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ARTICLE 5100: CURRICULUM

AR 5110 CURRICULUM COMMITTEE STRUCTURE, FUNCTIONS, RESPONSIBILITY, AND CURRICULUM APPROVAL PROCESS

Per Title 5 § 55002, the Academic Senate Joint Curriculum Committee shall be established by the mutual agreement of the Academic Senate and college and/or district administration..

1. Committee Structure

A. The Curriculum Committee is a joint Academic Senate/ administration committee in accordance with Board Policy 2210 and the Bylaws of the SMC Academic Senate to include five (5) administrators, seventeen (17) regular or contract faculty members, and two (2) students. Each member has one vote with the exception of the non-voting Library faculty member, and the committee chair, who votes only in the event of a tie vote.

- (1) Five administrators, including those most directly concerned with curriculum are appointed by the Superintendent/ President or designee. One of the administrators will be designated to serve as vice-chair to the Committee.
- (2) Two students are selected according to the Bylaws of the SMC Associated Student Government.
- (3) Seventeen regular or contract faculty members are selected to serve on the Committee as specified below:
 - a) Thirteen regular or contract faculty members are elected by the following department(s) to staggered three-year terms according to the guidelines of elections specified in Academic Senate Bylaws:
 - (1) ESL, Modern Language and Culture
 - (2) History, Philosophy and Social Science
 - (3) ECE, Psychology
 - (4) Art, Dance, Music, Theatre Arts
 - (5) Design Technology, Communication and Media Studies
 - (6) Counseling
 - (7) English
 - (8) Mathematics
 - (9) Business/ CSIS
 - (10) Physical Science, Life Science, Earth Science (Seat 1)
 - (11) Physical Science, Life Science, Earth Science (Seat 2)
 - (12) Health Science, Kinesiology / PE
 - (13) Cosmetology, Photo/ Fashion

Two faculty members appointed by the Academic Senate President to one-year terms as specified below:
One Articulation Officer if said position is a faculty position.
One At-Large member or Two At-Large members if Articulation Officer is not a faculty position.

One faculty Librarian appointed by the Academic Senate President to a one-year term as a non-voting member of the committee.

One additional faculty member is appointed by the Academic Senate President to a one-year term as chair of the committee (and votes only in the event of a tie.) The committee chair represents the Senate in all committee deliberations.

If any seat cannot be filled with a member from the appropriate department(s), a faculty member from another department will be appointed by the Academic Senate President as an additional At-Large member.
- (4) Reconfiguration of the committee will be considered every three years (commencing Fall 2013) or anytime there is a reconfiguration of current departments.

2. Committee Functions

The functions of the Curriculum Committee, as detailed in the Academic Senate Constitution and Bylaws and in compliance with Title 5 (Section 51022a) and the Education Code Section 78016, include the following:

- A. to review and recommend to the Academic Senate action on existing and proposed curricula, courses, prerequisites, corequisites, advisories and programs;
- B. to encourage and recommend development of new curricula;
- C. to assist faculty in preparing curricular proposals to meet Title 5, other relevant regulations and district goals and objectives as stated in the college's mission;
- D. to disseminate curricular information and recommendations to the department chairs and the Academic Senate;
- E. to implement appropriate state-mandated regulations or policies that affect curriculum;
- F. to recommend to the Academic Senate additions, deletions, and modifications in general education patterns for degrees, the Intersegmental General Education Transfer Curriculum (IGETC), and the California State University (CSU) General Education Certification Requirements;
- G. to recommend to the Academic Senate proposals to implement curriculum transformation;
- H. to ensure that the Santa Monica College catalog contains only those courses offered on a regular basis;
- I. to request, consider, and respond to reports from various Academic Senate committees and college groups that have a direct bearing on matters of curriculum;
- J. to help ensure that the curriculum at Santa Monica College supports the college's mission, supports its goals, and meets the needs of its students;
- K. to approve alternative delivery methods;
- L. and to perform other duties assigned by the Academic Senate president with the advice and consent of the Senate.

3. What the Curriculum Committee Handles

The following items come before the Curriculum Committee for review and approval:

- A. credit and noncredit courses;
- B. changes in courses, which may include but are not limited to:
 - (1) prerequisites, corequisites and skills advisories,
 - (2) catalog description,
 - (3) content,
 - (4) objectives
 - (5) student learning outcomes
 - (6) lecture/lab/arranged hours,
 - (7) number of units;
 - (8) alternative delivery methods (e.g. distance education);

- C. credit and noncredit programs (i.e., degrees, certificates of achievement, and department certificates);
- D. changes in programs, which may include but are not limited to:
 - (1) prerequisite requirements (including admission criteria to a particular program),
 - (2) catalog description
 - (3) program learning outcomes
 - (4) requirements (units, structure, electives)
- E. deletion of courses;
- F. courses to be included in or deleted from local general education, IGETC, , and CSU GE patterns;
- G. changes to or inclusion on the Disciplines List;
- H. repeatability of courses according to Title 5 standards;
- I. not-for-credit Community Services courses (review only; see AR 5150).

4. Committee Meetings

- A. A quorum must be present to conduct official committee business. A quorum consists of eight voting faculty members and three administrators. Student attendance is not necessary to achieve a quorum.
- B. The committee usually meets the first, third, and (when necessary) the fifth Wednesday of each month during the fall and spring semesters in the afternoon.
 - (1) Meetings are open to all who wish to attend.
 - (2) If extraordinary circumstances require it, special meetings may be called by the chair during the winter and summer sessions.
- C. Agendas are prepared by the Curriculum Committee chair and/or vice-chair.
 - (1) Agendas are distributed to committee members and are posted electronically and in the Academic Senate office (visible from the outside) at least seventy-two hours prior to each scheduled meeting.
 - (2) Included with the agenda sent to members of the Committee are the minutes of the previous meeting, the information for any courses and/or programs to be considered at the meeting, and any documents that will be discussed.

5. Curriculum Committee Members: Responsibilities and Participation Guidelines

Responsibilities

- A. Preparation for the meetings by reading beforehand all materials distributed with the agenda.
- B. Attendance at all meetings. In case of time conflict or illness, the member should notify the Curriculum Committee chair, vice chair, and/or the individual who serves as committee secretary.
- C. Familiarization with the documents most often referred to in committee work, especially:
 - (1) the SMC catalog and the SMC Vision and Mission Statement
 - (2) relevant Title 5 and Education Code regulations,
 - (3) general educational patterns for SMC, IGETC, and CSU,,

(4) the Disciplines List,

(5) all relevant Board of Trustees policies and Administrative Regulations.

D. Careful review of submitted Course Outlines of Record to determine (a) if they meet the criteria for any prerequisites, corequisites or advisories and (b) if they detail sufficiently the rationale for the course, the course materials, and the methods of presentation and evaluation.

E. Report regularly to the constituency from which the member was elected.

Participation Guidelines

To assure positive, open, and effective discussions both between the committee and a proposer and within the committee itself, the Curriculum Committee member should:

A. keep an open mind; listen to and carefully consider a proposer's or a committee member's responses;

B. ask positive questions that elicit clarification and discussion; ask follow-up questions when appropriate.

6. Curriculum Committee Approval Process

A. Faculty originate and submit proposals for new courses or programs or for changes to existing courses or programs via SMC's curriculum management system. The specific steps involved in the various approval processes are found on the Curriculum Committee website.

B. Proposals are reviewed for approval and applicable feedback is given to the originator by the:

- (1) Department Chair of the sponsoring department and, if applicable, the Department Chairs of other impacted departments;
- (2) Departmental Curriculum Representative;
- (3) Curriculum Chair, Vice Chair, and Articulation Officer;
- (4) 508 Compliance Officer (if the proposal involves DE delivery); (5) Librarian member of the Curriculum Committee; and
- (6) Departmental Faculty.

C. Departmental faculty must vote in support of proposals in order for the approval process to continue. Votes are required and recorded for the following:

- (1) New courses or programs or substantial changes (as published by the Curriculum Committee) to existing courses or programs;
- (2) New prerequisites, corequisites, and/or advisories or changes to existing prerequisites, corequisites, and/or advisories (if applicable);
- (3) Distance Education delivery (if applicable); and
- (4) Global Citizenship (if applicable).

D. The Curriculum Chair and/or Vice Chair determine that proposals are complete and in compliance with relevant regulations before placing proposals on the Curriculum Committee agenda.

E. All department chairs receive notification of electronic access to the agenda at least 72 hours in advance of a scheduled meeting. If the proposal is an Action Item on the agenda, the originator(s) and the department chair or designee should attend the meeting at which the proposal is presented.

F. After the presentation of the proposal, the Curriculum Committee discusses the proposal and votes to either (1) recommend approval to the Academic Senate, (2) recommend approval contingent upon completion of specific requested changes by a designated deadline, (3) return the proposal to the department with recommendations for further development or revision, (4) return it to the department with notification that the proposal has not been approved. If changes are requested and/or the proposal is returned to the department, the Curriculum Chair will notify the department chair within two days of the Committee's decision.

- (1) Committee votes are required and recorded for the following:
 - i. New courses or programs or substantial changes to existing courses or programs;
 - ii. Prerequisites, corequisites, and/or advisories (if applicable);
 - iii. Distance Education delivery (if applicable); and
 - iv. Global Citizenship (if applicable).
 - (2) If a proposal is returned to the department without approval, the proposer(s) may request a meeting with the Curriculum Chair to discuss the reason(s) for non-approval. The proposal may be resubmitted to the Curriculum Committee.
- G. Any proposal approved by the Curriculum Committee is recommended by the Curriculum Chair for approval by the Academic Senate.
- H. Proposals approved by the Academic Senate are presented to the Board of Trustees for inclusion in the Santa Monica College curriculum pending Chancellor's Office approval (if required).

Approved by the Curriculum Committee 10/01/03 3/16/2016

Revised: Academic Senate approval 5/15/07, Superintendent/President approval 7/30/07

Reviewed and Revised: 7/22/08, 3/16/2016, 1/31/2017



AR 5111 Establishment of Programs in New Areas of Study

Step One: Communication with the College Community

Whether the program is proposed by faculty or administration, significant support and exchange of information is crucial for a new program's success. During this first step the following activities occur (not necessarily in the order below):

1. Related departments discuss the program and vote to support it.
2. For all CTE programs and where otherwise appropriate, an external advisory board is created, consisting of community members with expertise in some or all of the program areas. The new program
3. development leader selects representatives from the college to attend initial meetings with the external advisory board.
4. If the program is originating outside established departments, a program leader with experience in the field will be appointed by the Academic Senate and a lead administrator will be appointed by the Superintendent/President. In cases where necessary expertise is not available, administration is strongly encouraged to find a way of bringing an expert into the process as early as possible.
5. A campus advisory board is created, consisting of administrators and faculty who have interest and/or expertise in the program. The Senate President (or designee), the Curriculum Committee chair and faculty from related disciplines are included in the membership.
6. Early in the process, when the identity of the program is established, all segments of the campus are informed and encouraged to participate in defining the program.

Step Two: Creation of the New Program

1. From the college advisory board and representatives of the community advisory board (if appropriate), a steering committee and/or subcommittees form, to advance work on these aspects:
 - create a timeline for the program to implement core courses
 - create proposals for new courses or modifications to existing ones
 - solicit community responses to the proposals and modify the proposals when appropriate.
2. With the campus advisory board's support, and, if appropriate, the external advisory board's support, the course proposals and program overview move to the Curriculum Committee.
3. Program leaders and a subcommittee of the Curriculum Committee devise an evaluation plan for the program.
4. Curriculum Committee receives an overview of the program which addresses the following areas:
 - Statement of Needs at SMC
 - Statement of Major Objectives of the Program
 - Schedule of Activities
 - Proposed New Courses or Modification of Existing Courses.
 - Proposed Program Evaluation Plan
 - Labor Market Data, when applicable
5. Faculty from a department or multiple relevant/related departments form the core of the program. Future program needs may call for the creation of a new department.
6. Upon approval by the Curriculum Committee, the program moves to the Academic Senate for approval.



7. Upon approval by the Academic Senate, Superintendent/President and the Board of Trustees, documentation for state approval (when required) is completed and submitted.

Step Three: Review of the New Program by the Curriculum Committee

1. The program's year-end review and/or completion of cycle is presented to the Curriculum Committee containing the following information:
 - Demonstrated strengths of the program
 - Areas for program improvement
 - Goals for the next three years
 - Proposed curricular changes and possible re-configuration of the program
2. The Curriculum Committee reviews the program's effectiveness in accomplishing its stated objectives and takes appropriate action.
 - Recommend continuation of the program to the Academic Senate
 - Approve changes to the program and/or courses and send them to the Academic Senate for approval
 - Recommend discontinuation of the program to the Academic Senate.

Note: If the Curriculum Committee does not approve the proposed program, the Academic Senate may serve as a forum for appeal.

Reviewed and/or Updated 10/02, 07/22/08, 7/11/2016



ARTICLE 5100: CURRICULUM

AR 5113 Program Discontinuance Process

1. Definition

The program discontinuance process detailed below shall be invoked only when an entire discipline or area of study is being considered for discontinuance. It does not apply to the discontinuance of individual courses, certificates, or degrees unless such action would result in the discontinuance of an entire discipline or area of study.

2. Identification

The appropriate senior administrator will identify a program to be considered for discontinuance and specify the criteria to make the identification. Criteria might include, but would not be limited to, issues concerning enrollment, demand for a service, budget, facilities, staffing, and match with the college's mission or current goals and objectives. A summary of previous efforts to address the issues relative to the criteria will be included in the identification.

3. Recommendation

A. For Instructional, Student Support, and Instructional Support Programs

(1) Consultation

- (a) The Academic Senate and Faculty Association will be consulted.
- (b) The Academic Senate will employ appropriate committees to consider the identified program and make a recommendation. This process will include members of the designated program. It may also involve seeking input from community groups.

(2) Evaluation Criteria

- (a) The Administration and Academic Senate will attempt to reach mutual agreement on specific criteria to be used to evaluate the program. If agreement is not reached, the senior administrator will provide the Academic Senate with the criteria that the Administration will use.

(3) Recommendation

- (a) Addressing the specified evaluation criteria, the Academic Senate will prepare a recommendation regarding the identified program.
- (b) The senior administrator will receive and consider the recommendations of the Academic Senate, Faculty Association and other interested parties, including community groups.

B. For Other College Programs

The appropriate senior administrator will consult relevant constituencies and receive recommendations regarding the identified program.



4. Notification

- A. The senior administrator will notify the program leader(s) of the recommendation for discontinuance, explain the criteria upon which the recommendation is based, and inform the program leader(s) of the opportunity to appeal.
- B. The senior administrator will notify the members of the District Planning and Advisory Council of the recommendation and, in collaboration with the program leader(s), establish a timeline for consideration of the recommendation by the District Planning and Advisory Council.
- C. The appropriate senior administrator will present the criteria upon which the recommendation is based to the District Planning and Advisory Council for discussion.

5. Appeal

- A. Program representatives, including faculty and staff directly affected, will be given the opportunity to appeal the recommendation and provide information supporting the appeal to the District Planning and Advisory Council. The constituent representatives on the District Planning and Advisory Council will be able to provide assistance on how to present the appeal if this is requested by the program. For instructional, student support, and instructional support programs, the Academic Senate may provide support for the appeal.
- B. Based upon the criteria supporting the recommendation and the information presented in the appeal, the District Planning and Advisory Council will come to a decision to support or not support the recommendation.
- C. If the District Planning and Advisory Council does not support the recommendation, it will provide the administration and the program leadership with a plan as to how the issues surrounding the recommendation for discontinuance can be resolved.
- D. If the District Planning and Advisory Council supports the recommendation, the recommendation will be submitted to the Superintendent/ President.

Reviewed and/or Updated 10/02, 12/3/08, 3/16/09, 7/11/2016



ARTICLE 5100: CURRICULUM

AR 5120 Prerequisites/Corequisites

Santa Monica Community College District adopts the following policy in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The Board recognizes that, if these prerequisites, corequisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two concerns.

1. College Policies and Procedures

A. Information in the Catalog and Schedule of Classes

Santa Monica College shall provide the following explanations both in the College catalog and in the schedule of classes:

- (1) Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established.
- (2) Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by Santa Monica College.
- (3) Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.

B. Challenge Process

Santa Monica College shall establish a process by which any student (except where superseded by an externally mandated program-specific requirement) who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the class as follows:

- (1) If space is available in a course when a student files a challenge to the prerequisite or corequisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent term.
- (2) Grounds for challenge shall include the following:



- a. Those grounds for challenge specified in Section 55201(f) of Title 5.
 - b. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course (see below for clarification) that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her Student Educational Plan.
 - c. The student seeks to enroll in a course which has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.
- (3) Santa Monica College shall formally establish a challenge process including:
- a. Who makes the determination of whether the challenge is valid. For challenges concerning academic qualifications, the initial determination should be made by someone who is knowledgeable about the discipline, preferably someone qualified to teach in the discipline, but not the instructor of the section in which the student wishes to enroll.
 - b. What possibility of appeal exists. If the validity of the challenge is determined by one person and not a committee, there must be an opportunity to appeal.
 - c. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in Santa Monica College's own records, then Santa Monica College has the obligation to produce that information.

C. Curriculum Review Process

The curriculum review process at Santa Monica College shall at a minimum be in accordance with all of the following:

- (1) Establish prerequisites, corequisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Section 53200-53204 of Title 5. Certain limitations on enrollment must be established in the same manner. See II.C. below.
- (2) Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment only if:
 - a. The faculty in the discipline or, if Santa Monica College has no faculty member in the discipline, the faculty in the department do all of the following:
 - (1) Approve the course; and,



- (2) As a separate action, approve any prerequisite or corequisite, only if:
 - (a) The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
 - i. Involvement of faculty with appropriate expertise;
 - ii. Consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
 - iii. Reliance on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
 - iv. Specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
 - v. Identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under iv.
 - vi. Matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or corequisite (i.e., the course or assessment identified under v.); and
 - vii. Documentation that the above steps were taken.
 - (b) The prerequisite or corequisite meets the scrutiny specified in one of the following: 2.A.1.a-g. (specify which).
- (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
- (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
 - (a) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.



- (b) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or corequisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.
- (c) A course which should have a prerequisite or corequisite as provided in (A) or (B) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
 - i. Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; (Section 55002) or
 - ii. Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or corequisite.
- b. The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified in I.C.2.a.(1)(4).

D. Program Review

As a regular part of the Program Review process or at least every six years, Santa Monica College shall review each prerequisite, corequisite, or advisory to establish that each is still supported by the faculty in the discipline or department and is still in compliance with all other provisions of this policy and with the law. Prerequisites or corequisites established between July 6, 1990, and October 31, 1993, shall be reviewed by July 1, 1996. Any prerequisite or corequisite which is successfully challenged under subsections (1), (2) or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

E. Implementing Prerequisites, Corequisites, and Limitations on Enrollment

Implementation of prerequisites, corequisites, and limitations on enrollment must be done in some consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the class through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.

F. Instructor's Formal Agreement to Teach the Course as Described

Santa Monica College shall establish a procedure so that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite. The process shall be established by consulting collegially with the Santa Monica College Academic Senate and, if appropriate, the Santa Monica College Faculty Association.



2. Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or corequisite(s), then such a prerequisite or corequisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or corequisite but, rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps. (See II.B below.)

A. Prerequisites and Corequisites

(1) Levels of Scrutiny

Prerequisites and corequisites must meet the requirements of at least one of the following subsections:

a. The Standard Prerequisites or Corequisites

Santa Monica College may establish satisfactory completion of a course as prerequisite or corequisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, Santa Monica College specifies a part of the course outline of record of at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or corequisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

b. Sequential Courses Within and Across Disciplines

A course may be established as a prerequisite or corequisite for another course provided that, in addition to the review by faculty in the department or discipline and by the curriculum committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline or record.



c. Courses in Communication or Computation Skills

Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:

- (1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and
- (2) Research is conducted as provided in II.A.1.g.
- (3) The prerequisite or corequisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline as provided in I.C.2.a and by the curriculum committee as provided in I.C.2.b and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.

d. Cut Scores and Prerequisites

Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores are always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisite established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of this data shall be done in the manner prescribed in II.A. 1.g of this policy in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.

e. Programs

In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required a part of the program.

f. Health and Safety

A prerequisite or corequisite may be established provided that, in addition to the review by faculty in the department or division and by the curriculum committee as provided above:

- (1) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and



- (2) The prerequisite is that the student possess what is necessary to protect his or her health and safety and the health and safety of others before entering the course.

g. Recency and Other Measures of Readiness

Recency and other measures of readiness may be established as a prerequisite or corequisite only if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:

- (1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.
- (2) Data are gathered according to sound research practices in at least one of the following areas:
 - (a) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite to corequisite is necessary.
 - (b) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or corequisite. The faculty appraisal could be done at any time in the semester that Santa Monica College determined was appropriate and based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.
 - (c) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or corequisite.
 - (d) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described in II.A.1.d.
- (3) The standard for any comparison done pursuant to II.A.1.g.(2).(a)-(d) shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or corequisite. The research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the academic senate. If the evidence fails to meet the standard established, Santa Monica College may establish the proposed prerequisite or corequisite as a recommended preparation and may seek to establish it as a prerequisite or corequisite only by following the process described in this policy and any applicable college policies.
- (4) If the curriculum committee has determined as provided in I.C.2.A.(4)(a) or (b) that a new course needs to have a prerequisite or corequisite, then the prerequisite or corequisite may be established for a single period of not more than two years while research is being conducted and a determination is being made, provided that



- (a) All other requirements for establishing the prerequisite or corequisite have already been met; and
- (b) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.
- (c) Prerequisites and corequisites which are exempt from review at the time they are, or were, established, as provided in Section 55201(d), are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed. (See I.D. above.)

(2) Additional Rules

Title 5, Section 55202 specifies additional rules which are to be considered part of this document as though reproduced here.

B. Advisories on Recommended Preparation

Santa Monica College may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in I.C above. This process is required whether Santa Monica College used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

C. Limitations on Enrollment

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above including the requirement to review them again at least every six years, for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

(1) Performance Courses

Santa Monica College may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition including but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

- a. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
- b. Santa Monica College includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.



- c. Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having an disproportionate impact on any historically underrepresented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and Santa Monica College administration and put into effect. (See also Sections 55502(e) and 55512.)

(2) Honors Courses

A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses at Santa Monica College which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, Santa Monica College must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

(3) Blocks of Courses or Sections

Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses which satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then Santa Monica College must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

Reviewed and/or Updated 10/02

ARTICLE 5100: CURRICULUM

AR 5130 Graduation Requirements

Refer to AR 4350



ARTICLE 5100: CURRICULUM

AR 5150 Continuing Education

Continuing Education offers courses in three areas:

Santa Monica College offers Not-for-Credit Community Services courses and Noncredit classes.

Not-for-Credit

- **Community Services** develops fee-based classes to meet the interests of the community. A brochure is published four times a year describing the classes. Brochures are mailed to the residents of Santa Monica and to individuals who have recently enrolled in Community Services classes.

Development of courses: Ideas for courses are generated from a variety of sources: potential instructors submit ideas, main campus staff and faculty make suggestions, the office staff get requests from students, or the program administrator invites proposals related to specific topics. Each proposal is carefully reviewed. Courses that are deemed of interest to the community and for which we have the necessary facilities, may be selected for further development. These potential courses are discussed and adjusted by the program administrator and potential instructor. The proposal is then forwarded to the department most closely aligned to the topic of the class. Based on consultation with the department, additional adjustments may or may not be needed. Courses selected to be included in the course offerings are submitted to the Board of Trustees for approval. Course proposals are presented to the SMC Curriculum Committee as a review item—no formal action required.

Extension Classes

Extension classes are also fee-based and are listed in the brochure. These classes are usually in a higher fee bracket and promote continuing professional training and enrichment.

Development of courses: The process is the same as that described above for Community Services classes. These classes generally require more extensive discussions with the department chairs since they are often designed and staffed by credit instructors or instructors recommended by the department chair. Depending on the department, these courses may also carry CEU credits.

Noncredit

Noncredit classes are non-graded and free. The classes are designed to strengthen basic skills, English as a Second Language (ESL) and skills that promote workforce preparation, as well as serve special populations. The state supports this instruction by funding the college according to student positive attendance based on a minimum class size.

Development of courses: Only courses that have been approved by the Chancellor's Office can be offered. New courses are developed to meet the state mandate for adult noncredit instruction, faculty requests, student requests and community requests. The authorized categories of instruction are: Parenting, Basic Skills, ESL, Instruction for Immigrants, and Short-Term Vocational. Authorized classes for Older Adults are currently offered through SMC's Emeritus College. Classes are authorized but not currently offered in Health & Safety, Home Economics and for Adults with Disabilities. Classes are offered mostly at off-site locations, but also on the main campus and Madison campus. New courses are submitted to the Chancellor's Office for approval and taken to the college Curriculum Committee as an information item. When the proposed course outline for a new course is received, the Chair and the Secretary of the Curriculum Committee will distribute copies for review and response to departments with similar courses. Following consideration by the Curriculum Committee, new courses are submitted to the Chancellor's office for approval.



ARTICLE 5100: CURRICULUM

AR 5160 Program Review

This administrative regulation is currently being developed and proceeding through consultation with the Academic Senate.

AR 5170 VTEA Funding

The Academic Senate joint committee on Vocational Education will mutually agree upon a process for the evaluation of department, area, or program requests for VTEA monies. After evaluating the department, area, or program requests, the committee will mutually agree upon a recommendation for the distribution/allocation of VTEA funds. This recommendation will be presented to the Academic Senate for ratification and then forwarded to the Superintendent/President.

Approved by: Academic Senate 5/8/07, Superintendent/President 7/30/07



ARTICLE 5200: ACADEMIC FREEDOM AND RESPONSIBILITIES

AR 5220 Ethics Statement

1. Faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end faculty members devote their energies to developing and improving their scholarly competence. They participate in professional organizations in order to obtain cross fertilization of ideas and influence on the broader course of their profession. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although faculty members may follow subsidiary interests, these interests must never seriously compromise the integrity of their academic mission.
2. As teachers and counselors, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Faculty members demonstrate respect for their students as individuals and adhere to their proper roles as intellectual guides and counselors. Faculty should be cognizant of their language and contribute to maintaining an atmosphere of mutual respect in the classroom. They attempt to motivate and guide all their students to achieve their full academic potential. Faculty members make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit. Faculty members do not interject their personal problems into the classroom and into academic judgments. They respect the confidential relationship between teacher-counselor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They protect the students' academic freedom. And nonteaching faculty, such as counselors and librarians, make themselves available to students and work to facilitate their learning. Nonteaching faculty have a responsibility within each of their specific areas to serve students, to maintain confidentiality, and to facilitate the ability of students to participate in college.
Sexual harassment of a student, faculty or staff by a faculty member or instructional aide is unethical behavior. Further, romantic or dating relationships between a faculty member or instructional aide and a student currently enrolled in the teacher's course, whether consensual or otherwise, are considered unethical.
3. As colleagues, faculty members have obligations that derive from common membership in the community of scholars. Faculty members do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas faculty members show due respect for the opinions of others. Faculty members acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Faculty members accept their share of faculty responsibilities for the governance of their institution. They carry out their responsibilities in maintaining accurate class records.
4. As members of an academic institution, faculty members seek above all to be effective teachers, advisers, and scholars. Although faculty members observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Faculty members give due regard to their paramount responsibilities and potential conflict of interest of work done outside it. When considering the interruption or termination of their service, faculty members recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
1. As members of their community, faculty members have the rights and obligations of other citizens. Faculty members measure the urgency of these obligations in light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Reference: Ethics Statement adopted by Academic Senate June 14, 1988, amended June 9, 1992
Reviewed and/or Updated 10/02



ARTICLE 5300: ACADEMIC STANDARDS

AR 5310 Grades

It is a recognized principle that evaluation in college-level courses is a prime responsibility of the instructor. Such evaluation involves measurement of achievement against objectives of the course, and the assignment of a letter grade to denote the subject mastery of the student.

Grades assigned by the faculty are considered to be final and will only be changed in cases of clerical error or possibly upon completion of the grade appeal process.

Reviewed and/or Updated 10/02

AR 5311 Credit/No-Credit Courses

Students electing to be evaluated on the "credit—no-credit" basis will receive both course credit and unit credit upon satisfactory completion of the course. A student who fails to perform satisfactorily will be assigned a "no-credit" grade.

In computing a student's GPA, grades of credit—no-credit are omitted. A credit grade is granted for performance which is equivalent to the letter grade of "C" or better.

Standards of evaluation are identical for all students in the course and the student is held responsible for all assignments and exams.

Reviewed and/or Updated 10/02



ARTICLE 5300: ACADEMIC STANDARDS

AR 5320 Credit by Exam

Students currently enrolled at Santa Monica College may receive credit for a department designated exam after having taken, and successfully completed exams mandated by outside agencies. In order to receive credit, the following conditions must be met:

1. The student must be enrolled and in good standing at Santa Monica College the semester during which the exam is taken.
2. Prior to the semester in which the exam is taken, the student must have successfully completed at least six units of credit at Santa Monica College.
3. The student may not challenge a course in which he/she was previously enrolled.
4. A given course may be challenged by exam only once.
5. A maximum of 18 units of credit-by-exam may be attempted at Santa Monica College. A maximum of 15 units of credit-by-exam may be completed at Santa Monica College.
6. Credit will not be allowed for a course at a lower level than a course for which credit has been previously received either at Santa Monica College or another accredited institution in the United States or a recognized institution abroad.
7. A list of departmentally approved courses that may be challenged by exam shall be filed with the Curriculum Committee and published in the appropriate publications.
8. The student must notify the College of his/her intent to take the exam by the end of the third week of the semester during which the exam is to be taken. The exam will be given by the end of the eighth week of the semester.
9. Departmental exams will be given only during the Fall and Spring semesters and must be administered by a faculty member designated by the faculty chair or administrator.
10. Programs offering exams mandated by other agencies shall abide by the regulations of those agencies.
11. Units received through credit-by-exam will not apply to the residence requirement for graduation from Santa Monica College.
12. Courses for which credit is received by departmental exam will count toward units completed only and will not be included in the calculation of the student's grade point average.
13. Credit earned by departmental exam will be posted to the student's record at the end of the semester during which the credit was received.

Reviewed and/or Updated 10/02

AR 5340 Auditing of Classes

It is the responsibility of the instructor to check the class roster to ensure that all students in the classroom are officially enrolled in the class. Students are not permitted to "informally audit" a class.

Reviewed and/or Updated 10/02



ARTICLE 5300: ACADEMIC STANDARDS

AR 5350 Instructional Materials Fee

Students may be required to pay a fee for instructional and other materials required for a course provided:

1. that such materials are of continuing value to a student outside that classroom setting, and
2. that such materials are not solely and exclusively available from the District.

Definitions. For the purposes of this regulation, the following definitions apply:

1. "Instructional and other materials" means any tangible personal property which is owned or primarily controlled by an individual student.
2. "Required instructional and other materials" means any instructional and other materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve those required objectives of a course which are to be accomplished under the supervision of an instructor during class hours.
3. "Solely or exclusively available from the District" means that the material is not available except through the District, or that the District requires that the material be purchased or procured from it.
4. "Required instructional and other materials which are of continuing value outside of the classroom setting" are materials which can be taken from the classroom setting, which are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of a course which are to be accomplished under the supervision of an instructor during class hours.

No student shall be required to pay a fee for any instructional or other materials required for a course except as provided in this regulation.

Reference: EC 66700, 71020, 71025, 71062
Title V, Sections 59400, 59402

Reviewed and/or Updated 10/02

AR 5360 Carnegie Unit

One credit hour of community college work is approximately three hours of recitation, study, or laboratory per week throughout a term of 16 weeks. Where a term is more or less than 16 weeks, more or less than one credit hour is allowed in the same ratio that the length of the term is to 16 weeks.

For work experience courses, the relationship is one unit of credit is earned for each 75 hours (paid) or 60 hours (unpaid) of work experience activity within a semester.

Reviewed and/or Updated 10/02



ARTICLE 5400: ALTERNATIVE CLASS ACTIVITIES AND DELIVERY PROCESSES

AR 5410 Contract Education/Customized Training

The processes and procedures for developing and administering contract education and customized training programs shall, where appropriate, include the following:

- Conducting a “needs assessment” with client to clarify and identify training requirements and to gather information on potential training topics;
- Meeting with the client (a) to determine who is to be trained, (b) to assess the target population for the training, (c) to determine the most appropriate facilities to be used in the training, and (d) to identify the scope of resources needs to effectively conduct the training;
- Meeting with the appropriate department chairs in the case of credit and non-credit courses, to develop an instructional staffing recommendation for the required administrative decision;
- Developing a training proposal that includes an outline of the educational program, the dates/time of delivery, the costs associated with and the methods of billing;
- Meeting with the client to review the contents of the training proposal, to identify and make appropriate revisions, and to identify the ratification process;
- Submitting the training proposal for administrative review and submittal to the Board of Trustees for review and approval;
- Arranging for the training program’s contract to be signed by all interested parties;
- Conducting pre-delivery activities that include identifying the client contact person, administering the agreed upon assessment, developing policies and procedures associated with the training, preparing educational materials and handouts, securing textbooks and other copyrighted materials, and arranging logistics;
- Conducting delivery activities that include administering the training schedule and holding regular briefing sessions with the client;
- Conducting post-delivery activities that include submitting invoice for service(s) provided, evaluating the outcomes of the training program and identifying future training and development opportunities with the client.
- **Noncredit** classes are non-graded and free. The classes designed to strengthen basic skills, English as a Second Language (ESL) and skills that promote workforce preparation. The state supports this instruction by funding the college according to student positive attendance based on a minimum class size.

Reviewed and/or Updated 10/02



ARTICLE 5400: ALTERNATIVE CLASS ACTIVITIES AND DELIVERY PROCESSES

AR 5420 Distance Education

The Santa Monica College Distance Education Program offers students an opportunity to achieve their educational goals in an effective, non-traditional, technologically mediated learning environment.

1. Definitions and Application
 - a. Distance education means instruction in which the instructor and student are separated by distance. Online courses are the predominant means of distance education delivery. Students need not come to campus for course work.
 - b. Online Hybrid Courses deliver the required number of instructional hours divided between online coursework and mandated on-ground instructional activities. Students need to come to campus and attend the on-ground portion of the course.
 - c. All distance education is subject to the general requirements of Board Policy 5420, Board Policy 2410, Administrative Regulation 2512 and this administrative regulation.
2. Course Quality Standards
 - a. The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses, including regular, effective contact with students.
 - b. Determinations and judgments about the quality of distance education shall be made in accordance with Board Policy, Article 5200 ("Academic Freedom and Responsibilities"), and Administrative Regulations, Articles 5100 ("Curriculum"), 5200 ("Academic Freedom and Responsibilities"), and 5300 ("Academic Standards"), inclusive.
3. Course Approval

Departments may submit proposals of new distance education classes by following Administrative Regulations 5111 and 5112.
4. District Responsibilities
 - a. The District shall ensure that all Distance Education courses shall be conducted in accordance with Title 5 Regulations and Chancellor's Office Distance Education Guidelines.
 - b. Distance Education instructional materials and delivery systems will comply with California Community College accessibility standards, as well as laws pertaining to students with disabilities. [California Government code § 11135(d); Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794d) and its implementing regulations set forth at Title 36 CFR Part 1194; Americans with Disabilities Act (42 U.S.C. § 12100 et seq.); Section 504 of the Rehabilitation Act of 1973.]
 - c. The District shall maintain records and report data as required by local, state and federal governing boards.
 - d. The District shall provide training opportunities and/or guidance to faculty interested in teaching an online course.
 - e. The District shall provide student support services for distance education students that are comparable to the services provided to students taking on-ground classes.

Approved: 6/8/07



ARTICLE 5400: ALTERNATIVE CLASS ACTIVITIES AND DELIVERY PROCESSES

AR 5430 Study Abroad Programs

Santa Monica College offers study abroad opportunities for students through different consortia and partnerships. Students must apply through the Office of International Education and are subject to Santa Monica College admission requirements and standards determined by the consortium or partnership. Santa Monica College offers elective credit for courses successfully completed through these programs. The credits can be utilized for the A. A. degree granted by Santa Monica College, but transferability is at the discretion of the individual institution.

Reviewed and/or Updated 10/02

AR 5440 Dual Enrollment

The Dual Enrollment Program permits high school students the opportunity to enroll in college courses for educational enrichment. The following policies are in effect.

1. High School student must have parental consent and approval from a designated official at their high school to participate in the program.
2. Credit awarded for courses taken at Santa Monica College may be used to satisfy high school and credit requirements at the discretion of the high school.
3. Students may enroll in college courses which have been approved by the appropriate high school official and for which all prerequisites and/or assessments have been completed.
4. Dual Enrollment participants are given a special admission status which may continue each succeeding semester until high school graduation.
5. Enrollment fees are not charged for high school students participating in the Dual Enrollment Program.
6. Dual Enrollment students will be limited to six units per semester and a maximum of four units or one five-unit course per session.
7. Courses are offered outside the students' minimum school day.

Reference: Education Code Sections 48800, 76001

Reviewed and/or Updated 10/02



ARTICLE 5400: ALTERNATIVE CLASS ACTIVITIES AND DELIVERY PROCESSES

AR 5450 Field Trips

When appropriate, an instructor may incorporate an off-campus activity into the class instruction. The instructor must submit an "Authorization Request for Off-Campus Activity" to Academic Affairs for approval at least ten days prior to the field trip. An itinerary of the off-campus activity and a list of participating students must be attached. In addition, a signed field trip release and waiver for each student must be on file in the department office.

Reference: Education Code Section 72640

Reviewed and/or Updated 10/02

AR 5460 Guest Speakers

Guest speakers may be used in presence of instructor to provide subject matter expertise, diverse points of view or other specific elements of the course curriculum. Guest speakers are not permitted to use the classroom as a forum for solicitation of funds, sale of merchandise or promotion of business ventures.

Reviewed and/or Updated 10/02



ARTICLE 5500: ACADEMIC CALENDAR

AR 5520 Course Time Patterns

The standard course time patterns will be distributed through the office of the Vice President of Academic Affairs. To ensure continuity and student access, these time patterns are to be observed by the departments in the scheduling of classes.

It is the responsibility of faculty members to meet their classes on time and for the time scheduled.

Students are not allowed to enroll in courses that meet at the same time or overlapping time. Administrative approval, based upon consent of faculty members, is required for any exceptions

Reviewed and/or Updated 10/02

AR 5530 Religious Holidays

It is the college practice that students may be required to make-up missed work from absences due to the observance of a religious holiday, but they cannot be penalized for such absences. This practice applies to any work affecting a student's grade.

Reviewed and/or Updated 10/02

AR 5540 Final Examinations

Each semester a final examination schedule is prepared for the period designated in the college calendar. The final examination schedule will be distributed through the office of the Vice President of Academic Affairs, and examinations for all full semester classes are to be given during the designated time period. The days of final examinations are counted as instructional days, and as such, the final examination time is a required class meeting. No final examinations are to be given in advance of the regularly scheduled time.

Saturday and Sunday classes, as well as classes that meet for less than the full semester will have the final exam during the last scheduled class meeting.

Reviewed and/or Updated 10/02