



**IMPERIAL VALLEY COLLEGE
CURRICULUM COMMITTEE AGENDA
Regular Meeting, Thursday, March 20, 2014
3:05 p.m. – Administration Building Board Room**

I. Opening of the Meeting

A. Call to order

B. Approval of the Minutes

1. Regular Meeting of March 6, 2014

M/S (_____/_____) to approve the minutes of the March 6, 2014, regular meeting of the Curriculum Committee, as presented. The motion:

II. Action Items

A. Credit Courses

1. Revised Courses

- a. **BUS 210 – Principles of Financial Accounting (3)**
- b. **CDEV 200 – Practicum – Field Experience (3)**

M/S (_____/_____) to approve the revision to description or objectives or assignments, for BUS 210 and CDEV 200, effective 2014-2015, as presented. The motion:

B. Distance Education Courses – Addendum Documentation

- a. **CDEV 210 – Administration and Supervision (3)**
- b. **CDEV 211 – Advanced Management Functions (3)**
- c. **CDEV 212 – Adult Supervision in Child Development Programs (3)**

M/S (_____/_____) to approve the Distance Education Addendum for CDEV 210, 211, and 212, effective 2014-2015, to provide greater access and allow the inclusion of all modalities of learning, as presented. The motion:

C. Degrees and Certificates

1. Revised Degree

- a. **Administration of Justice for Transfer Degree**

M/S (_____/_____) to approve the replacement of AJ 121 with AJ 110 as a more appropriate course for the degree, effective 2014-2015, as presented. The motion:

D. Catalog Textual Items

1. Challenge Process (2013-2014 Catalog, p.18)

M/S (_____/_____) to approve the revision to the Challenge Process statement (2013-2014 Catalog, p.18), effective 2014-2015, as presented. The motion:

2. Credit from Foreign Institutions (2013-2014 Catalog, p.40)

M/S (_____/_____) to approve the revision of the Credit from Foreign Institutions statement (2013-2014 Catalog, p.40), effective 2014-2015, as presented. The motion:

3. International Students (2013-2014 Catalog, p.14)

M/S (_____/_____) to approve the revision to the International Students statement (2013-2014 Catalog, p.14), effective 2014-2015, as presented. The motion:

4. Registration Times (2013-2014 Catalog, p.15)

M/S (_____/_____) to approve the revision of the Registration Times information (2013-2014 Catalog, p.15), effective 2014-2015, as presented. The motion:

5. Repeating Courses (2013-2014 Catalog, p.16)

M/S (_____/_____) to approve the revision of the Repeating Courses information (2013-2014 Catalog, p.16), effective 2014-2015, as presented. The motion:

6. Student Success & Support Program (SSSP) (Formerly Matriculation) (2013-2014 Catalog, p.17)

M/S (_____/_____) to approve the revision of the Student Success & Support Program statement (2013-2014 Catalog, p.17), effective 2014-2015, as presented. The motion:

7. Student Health Services (2013-2014 Catalog, p.29)

M/S (_____/_____) to approve the revision of the Student Health Services information (2013-2014 Catalog, p.29), effective 2014-2015, as presented. The motion:

III. Discussion Items

1. Class Size Form – Michael Heumann
2. Major and Certificate Review – Kathy Berry

IV. Information Items

V. Other Items

VI. Next Regular Meeting: APRIL 3, 2014, 3:05pm in the Board Room.

VII. Adjournment



IMPERIAL VALLEY COLLEGE
CURRICULUM COMMITTEE MINUTES (Unadopted)
 Regular Meeting, Thursday, March 6, 2014
 3:05 p.m. –Board Room

Present:	<input checked="" type="checkbox"/> Kathy Berry	<input checked="" type="checkbox"/> Craig Blek	<input checked="" type="checkbox"/> Susan Carreon	<input type="checkbox"/> Rick Castrapel
	<input checked="" type="checkbox"/> David Drury	<input checked="" type="checkbox"/> Daniel Gilison	<input type="checkbox"/> Carol Hegarty	<input checked="" type="checkbox"/> Michael Heumann
	<input checked="" type="checkbox"/> Jose Lopez	<input type="checkbox"/> Norma Nava	<input checked="" type="checkbox"/> Norma Nunez	<input checked="" type="checkbox"/> Ed Scheuerell
	<input checked="" type="checkbox"/> James Patterson	<input checked="" type="checkbox"/> Jose Ruiz	<input type="checkbox"/> Veronica Soto	<input type="checkbox"/> ASG Representative
	<input type="checkbox"/> Kevin White	<input type="checkbox"/> Cathy Zazueta	<input checked="" type="checkbox"/> Gaylla Finnell	Andrea Montano
Consultants:	<input checked="" type="checkbox"/> Tina Aguirre	<input checked="" type="checkbox"/> Gloria Carmona	<input checked="" type="checkbox"/> Ted Cesar	<input checked="" type="checkbox"/> Becky Green
	<input type="checkbox"/> Todd Finnell	<input type="checkbox"/> Frank Rapp	<input type="checkbox"/> Sydney Rice	<input checked="" type="checkbox"/> Brian McNeece
	<input checked="" type="checkbox"/> Efrain Silva			
Visitors:	Eric Lehtonen			
Recorder:	Dixie Krimm			

I. Opening of the Meeting

A. Call to order

Michael Heumann called the regular meeting of the Imperial Valley College Curriculum Committee to order at 3:05 pm on Thursday, March 6, 2014.

B. Approval of the Minutes

1. Regular Meeting of February 20, 2014

M/S/C (Patterson/Drury) to approve the minutes of the February 20, 2014, regular meeting of the Curriculum Committee, as presented. The motion carried.

II. Action Items

A. Credit Courses

1. Revised Courses

a. AHP 060 – Health Assistant (5.5)

M/S/C (Carreon/Berry) to approve the textbook revision for AHP 060, effective 2014-2015, as presented. The motion carried.

B. Revised Degree

1. Behavioral Science

M/S/C (Nunez/Blek) to approve the revision of the Behavioral Science degree requirement statement, effective 2013-2014, as presented. The motion carried.

C. Catalog Textual Items

1. **Distance Education: Online Courses (2013-2014 Catalog, p.27)**

M/S/C (Patterson/Finnell) to approve the revision to the Distance Education: Online Courses statement (2013-2014 Catalog, p.27), effective 2014-2015, as amended. The motion carried.

2nd paragraph revised to replace “on-campus” with “traditional”.

2. **Financial Aid (2013-2014 Catalog, p.22-23)**

M/S/C (Berry/Nunez) to approve the revision of the Financial Aid information (2013-2014 Catalog, p.22-23), effective 2014-2015, as amended. The motion carried.

The committee recommended revising the first paragraph, second sentence as follows: “Often students assume that they will not qualify for financial aid; however, the IVC Financial Aid Office encourages...”

3. **President’s Message (2013-2014 Catalog, p.4)**

M/S/C (Blek/Nunez) to approve the revision to the President’s Message (2013-2014 Catalog, p.4), effective 2014-2015, as amended. The motion carried.

Correction made to paragraph 1, third sentence – removal of the “s” from associate. Revision to paragraph 4, first sentence “...we will begin offering classes out of our two...”

4. **History of the College – Campus Redefined (2013-2014 Catalog, p.8)**

M/S/C (Blek/Nunez) to approve the revision of the History of the College-Campus Redefined information (2013-2014 Catalog, p.8), effective 2014-2015, as presented. The motion carried.

5. **Library and Learning Services (2013-2014 Catalog, p.30)**

M/S/C (Patterson/Blek) to approve the revision of the Library and Learning Services information (2013-2014 Catalog, p.30), effective 2014-2015, as presented. The motion carried.

Kathy mentioned that the addition of Information Literacy/Competency information was important as it addresses concerns from accreditation. Brian thanked Frank Hoppe and Cathy Zazueta for their work on the section.

III. Discussion Items

1. **Class Size Policy – Michael Heumann**

Michael – reviewed the CTA contract language (section 15.16 Class Size). There is nothing that states that the Curriculum Committee has the authority to raise class sizes. This may need to be readdressed during negotiations.

Gaylla Finnell mentioned that during negotiation the CTA regional representative advised CTA to indicate the minimum and maximum class sizes in the contract.

Brian McNeece – he is on a subcommittee that was formed through the Curriculum Committee. This subcommittee should meet to discuss the concerns. He is aware that instructors are teaching double and triple loads without regard for pedagogy. The instructor does not spend as many hours in this type of class; therefore students are not compensated for that time.

Michael – last fall the subcommittee developed a policy/procedure to address class size. He asked the committee what they see as this committee’s responsibility regarding the contract and as a committee of the college. Suggestions were requested as to what the committee could do to address changes.

James Patterson – as a department chair he took on the task of reviewing the courses for appropriate class sizes. There is a responsibility placed on department chairs to take initiative.

Michael displayed the policy/procedure that was developed with the criteria (document attached). This policy was developed from the California Academic Senate paper, “Setting Course Enrollment Maximums: Process, Roles, and Principles.”

Kathy Berry – when it was first agreed that classes would be double or triple she warned those involved to be careful for success rates. The question may come at some point that the class size should be capped higher if success was not adversely affected. A review of data regarding the success rates for double and triple load should be done. There is also a need to look at similar courses that have different class sizes. We will start looking at data, including statewide averages.

Gaylla Finnell – there was motivation to provide double and triple load courses for specific purposes (IVUP, and bond issues with the new building). This has opened up to other courses, and data should be looked at.

Michael presented forms from Mt SAC where data is requested from benchmarked colleges (for development of new courses). Michael asked the committee if this was the type of form the committee would like to use. The committee members were in favor of the form. The subcommittee will be meeting to bring a draft to the next committee meeting.

Dave Drury – some of the reason for lower caps was the limitation of classroom size. Departments should be given directive to look at their class sizes.

2. Large Quota Classes (COR designation) – Michael Heumann

Michael explained that the CTA contract included language that stated that courses approved for large quota would be indicated as such on the COR and approved as such through this committee. It is currently not noted on the COR.

Kathy – large quota classes should be looked at carefully by department faculty. There will be a location in CurricUNET to indicate the appropriateness of large quota for a given course that will allow for the process of approval through the committee.

IV. Information Items

1. Brown Act Revision – SB751 – Michael Heumann

Michael reviewed the location of the Brown Act statement and presented an example of an acceptable statement to be placed at the end of the minutes of the meeting. The committee was asked about the location of the statement and it was agreed that it should be at the bottom of the last page of the minutes.

2. Clarification of Course Revision Approval Process – Michael Heumann

This committee approves course changes that involve revisions; SLOs do not get approved by the committee. The SLO coordinator does not have the authority to deny SLO revisions. The committee agreed that the SLO changes should go to the department chair, then the Dean, and then to the SLO coordinator as information only.

V. Other Items

None

VI. Next Regular Meeting: MARCH 20, 2014, 3:05pm in the Board Room.

VII. The meeting adjourned at 4:00 p.m.

In accordance with the Ralph M. Brown Act and SB 751, minutes of the IVC Curriculum Committee record the votes of all committee members as follows: (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority.

CC Meeting 03-20-14				Banner	State
BUS210	Principles of Financial Accounting	4	Updating course objectives to meet C_ID criteria		
CDEV200	Practicum - Field Experience	3	Description and assignment update for program review.		
CDEV210	Administration and Supervision	3	Adding method of instruction: Distance Education.		
CDEV211	Advanced Management Functions	3	Adding method of instruction: Distance Education.		
CDEV212	Adult Supervision in Child Development Programs	3	Adding method of instruction: Distance Education.		

PROGRAMS				
Administration of Justice for Transfer			Replacing AJ 121 with AJ 110 as a more appropriate course. AJ 110 has C-ID approval for the course aligned on the TMC.	

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NOTE: This form is to be used to revise textual catalog information.

Proposed change in catalog information

EFFECTIVE YEAR 2014-2015

ACTION REQUESTED: Revision to Challenge Process.

JUSTIFICATION: Revision

CURRENT LOCATION: 13-14 IVC General Catalog _____ General Catalog Page(s): Page(s) 18 _____

Challenge Process

Any student who does not meet the prerequisite or corequisite or who is not permitted to enroll in a class due to a limitation on enrollment may file a student petition to challenge the requirements. The grounds for challenge as specified in Section 55003 (m) of Title 5 include the following:

1. The prerequisite or corequisite has not been established in accordance with the district policy.
2. The prerequisite or corequisite is in violation of Title 5.
3. The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
4. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite.
5. The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or the corequisite has not been made reasonably available.

All Prerequisite Challenge Forms must be received at least ten business days prior to the start date of the student's enrollment term. If the student has enrolled in a course pending the outcome of the petition and the petition is denied the student will be dropped from the course.

The student has the obligation to provide satisfactory evidence that the challenge should be upheld. 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. Students who wish to challenge a prerequisite or corequisite or any limitations on enrollment should:

1. Make an appointment with the [Matriculation-Student Success & Support Program](#) Director at the Assessment Center (Bldg. 400-401), (760) 355-6450 [6216](#), to file the petition to challenge a Prerequisite/Corequisite form, which spells out the grounds for challenge along with any evidence in support of the challenge. The student shall be allowed to remain in class or, if the student is not enrolled in the class but space is available at the time the challenge is filed, the college shall reserve a seat for the student until the challenge is resolved.
2. The Department Chairperson will review the petition and resolve the challenge in no more than 5 working days. If the challenge is upheld, or the college fails to resolve the challenge within the 5 day period, the student will be allowed to remain in the course. If no space was available in the course when the challenge was filed, the student shall be permitted to enroll for the subsequent term.
3. If the challenge is denied by the Department Chairperson, the student may appeal that decision. Upon receipt of notification to the appropriate Vice President, the decision by the appropriate Vice President is final.
4. Upon resolution of the challenge, the Department Chairperson shall forward the student petition and all attachments to the Director of Admissions for institutional approval and filing in the student's permanent record.

Unless specifically exempted by statute, every course, section or class, the average daily attendance of which is to be reported for state aid, wherever offered and maintained by Imperial Community College District, shall be fully open to enrollment and participation by any person who has been admitted to the college and who meets such prerequisites as may be established pursuant to section 55003 of division 6 of title 5 of the California Code of Regulations. (Administrative Procedure AP4260)

~~Students who are seeking to challenge a course prerequisite or corequisite need to meet with the Matriculation Director at least two weeks prior to the start of the semester.~~

CATALOG CHANGES
IMPERIAL VALLEY COLLEGE
CURRICULUM COMMITTEE

Action of Curriculum Committee
(MSC Approved) _____
(MSC Denied/Tabled) _____
Date of Meeting: _____

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NOTE: This form is to be used to revise textual catalog information.

Proposed change in catalog information

EFFECTIVE YEAR 2014-2015

ACTION REQUESTED: Revision to Credit from Foreign Institutions.

JUSTIFICATION: Revision

CURRENT LOCATION: 13-14 IVC General Catalog _____ General Catalog Page(s): Page(s) 40 _____

Credit from Foreign Institutions

Students seeking evaluation of course work completed at a foreign post-secondary institution must provide a transcript and evaluation completed by an approved evaluation and translation service. Information regarding recommended evaluation service companies is available in the Counseling Center and the Admissions and Records Office.

To be considered for possible transfer credit students must complete the following steps:

1. Meet with a Counselor to review the documentation from the evaluation service. The Counselor will make an initial determination regarding whether any of the courses completed may apply to degree requirements at IVC.
2. If the Counselor determines one or more of the courses might apply to a degree at IVC, complete a [Student Petition](#) requesting the [Division-Department Chair](#) of each academic department involved evaluate the request. The Counselor will assist in the completion of the petition form and referral to the appropriate [Division Department Chairperson\(s\) and Dean](#).
3. Discuss the request for transfer credit with the [Division-Department Chair\(s\)](#). He/she will sign the petition form indicating whether he/she agrees or disagrees with the request. [The request is then forwarded to the Dean of that area.](#)
4. If the [Division Chair/Dean](#) agrees with the request that credit be granted, [the student is to](#) submit the petition, transcript and evaluation from the evaluation service to the Admissions and Records Office for the final, official evaluation.

Courses completed at foreign institutions will not meet general education certification requirements for transfer to either of the California university systems, except to validate the foreign language portion of the certification for the University of California.

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NOTE: This form is to be used to revise textual catalog information.

Proposed change in catalog information

EFFECTIVE YEAR 2014-2015

ACTION REQUESTED: Revision to International Students.

JUSTIFICATION: Revision

CURRENT LOCATION: 13-14 IVC General Catalog General Catalog Page(s): Page(s) 14

International Students

Imperial Valley College defines an “international student” as a student attending college full time while on an F-1 visa. Applications for admission in IVC’s International Student Program are available online at **www.imperial.edu**, on the Admissions and Records website under “Forms”. Prospective students may contact the Admissions and Records Office by calling (760) 355-6101 or by visiting the college website: **www.imperial.edu**.

All international students must maintain full-time enrollment (12 or more units each semester) and demonstrate academic progress in order to maintain their F-1 visa status. Students with other types of visas (not F-1) may apply and enroll online through the Admissions and Records Office at **www.imperial.edu**.

Other requirements for admission include the following:

1. International Student Application – paper application. [Application deadlines for each primary term are noted on the Application. International students are only accepted for primary terms \(Fall and Spring\).](#)
2. Application for admission to Imperial Valley College – online.
3. An official affidavit of support and current bank certification or bank statement that proves the student has sufficient financial support to pay tuition and living expenses to study at Imperial Valley College.
4. Local Sponsor.
5. Health insurance coverage. Imperial Valley Community College District requires that all international students have a valid health insurance plan that provides coverage during their course of study. Students must have health insurance coverage in order to enroll in classes. Health insurance information is available in the Admissions and Records Office.
6. A transfer clearance form completed by the institution the student presently attends that verifies his or her eligibility to transfer to IVC (when applicable).
7. Students under 18 years of age must be living with a legal guardian as stated in the admission requirements.

Upon acceptance, students will be administered assessment testing. During the assessment session, students are given tests in writing, mathematics, and/or English as a Second Language to determine their skill levels in these areas. Based on the results of English proficiency, students will be advised as to the recommended level of enrollment in English, math, and other courses. Students will receive their results from their assessment ~~session~~ **immediately following the assessment.**

[Our English as a Second Language courses lead into an academic program.](#)

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NOTE: This form is to be used to revise textual catalog information.

Proposed change in catalog information

EFFECTIVE YEAR 2014-2015

ACTION REQUESTED: Revision to Registration Times.

JUSTIFICATION: Revision

CURRENT LOCATION: 13-14 IVC General Catalog General Catalog Page(s): Page(s) 15

Priority Registration Times

Effective Fall 2014 the California Community Colleges Board of Governors approved changes that will establish system-wide enrollment priorities designed to ensure classes are available for students seeking job training, degree attainment or transfer and to reward students who make progress toward their education goals. To be eligible for priority registration privileges beginning in Fall 2014:

1. New students must matriculate – complete the Accuplacer Assessment (or provide approved alternative), and complete college orientation and advisement.
2. Students must also have an education plan.
3. Continuing students must be in good academic standing (2.0 G.P.A) and have not exceeded 90 degree applicable units (not including units in basic English, basic Math or English as a Second Language). Students are encouraged to seek help to improve their academic standing. Students nearing 90 units should carefully plan their remaining courses.

Active-duty military and veteran, current and former foster youth, CalWORKS, followed by student in Extended Opportunity Programs and Services and Disabled Students Programs and Services will continue to have first priority for registration if they meet the same criteria listed above pursuant to Education Code section 66025.

Registration priority specified above shall be lost at the first registration opportunity after a student:

- Is placed on academic or progress probation or any combination thereof as defined in Board Policy and Administrative Procedure 4250 for two consecutive terms; or
- Has earned ninety (90) or more degree-applicable semester or quarter equivalent units at the district.

Students may appeal the loss of enrollment priority when the loss is due to extenuating circumstances. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student, or when a student with a disability applied for, but did not receive a reasonable accommodation in a timely manner. The Chief Student Services Officer (CSSO) or his/her designee will determine the appeal in his/her sole discretion.

Students will find their registration times on the Student Portal once they login at least two to three weeks before priority registration begins.

The registration time established for each student is the date and time the student can start using the online registration system for a given semester ~~or summer session~~. Once that date has passed, students may continue to use the online system until it becomes unavailable near the end of the semester ~~or summer session~~.

Registration appointments for continuing students are determined by the number of units the student has completed at the college. Students are encouraged to register as early as possible using the online registration system for the best possible course selection.

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NOTE: This form is to be used to revise textual catalog information.

Proposed change in catalog information

EFFECTIVE YEAR 2014-2015

ACTION REQUESTED: Revision to Repeating Courses.

JUSTIFICATION: Revision

CURRENT LOCATION: 13-14 IVC General Catalog _____ General Catalog Page(s): Page(s) 16 _____

Repeating Courses

Courses may be repeated only under the following circumstances

(Title 5, CCR Sections 55040-44045)

1. SUBSTANDARD GRADES AND "W's"

- Most courses may be repeated twice when the student has earned a substandard grade ("D", "F", or "NP") and/or a "W".
- Students who have earned a two grade symbols (D, F, NC, NP or W) in a course must petition to take the course a third time.
- Students who have withdrawn for verified military service ("MW") may repeat course(s) from which they have withdrawn. The "MW" grade does not affect GPA, nor does it count toward the permitted number of repetitions.

2. LAPSE OF TIME

Most courses completed with a satisfactory grade may be repeated one additional time if a significant lapse of time of at least three years has passed and if the course must be taken to fulfill a recency requirement by the college or another institution of higher education to which the student seeks to transfer. ~~after a period of five years.~~ However, this exception is considered only by petition. Students should contact the Admissions and Records Office for more information. If the repeat is allowed, the grade earned when the class is repeated will be used for the GPA computation, and the previous grade will be annotated as a repeat and will not be counted in the GPA computation.

3. EXTENUATING CIRCUMSTANCES

If a student has experienced extenuating circumstances (documented evidence of illness, accident, or other circumstances beyond the student's control), an additional repeat may be considered. Consult the Admissions and Records Office for information about the appeals process. Documentation is required for this exception.

4. LEGALLY MANDATED TRAINING

A student may repeat certain courses, "if necessary to meet legally mandated training requirements as a condition of paid or volunteered employment." This exception is considered only by petition. [55041 (b)]

5. SIGNIFICANT CHANGE IN INDUSTRY OR LICENSURE STANDARDS

Students may petition to repeat a course if there has been significant change in industry or licensure standards since the student previously took the course and the student must take the course again for employment or licensure. Documentation is required for this exception.

Any student registering to repeat a course not identified as repeatable or repeating a course more often than permitted ~~may~~ will be dropped from the course prior to the beginning of the semester/term.

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NOTE: This form is to be used to revise textual catalog information.

Proposed change in catalog information

EFFECTIVE YEAR 2014-2015

ACTION REQUESTED: Revision to Student Success & Support Program (formerly Matriculation).

JUSTIFICATION: Full Revision

CURRENT LOCATION: 13-14 IVC General Catalog General Catalog Page(s): Page(s) 17

STUDENT SUCCESS & SUPPORT PROGRAM

The Student Success & Support Program (SSSP) (formerly Matriculation) is a process that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of the Student Success & Support Program are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives.

In order to receive priority registration at Imperial Valley College, new students are required to complete the following:

- Orientation
- Assessment
- Academic Advisement

Continuing students are strongly encouraged to complete these steps to ensure continued success at Imperial Valley College.

Orientation

Orientation is mandatory for first-time college students. It introduces the students to critical information for student success. It provides valuable information about financial aid, students' rights and responsibilities, types of degrees, certificates, college policies & procedures, and student support services. Students can access the orientation online or through another designated orientation service on campus.

Assessment

English and Math are skills that students use in nearly all of their college classes. Assessment helps to determine students' skill levels in these areas. Students can go to the Assessment Center on a walk-in basis to take their tests. Students can visit the website at www.imperial.edu/assessment for available test times or call the Assessment Center at (760) 355-6450. Other tests are also used to comprise multiple measures, i.e. Early Assessment Program test scores.

Counseling

After taking the placement tests students need to develop, at a minimum, an abbreviated Student Educational Plan. After completion of 15 units, students need to have a comprehensive SEP developed. Course advising is specific to each individual student and is based on recommended classes identified through the student's assessment results, educational goal, and personal interests.

****If new students do not complete the matriculation requirements it will affect their registration priority or course registration in a subsequent-term.**

Students Rights and Responsibilities

- Identify an education and career goal
- Diligently engage in course activities and complete assigned coursework
- Complete courses and maintain progress toward an education goal and completing a course of study

Institutional Responsibilities

- The College shall take steps to ensure that information regarding its matriculation policies are accessible and available to all students
- Once the student has identified a course of study and completed 15 semester units of degree applicable course work the college must provide the student with an opportunity to develop a comprehensive student education plan

Exemptions

Students may be exempt from completing orientation, assessment, and having an SEP if the student:

- already has a degree
- Is enrolling at the college for avocational purposes and completed the services at another college
- Is enrolling to complete an academy or certification program (e.g. police or fire) or
- Is a Special Admit (concurrent enrollment high school student)

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NOTE: This form is to be used to revise textual catalog information.

Proposed change in catalog information

EFFECTIVE YEAR 2014-2015

ACTION REQUESTED: Revision to Student Health Services

JUSTIFICATION: Revision

CURRENT LOCATION: 13-14 IVC General Catalog _____ General Catalog Page(s): Page(s) 29 _____

Student Health Services

As an Imperial Valley College student: Your pre-paid ~~semester-session~~ health fee entitles you to Student Health Services. Pioneers Memorial Healthcare District ~~and El Centro Regional Medical Center were~~ selected as ~~the~~ providers ~~of the basic health service such as first aid and care for minor illnesses. The services also include health promotion, education programs and mental health counseling. Walk-in and appointment services may be accessed by scheduling an appointment or walking in. Services are not available when IVC is not in session.~~ ~~for Student Health Services and offers basic health services with an emphasis on health prevention and education programs.~~

To access the services offered, every student must: 1) bring a current IVC Identification Card, 2) bring a current copy of WebSTAR classes, and 3) inform the healthcare staff you are a student at IVC. All students are strongly encouraged to carry outside insurance coverage for situations or issues not covered by Student Health Services. Students ~~needing additional, non-covered services can visit~~ ~~can receive services at~~ the following locations:

STUDENT HEALTH SERVICES

~~Services only provided at the following locations~~ **Campus and Emergency Room Locations**

Student Health Center (SHC on campus)

380 East Aten Road, Building 2100 Health Science
Imperial, CA 92251
(760) 355-6310
8:30 – 4:30 Mon-Thurs. (tentatively)
8:30 – 12:30 Fri

El Centro Regional Medical Center Emergency Room (ER)

1415 Ross Avenue
El Centro, CA 92243
(760) 339-1700
24 hours a day

Pioneers Memorial Hospital

Emergency Room (ER)
207 West Legion Road
Brawley, CA 92227
24 hours a day

Healthcare Clinics

(One \$40 sick visit is available per term at the following locations to currently enrolled students)

Calexico Health Center (CHC)

450 East Birch St.
Calexico, CA 92231
(760) 768-6262
~~3pm until midnight Mon-Fri~~

~~1pm until midnight Sat & Sun~~

~~Monday – Friday: 3:00pm – Midnight~~

~~Saturday – Sunday: 1:00pm - Midnight~~

~~**El Centro – Clinicas de Salud del Pueblo**~~

~~651 Wake Avenue, Suite A~~

~~El Centro, CA 92243~~

~~(760) 352-2257~~

~~Normal Business Hours Mon-Fri~~

Occupational Health Center (OHC)

751 West Legion Road, Suite 103

Brawley, CA 92227

(760) 351-4400

Normal Business Hours Mon – Fri

Pioneers Health Center (PHC El Centro)

1463 S. 4th Street

El Centro, CA 92243

(760) 337-1616

8:00am – 8:00pm Mon – Fri

ECRMC El Centro Outpatient Clinic

385 W. Main Street

El Centro, CA 92243

8:00am – 8:00pm Mon – Fri

8:00am – 1:00pm Saturday

ECRMC Calexico Outpatient Clinic

495 E. Birch Street

Calexico, CA 92231

(760) 357-0508

~~Pioneers Memorial Hospital~~

~~Emergency Room (ER)~~

~~207 West Legion Road~~

~~Brawley, CA 92227~~

** Times of operation are subject to change.

PETITION FOR ESTABLISHING/AMENDING CLASS SIZE

I. Course Name and Number:

Units: _____ Hours per week class meets: _____

New Amendments [Check one]

Current class size limit: _____ Proposed class size limit: _____

Submitted by _____
Faculty member Department

Campus extension: _____ Email: _____

Approved by: _____ (Dept. Chair)

_____ (Division Dean)

_____ (Curriculum Chair)

II. Please provide class size limit for same or comparable course in all benchmark colleges. (Attach documentation—official course outline or other official verification for each benchmark.)

Note: If comparable course is not offered, write "N/A" in appropriate box.

Grossmont	College of the Desert	Hartnell	Monterey Peninsula	Shasta-Tehama-Trinity

NOTE: If an external accrediting body requires a class size limit, this section is optional but official documentation of recommended limits must be attached instead.

III. IN-CLASS TIME DISTRIBUTION: Give typical amount of time spent in working with students in a typical week for this class using the following teaching approaches:

Coaching: _____

Performance: _____

Lab: _____

Small group monitoring: _____

Lecture: _____

Special projects: _____

One-on-one instruction: _____

Other: _____
(explain on separate paper if necessary)

Online interaction with students: _____

OUT-OF-CLASS TIME: Time spent evaluating student work/assignments:

Explain the teaching approaches you believe will help justify the class size limit you are proposing. (Attach a separate sheet if necessary.)

Skill level: is this course designed for underprepared students who may need additional attention or assistance? Alternately, does this course require additional guidance from the instructor due to the higher-order, complex ideas found in the course outcomes? Please explain.

Technology/seat capacity: How is the capacity connected to educational outcomes?
Please explain.

Safety issues and legal mandates regulating class size:

Enrollment trend for the last two semesters (for amended class size requests only):

	Semester 1	Semester 2
Beginning enrollment	_____	_____
Wait list data	_____	_____
Ending enrollment	_____	_____
Grade distribution %		
	A	_____
	B	_____
	C	_____
	D	_____
	F	_____
	W	_____

Other special considerations:

Please attach a copy of the course outline of record and a representative syllabus to this petition.

Class size talking points --Brian McNeece

A committee composed of Daniel Gilison, Michael Heumann, Kevin White, and Brian McNeece met in October 2013 to discuss policies for establishing or modifying class sizes. We looked at guidelines from other colleges. I'd like to add some ideas to the discussion. See the following table:

	Qualities that increase class size	Qualities that decrease size
1. Class delivery	A class that is primarily lecture can be larger.	A class requiring movement of desks and interaction between students (group work) should be smaller.
2. Uniformity/heterogeneity of skill level of students	A class that has uniformly higher skilled students can be larger	A class with a wide-range of skills and which includes a skill-building component needs to be smaller
3. Need for response to student written works	A class with few written works or whose written works are not corrected/given extensive feedback can be larger	A class with longer written works for faculty to grade and give corrective feedback on should be smaller.
	Students need less support. School or faculty want to offer less support to students	Students need more support. School or faculty want to offer more support to students.

Within this chart is the tacit understanding that each faculty should have the same workload per class.

We can interpret the chart to show that part of the discussion is a philosophy not so much on how a class should be taught but how we are willing and want to teach. It goes without saying that smaller class sizes offer a more intimate, supportive setting for students *should the teacher choose to take advantage of it*.

This also assumes that faculty members are attuned to the appropriate workload per class. It's possible for faculty to use techniques that don't match class size: a teacher of a small class may teach like a large one, just lecturing, not learning students' names, not requiring interaction, not grading papers conscientiously, etc. On the other hand, a teacher of a large class may choose to teach it like a small one, memorizing students' names, attempting to manipulate group work, and investing much time into reading and grading students' works. The first teacher is shirking his responsibilities and the second risks burnout and exhaustion.

At IVC, faculty have generally opposed increases in class sizes over the years. When I was hired in 1986, English 101 and English 201 had a class size of 20. Some years ago, it was raised to 25; and now 28. These increases were accepted grudgingly as a fiscal decision to bring in more revenue.

Faculty understand that FTES's pay their salary, so there is a push-pull dynamic that faculty and administration must balance during negotiations.

As far as I know, there have never been any formal discussions to establish the kind of teaching approach per class size as the chart lays out. Generally speaking the skill classes—writing in particular—were recognized to have a higher work load for students because of the extensive reading, grading, and feedback required of instructors. This approach has its contradictions, as the lower level writing classes have always had 30 students while the higher ones had 20 then 25. It's the less skilled students who need more support. But I think another tacit assumption was that the higher skilled students were more "valuable" in terms of likelihood to complete their coursework, so deserved the higher investment.

Social Science classes have always had a higher class size because they are seen as more traditional college classes, lecture based—a talking head with students reading material and responding at a larger distance from the faculty member.

Again, faculty generally prefer smaller class sizes. Currently at IVC, faculty have protested against administration's goals of raising classes of 30 to 35 and classes of 40 to 45.

Faculty state they do not want to raise class sizes, which is peculiar because they have already done so of their own volition. Many instructors teach double, triple loads, and I believe even quadruple loads in one room. Currently, the teacher gets paid as if one classroom full of students was two, three, or four sections, but from the students' point of view, it's ONE class. Faculty teaching double, triple, or quadruple loads have accepted and even sought much higher class sizes in fact.

As a result of this change in policy, a faculty member should, by the factor of triple pay, teach a triple load class THE SAME WAY he would teach three separate classes. But this is impossible.

All experienced teachers know that every class has a distinct personality, and thus every student plays a role in that whole. Class size will by itself be a determining cause of that class personality. Take something as simple as eye contact. In a class of 30 a good instructor can constantly seek out eye contact with all the students. Eye contact creates a connection and draws a student to be engaged. In a small class, a disengaged student must work to avoid eye contact; he is aware that his unwillingness to look at the instructor will be found out. In a large class, simply by distance and larger numbers the power of faculty eye contact is much reduced. Students are free to disengage without risk of being found out. They can enjoy anonymity and avoid opening the windows of their mind to the instructor.

In a large room, a faculty member cannot effectively wander the perimeter of a room and use his physical presence as a tool to keep a student's attention on the class.

In a large room, the faculty member's voice is a weaker force to draw students together.

In a large room, the faculty member is less likely to learn student's names and interact with students individually enough to form any kind of human relationship. Across the state, a common buzz phrase to raise student success is "high touch" after high technology. Studies show that students are more likely to succeed if they form a personal connection to a college. It could be a counselor, a secretary, or a custodian, but it is most likely to be a teacher. IVC faculty, in promoting the teaching of double and triple loads—and at the same time resisting a very modest raise in class size—are presenting contradictory positions to administration. Clearly they are willing to increase class size massively – not by 10% but doubled or tripled, as long as they are paid accordingly.

Thus, one could conclude that appropriate pedagogy is not really the heart of the issue: pay is.

As faculty have embraced large class sizes in fact, they have obviously shortchanged students. All of the elements in the forms for evaluating class size are related to appropriate pedagogy, that is, giving students what they need pedagogically to succeed in the class. A faculty member who is teaching a triple load has effectively compressed his teaching time from 9 hours to 3 (for a 3-unit class). So instead of teaching 15 hours as per contract, he now teaches 9 hours to meet his load. What happened to those other 6 hours? The faculty member is saving 6 hours per week, but the students have not been compensated. We are a community college, where traditionally students have expected smaller class sizes and attentive faculty who are not taken from teaching by duties of research or publishing. Double, triple, or quadruple loads represent a betrayal of the debate about pedagogical quality and their expectation for an appropriate education.

I agree that multiple loads for lecture classes might be an efficient way for an instructor to deliver information. But to get the kind of interaction with students, students need to be compensated with other stipulated, formal, arranged time with their instructor.

To sum up, our discussion about the approval process for establishing class size focused on those elements in the table (top) and Michael Heumann's files "Policy for Establishing and Modifying Class Size" and "Checklist for Curriculum Committee Use in Determining Course Enrollment Maximums" can't ignore the current practice of multiple sections in one room.

If the process for reviewing or modifying class size is to be taken seriously, and the college wants to continue with multiple loads, the issue must be reflected in the Sub-Committee Discussions, and recommendations from this committee to the Curriculum Committee should result in clear policies via negotiations in collective bargaining contract language.