including cultural diversity, wellness, and information competency components. The General Education pattern is recommended for students whose immediate goal is to complete an associate degree with either a general or occupational major. Students who desire to complete an Associate in Arts for Transfer or an Associate in Science for Transfer should opt for the CSU Breadth Pattern or Intersegmental General Education Plan. In some

occupational majors students may be required to complete more than 60 units to obtain an associate degree. Students are advised to consult with a counselor.

The following information presents the General Education Philosophy and Student Learning Outcomes for the Ohlone College General Education pattern. The major areas include:

- I. Natural Sciences
- II. Social and Behavioral Sciences/American Institutions
- III. Fine Arts/Humanities
- IV. Analytical Thinking and Oral Communication
- V. Physical Education/Wellness
- VI. Cultural Diversity
- VII. Information Competency

Area I Natural Sciences

Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

Student Learning Outcome:

Upon receipt of an associate degree from Ohlone College, a student will be able to analyze and apply concepts of biological and/or physical science obtained through the scientific method.

Area II Social and Behavioral Sciences

Social and behavioral science courses increase the understanding of individual and group-influenced behavior in a variety of contexts: geographic location, economic structures, historical background, political institutions, social groups, societies, and the individual person. Courses will challenge students to think critically about these contexts and should promote appreciation of how societies and social subgroups operate within them. Courses will also develop students' abilities to recognize and apply appropriate methods of inquiry to the particular social science areas that they are studying.

Student Learning Outcomes:

Upon receipt of an associate degree from Ohlone College, a student will be able to:

1. Identify and apply the major theories and methods of inquiry of the relevant social or behavioral science to a variety of contexts in order to investigate, analyze, or predict individual or group behavior.
2. Describe how individuals and/or groups are influenced by their social, cultural, and/or historical contexts.
3. Apply disciplinary knowledge from the social or behavioral sciences to contemporary ethical or social dilemmas.

Area III Fine Arts/Humanities

Courses in the fine arts and humanities area cultivate intellect, imagination, sensibility, and sensitivity. Courses fulfilling this requirement study great works of the human imagination; increase awareness and appreciation of the traditional humanistic disciplines such as fine and performing arts, literature, music, philosophy, history, and communications; impart an understanding of the interrelationship between creative art, the humanities, and the self; provide exposure to both Western and non-Western cultures; may include a foreign language course that contains a cultural component as opposed to a course that focuses solely on skills acquisition.

Student Learning Outcomes:

A. Fine Arts. Courses in this area are theory-based or historical.

Upon receipt of an associate degree from Ohlone College, a student will be able to analyze and value modes of artistic expression.

B. Humanities. In addition to the traditional lecture classes in humanities, this area may include arts courses that are experiential or participatory.

Upon receipt of an associate degree from Ohlone College, a student will be able to identify the influence of culture on human experience and/or expression.

Area IV Language and Rationality

Courses in Language and Rationality provide students with the opportunity to develop their critical thinking and communication skills, as well as their computational skills. Courses in these areas focus on writing, argument, analysis, problem solving, and verbal communication.

Student Learning Outcomes:

A. English Composition

Upon receipt of an associate degree from Ohlone College, a student will be able to:

1. Write a well-organized paper in Standard English which presents a main idea supported by effective documentation and details.
2. Demonstrate the ability to write effectively for a variety of purposes, using correct grammar and appropriate style.

B. Analytical Thinking and Oral Communication

Upon receipt of an associate degree from Ohlone College, a student will be able to:

1. Think logically and critically to solve problems, draw conclusions, and evaluate evidence.
2. Communicate an idea clearly, either verbally or in written form.

C. Math Proficiency

Upon receipt of an associate degree from Ohlone College, a student will be able to demonstrate the ability to think analytically by applying the concepts and techniques of algebra to the solution of real world math applications.

Area V Physical Education/Wellness

Physical Education courses are activity based. Wellness courses are not necessarily activity based and have a focus on such topics as nutrition, stress management, weight management, fitness, and personal wellness.

Student Learning Outcomes

A. Physical Education

Upon receipt of an associate degree from Ohlone College, a student will be able to:

1. Value the importance of and develop a regular regimen of physical activity and/or exercise.
2. Demonstrate fundamental skills incorporating the techniques, rules, and strategies of the activity.

B. Wellness

Upon receipt of an associate degree from Ohlone College, a student will be able to formulate a personal wellness plan incorporating the basic principles of a healthful lifestyle.

Area VI Intercultural/International Studies

The Intercultural/International Studies requirement is intended to instill in students an appreciation of peoples and cultures other than their own. Students who fulfill this requirement should be able to empathize with and respect those from different cultural backgrounds, and realize the interconnectedness of all peoples. The requirement is meant to help ensure that Ohlone College graduates acquire the perspective necessary for an enlightened, diverse global citizenry. Students taking a course in these areas will be able to recognize and negotiate the complex ethics and politics of construing meaning and building social relationships across differences; e.g.: ethnocentrism, nationalism, cultural imperialism, cultural appropriation, and homogenization of nations and cultures. Courses which satisfy the Ohlone College Intercultural/International Studies requirement shall be courses wholly focused on the following topics: culture, race, ethnicity, gender, religion, age, sexual orientation, disability, socioeconomic background, and/or language. Courses that satisfy the Intercultural/International Studies requirement may focus on any of the aforementioned topics within a U.S. context, or within an international or global context such as technology, economic development, cross national communication, cultural relations, and world art and literature.

Student Learning Outcomes:

Upon receipt of an associate degree from Ohlone College, a student will be able to:

1. Analyze the ways historical, cultural, and/or social conditions impact a particular intercultural/international group or culture.
2. Develop sensitivity and skills for living and working in a culturally diverse world.

Area VII Information Competency

Information Competency is the ability to identify an information need, to find the needed information efficiently, and to use information effectively and ethically. Information Competency combines aspects of library literacy, research methods, critical thinking, and technological literacy.

Student Learning Outcomes:

Upon receipt of an associate degree from Ohlone College, a student will be able to:

1. Develop effective research strategies.
2. Locate, retrieve, evaluate, and use information ethically and legally.

Adopted: May 2012

AP 4050 Articulation

References:

Education Code Section 66720-66744;
Title 5 Section 51022(b);
Accreditation Standard II.A.6.a

The Articulation Officer is responsible for the development, maintenance, and distribution of articulation agreements. Articulation agreements are posted online via ASSIST <<http://www.assist.org>>. Articulation agreements are updated three times a year. The Articulation Officer is also responsible for requesting course transferability with the CSU and UC systems.

The Roles and Responsibilities of an Articulation Officer (from California Articulation Policies and Procedures Handbook)

The process of faculty review that leads to the articulation of courses between institutions is coordinated and facilitated by the articulation officer on each campus. The campus articulation officer has a vital, professional-level role that requires an extensive academic knowledge base, highly developed communication skills, and the ability to facilitate and coordinate every aspect of the complex and detailed articulation process on the campus. This highly sensitive function requires quick analysis, comprehension, and explanation of the nature of articulation issues to the respective parties. There will be times when the articulation officer will also be called upon to diffuse conflict, and diplomatically negotiate and implement resolutions. While many of the officer's responsibilities will be detailed throughout the Handbook, in general the officer will be expected to:

- Serve as an advocate for the transfer student and, through the articulation process, seek to ease the student's transition.
- Be a well-informed resource person for students, campus faculty, administration, counseling/advising staff, and transfer center personnel on transfer curriculum, articulation, and related matters.
- Disseminate current, accurate, articulation data to students, staff, appropriate departments, and campuses.
- Serve on appropriate campus committees such as General Education, Curriculum, Academic Policies, and Catalog to provide input and to receive information about proposed changes in campus policy and curriculum.
- Serve as a consultant to faculty, academic, and student services units, providing needed materials and information about course articulation proposals and acceptances.
- Facilitate campus participation in intersegmental programs such as C-ID, regional transfer fairs, ICC activities, and LDTP discussions.
- Monitor each stage of the articulation process and follow up with department and faculty for timely responses and decisions (see diagrams at ends of Chapters 5, 6, and 7).
- Manage and update campus articulation data and provide an annual summary of transfer-related curricular changes for both internal and external recipients (see Chapter 7).
- Be a gatekeeper of course outlines, IGETC, CSU GEB, baccalaureate lists, TCA Lists, LDTP agreements, ASSIST, and other articulation-related data (see Chapters 2, 5, 6, and 7).
- Serve as a proactive agent for enhancing and improving existing articulation.
- Initiate faculty-approved articulation agreements between institutions of higher education (see Chapters 3, 5, 6, 7, and 8).

- Serve as an advocate for the faculty and campus academic programs.
- Serve as an advocate for the other articulating institution, responsible for accurately communicating and conveying information and concerns about that institution's curriculum to the faculty.
- Serve as a moderator and mediator of problems or disagreements between the faculties of the home campus and the articulating institutions.
- Serve as the campus liaison to the segmental system-wide office.
- Attend and participate in conferences and workshops on articulation issues.

Faculty Senate Approved: November 2012

Adopted: November 2013

AP 4070 Auditing and Auditing Fees

Reference: *Education Code 76370*

Auditors are students who have received permission to attend a class without receiving course credit. As an example, students may choose to audit a course that they have already completed in the past, as a refresher to prepare them for a higher level class. Students may also choose to audit a course for personal enrichment.

In order to audit a course, students must obtain permission from the instructor of the course (permission forms may be obtained at Admissions and Records or online at <http://www.ohlone.edu/org/admissions/forms/auditapplicform.pdf>). An instructor may choose to not allow auditors in the course, or to require that auditors demonstrate successful completion of course prerequisites before enrolling. In addition, some courses do not allow audits at all, based on department decisions. In all cases, priority to enroll in a course will be given to those students who wish to register for credit.

It is the usual expectation that auditors do not take exams and do not submit written work (or other out of class work) for evaluation. Instructors may further require that auditors limit their participation in class discussions. If an auditor would prefer to have his/her work evaluated, the instructor may agree to do this, but this would be strictly on a voluntary basis and not as an obligation. Since requirements may vary from instructor to instructor, students wanting to audit a class should clarify all of these expectations with the course instructor at the time that they obtain permission to audit.

Although auditors do not receive a grade or credits for the course being audited, student transcripts will reflect audited courses using the notation "AU". This is not a grade and will not affect a student's grade point average in any way. In addition, since auditors do not receive a grade, auditing a class will not count as satisfying the prerequisites for another class.

Additional requirements:

- The Audit Application Form must be submitted to Admissions and Records by the add deadline for the class (see the appropriate Academic Calendar). However, forms will not be processed until all students who wish to register for credit have had the opportunity to do so.
- No student auditing a class shall be permitted to change enrollment status in that class to receive credit.
- Auditors must pay a non-refundable audit fee of \$15 per unit per term. Enrollment fees may not be used to pay for auditing a class.
- Students enrolled in credit classes for 10 or more semester units shall not be charged a fee to audit 3 or fewer units per term. To obtain this credit, students must contact the Cashier's Department (Building 1, second floor) after the third week of a full term.
- Units associated with auditing are not counted toward minimum requirements for financial aid, student employment, etc.

Faculty Senate Approved: May 2008

Adopted: May 2008

AP 4100 Graduation Requirements for Degrees and Certificates

Reference: *Title 5 Sections 55060 et seq.*

The requirements for the Associate in Arts or Associate in Science degrees follow the stipulations of Title 5 that a student must demonstrate competence in reading, in written expression, and in mathematics and satisfactorily complete at least 60 semester units of college work. These units must include at least 18 semester units in general education and at least 18 semester units in a major. The work must include at least 12 semester units of study in residence; exceptions to the residence requirement can be made by the Board when an injustice or undue hardship would result.

The specific requirements for the Associate in Arts or Associate in Science degrees are contained in Ohlone College AP4025: Philosophy and Criteria for Associate Degree and General Education. Also, general education and degree requirements are published in the college catalog and are filed with the California Community Colleges Chancellor's Office.

For a Certificate of Achievement, a student must successfully complete a course of study or curriculum that consists of 18 or more semester units of degree-applicable credit coursework. The Certificates of Achievement are designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.

Content and assessment standards for certificates ensure that certificate programs are consistent with the mission of Ohlone College, meet a demonstrated need, are feasible, and adhere to guidelines on academic achievement.

Adopted: June 2012

AP 4101 Independent Study

Reference: *Title 5 Sections 55230 et seq.*

Independent study programs may be developed for students by the appropriate faculty member(s) and approved by the appropriate Academic Dean. These independent study programs are titled Special Projects and carry course numbers of 201 (1 unit of credit), 202 (two units of credit), or 203 (three units of credit).

The academic standards for independent study are the same as those applied to other credit courses.

The faculty member overseeing the Special Project course is responsible for the evaluation of student progress as in other credit courses.

Access to the instructor will be equivalent to that commonly available to students in courses conducted by other instructional methods.

Faculty Senate approved: November 7, 2012

Adopted: November 2013

AP 4102 Occupational/Vocational Technical Programs

References:

Title 5 Sections 55600 et seq.;

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 C.F.R. Part 600.]

A. Establishment of an appointment process for related advisory committees.

Faculty in vocational and occupational programs are responsible for establishing and maintaining advisory committees and meeting with them at least once each year. Advisory Committee members are submitted to the Board of Trustees through the President, each year for Board approval. Advisory committee membership is published each year in the college catalog. Faculty submit advisory committee meeting minutes to their Deans at least once per year.

B. Provisions for documenting the competence of students completing vocational and occupational programs.

The Official Course Outlines of Record for each course in all vocational and occupational programs have clearly stated Student Learning Outcomes, which are communicated directly to students by faculty as part of their course syllabus. Evaluation and assessment of learning are linked directly to the Student Learning Outcomes. Each vocational and occupational program has stated Program Student Learning Outcomes that are regularly assessed through the Program Review Process.

C. Compliance with United States Department of Education Gainful Employment Requirements

The Vice President of Academic Affairs, in collaboration with the Vice President of Student Services, Director of Financial Aid, and appropriate Deans and faculty, ensures that the District complies with the disclosure requirements for each of the District's gainful employment programs, by disclosing federally-mandated information about the programs to prospective students. The required disclosures are available to prospective students in promotional materials and on its website. The Vice President of Academic Affairs, in collaboration with the Vice President of Student Services, Director of Financial Aid, and appropriate Deans and faculty, ensures that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.

Faculty Senate Approved: November 7, 2012

Adopted: January 2013

AP 4103 Work Experience

References: *Title 5 Sections 55250 et seq.*

The District is committed to offering a Cooperative Work Experience (WEX) program that offers students opportunities to earn credits for on-the-job learning experiences. WEX is an academic program that allows a student's experience at a job to be used as a basis for assigning academic credit.

The program is based on a plan submitted to the California Community Colleges Chancellors Office, which includes:

- a. The systematic design of a program whereby students gain realistic learning experiences through work.
- b. A specific description of the respective responsibilities of the college, the student, the employer, and other cooperating agencies.
- c. Guidance services.
- d. A sufficient number of qualified academic personnel to direct the program.
- e. Processes that assure students' on-the-job learning experiences are documented with written measurable learning objectives, students are required to meet certain criteria and are evaluated, and the basis for awarding grades and credit is described.
- f. Adequate clerical and instructional services are provided.

The WEX Program Division office maintains records that include the type and units of work experience in which the student is enrolled, where employed, job held, basis for determining student qualifications, statement of student hours worked, evaluation of performance, and that a work permit was issued. The Academic Dean assigned to supervise the WEX program ensures that faculty assigned to the WEX program maintain records that show consultation with employer and the student, evaluation of the student's achievement, and the final grade.

Adopted: July 2012

AP 4104 Contract Education

Reference: *Title 5 Section 55170*

Public or private agencies, businesses, industries, and/or other groups may contract with the District to have instructional courses or services offered to them by the District. Contract Education courses can be for credit or not for credit. All contracted activities are self supporting and will not use general funds.

The development, review, approval, and evaluation processes and criteria for for-credit contract education classes follows the same approval processes as all for-credit courses offered at Ohlone College. For credit courses offered through contract education are not submitted for apportionment from the state, are typically held at the site of the contracting agency, and are normally closed to the general public. The contracting agency pays the full costs of delivering the instruction of a specified course, and associated administrative fees.

The following criteria guide the development and feasibility of offering contract education courses.

- a. The contract is consistent with the mission and goals of the District, and is in direct response to the contracting agencies needs.
- b. For for-credit courses, the Academic Deans agree to assign the instructor, provide oversight of the courses within their departments, and work closely with the Economic and Workforce Development team to coordinate scheduling and monitor the course.
- c. Not for credit courses are customized to the needs of the contracting agency and when feasibly will be designed in collaboration with related department faculty.
- d. All costs associated with delivering the contract including administrative costs, instructional supplies and materials, equipment, indirect costs, etc., will be recovered from the funds generated by the contract.

The Economic and Workforce Development team creates the contract which includes a contract scope of work, date and time logistics, scope of work for the instructor, and the contract fee for all costs associated with the contract. The contract is signed by the Vice President of Academic Affairs and is submitted for ratification by the District Board of Trustees.

Faculty Senate approved: November 7, 2012

Adopted: October 2013

AP 4105 Distance Education

References: *Title 5 Sections 55200 et seq.*; References: *U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended*; *34 Code of Federal Regulations Section 602.17.*; *ACCJC Guide to Evaluating Distance Education and Correspondence Education*

- A. Definition: Distance education (DE) is a mode of education and instruction which uses one of more technologies to deliver course content to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously.
- B. Authentication: Consistent with federal regulations pertaining to federal financial aid eligibility, the District authenticates and verifies that the student who registers in a DE course is the same student who participates in and completes the course or program and receives the academic credit. At the time of registration the District provides each student with a statement of the process in place to protect student privacy.

The office of Academic Affairs utilizes one or more of the following to authenticate or verify the student's identity:

Secure Credentialing/Login and Password:

Students are issued a specific 7-digit ID and Password.

Students access DE courses through the colleges Course Management System, (Blackboard SP9.1) using a static URL link.

Proctored Examinations:

In addition to the authentication login students in the Nursing Program are required to take online exams in person with a faculty member present as a proctor.

- C. Course Approval: The review and approval of new and existing DE courses follows the curriculum approval procedures outlined in Administrative Procedures 4020, Program and Curriculum Development. DE courses are approved under the same conditions and criteria as all other courses.

Each proposed or existing DE course is reviewed and approved separately. This approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through DE.

- D. Certification: The Curriculum Committee and Distance Education Committee certify the following when approving DE courses:

Course Quality Standards: The same standards of course quality are applied to DE courses as are applied to traditional classroom courses.

Course Quality Determinations: Following the College's course approval procedures, determines and judges the quality of DE courses.

- E. Instructor Contact: Each section of a DE course includes regular effective contact between instructor and students. All DE courses, whether hybrid or fully online include regular

effective contact as described below:

Initiated interaction: Instructors regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Providing students with an open ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.

Frequency: The number of instructor contact hours per week that would be available for face to face students, are also available, in asynchronous and/or synchronous mode, with students in the DE format. Contact is distributed in a manner that ensures that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course requirements, objectives and content.

Instructor absence: Frequency and timeliness of instructor initiated contact and instructor feedback are posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students is made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.

F. Types of Contact: For DE courses, instructors select as appropriate from the following resources:

- Threaded discussion forums with appropriate instructor participation
- General email (which should be archived)
- Weekly announcements in the Course Management System
- Timely feedback for student work
- Instructor prepared materials and/or any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face to face class in the particular discipline
- Instructors should also consider using other forms of communication, as mentioned in section 55211 of Title 5. (“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail or other activities”) and/or CCCConfer, video conference, pod cast, or other synchronous technologies may also be included.
- It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely question and answer sessions available to students. This may also be accomplished through virtual office hours.

G. Duration of Approval: All DE courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

Adopted: November 2013

AP 4220 Standards of Scholarship – Delegation

Reference: *Education Code Section 70902(d)*

To ensure that the District complies with matters identified by Title 5 as standards of scholarship (grading practices, credit-noncredit options, credit by examination, standards for probation and dismissal, remedial course work, academic record symbols, grade changes, course repetition, and academic renewal), authority and responsibility is delegated to the Vice President of Academic Affairs and the Academic Senate, as described in the policies and procedures on participation in local decision-making (see BP and AP 2510).

Adopted: July 2012

AP 4222 Basic Skills (Remedial) Course Work

Reference: *Title 5 Section 55035*

Basic Skills course work consists of pre-collegiate level courses.

A student's need for Basic Skills course work is determined using appropriate assessment instruments, methods, or procedures, which are approved by the California Community College Chancellor's Office.

No student shall receive more than 30 semester units [or 45 quarter units] for remedial coursework. A student who exhausts this unit limitation shall be referred to appropriate adult noncredit education services.

A student who successfully completes Basic Skills courses may proceed with college level course work according to the prerequisites listed in the college catalog.

Students enrolled in one or more courses of English as a Second Language and students identified as having a learning disability are exempt from the limitations of this procedure.

Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may be granted a waiver of the limitations of this procedure.

The District catalog includes a clear statement of the limited applicability of Basic Skills coursework toward fulfilling degree requirements.

Adopted: January 2013

AP 4226 Multiple and Overlapping Enrollments

Reference: *Title 5 Sections 55007*

A student may not enroll in two or more sections of the same repeatable credit course during the same term unless the length of the course provides that the student is not enrolled in more than one section at any given time.

A student may not enroll in two or more courses where the meeting times for the courses overlap, unless:

- The overlap is no more than five minutes per class session.

The student provides a valid written justification statement. The justification must involve matters other than scheduling convenience, of the need for an overlapping schedule. The justification statement must be signed by the instructor involved and submitted to the Office of Admissions and Records before the student can register for the courses.

The student makes up the overlapping hours at some other time during the same week under the supervision of the instructor of the course.

The instructor maintains documentation that the student made up the hours of overlap in the course not attended as scheduled at some other time during the same week under instructor supervision.

The Dean, Admissions and Records or designee approves the schedule.

Faculty Senate approved: February 20, 2013

Adopted: October 2013

AP 4230 Grading and Academic Record Symbols

Reference: *Title 5, Section 55023*

Ohlone College uses the following letter grade system for evaluating the quality of students' work:

Evaluative Grades

Symbol	Definition	Grade Points
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Passing, less than satisfactory	1
F	Failing	0
P	Pass (at least satisfactory)	0
NP	No Pass (less than satisfactory or failing)	0

Non-Evaluative Grades

Symbol	Definition	Grade Points
I	Incomplete	0
IP	In Progress	0
MW	Military Withdrawal	0
RD	Report Delayed	0
W	Withdrawal	0

Adopted: June 2012

AP 4231 Grade Changes

Reference: **Education Code Section 76370**

- A. In any course offered at Ohlone College, the instructor of the course shall determine the grade earned by each student in accordance with grading symbols authorized for use by the Education Code of California and adopted by the Board of Trustees of Ohlone College. The determination of the student's grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetence. Procedures for the correction of grades given in error shall include expunging the incorrect grade from record.
- B. A change in the student's letter grade to "CR" or "NC" will be made in the Admissions and Records Office if the student elected to take the class under the "CREDIT/NO CREDIT" policy.
- C. A change in the student's grade(s) may be made in accordance with the College policy on Course Repetition.
- D. Appeals Process

I. When instructor is available:

- 1) Speak with the faculty member first. However, if the student is uncomfortable speaking with the faculty member, then the student should meet with the Dean. If the Dean decides not to recommend the student speak directly to the faculty member, the Dean holds a meeting with the faculty member and the student
- 2) If the student charges fraud, bad faith, or incompetence, a Grade Change Request Form must be completed and submitted to the Dean. The Dean will review the matter, consulting all involved and render a finding.
 - 2.a. If the Dean finds there is a basis for a grade change, the Dean will bring the matter to the Vice President of Academic Affairs for action.
 - 2.b. If the Dean finds there is no basis for a grade change, the student may appeal to a sub-group of the Academic Appeals Committee made up of its faculty members.
- 3) If the student disagrees with the Dean's finding, the student may request that the case be considered by the faculty members of the Academic Appeals Committee. That group will consider the case and render a decision.
- 4) If the student disagrees with the decision of the Academic Appeals Committee the student may appeal to the Vice President of Academic Affairs, who will consider all relevant information and render a decision which is final.

II. When the instructor is unavailable (all reasonable attempts have been made to contact the instructor, or the instructor is deceased):

- 1. If the instructor is unavailable, the Dean will assemble a committee of a minimum of three other faculty members, preferably in the same department as the instructor who issued the original grade, to evaluate the formal evidence the student has presented.

2. After the committee has reported to the Dean, the Dean will meet with the student to discuss the findings of the committee. Steps 2 – 3 in Section D.1 above would then apply.

III. **In all cases**, if it is determined that a student's grade or enrollment status should be changed, the action will require that the faculty member(s) involved be notified.

Specific procedures for carrying out this policy will be developed through the Registrar's Office and discussed with the Grade Change Committee and brought to the Faculty Senate before any final action is taken.

Faculty Senate Approved: May 2006

Adopted: May 2006

Amended: October 2006

AP 4232 Pass/No Pass

Reference: *Title 5 Section 55022*

Courses may be offered in either or both of the following categories:

Courses in which all students are evaluated on a "pass-no pass" basis.

Courses in which each student may elect to take the course on a "pass-no pass" basis by submitting the required documentation to the Office of Admissions and Records by the deadline posted on the Academic Calendar.

A student electing to be evaluated on the "pass-no pass" basis will receive both course credit and unit credit upon satisfactory completion of the course. In computing a student's grade-point average, grades of "pass-no pass" are omitted.

A pass grade is granted for performance that is equivalent to the letter grade of "C" or better. A student who fails to perform satisfactorily will be assigned a "no pass" grade.

The student is held responsible for all assignments and examinations required in the course. The standards of evaluation are identical for all students in the course.

Pass-No Pass courses and courses for which students have the option of Pass-No Pass grading are identified in the Class Schedule and catalog.

Adopted: July 2012

AP 4235 Credit by Examination

Reference: *Title 5 Section 55050*

Credit by Examination may be obtained by one of the following methods:

- Achievement of a score of 3 or higher on an Advanced Placement Examination administered by the College Entrance Examination Board
- Credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog
- Achievement of an examination administered by other agencies approved by the college

Determination of Eligibility to Take the Examination:

- The student must be currently registered in the college and in good standing;
- The course is listed in the college catalog;
- Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veteran's, or Social Security benefits.

Credits acquired by examination shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree, the 6 unit requirement for the Certificate of Achievement, or the 50% requirement for the Certificate of Accomplishment.

Not all Ohlone College courses are offered for Credit by Examination. Final determination of which courses are available for credit by examination will be made by the faculty member(s) who teaches the course and the appropriate division dean.

Units awarded through Credit by Examination are so annotated on the student's transcript and assigned a grade of Pass (P). Credit is not given for any class which the student has previously attempted and failed or for which the student has previously sought Credit by Examination.

Students seeking advanced standing in Registered Nursing or Respiratory Therapy based on certificates or licenses already held in those fields may challenge a maximum of 19 units (first-year major courses in each program). Applications to qualify for Credit by Examination in Registered Nursing or Respiratory Therapy are made directly to the Health Sciences and Environmental Studies Division Office. R.N.s seeking credit by exam for transfer to a four-year college or university may challenge first and second-year major courses in nursing after completing six or more units at Ohlone College.

Faculty Senate Approved: February 6, 2013

Adopted: February 2013

AP 4240 Academic Renewal

Reference: *Title 5 Section 55046*

Students may petition to have their academic record reviewed for academic renewal of substandard academic performance under the following conditions:

Students must have achieved a grade point average of at least 2.0 in a minimum of 15 units at Ohlone after the term for which academic renewal is sought, and at least three years must have elapsed from the time the course work to be removed was completed.

Up to two terms of course work may be eliminated from consideration in the cumulative grade point average.

Only courses for which substandard grades (D, F, or NP) were assigned are eligible for academic renewal. Academic renewal actions are irreversible. When academic renewal has been approved, previously recorded substandard coursework is to be disregarded in the computation of a student's grade point average, the student's permanent academic record will be annotated in such a way to ensure an accurate record of all coursework and a complete academic history.

Academic renewal procedures do not conflict with the District's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade.

The opportunity for academic renewal refers to previous work at Ohlone College and/or other colleges. Academic renewal is an internal procedure and is not binding on other institutions that may receive a student who has had work excluded through the academic renewal process.

Requests for academic renewal are initiated by petition to the Office of Admissions and Records.

Faculty Senate Approved: November 7, 2012

Adopted: January 2013

AP 4250 Probation

References: *Title 5 Sections 55030, 55031, 55032, 55033, and 55034*

Notification of Probation

Each student is entitled to be notified of his/her academic standing and the availability of college support services to respond to the academic difficulty before the student is dismissed. Notification will consist, at a minimum, of the following:

Academic Probation – A student who has attempted 12 or more units and who then earns a cumulative GPA of less than 2.0 during fall or spring semester shall be placed on Academic Probation the following semester. After each semester in which the student's grade point average falls below 2.0 in all units attempted, a notice that the student is on probation shall be sent to the student informing him/her that he/she is on academic probation.

Progress Probation - A student who has attempted 12 or more units shall be placed on Progress Probation when the percentage of all units for which entries of W (withdrawal), I (incomplete), and/or NP (no pass) are recorded reaches or exceeds 50%. After each semester in which the percentage of a student's recorded entries of "W," "I," "NC" and "NP" reaches or exceeds 50% of all units in which a student has enrolled, a notice that the student is on probation shall be sent to the student informing him/her that he/she is on progress probation.

"All units attempted" is defined as all units of credit for which the student has enrolled at the community college he/she attends.

After the third semester in which the student's overall grade point average is below a 1.75 and/or on progress probation, a notice that the student has been dismissed will be sent to the student informing him/her that he/she will be required to petition for reinstatement in order to enroll in future terms.

Probationary Letter/E-mail

The letter/e-mail notifying the student of probation will cover, at a minimum, the significance of being on probation and description of related support services available.

Faculty Senate approved: February 20, 2013

Adopted: October 2013

AP 4255 Disqualification and Dismissal

References: *Title 5 Sections 55033, and 55034*

Standards for Dismissal

A student who is on academic probation shall be subject to dismissal if the student earned a cumulative grade point average of less than 1.75 in all units attempted in each of 3 consecutive semesters.

A student who has been placed on progress probation shall be subject to dismissal if the percentage of units in which the student has been enrolled for which entries of "W," "I," "NP" and "NC" are recorded in at least 3 consecutive semesters reaches or exceeds fifty percent (50%).

Dismissal Letter/E-mail

A student will be notified that he/she is subject to dismissal at the beginning of the following term after he/she has reached this status. This communication will include an explanation of the policy, a definition of dismissal and procedures for both reinstatement and appeal.

Reinstatement Procedures

Any student who has been dismissed after having been placed on probation may petition for reinstatement at any time. Petitions are available from and submitted to the Counseling Department. Approval of this petition may require stipulations set forth by the Counseling Department in an effort to help the student improve his/her academic standing.

Appeal of Dismissal

Students who have applied for reinstatement and been denied may appeal this decision, in writing and within two weeks, to the Dean of Counseling. If the student fails to file a written petition within two weeks the student waives all future rights to appeal the dismissal action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons. Petitions will be reviewed by the Dean of Counseling.

The student will continue on dismissal until the Dean of Counseling decides on the student's appeal. The decision of the Dean of Counseling will be communicated to the student in writing by the Counseling Department. The Counseling Department will notify the student of its action within two weeks of receipt of the student's appeal. The student may appeal the decision of the Dean of Counseling in writing to the Vice President of Student Services within one week of the date of notification of the decision of the Dean of Counseling. The Vice President will bring the student appeal to the college's Academic Appeals Committee to decide the matter. The decision of the Academic Appeals committee is final.

If the dismissal appeal is granted, the student will be re-admitted for that term. Students who have been reinstated will continue to be on dismissal status for the re-admitted semester of enrollment. Students must continue to follow the procedures for reinstatement each semester they are on dismissal status.

Standards for Evaluating Appeals

Dismissal appeals may be granted:

- if the dismissal determination is based on the academic record for one semester in which the record does not reflect the student's usual level of performance due to accident, illness,

or other circumstances beyond the control of the student. Verification should be submitted with the appeal.

- if the student enrolls in a corrective program designed to assist him/her in improving academic skills, such as obtaining academic counseling, and/or limiting course load.
- when there is evidence of significant improvement in academic achievement.

Re-Admission after Dismissal

Students who are dismissed and who sit out at least one semester should be considered for reinstatement upon their return.

Faculty Senate approved: February 20, 2013

Adopted: October 2013

AP 4260 Prerequisites and Corequisites

References: *Title 5 Sections 55000 et seq.*

Prerequisites, corequisites, advisories, recommended preparation, and limitations on enrollment are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, corequisites, advisories, and limitations on enrollment do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, corequisites, advisories, and limitations on enrollment be established based solely on content review or content review with statistical validation.

1. Information in the Catalog and Class Schedule

The college provides the following explanations both in the college catalog and in the class schedule:

- A. 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.
- B. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of corequisite, non-degree-applicable basic skills courses, prerequisite, and satisfactory grade.

2. Challenge Process

- A. Any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course by obtaining approval from a counselor and/or the appropriate division dean.
- B. Grounds for challenge include the following:
 1. Grounds for challenge specified in Title 5 Section 55201(f).
 2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student is allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her educational plan.
 3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others.
 4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

3. Curriculum Review Process for Prerequisites and Corequisites

The curriculum review process is in accordance with all of the following:

- A. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the Faculty Senate.
- B. Establish prerequisites, corequisites, and advisories on recommended preparation (advisories) only upon the recommendation of the Faculty Senate except that the Faculty Senate may delegate this task to the Curriculum Committee without forfeiting its rights or responsibilities under Title 5 Sections 53200-53204 and within the limits set forth in Title 5 Section 55003. Certain limitations on enrollment must be established in the same manner.
- C. Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment only if:
 - 1) The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in a related discipline (as determined by using the Minimum Qualifications for Faculty and Administrators in California Community Colleges) do all of the following:
 - a) Approve the course; and,
 - b) As a separate action, approve any prerequisite or corequisite, only if:
 - (1) The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
 - (a) involvement of faculty with appropriate expertise;
 - (b) consideration of course objectives set by relevant department(s)/discipline(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
 - (c) be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
 - (d) specification of the body of knowledge and/or skills which are deemed necessary at entry in the case of a pre-requisite and/or concurrent with enrollment in the case of a corequisite;
 - (e) identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under iv.
 - (f) matching of the knowledge and skills in the targeted course (identified under (d)) and those developed or measured by the prerequisite or corequisite (i.e., the course or assessment identified under (e)); and
 - (g) maintain documentation that the above steps were taken.
 - c) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
 - d) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
 - e) 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.

- f) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or corequisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.
 - g) Establish a plan for the research to be used to determine the impact on student success and whether there is any disproportionate impact of new prerequisites.
- 2) A course which should have a prerequisite or corequisite as provided in e) or f) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
 - a) Be reviewed and approved pursuant to the standards for non-degree applicable credit or community service; or
 - b) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or corequisites.
 - 3) The Curriculum Committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.
- D. Ohlone College's Faculty Senate, through its Curriculum Committee, will adopt a plan specifying how prerequisites or corequisites in reading, written expression or mathematics will be added to courses.
 - E. Course Review. All courses at the college are reviewed on a six-year cycle, which includes review of each prerequisite, corequisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum Committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or corequisite that is still supported is reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

4. Implementing Prerequisites, Corequisites, and Limitations on Enrollment Implementation of prerequisites, corequisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt is made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he/she has met all the conditions. If a student appeals or challenges the prerequisite, he/she cannot enroll in the subsequent course until the appeal or challenge is settled. Every effort will be made to settle appeals or challenges as quickly as possible.

5. Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or corequisite(s), then such a prerequisite or corequisite must be established as outlined in AP 4260. If enrollment is not blocked, then what is being established is not a prerequisite or corequisite but, rather, an advisory on recommended preparation and must be identified as such in the class schedule and catalog.

6. Advisories on Recommended Preparation

The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the Curriculum Committee as provided in above. This process is required whether the college used to describe such recommendations in its catalog or class schedule as "prerequisites," or "recommended," or by any other term.

7. Blocks of Courses or Sections

Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department, there is another section or another course or courses that satisfy the same requirement.

Curriculum Committee Approved: May 2013

Adopted: November 2013

AP 4300 Field Trips and Excursions

Reference: *Title 5 Section 55220*

The District may conduct field trips and excursions for students in connection with courses of instruction or college-related social, educational, cultural, athletic or musical activities to and from places in California, or any other state, the District of Columbia, or a foreign country.

The District shall engage instructors, supervisors, and other personnel as may be necessary for such excursions or field trips who desire to contribute their services over and above the normal period for which they are employed by the District.

The District shall, at the discretion of the Academic Deans, transport students, instructors, supervisors or other personnel by use of District equipment, contract to provide transportation, or arrange transportation by the use of other equipment.

When District equipment is used, the District shall obtain liability insurance, and if travel is to and from a foreign country, the liability insurance shall be secured from a carrier licensed to transact insurance business in the foreign country.

The District may pay expenses of instructors, chaperones and other personnel participating in a field trip or excursion. Payment shall be by way of itemized reimbursement in a form prescribed by the Business Services Office. The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistently with the requirements of the funding source.

No student shall be prevented from making a field trip or excursion which is integral to the completion of the course because of lack of sufficient funds. The District shall coordinate efforts of community services groups to provide funds for students in need of them.

All persons making a field trip or excursion shall be deemed to have waived all claims against the District for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking such trips and all parents or guardians of minor students shall sign a statement waiving such claims.

Adopted: April 2017

AP 4500 College News Media

The instructional news media programs for Ohlone College are Journalism, Radio, and Television, which operate The Monitor student newspaper, KOHL radio, and Ohlone TV Channel 28, respectively, and also include internet websites and internet news journalism. These procedures are adopted so as to encourage a responsible exercise of First and Fourteenth Amendments and Academic Freedoms.

Ohlone College instructional media, as laboratories for journalism and broadcasting, provide vehicles to train students for careers in mass communication. Media programs at Ohlone College are part of the curriculum, with approved degrees and certificates. The Ohlone College Curriculum Committee approves courses and programs, which are reviewed formally once every three years. Following adoption by the local faculty and Board of Trustees, the California Community College Chancellor's Office approves all degrees and certificates of achievement. Oversight is exercised by faculty, administration, and academic program advisory committees. Suggestions from the public are welcome. Faculty coordinators and directors are obligated to respond to suggestions or concerns from these sources in a timely manner. A Media Review Board meets once a semester. Media board members include the Vice President of Academic Affairs, the Dean assigned to mass communications programs, the Faculty Coordinator of Journalism, the Director of Radio Operations, and the Director of Television Operations.

Procedures for Complaints and Grievances:

Complaints may be submitted in writing to the appropriate Journalism Faculty Coordinator, Director of Radio Operations, or Director of Television Operations, who will respond in a timely manner. If the complainant is not satisfied with the written response, the complaint will be taken up at the semester meeting of the Media Review Board.

A grievance is a complaint that alleges facts which, if true, would demonstrate a violation of the grievant's right to free inquiry, free speech, or fair treatment; contains allegations that appear to be substantially credible; and is not a frivolous complaint.

Informal Grievance Proceedings: Grievances will be reviewed and responded to informally by the respective faculty coordinator or director as described above.

Formal Grievance Proceedings: Grievants may appeal first to the Media Review Board and finally to the President of the College or designee in a timely manner, in writing. Authorities shall likewise respond to grievances in a timely manner.

Faculty Senate Approved: May 2007
Adopted: May 2007