



IMPERIAL VALLEY COLLEGE
CURRICULUM COMMITTEE MINUTES (Adopted)
 Regular Meeting, Thursday, June 2, 2016
 12:50 p.m. –Board Room

Present:	<input type="checkbox"/> Nicholas Akinkuoye	<input checked="" type="checkbox"/> Craig Blek	<input checked="" type="checkbox"/> Tina Aguirre	<input checked="" type="checkbox"/> David Drury
	<input checked="" type="checkbox"/> Kathleen Dorantes	<input type="checkbox"/> Gaylla Finnell	<input checked="" type="checkbox"/> Daniel Gilison	<input checked="" type="checkbox"/> Carol Hegarty
	<input checked="" type="checkbox"/> Allyn Leon	<input checked="" type="checkbox"/> Jose Lopez	<input type="checkbox"/> Norma Nava	<input type="checkbox"/> Trinidad Argüelles
	<input checked="" type="checkbox"/> Frank Rapp	<input type="checkbox"/> Jose Ruiz	<input checked="" type="checkbox"/> Sydney Rice	<input type="checkbox"/> Veronica Soto
	<input checked="" type="checkbox"/> Kevin White	<input type="checkbox"/> Cathy Zazueta	<input type="checkbox"/> ASG Representative Jose Gutierrez	
Consultants:	<input type="checkbox"/> Ted Cesar	<input type="checkbox"/> Becky Green	<input type="checkbox"/> Gloria Hoisington	<input type="checkbox"/> Ashok Naimpally
	<input checked="" type="checkbox"/> David Zielinski	<input type="checkbox"/> Jill Nelipovich	<input type="checkbox"/> Norma Nunez	<input type="checkbox"/> Efrain Silva
Ex-officio	<input checked="" type="checkbox"/> Michael Heumann			
Visitors:	Marlene Jannel			
Recorder:	Dixie Krimm			

I. Opening of the Meeting

A. Call to order

Frank Rapp called the regular meeting of the Imperial Valley College Curriculum Committee to order at 1:02 pm on Thursday, June 2, 2016.

B. Approval of the Minutes

1. Regular Meeting of May 19, 2016

M/S/C (Gilison/Leon) to approve the minutes of the May 19, 2016, regular meeting of the Curriculum Committee, as presented.

II. Action Items

A. Credit Courses

1. Revised Courses

- a. AG 110 – Environmental Science (3)
- b. AHP 100 – Medical Terminology (3)
- c. ASTR 100 – Principles of Astronomy (3)
- d. BIOL 090 – Human Anatomy and Physiology for Health Professionals (3)
- e. BIOL 140 – General Botany (3)
- f. BIOL 150 – Human Genetics (3)
- g. ENVS 110 – Environmental Science (3)
- h. GEOL 110 – Earth and Space Science (3)
- i. GEOL 130 – Climate and Weather (3)

M/S (Gilison/Leon) to approve the addition of large quota designation for items a. through i. above, effective 2016-2017. The motion carried.

j. AG 136 – Agricultural Sales, Communications, and Service Management (3)

M/S (Blek/Gilison) to approve the textbook update, for AG 136, effective 2016-2017. The motion carried.

- k. HIST 225 – Mexican American History (3)
- l. LAS 225 – Mexican American History (3)

M/S (White/Leon) to approve the revision of texts, methods of evaluation, and assignments for HIST 225 and LAS 225, effective 2016-2017. The motion carried.

- m. RNEW 151 – Solar Electrical Systems PV2 (3)

M/S (Leon/Lopez) to approve the removal of prerequisites for RNEW 151, effective 2016-2017. The motion carried.

B. Distance Education Courses – Addendum Documentation

- a. AJ 104 – Legal Aspects of Evidence (3)
- b. AJ 110 – Law Enforcement Community Relations (3)
- c. CSI 206 – Correctional Interviewing and Counseling (3)

M/S (Leon/Gilison) to approve the Distance Education Addendum for AJ 104, AJ 110, and CSI 206, effective 2016-2017, to provide greater access and allow the inclusion of all modalities of learning, as presented. The motion carried.

C. Curriculum Policies and Procedures

- 1. AP 4040 Library and Other Instructional Support Services

M/S (Blek/Leon) to approve the revision to Administrative Procedure (AP) 4040 Library and Other Instructional Support Services, effective upon Board approval, as presented. The motion carried.

- 2. AP 4103 Work Experience

M/S (Blek/Leon) to approve the revision to Administrative Procedure (AP) 4103 Work Experience, effective upon Board approval, as presented. The motion carried.

- 3. AP 4610 Instructional Service Agreements

*M/S (Blek/Leon) to approve the revision to Administrative Procedure (AP) 4610 Instructional Service Agreements, effective upon Board approval, as presented. The motion carried.
(Daniel Gilison – Abstained)*

III. Discussion Items

- 1. Catalog Major Sheets – Dixie Krimm

There are some errors in the summary section of the major sheets. In order to provide the most accurate information the summary reference at the bottom of each major sheet will be removed leaving only the total line.

IV. Information Items

- 1. Minimum Class Size

According to the CTA contract the minimum class size has been revised to 30. Committee members discussed concerns about health and safety for sciences classes with the increase in class size. Members were reminded that there is a form that can be used to validate the need for courses to have a lower class size.

2. 2016-2017 Curriculum Committee Calendar

The committee requested the addition of details regarding the December deadline such as items that are excluded from the deadline.

V. Other Items

VI. Next Regular Meeting: September 1, 2016, 12:50pm in the Board Room

VII. The meeting adjourned at 1:45 p.m.

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

IMPERIAL COMMUNITY COLLEGE DISTRICT
AP 4040 Library and ~~Other Instructional~~ Learning Support Services

References:

Education Code Section 78100;

[ACCJC](#) Accreditation Standard [II.B \(formerly II.C\)](#)

A. SPENCER LIBRARY MEDIA CENTER

The Spencer Library Media Center provides resources to students, faculty, staff, and the larger community, that support the College curriculum. Materials and information are provided on a wide range of topics and in a variety of formats – print, electronic, microfilm, ~~video~~, DVD, and CD. Over 50,000 books, ~~425~~400 periodicals and newspapers, electronic subscription article databases, historical and current runs of periodicals on microfilm, ~~and several hundred~~ videos, DVDs, and musical CDs are available. Computers are available to access the Library's online catalog, databases, the web, and eBooks.

Librarians are available to provide students and faculty with reference services, class instruction sessions, events and displays, and other services. Library technicians are available to provide students assistance using the computers, locating books on the shelf, and checking books in and out, ~~and providing interlibrary loan services~~. Online, real-time reference services are available to students seven days a week, twenty-four hours a day.

The Library is a participating member in several consortia~~ums~~ and cooperatives, in addition to the California Community Colleges libraries, including the ~~Serra Library Cooperative System (SERRA); the~~ San Diego and Imperial Counties Communities Colleges Learning Resources Consortium (SDICCLRC); ~~the San Diego Office of Education Media Committee (SDCOE), which provides our faculty with access to and borrowing privileges to the combined audiovisual resources of SDCOE through their web-based catalog and booking services;~~ and the Online Computer Library Center (OCLC), which we use for ~~interlibrary loan and~~ cataloging.

Information about the Library and access to the online catalog and subscription databases are available through the Library's link on the IVC home page or by contacting the Dean or the librarians in person, by phone, fax, or email.

Collection Development Procedures

1. Introduction

This collection development policy is a statement of principles and guidelines used by the Imperial Valley College Library in the selection, acquisition, evaluation, and maintenance of Library materials. Collection development is an ongoing activity

Academic Senate: _____
~~Board of Trustees: 10/11/2006~~

designed to provide a broad spectrum of materials that will serve the needs of our students and campus community, representing balanced points of view, available in various formats. This policy offers guidelines. Exceptions should be made to admit valuable materials whenever adequately justified by the interests of the Library and the College.

2. Selection Responsibility

Responsibility for selection is delegated from the Board of Trustees to the Superintendent/President and in turn to the Dean of [Arts, Letters, and Learning Services and Technology](#). The ~~Dean of Learning Services and Technology~~, the librarians and the faculty as a whole are responsible for the selection of instructional materials using this policy.

3. Selection Criteria and Material Formats

- a. The collection is composed of books, videos, audiocassettes, DVDs, electronic resources, transparencies, maps and other materials that support the curriculum and widen the boundaries of the student's thinking, enrich the student's life and helps fulfill recreational and emotional needs.
- b. General criteria used in selection is as follows:
 - Importance of subject matter to the collection;
 - Potential or known use to students;
 - Timeliness or permanence of the book;
 - Reputation and significance of the author/creator;
 - Literary merit or artistic quality;
 - Scarcity of material on subject;
 - Date of publication;
 - Price;
 - Authoritativeness;
 - Accuracy;
 - Quality, clarity or readability of writing;
 - Review in a selection aid;
 - Representation of various interests and viewpoints;
 - Appropriateness of format to purpose;
 - Special instructional uses that may not meet any or all of the above criteria may be purchased to satisfy instructional need.
- c. Books recognized as classics are purchased.
- d. Fiction has assumed an important place as an educational tool. The best in literary quality and the most significant in theme are selected.

- e. Serials differ from monographs in that a serial subscription is an ongoing financial commitment, with costs that increase each year. Therefore, new serials purchases are considered very carefully.

Periodicals are purchased to keep the Library collection up-to-date with news and societal issues, current thinking in various fields, and to supplement the book collection. Individual titles are chosen for usefulness; accessibility of content; demand; ease of consultation; and presentation of a point of view or subject needed in the collection. The availability of periodicals on the Library's subscription databases is taken into consideration.

- f. Electronic subscription databases broaden the scope and accessibility of periodical, book and reference resources in the Library. These fee-based electronic resources are selected to match the needs of the students at Imperial Valley College. Purchase of electronic resources is based on funds available, gaps in Library resources, the amount of information in the electronic resource, and the ease of use. Electronic subscription resources are normally purchased through state and regional consortium arrangements in order to minimize the cost and offer at least the same quality of resources offered to students in other California Community Colleges.

~~g. Selection of material in pamphlet files follow the general practice outlined under the general selection criteria above.~~

~~h.g.~~ The aim in selecting newspapers is to provide adequate representation of current news and information without distortion of facts or misleading information. Newspapers in both English and Spanish are available. Local, regional and national newspapers are supplied.

~~i.h.~~ Media materials such as videos, audiocassettes, CDs, software, and other formats are evaluated using the general criteria. They are fully cataloged as part of the Library collection.

~~j.i.~~ The Special Collection consists of materials related to the history of the Imperial Valley and Imperial Valley College, gifts from the community, and material of unique interest to those in our border region.

~~k. Interlibrary Loan allows the Library to request materials from other libraries that are not available in our collection. No Library can always be expected to meet all the demands of its patrons, but through our Interlibrary Loan services, these materials are made available.~~

4. Gifts

The Library welcomes gifts and accepts them with the understanding that the materials will be evaluated according to the same standards as items that the Library purchases.

Gifts that are not suited to the Library collection, because of age, format, topic, physical condition, or other factors will be given to other needy libraries, disposed of according to College policies for surplus items, [put on a free cart for students](#), or declined. All gifts are acknowledged by the Library; however, no monetary evaluation can be done, pursuant to Internal Revenue Service regulations.

5. Collection Maintenance and Weeding

Collection management includes ongoing evaluation of the collection and regular weeding, or de-selection of materials. Materials considered for weeding might include: superseded editions; older titles in subject areas where currency of data is important; outdated formats; outdated legal and medical material; and damaged materials which cannot be repaired, or for which the cost of preservation exceeds the usefulness of the information contained.

6. Library Bill of Rights and Challenged Materials

The Imperial Valley College Library supports the following policies of the American Library Association, The Library Bill of Rights, and Intellectual Freedom Principles for Academic Libraries.

a. The Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- 1) Books and other Library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- 2) Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- 3) Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- 4) Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- 5) A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- 6) Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

b. Intellectual Freedom Principles for Academic Libraries

A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community. The purpose of this statement is to outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work. The following principles should be reflected in all relevant library policy documents.

- 1) The general principles set forth in the Library Bill of Rights form an indispensable framework for building collections, services, and policies that serve the entire academic community.
- 2) The privacy of library users is and must be inviolable. Policies should be in place that maintain confidentiality of library borrowing records and of other information relating to personal use of library information and services.
- 3) The development of library collections in support of an institution's instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.
- 4) Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation, or normal wear and tear. There should be alertness to efforts by special interest groups to bias a collection through systematic theft or mutilation.
- 5) Licensing agreements should be consistent with the Library Bill of Rights, and should maximize access.
- 6) Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university library. Content filtering devices and content-based restrictions are a contradiction of the academic library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.
- 7) Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.
- 8) Library meeting rooms, research carrels, exhibit spaces, and other facilities should be available to the academic community regardless of research being pursued or subject being discussed. Any restrictions made necessary because of limited availability of space should be based on need, as reflected in library policy, rather than on content of research or discussion.
- 9) Whenever possible, library services should be available without charge in order to encourage inquiry. Where charges are necessary, a free or low-cost alternative (e.g., downloading to disc rather than printing) should be available when possible.

- 10) A service philosophy should be promoted that affords equal access to information for all in the academic community with no discrimination on the basis of race, values, gender, sexual orientation, cultural or ethnic background, physical or learning disability, economic status, religious beliefs, or views.
- 11) A procedure ensuring due process should be in place to deal with requests by those within and outside the academic community for removal or addition of library resources, exhibits, or services.
- 12) It is recommended that this statement of principle be endorsed by appropriate institutional governing bodies, including the faculty senate or similar instrument of faculty governance.

c. The criteria for selecting Library materials, described above, and the principles embodied in the Library Bill of Rights may be used as guidelines for the College community when an individual or group desires to challenge Library material, asking that it be removed from the Library.

Since opinions may differ in a democracy, the following steps will be observed in recognizing these differences in an impartial and factual manner.

Citizens of the College community may register their criticism of the Library materials in question by presenting a written criticism including specific information as to the author, title, publisher, and page numbers of the objectionable material. All criticism must be presented in writing, preferably on the Request for Reconsideration of Library Resources form. Reasons for objecting to the material must be given. The statement of criticism must be signed, so that a reply can be made.

Until such time as a final decision has been made regarding the challenged material, it will remain available for general use. The Board of Trustees through the College administration will appoint an ad hoc committee to re-evaluate the material being questioned and to make recommendations concerning it. This committee should consist of one College administrator, two certificated librarians, two faculty members, and one student, and they shall have one month to research and study the material under question.

This Committee will examine the material being questioned, may call in community members as deemed necessary, may read reviews and critiques related to it, and will make a written recommendation to the College administration regarding its retention or elimination from the Library.

The College administration will inform the complaining citizen in writing of the findings of the ad hoc committee and may discuss the matter in greater detail with the complaining citizen if the situation warrants. If the complaining citizen disagrees with the findings of the ad hoc committee, a request to have the matter placed on the agenda of the next regularly scheduled Board of Trustees meeting may be made.

Request for Reconsideration of Library Resources

The Imperial Valley Community College District has delegated the responsibility for selection and evaluation of library resources to the Dean of [Arts, Letters, and Learning Services](#), in collaboration with librarians and teaching faculty, and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures.

If you wish to request reconsideration of library resources, please return the completed form to: Dean of [Arts, Letters and Learning Services](#) ~~and Technology~~, Spencer Library Media Center, Imperial Valley College, P.O. Box 158, 380 East Aten Road, Imperial, California, 92251, (760) 355-6377.

Name _____
Date _____
Address _____
City _____
State _____
Zip _____
Telephone _____

Do you represent yourself? ____ An organization? If so, which one? _____

1. Resource on which you are commenting:

Book Textbook Video Display CD
 Magazine Library Program Audio Recording
 Newspaper Electronic information/network (please specify)
 Other _____

Title _____
Author/Producer _____

2. What brought this resource to your attention?

3. Have you examined the entire resource?

4. What concerns you about the resource? (use other side or additional pages if necessary)

5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

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Signature _____ Date _____

(Form updated 10/25/04, referenced in Section 4.1 Library Acquisitions, 6(b) of Board Policy Manual.)

B. Learning and Tutoring STUDY SKILLS CENTER

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Study Skills Center General Services
Location: Room 1511, (760) 355-6384

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~~The Learning and Tutoring Center provides services to both Imperial Valley College students and faculty. The Learning and Tutoring Study Skills Center provides comprehensive learning assistance programs through tutorial program, programs, study skills workshops, ESL conversation classes, individual and group study rooms, and test proctoring. Services are available during daytime and evening hours.~~

~~The tutorial program provides free tutoring to all students currently enrolled at IVC for a large variety of courses. The primary goal of the program is to encourage and assist students in the development of their potential as independent learners. The tutorial program provides individual and group tutoring, ESL conversation classes, individual and group study rooms, study skills and workshops, computer terminals, and televisions sets equipped with VCR and DVD. Services are available during daytime hours.~~

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~~The tutorial program provides free Tutoring is provided by appointment and walk-in basis. individual and group tutoring for a large variety of courses to all students currently enrolled at IVC. One-on-one tutoring is available by appointment to EOPS and DSP&S students. Tutoring is also available on a walk-in basis. The tutors are students who have previously excelled in their own coursework and have the recommendation of their instructor. Some IVC faculty members also form part of our serve as tutors. Students should make arrangements early in the semester in order to benefit fully from tutoring services.~~

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C. JEAN RAULSTON READING/WRITING LAB

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Jean Raulston Reading/Writing Lab
Location: 2600 Building, (760) 355-6391

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~~Diagnosis of reading and writing problems by instructors and paraprofessional tutors is followed by programmed and individualized instruction and supervision in the remediation of their weaknesses. Grammar modules, computers, workbooks, and other resources are used under the supervision of trained staff members in order to improve~~

~~vocabulary, comprehension, and speed of reading, and to make the student a more competent reader and writer.~~

Reading instructors schedule time in the Lab during which the whole class works on a lab assignment under the teacher's supervision. Tutors are available to assist if needed. Individual reading students may also use the Lab on their own. Writing students may also come to the Lab with a class or individually to work on specific assignments. Students from any discipline may also make an appointment to receive tutoring for specific writing assignments.

D. PAULINE BENOIT RICE IVC LANGUAGE LAB

Pauline Benoit Rice IVC Language Lab
Location: 2600 Building, (760) 355-6292

All students enrolled in foreign languages, English as a Second Language, or speech classes can use multimedia learning experiences as a supplement to formal class instruction. Lab classes provide students with an intensive language exposure. Instructors bring classes into the Lab as a whole, but students may also use the Lab individually.

E. BUSINESS DIVISION COMPUTER LABS

Business Division Computer Labs
Location: Room 2610, (760) 355-6451

The Business Division maintains ~~two~~ multimedia computer ~~labs~~ lab for students. Room ~~904~~ 2610 is an open lab and has ~~32~~ 33 computer workstations. ~~Students may also use Room 902, which has 25 workstations, when it is not in use as a classroom.~~ Accounting, computer information systems, programming, office administration, economics, management, and marketing courses are supported, as well as other courses across campus. ~~Both rooms have~~ The lab has current software applications and ~~Internet~~ internet access.

F. Math Lab

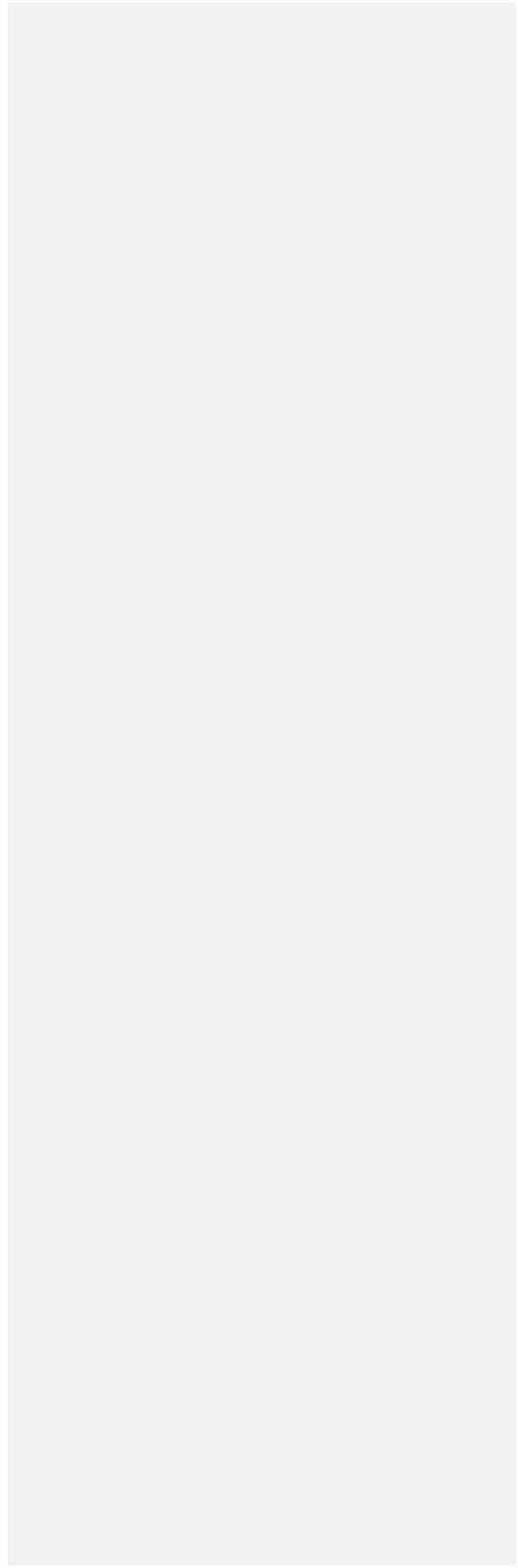
The primary purpose of the math lab is to help students in basic math, beginning algebra and intermediate algebra. The lab has 48 workstations equipped with multimedia learning resources, computers, DVD players, and VCRs. Tutors are available to assist student during the time the Math Lab is open.

~~G. Workforce Development Center~~

~~The Workforce Development Center offers a variety of resources and services designed to enhance the learning process and assist the student in the transition to the workplace. General resources and services include job search assistance, a computer lab featuring software programs to assist individualized study, study materials, and~~

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learning videos. Specific resources include CalJOBS, ERISS, EUREKA, labor market data, and WinWay Resume Program.



**IMPERIAL COMMUNITY COLLEGE DISTRICT
AP 4103 Work Experience**

Reference:
Title 5, Section 55250 et seq.

I. COOPERATIVE WORK EXPERIENCE

A. Introduction

Cooperative Work Experience is a program of on-the-job learning experiences for students placed in a job setting. It is an approved program [submitted to the California Community Colleges Chancellor's Office](#) with goals and activities formulated with industry under the direction of the Cooperative Work Experience Education Coordinator and instructors assigned to teach work experience. Employers provide work locations (work stations) and on-the-job training which has educational value for the students. The College provides the instructional component, class facilities and personnel to coordinate the program. ~~Sixteen (16)~~ [\(6\)](#) units ~~(16)~~ of Work Experience Education [and ten \(10\) units of Occupational Work Experience \(internship\)](#) may be allowed toward graduation with the Associate Degree.

B. Types of Work Experience Education (as described in Title 5, Section 55252)

1. General Work Experience

General Work Experience is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals.

2. Occupational Work Experience

Occupational supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the student's educational or occupational goal.

3. Participation Format

a. Parallel Plan – a form of Work Experience Education designed to offer students the opportunity to attend college classes and earn college credit for concurrent learning on-the-job as specified in Section 55254.

- b. **Alternate Plan** – a form of Work Experience Education designed to offer students opportunities alternately to attend college and work as stipulated in the district plan.

II. GENERAL WORK EXPERIENCE

A. Introduction

The General Work Experience Program is designed to give job information and experience to those students employed in jobs not related to coursework in school. Employment may be on or off campus; the student may or may not receive pay. The Cooperative Work Experience Education Coordinator will assist student in [the placement in a worksite](#)~~obtaining jobs~~.

B. Student Qualifications

In order to participate in General Work Experience, students shall meet the following requirements.

1. Complete no less than seven [\(7\) units prior to enrolling in any work experience or internship class](#)~~(summer session, one course) including General Work Experience~~.
2. Have approval of the Cooperative Work Experience Education Coordinator.
3. Have occupational or education goals to which, in the opinion of the Coordinator, the General Work Experience will contribute.
4. Pursue a planned program of General Work Experience which, in the opinion of the Coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during the previous [placement](#)~~employment~~.

A maximum of six (6) units may be earned in General Work Experience, not to exceed three (3) units each semester.

C. Unpaid~~Paid~~ Work

The number of units earned each semester for on-the-job experience will be based on the total number of hours worked each semester or summer session as follows.

1. 4.5 hrs. of lab/week for 1 unit
75 hrs. per semester or session
2. 8.5 hrs. of lab/week for 2 units
150 hrs. per semester or session
3. 12.5 hrs. of lab/week for 3 units
225 hrs. per semester or session
4. 17.0 hrs. of lab/week for 4 units
300 hrs. per semester or session

D. Paid Work

1. 3.8 hours of lab/week for 1 unit
60 hours per semester or session
2. 7.5 hours of lab/week for 2 units
120 hours per semester or session
3. 11.3 hours of lab/week for 3 units
180 hours per semester or session
4. 15 hours of lab/week for 4 units
240 hours per semester or session

III. OCCUPATIONAL WORK EXPERIENCE

A. Introduction

The Occupational Work Experience Program is designed to coordinate on-the-job training and classroom instruction. Supervised employment is related to the occupational goal of the individual student. ~~Employment~~ Placement may be on or off campus; the student may or may not receive pay. The Cooperative Work Experience Education Coordinator will assist students in their placement.
~~obtaining jobs.~~

B. Student Qualifications

In order to participate in ~~Cooperative~~ Occupational Work Experience, student shall meet the following requirements.

1. Be a legally indentured or certified apprentice or a student that has completeds no less than seven (7) units prior to enrolling in an occupational work experience class. ~~(summer session, one course) including Cooperative Work Experience.~~
2. Have approval of the Cooperative Work Experience Education Coordinator.
3. Have occupational or educational goals to which, in the opinion of the Coordinator, the ~~Cooperative~~ Occupational Work Experience will contribute.
4. Pursue a planned program of ~~cooperative occupational~~ work experience education which, in the opinion of the Coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during the previous placement ~~employment~~.

A maximum of ten (10) ~~sixteen (16)~~ units may be earned in Occupational Work Experience, not to exceed four (4) units each semester.

IV. PARTICIPATING ORGANIZATION RESPONSIBILITIES

- A. Offer a reasonable probability of continuous work experience during the current work experience enrollment term.
- B. Comply with all appropriate federal and state employment regulations.
- C. Evaluate learning objectives and workplace competencies.
- D. Approve student's timesheet.
- E. Provide adequate supervision, facilities, equipment, and materials to attain learning objectives.
- F. Conference with the Cooperative Work Experience Coordinator/Instructor (Coordinator) at least once during the course of the semester.

V. PROCEDURES

- A. Student completes the Cooperative Work Experience Education Application indicating the name of the company, site supervisor, and hours the student will work per week. This form is used as a contact form and to maintain a record of company/supervisor visits.
- B. Student interviews with the prospective supervisor. After supervisor agrees to give the student the internship or work experience opportunity, supervisor and

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Coordinator sign the Designated Site Agreement. Student cannot begin the internship or work experience until the site agreement is signed by the Coordinator. If student's placement is on a voluntary basis (i.e., the student receives no pay), the student is covered under Imperial Valley College's workman's compensation insurance policy.

C. Site supervisor and student determine a work schedule, and the Cooperative Work Experience On-site Work Schedule form is completed and submitted to the Coordinator.

D. Student completes a weekly Cooperative Work Experience Time Sheet, in which the student records activities/task that meet identified learning objectives.

E. Learning objectives which reflect new or expanded job-related responsibilities must be written by the student by the second week of placement and are reviewed and approved by the site supervisor and the Coordinator. These objectives must be measurable and attainable. The Coordinator will discuss progress made in accomplishing the objectives with the site supervisor at least once during the semester. After completion of the internship or work experience, the site supervisor evaluate will evaluate the student on how well objectives are met, and the Coordinator Instructor will grant credit for the experience based on the site supervisor's ratings of the student.

F. The site supervisor will evaluate the student on competencies and foundation skills. This evaluation will be documented on the Supervisor Evaluation form, which will be signed by the site supervisor and student and submitted to the Coordinator following completion of the internship or work experience.

VI. RECORDS AND DOCUMENTATION

Records will be maintained that include the type and units of Work Experience in which student is enrolled, where employed, job held, basis for determining student qualifications, statement of student hours worked, evaluation of performance, and that a work permit was issued, if required. Supervising faculty maintain records that show consultation with the employer and the student, evaluation of the student's achievement, and the final grade.

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**IMPERIAL COMMUNITY COLLEGE DISTRICT
AP 4610 Instructional Service Agreements**

References:

Education Code Section 78015 and 84752;
Title 5 Sections 51006, 53410, 55002, 55003, 55005, 55300-55302, 55600 et seq.,
55805.5, 58051(c) – (g), 58051.5, 58055, 58056, 58058(b), and 58100-58110

The District may enter into an instructional service agreement with a public or private agency/contractor for the purpose of providing instruction and training. The District following criteria shall be used as a guide in preparing a the written agreement or contract, ~~which shall be reviewed and approved by the Vice President for Academic Services or designee that delineates the following provisions:~~

- ~~Delegation of responsibility for instructional service agreements~~ The responsibilities of each party;
- Compliance with relevant policies and procedures;
- For new Career Technical programs, The responsibility of the governing board ~~shall require, prior to establishing a career technical program, to conduct a job the completion of a local~~ market study ~~of the labor market area, and to~~ determine ~~whether or not the results justify~~ the proposed career technical program is appropriate for the area;
- ~~The responsibilities of each party and~~ that the District is responsible for the educational program ~~conducted on site;~~
- ~~The inclusion of p~~ Procedures, terms and conditions relating to: 1) enrollment period; 2) student enrollment fees; 3) the number of class hours sufficient to meet the stated performance objectives; 4) supervision and evaluation of students; and 5) withdrawal of students prior to completion of a course or program.
- The agreement/contract shall contain t Terms and conditions relating to cancellation and termination of the arrangement.
- Instruction claimed for apportionment under the agreement/contract, shall be under the immediate supervision and control of an employee of the District who has met the minimum qualifications for instruction.
- Where the instructor is not a paid employee, the District shall have a written agreement or contract with each instructor conducting instruction for which full-time employees are to be reported and stating that the District has the primary right to control and direct the instructional activities of the instructor.

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• The District shall list the minimum qualifications for instructors teaching these courses and that the qualifications are consistent with requirements in other similar courses given in the District.

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• The course(s) must be held at facilities which are clearly identified as being open to the general public. Enrollment in the course must be open to any person who has been admitted to the Imperial Community College District and has met any applicable prerequisites. The District board policy on open enrollment must be published in the district catalogue, schedule of classes, and any addenda to the schedule of classes, along with a description of the course and information about whether the course is offered for credit and is transferable.

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• Course outlines of record for advanced public safety courses will not list as a prerequisite public safety employment or possession of a basic course diploma. Appropriate health and safety prerequisites or enrollment limitations can include the requirement to pass a California Department of Justice Live Scan, or other additional requirements that comply with the law.

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• Course outlines of record for advanced public safety courses should include a sufficiently detailed list of prerequisites that are directly related to the content of the advanced course so that all prospective students can be assessed for enrollment eligibility. Prerequisites may not be established or construed to prevent academically qualified persons not employed in public safety agencies from enrolling in and attending courses.

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• A student may request an evaluation of his/her previous experience and coursework to determine if it is equivalent to the listed requirements. A student found not to meet the prerequisite requirements may challenge the prerequisites through the district's prerequisite challenge process. The [district] must maintain documentation that demonstrates its processes for assessing student eligibility for enrollment were followed.

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• College publications shall inform students regarding the method by which they may seek an evaluation for equivalent enrollment eligibility for advanced public safety courses. College publications, including the course outline and syllabi, shall include a notification that approval of equivalent enrollment eligibility is not a guarantee that state regulatory or licensing agencies will also grant equivalency for licensure or employment purposes.

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• Degree and certificate programs must have been approved by the System Office and courses that make up the programs must be part of the approved programs, or the District must have received delegated authority to approve those courses locally.

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• The courses of instruction are specified in the agreement, the outlines of record for such courses and are approved by the District Curriculum Committee as meeting Title 5 course standards, and the courses have been approved by the District board of trustees.

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• Procedures used by the District to assure that faculty teaching different sections of the same course, teach in a manner consistent with the approved outline of

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record for that course are applied to courses and faculty covered under the agreement and students are held to a comparable level of rigor.

- Records of student attendance and achievement shall be maintained by District. Records will be open for review at all times by officials of the District and submitted on a schedule developed by the District.
- It is agreed that both contractor and District shall insure that ancillary and support services are provided for the students.
- The District must certify that it does not receive full compensation for the direct education costs of the course from any public or private agency, individual or group.
- The District is responsible for obtaining certification verifying that the instructional activity to be conducted will not be fully funded by other sources.
- The District shall comply with the requirements of Title 5, Sections 55230-55232 concerning approval by adjoining high school or community college districts and use of non-district facilities, if classes are to be located outside the boundaries of the District.

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