**Agenda Item**

**President’s Report**

1. IPC Membership—We will be evaluating IPC membership early in the fall semester. Last spring when we approved the new membership structure, we agreed that we would assess it in one year. That year is now upon us. However, due to time constraints and not yet having a permanent VPI, we will postpone the conversation until the fall.

2. Tenure Review Committees—These are being formed now. Please encourage your division faculty to volunteer!

3. Department Chair Elections—The term IUA has been replaced by department chair in the union contract. Some elections have closed, most are currently underway. We still need to conduct elections for four positions.

**Discussion Items**

1. Priority Registration Update—VPSS Kristin Clark is working on a district-wide priority registration process. We have been having conversations on priority registration for over a year at OCC, and she is now leading similar conversations at GWC. See the draft document attached to the meeting documents as Appendix A.

2. Program Coordinator Job Descriptions—Please come with your feedback on the academic and professional portions of the following job descriptions.

   **Orange Coast College Honors Program Coordinator Job Description**

   **2012-2013**

   **Minimum Qualifications:**
   MA/MS in a discipline included in the OCC Honors program, or MS/MA in Counseling, with demonstrated experience in working with Honors students.

   **Compensation:** 20% reassigned time (3 LHE per semester)

   **Duration of Assignment:**
   August 2012 through May 2014.

   **Duties and Responsibilities:**
   Working closely with the Honors Program Advisory Committee, the Academic Senate, Student Services and the Office of Instruction, provide academic guidance and personal leadership of the Honors Program at Orange Coast College.
   1. Uphold the vision, mission, and principles of the Honors Program
   2. Guide the development, implementation, and operation of activities of the Honors Program
   3. Develop planning processes for the Honors Program that identify, prioritize, assess and improve program objectives
   4. Oversee outreach efforts and promotion of the Honors Program
   5. Work closely with the OCC Foundation to enlist the support of the District, the college and the community in providing fiscal sustainability for the Honors Program.
   6. In close cooperation with Division Deans and the Academic Senate identify faculty from across the disciplines to help develop and teach Honors courses
   7. Work with the Dean of Counseling Services to ensure quality Honors counseling for Honors Program students.
   8. Conduct a formal orientation each year to support new Honors faculty and students. Maintain communications with Honors students, faculty, staff and administrators about program status and activities
   9. Convene and facilitate scheduled meetings of the Honors Program Advisory Committee and the Honors Counselors Committee.
   10. Provide guidance to the Honors Program student advisory group.
   11. Be available to Honors students through regularly scheduled office hours and by appointment.
   12. Promote research and student participation in Honors research conferences, both on and off campus
   13. Work with Honors students and faculty in preparation for and participation in Honors research conferences
   14. Accompany students to Honors research conferences
15. Represent the OCC Honors Program at business meetings of the Honors Transfer Council of California (HTCC), Western Regional Honors Council (WRHC), National Collegiate Honors Council (NCHC), UCLA Transfer Alliance Program (TAP), UCI THE guarantee and other honors and transfer organizations, as becomes necessary.

16. With Honors counselors, monitor student progress toward completion of the Honors Program.

17. With Honors counselors, monitor certification of student completion of Honors transfer priority and guarantee requirements.

18. Be available to the Academic Honors Office Coordinator as needed for administrative obligations.

19. In coordination with the Academic Honors Office Coordinator oversee Honors Program correspondence.

**Instructional Program Review Liaison Job Description**

2012-2013

This position provides support for the institutionalization of instructional program review by working directly with division faculty to ensure that departments are advised of best practices for effective Program Review and that they are compliant with the requirements of the College, the Academic Senate and ACCJC accrediting standards.

The Program Review Liaison works under the general direction of the Administrative Director of Research, Planning and Institutional Effectiveness. Additionally, the Liaison works in consultation with the Academic Senate as part of the Senate’s 10+1 responsibilities.

The Program Review Liaison will provide departments with:

- Support and guidance for the program review process and its associated requirements, including the annual evaluation of the process and will consult with the Administrative Director, Research, Planning and Institutional Effectiveness regarding the research and data needs of the department.
- Program review orientations in collaboration with the Division Dean and the Administrative Director, Research, Planning and Institutional Effectiveness.
- This will ensure that departments are on track with the annual program review schedule of due dates in consultation with the appropriate Dean(s) and the Director of Research, Planning and Institutional Effectiveness.
- This could be shifted to submitting requests to the wings and/or centralized database. This could be a function of the committee or a report produced from a centralized database. Individualized consultation and support for faculty and departments undergoing program review.
- Create monthly progress reports tracking each Instructional Program Review by department for the Director of Research, Planning and Institutional Effectiveness to distribute to the Program Review Committee and the Instructional Deans.
- Submit suggestions for process improvements and enhancements to the Director of Research, Planning and Institutional Effectiveness and the Academic Senate.

The primary outcome for program review is the development of a meaningful Program Review process for instructional programs at Orange Coast College that promotes continuous improvement and effective program development.

**Qualifications**

The Program Review Liaison will have extensive previous experience in the planning and implementation of program review processes, knowledge of the principles of institution effectiveness, and of the ACCJC accreditation standards related to the role of program review in the evaluation of institutions.

**Expectations**

The primary expectations for program review is the continued development of a dynamic Program Review process for all programs at Orange Coast College that assists the program constituents in evaluating and developing measurable objectives specific to their program goals and relating these to the college’s educational master plan.

**Working Conditions and Compensation**

The compensation for primary semesters is 20% reassigned time (3 LHE) with a term of one academic year, 2012-2013. This position requires flexibility in scheduling. Working conditions and compensation will be consistent with Article XII, Section 12 and Article XIII, Section 16 (Contract Daily Rate).
The Program Assessment and Improvement Coordinator provides coordination and leadership of the implementation and integration of student learning outcomes and assessment within the program review and college planning processes in accordance with applicable ACCJC accreditation standards. Student learning outcomes assessment is one of four areas in the Office of Institutional Effectiveness. Therefore, this position reports to the Administrative Director of Research, Planning and Institutional Effectiveness. Additionally, the coordinator works in close collaboration with the Academic Senate and the Chief Instructional Officer.

**Qualifications**
The ideal candidate will be a full-time OCC faculty member who has demonstrable experience and a strong background in educational assessment, statistics, institutional effectiveness, evaluation of educational programs, curriculum development, instructional design, design of educational research (both quantitative and qualitative), knowledge of current best practices in student learning and student success, and the ability to interact effectively with other faculty and educational administrators in a collaborative professional environment. Experience and education in any combination of the above listed areas will be considered.

**Objectives**
- Campus-wide student learning outcomes and assessments are sustainable over time.
- Faculty have training and tools to continuously improve student success through annual evaluation and improvement of student learning outcomes at all levels of the College.
- Institutional assessment and analysis of student learning outcomes are meaningfully linked to Program Review and institutional strategic planning processes.
- The College is demonstrably in compliance with all ACCJC rubrics for institutional effectiveness related to Student Learning Outcomes.

**Duties and Responsibilities**
The Coordinator will:
- Promote and supports the awareness of the accrediting standards and expectations of student learning outcomes and assessment at the College.
- Provide training that enhances faculty understand of student learning outcomes assessment as a tool for continuous course and program level improvements in student success as they relate to the requirements of program review, the goals of the College, and ACCJC accreditation standards.
- Ensure that assessment of established SLO’s at the course, program and college level is fully established and integrated into program review and institutional planning processes.
- Create, and provides support for, opportunities that enhance the campus-wide dialogue on student success through continuous quality improvement through a variety of assessment and evaluation tools that measure the effectiveness of existing student learning outcomes.
- Acts as Chair of the Student Learning Outcomes Assessment Committee.
- Promotes the integration of student learning outcomes assessment within the program review process and institutional planning processes.
- Develops and propagates the annual calendar of SLO Assessment.
- Develops effective tools and efficient processes for the evaluation of the college’s overall effectiveness in assessing Institutional Student Learning Outcomes.
- Maintains the database (or software program or other mechanism) for storing and reporting on SLO assessment data.
- Updates and maintains the portal/web sites, communication plans, and documents on student learning outcomes and assessment.
- Recommends to the Academic Senate modifications and best practices for assessment which may be established to ensure the on-going effectiveness of learning programs.

**Working Conditions and Compensation**
The compensation for primary semesters is 40% (6 LHE) reassigned time for Fall 2012 and 30% (5 LHE) for Spring 2013. This position requires flexibility in scheduling. Summer and/or Intersession work may be necessary and if authorized
would be paid in the form of a stipend. Any other work conditions and compensation will be consistent with Article XII, Section 12 and Article XIII, Section 16 (Contract Daily Rate).

Online Learning Coordinator Job Description

This position provides guidance and support for faculty that are either teaching or developing courses in an online (or hybrid) methodology, and provides leadership to the OCC online teaching community. The Vice President of Instruction or an appropriate management designee will provide general supervision of this position.

The Online Faculty Coordinator must be a full-time faculty member with demonstrable experience in the development of online coursework and a history of excellent teaching in a distance learning, electronically moderated learning environment. Qualified individuals should submit an “Application for Online Learning Coordinator” that specifically details their qualifications as described in the job description for the position to the Academic Senate for consideration.

The Online Learning Coordinator will:

- Co-chair the Online Advisory Board (OAB)
- Serve as a member of the Technology Committee representing the OAB.
- Serve as a member of the Instructional Planning Council representing the OAB.
- Serve as a member of the Curriculum Committee representing the OAB and overseeing the approval of distance education addenda.
- Meeting with all online learning faculty and staff on a regular basis in order to facilitate coordination of activities and provide for establishment of guidelines for achieving increased online student success through regular and effective assessment of online teaching.
- Continuously update and teach the “Teaching and Learning Online” course and promote professional development activities for online faculty.
- Ensure that departments utilize current best practices for effective online teaching and are adhering to the requirements of the College, the Academic Senate and ACCJC accrediting standards.

Compensation for the Online Faculty Coordinator will be three LHE of reassigned time for each primary semester.

The length of term for this position is one year, beginning 1 July 2012 and terminating 30 June 2013.

Here is the process the senate approved last year to fill these positions:

Resolution S11-03

Whereas the senate wishes to comply with the new contract language on the selection of program coordinators (Article XI, Section 16),
Whereas the new contract language states that the selection process for program coordinators with reassigned time of one academic year or less will be made by management in consultation with the academic senate,
Whereas the new contract language states that the selection process for program coordinators with reassigned time of more than one year will be made by the academic senate in consultation with the management,
Whereas the senate prefers to create a single selection process for all program coordinators regardless of the length of their appointment,
Resolved that said selection process include the following elements:

1. The management shall be responsible for finalizing the job description after the current program coordinator, relevant committees, and academic senate provide feedback on its contents regarding academic and professional matters.
2. The academic senate shall announce the position to the faculty for a minimum of twenty calendar days.
3. The academic senate president and college president (or their designees) shall determine whether a sufficient number of applicants have come forward. In the case of no applicants, the senate will conduct another announcement of the position.
4. The selection committee shall be composed of two managers and two faculty members. In the case of a program coordinator who regularly interfaces with a classified staff member, the classified staff member shall be added to the committee.
5. The faculty appointed to the selection committee should come from the appropriate constituency (for example, honors faculty should be asked to serve on the selection committee for the honors program coordinator).
6. The selection committee shall establish its own procedures when determining the finalists who shall be interviewed, the interview questions, and the method by which they select the candidate who shall be offered the position.

Unfinished Business

Here are the ACTION IMPROVEMENT PLANS in the current draft. Action improvement plans commit the college to taking action and reporting on the results of the actions in the midterm report and next self evaluation; they are the means by which the college will address its deficiencies based on the current self evaluation.

**Action Improvement Plan(s) II.A.1.**
- Investigate additional training and support for Institutional Effectiveness (SLO assessment, Program Review, and Institutional Research).
- Create structured opportunities for systematic and consistent dialog at all levels and in all major committees regarding SLO assessment and program review results.
- Create structured dialogue with students about SLO assessment.

**Action Improvement Plan(s) II.A.1.a.**
- Incorporate assessment results into the major planning and decision-making processes of the College.
- Strengthen the dialogue and analysis of assessment results at the department, division, and institutional level.

**Action Improvement Plan(s) II.A.1.b. and II.A.2.d.**
- Continue to assess our teaching methodologies and delivery modes to ensure that we’re meeting the needs of our students.

**Action Improvement Plan(s) II.A.1.c.**
- Use the results of the mapping project and ISLOs to evaluate and continually improve institutional and degree learning outcomes for our students.

**Action Improvement Plan(s) II.A.2., II.A.2.a., and II.A.2.b.**
- Develop criteria to ensure quality program review and authentic assessment.

**Action Improvement Plan(s) II.A.2.c.**
- Enforce all prerequisites at the earliest possible date.

**Action Improvement Plan(s) II.A.2.f.**
- Incorporate assessment results into decisions on budget and strategic planning.

2. Community Education Resolution

**Whereas** not-for-credit Community Education is a more democratic way of raising revenue than a two-tiered fee system for credit classes, and

**Whereas** not-for-credit Community Education often benefits from being developed by our campus community, more familiar with our students needs and facilities, rather than an outside consultants, and

**Whereas** not-for-credit Community Education programs enhance educational opportunities, are repeatable, and help prepare students for entry into credit classes, and

**Whereas** not-for-credit Community Education programs can provide life-long, continuing education and enhance student’s skills and knowledge, and

**Whereas** offering not-for-credit Community Education programs in campus classrooms that are otherwise left vacant may provide supplementary income for the campus general budget, and

**Whereas** departments have the expertise to decide the most appropriate faculty and other presenters to teach not-for-credit Community Education programs,

**Be it resolved** that various not-for-credit Community Education programs be placed under the appropriate departments most related by subject matter to credit courses and scheduled and staffed by the department chairs, and
Be it resolved that these programs be offered as long as there are no departmental objections based on conflicts with for-credit courses, programs, or certificates, and

Be it resolved that the not-for-credit Community Education programs do not mirror any for-credit courses (i.e. by title, total hours, fee, credit, or breadth of coverage) in order to prevent confusion and/or conflict with for-credit courses, and

Be it resolved that the fees for these not-for-credit Community Education programs will cover the costs of instructor fees, maintenance costs, overhead costs, department chair compensation for additional work done for Community Educations costs, scholarships for low-income students, and

Be it resolved that the faculty who teach such programs will be compensated at least at the current CFE District Negotiated faculty instructional overload rate, and

Be it resolved that a fund be established for students who cannot afford the fee for the not-for-credit Community Education through an added fee paid by each Community Education student taking a not-for-credit course, and

Be it resolved that, to be successful, the not-for-credit Community Education programs, with their specific fees, be clearly announced not only in any Community Education publicly but also boldly referred to with explanation near the Class Schedule of credit classes on the OCC home page and also MYOCC pages with links on both to the Community Education course listings, and that every attempt be made to integrate the Community Education courses into the schedule of subject-related credit courses, but distinguished by differentiating colors, designs and/or notations.

3. Code of Professional Ethics—See Appendix B. This is a newly proposed Board Policy. In 2010, the Board adopted a code of professional ethics RESOLUTION, but is now writing it into a POLICY. This is required for accreditation (Standard IIIA1d).

4. Proposed Bylaws Changes—See Appendix C for the proposed text. Major changes include the following provisions:
a. increase the number of senators from 23 to up to 29.
b. increase the number of division senators to up to 2 per division.
c. decrease the number of senators-at-large from 9 to 6.
d. eliminate appointment of substitute senators-at-large.
e. determine process to change divisional representation in case of college reorganization.

New Business
1. Dedicated Testing Center Resolution—Forthcoming.

2. Senate-Union Resolution
WHEREAS, the Coast Federation of Educators (“Union”) and the Coastline, Golden West, and Orange Coast Academic Senates (“Senates”) represent a faculty concerned, first and foremost, with the education of their students and the overall quality of the college at which they work; and,
WHEREAS, the Union and Senates represent a faculty united in its commitment to the principles of faculty rights, academic freedom, fair wages and working conditions, shared governance, democracy, and equity; and,
WHEREAS, the California Educational Employment Relations Act and Code of Regulations, Title 5, prescribe unique yet often significantly related roles for the Union and Senates; and,
WHEREAS, it is in the best interest of the students, faculty, and college that the Union and Senates work jointly and avoid unnecessary conflict;
THEREFORE BE IT RESOLVED, that the Union and Senates shall cooperate, offer mutual support and advice, and share information, to the greatest extent permissible by law and each organization’s democratic and fiduciary duty; and,
THEREFORE BE IT FURTHER RESOLVED, that the Union and Senates shall each exercise good faith in all dealings with or involving the other organization; and,
THEREFORE BE IT FURTHER RESOLVED, that the Union and Senates shall each refrain from purposefully disparaging, injuring, or undermining the other; and,
THEREFORE BE IT FURTHER RESOLVED, that on matters primarily in the purview of the Union, the Senates shall generally defer, providing information, advice, and support where appropriate; and,
THEREFORE BE IT FURTHER RESOLVED, that on matters primarily in the purview of the Senates, the Union shall generally defer, providing information, advice, and support where appropriate; and,
THEREFORE BE IT FURTHER RESOLVED, that on matters significantly in the purview of both the Union and the Senates, both organizations shall work jointly, cooperatively, and prudently with the goal of developing a unified position, approach, and strategy; and,

THEREFORE BE IT FURTHER RESOLVED, that the Union shall appoint an official Senate liaison to each Senate, who will attend all Senate meetings and officially represent the elected leadership of the Union to each Senate; and,

THEREFORE BE IT FURTHER RESOLVED, that each Senate shall appoint an official Union liaison who will attend all Union meetings and officially represent the elected leadership of the Senates to the Union; and,

THEREFORE BE IT FURTHER RESOLVED, that on every Union Executive Board agenda, there shall be a regular agenda item entitled “Faculty Senate Report” during which the official Senate liaison, or designee, will share information or make official requests for Union action, on behalf of the Senate leadership; and,

THEREFORE BE IT FURTHER RESOLVED, that on every Senate agenda, there shall be a regular agenda item entitled “Faculty Union Report” during which the official Union liaison, or designee, will share information or make official requests for Senate action, on behalf of the Union leadership; and,

THEREFORE BE IT FURTHER RESOLVED, that a Union-Senate Coordinating Committee be established, with equal representation from each organization, which shall meet on a regular basis; and,

THEREFORE BE IT FURTHER RESOLVED, that this resolution, upon ratification by both the Union and Senates, shall be recorded in each organization’s policy documents and announced publicly to the faculty at the three colleges; and,

THEREFORE BE IT FINALLY RESOLVED, that this resolution, upon mutual ratification, shall be binding upon the Union, Senates, and each organization’s elected leaders when they act in any official, representative capacity.

Attachments:

1. List of Union mandatory subjects of bargaining
2. List of Senate’s 10+1 Primacy Areas

Attachments:

#1 – Union Mandatory Subjects of Bargaining
The topics and issues negotiated between the Coast Federation of Educators and the Coast Community College District in the current collective bargaining unit agreement represent items the parties have agreed are bargainable. In addition, the following list covers subjects within the scope of bargaining as determined to date by the Public Employment Relations Board:

Affirmative Action plans
Arbitration, binding
Benefits, including post-employment benefits for current employees
Bidding procedures for job assignment
Calendar, school
Caseloads
Class size
Class loads
Compensation
Contracting out bargaining unit work
Disciplinary procedures
Discrimination – sex, race, religion, etc.
Discrimination – union activity
Dues, other payroll deductions
Grievance procedures
Health care plans
Holidays
Hours of work, regardless of whether position filled or vacant
Job or duty assignments
Job reclassification
Layoff effects: notice layoff order, reinstatement rights
Negotiations ground rules
Overtime work, assignment of
Peer assistance and review program
Personnel files, entries to
Personnel files, union access to
Placement of former administrators on certificated salary scale
Preparation time
Procedures of authorizing union leave or designating union representative
Promotions
Reduction in hours in lieu of layoff
Reduction in hours of vacant unit positions
Released time
Retirement, early
Safety
Seniority
Student grievance policy
Tools and equipment
Training, in-service, if impact on wages, hours
Transfer of bargaining unit work outside unit
Transfers
Union access to employer facilities, including bulletin boards, mail system, equipment
Union right to be present at grievance meetings
Union right to information related to representation

#2 – Senate 10+1 Primacy Areas
The Board of Trustees of the Coast Community College District, or such representatives as it may designate, will rely primarily upon the advice and judgment of the Academic Senate(s) in developing policies involving the following academic and professional matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Standards or policies regarding student preparation and success
4. Educational program development
5. Faculty roles and involvement in accreditation processes, including self-study and annual reports
6. Policies for faculty professional development activities
7. Processes for program review.

On these matters, when the Board elects to rely primarily upon the advice and judgment of the Academic Senate, the recommendation of the Academic Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted.

The Board of Trustees of the Coast Community College District, or such representatives as it may designate, will reach mutual agreement with the representatives to the Academic Senate in developing policies regarding the following academic and professional matters:

3. Grading policies
6. District and College governance structures, as related to faculty roles
10. Processes for institutional planning and budget development
+1. Other academic and professional matters as mutually agreed upon.

In instances where the Board of Trustees and the Academic Senate(s) cannot reach mutual agreement, existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the Board of Trustees may act, after a good faith effort to reach agreement, but only for compelling legal, fiscal, or organizational reasons.
An Academic Senate may assume such responsibilities and perform such functions as may be delegated to it by the Board of Trustees or its designee. The appointment of faculty members to serve on college committees shall be made, after consultation with the Chancellor or designee, by the Academic Senate.

Administrative Retreat Rights. The Board of Trustees, in making its determination, is to rely primarily on the advice and judgment of the Academic Senates to determine the minimum qualifications of an administrator seeking faculty status. These procedures are to be mutually agreed upon between the Board of Trustees and the Academic Senates.

Curriculum Committee. The composition of the Curriculum Committee is to be established through mutual agreement between the Academic Senate and management.

Equivalencies. Equivalencies to minimum qualifications process, criteria, and standards are to be agreed upon by the Board of Trustees or designee and the Academic Senates.

Faculty Hiring. Faculty hiring criteria, policies, and procedures are to be agreed upon by the Board of Trustees or designee and the Academic Senates.
ENROLLMENT PRIORITY PROPOSAL

This proposal is predicated on the implementation of Electronic Student Education Plans (eSEPs) such as DegreeWorks as well as an ample number of counselors to provide academic guidance and prepare eSEPs. Electronic SEPs must permit students to complete the registration process directly from their education plan and restrict them to courses on their plan.

PHILOSOPHY
The Coast Community College District is committed to the philosophy that all students should have fair and equitable access to courses and programs within the resource limits of the institution and in accordance with State Education Code and Title 5 provisions. Further, the district believes that students should be able to progress toward their stated educational objective in a timely manner.

Recognizing that not all students can be first to enroll, an enrollment prioritization must be followed. Since the primary mission of a community college is to provide opportunities for degree/certificate attainment, transfer, or career advancement it is appropriate that priority must go to matriculated students who have demonstrated progress toward the completion of a degree or career certificate.

ENROLLMENT PRIORITY PROCESS
Enrollment priority is the process used to determine the order in which students will have the opportunity to register for classes. Based on the aforementioned philosophy, the registration priority order for students and the rationales for determining that priority are as follows:

#1 PRE-REGISTRATION GROUP
Students registering during the pre-registration period may ONLY register for classes listed on their Student Education Plan (SEP) or first semester registration plan. The college where the student’s SEP is on file will be considered the student’s “home college” and the pre-registration will be offered to at that institution (see phase 2 for open registration period). Students, who have completed 100 or more units (excludes ESL or non-degree applicable basic skills courses) within the Coast District, will not be included in the Pre-Registration Group UNLESS they have petitioned and been approved for an extenuating circumstance.

1 Students who have not had an opportunity to meet with a counselor for an approved Student Education Plan may be considered for pre-registration if they have a first semester registration plan (from a group orientation, online counseling, automated template, etc.) Details for a first semester education plan still need to be discussed and specified by the counselors.
In theory, requiring students to follow an approved SEP ensures that:

- Students have an informed educational goal and a “road map” that guides them towards that goal.
- Students are encouraged to make progress towards their educational goal.
- Students, who are pursuing a particular major, have priority for courses in that major.
- Students enrolled in the Honors Program have priority for “Honors” courses.
- Students who are required to follow a SEP in order to receive the benefits of a particular program are doing so (financial aid, veterans, EOPS, international students, etc.)

Groups and particular considerations in the **PRE-REGISTRATION GROUP** include legislated groups\(^2\), Early Admits\(^3\), SOAR\(^4\), GPA/WINC\(^5\), and Full time\(^6\). The pre-registration process takes place at the college where the student’s approved SEP is recorded (only one active SEP permitted at one time but students may change majors upon approval of their counselor).

<table>
<thead>
<tr>
<th>PRE-REGISTRATION (Phase 1)</th>
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<tbody>
<tr>
<td><strong>LEGISLATED</strong></td>
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<tr>
<td>EOPS</td>
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<tr>
<td>DSPS</td>
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<tr>
<td>Veterans</td>
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<td>Foster Youth</td>
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<tr>
<td><strong>Early Admits</strong></td>
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<tr>
<td>(Students who have applied by a designated &quot;early application deadline&quot;)</td>
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<td><strong>SOAR</strong></td>
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<tr>
<td>(In-coming freshman who have participated in the high school early matriculation process)</td>
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<tr>
<td><strong>GPA/WINC</strong></td>
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<tr>
<td>(Students' grade point averages, W's, incompletes, and academic status will be factored in to the priority as the system registers students into available seats)</td>
</tr>
<tr>
<td><strong>Full Time</strong></td>
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<tr>
<td>(Students, who are required to enroll full-time, will be considered in the priority algorithm)</td>
</tr>
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\(^2\) EOPS (Title 5, Section 58108 & 56232), Disabled Students (Title 5, Section 56026), Member of the Military & Recent Veterans (Education Code 66025.8), Foster Youth (Education Code 66025.9)

\(^3\) Early Admits = Students who have applied for admission by a specified early admission deadline.

\(^4\) SOAR = Senior Orientation, Assessment, and Registration—High school seniors participate in this program in early spring for fall enrollment.

\(^5\) Use students’ grade point average, Ws, and incompletes to increase/decrease priority accordingly.

\(^6\) Take into consideration that some students are required to be enrolled full-time in order to remain eligible (i.e. athletes and international students)
NOTE: The Student Success Task force issued a set of recommended changes to the Title 5 Education Code (Section 58108—Registration and Enrollment Procedures) in April 2012. These recommendations are currently being reviewed by various constituents (including the Statewide Academic Senate, CIOs, and CSSOs) at the state level. Therefore, it is prudent to hold off on specifying the details as to which order students will be registered in classes during the automated pre-registration phase until the changes to the Title 5 Education Code have been finalized.

The Pre-registration phase begins with:

1) An established “pre-registration” period, which takes place well in advance of the standard (historical) registration period.
2) A skeleton class schedule built in advance of the priority pre-registration period. The skeleton class schedule will not be published (in print or online) until after the pre-registration period is over.

Parameters for pre-registration:

1) Students will be limited to 13 units or 4 classes in the fall/spring semesters and 5 units or 1 class during the summer/winter intersession. Students wishing to take additional units/courses may do so during the open registration phase (phase 2).
2) Students may not take more than 19 units in the fall/spring or 9 units in summer/winter intersession within the Coast Community College District. <Do we want a provision for exceptions?>

The process is as follows (see diagram below):

1) PRE-REGISTRATION
2) RUN PROCESS
3) MODIFY CLASS SCHEDULE
4) RE-RUN PROCESS
5) NOTIFY STUDENTS
6) RE-RUN PROCESS
7) NOTIFY STUDENTS
8) RUN FINAL PROCESS
**PRE-REGISTRATION**

Establish Specific Timeline

Run through standard registration checks*

**RUN PROCESS**

Determine which courses, what times, etc. student pre-registered for. Use pre-registration priority to auto-register students into classes.

**MODIFY SCHEDULE**

Modify schedule within FTE targets to best accommodate student demand.

**RE-RUN PROCESS**

Use pre-registration priority to auto-register remaining students into classes (as applicable)

**NOTIFY STUDENTS**

1. Notify students, who could not be accommodated, that the course/s is unavailable this semester.
2. Put students on the wait list based on pre-registration priority (if applicable)
3. Suggest alternative courses on students’ SEPs. Allow them to accept/deny alternatives.
4. Send students approved schedules. Require ALL students to pay for their registered courses IN FULL by stipulated deadline.

**RE-RUN PROCESS**

Drop students who have not paid in full

Register students (who accepted alternative courses) into classes

Register students from waitlist (if seat opens)

**NOTIFY STUDENTS**

Send students (with new registration) their approved class schedule.

Require ALL students to pay their registered courses IN FULL by stipulated deadline.

**RUN FINAL PROCESS**

Drop students who have not paid in full
Open registration begins AFTER the pre-registration period is over and the class schedule has been published. During open registration period, students are assigned a single district-wide registration appointment. The appointment allows students to register anywhere in the Coast Community College District and ensures that:

- New students have a better chance of finding courses at any one of the 3 colleges.
- Provides an opportunity for students who apply late for admission to enroll.
- Opens classes within the district for community members/personal interest.

NOTE: All registration (pre-registration group and open registration group) runs through the standard registration rules.\(^7\)

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\(^7\) Standard registration rules check for academic disqualification, holds, maximum number of units per semester, pre-requisites, co-requisites, and program restrictions.
Coast Community College District
BOARD POLICY
Chapter 5
Personnel Policies and Human Resources

BP 7XXX  Code of Professional Ethics for all Employees of the Coast Community College District

Accreditation Standard III.A.1.d.

The Code of Professional Ethics is a public statement by the Board of Trustees and employees of the Coast Community College District that sets clear ethical expectations to guide and inspire professional excellence.

The Coast Community College District is comprised of professionals who are dedicated to promoting a climate which enhances the worth, dignity, potential, and uniqueness of each individual within the District community. The District’s employees work in various settings and positions; the expectation of all is a commitment to protecting human rights, pursuing academic excellence, and supporting student success.

The conduct of District employees as “public employees” shall be worthy of the respect and confidence of the community that the District serves. Employees, therefore, must avoid conduct which is in violation of the public trust or which creates a justifiable impression among the community that such trust is being violated.

All District employees shall exhibit openess and reliability in what is said and done as educational leaders, and shall address issues and people without prejudice. Further, all District employees shall do everything possible to demonstrate a commitment to excellence in education without compromise of the following principles of ethical behavior.

Coast Community College District Employees Shall . . .

1. Demonstrate personal and professional integrity in supporting the mission of the District and the colleges.

2. Be honest and accountable in all District actions and activities, and be good stewards of District assets.

3. Contribute to the dynamics of positive interpersonal relationships when dealing with colleagues, students, and the public.

4. Be fair and respectful in all interactions with colleagues, students, and the public, regardless of differences in personal values or beliefs.

5. Adhere to the principles of nondiscrimination and equality without regard to race, color, sex, gender identity, gender expression, religion, age, national origin, ancestry, sexual orientation, marital status, medical condition, physical or mental disability, military or veteran status, or genetic information.
6. Maintain a working and learning environment free from incivility, aggression, bullying, mobbing, or unlawful harassment.

7. Act within applicable laws, codes, regulations, and District policies and procedures.

8. Avoid conflicts of interest, or its appearance, between their obligations to the District and private business or personal commitments and relationships.

9. Maintain confidentiality regarding information about students (See FERPA statutes and regulations) or employees obtained in the course of professional duties.

10. Maintain and enhance job effectiveness and competency through continued professional development.

With respect to students, all employees of the Coast Community College District have the responsibility to . . .

1. Keep foremost in mind at all times that the colleges and District exist to serve students.

2. Dedicate themselves to the ideals and principles that will enable students to develop their talents and interests, and pursue their academic success.

3. Make every reasonable effort to create and promote an equal-access learning environment and equal access to the educational resources that will help students succeed.

4. Respect student dignity and individual freedom, and promote respect for students as individuals, as learners, and as independent decision-makers.

5. Understand, appreciate, and contribute to the dynamics of positive and professional interpersonal relationships when dealing with students.

6. Maintain high standards of professional, non-exploitative conduct, and act with integrity when working with students.

Addressing Ethical Violations:

Violations of the Code of Professional Ethics harm the District and its standing in the community. Procedures will be developed and adopted to ensure ethical violations can reasonably be reported, investigated, and addressed. Any disciplinary action taken, based on violation of this Policy, shall be in accordance with applicable law and collective bargaining agreements.
Please consider the following major changes to the bylaws:

FROM ARTICLE I

Proposed change: increase the number of senators; increase the number of division senators; decrease the number of senators-at-large; add language to clarify how to respond to a college/division reorganization; eliminate the appointment process for vacancies among senators-at-large.

Section 2. Composition of the Senate

The Senate shall be composed of division Senators and Senators-at-Large.

There shall be up to two Senators from each of the following divisions: business and computing, counseling, consumer and health sciences, kinesiology and athletics, library, literature and languages, mathematics and sciences, social and behavioral sciences, technology, and visual and performing arts. Unfilled division seats shall remain vacant and may be filled by the division at any time. If a college reorganization results in fewer or more divisions, the senate shall evaluate its own composition before the Spring semester of the following academic year.

OR If a division merges with another division, those senators will serve out the remainders of their terms as division senators for the merged division.

The Senate shall be composed of Senators-at-Large. There shall be up to six Senators-at-Large, elected from the regular and contract faculty, and up to three Senators-at-Large, endorsed by the Senate, from the part-time faculty. There shall be no restriction on the number of Senators-at-Large from any one division.

The Senate shall include a non-voting student representative who shall be appointed by the SGOCC. The student representative may participate in discussions and designate for the record his/her support of or opposition to any matter prior to the official Senate vote. A designation shall be recorded in the Senate meeting minutes if the student representative so requests. The student representative shall have the right to attend all meetings of the Senate unless the Senate enters closed session under the circumstances allowed by California law.

Section 3. Division Senators

Divisions are responsible for conducting their own elections of division senators. The Senate will conduct elections of division Senators if the division requests the assistance of the Senate. During the month of February, eligible divisions shall report to the Senate the results of their elections of division senators. Divisions shall be responsible for filling vacant seats when they arise. In such cases, divisions shall report to the Senate the results of their elections of replacement Senators. The Senate President shall report to the Senate the results of division elections for regular or replacement Senators during the President’s report/announcements at the next Senate meeting.

Section 4. Senators-at-Large

During the month of February, regular and contract faculty may nominate themselves for Senator-at-Large. The Senate President shall open and close the nomination period and call an election during the
Spring semester to determine the Senators-at-Large. Voting shall be by secret ballot. Senators shall be
seated in the order of popular votes received.
Permanent vacancies that occur prior to the next election will be replaced by the Senate President
appointing a faculty member for the remainder of the term from the alternate list of unelected
nominees in order of popular votes. If the list has been depleted, a call for nominations will be
conducted and an election held. For temporary vacancies, a Senator may designate a substitute from
the same constituency which they represent who will serve as if elected. If an extended absence of more
than three (3) meetings is anticipated, the Senate shall hold an election for a substitute who will serve
until the original member is able to return. Individuals who resign or are otherwise unable to complete
their term of office will be replaced through a new Senate election. (Removed appointment process for
extended absences).