Citrus College Community College District
1000 W. Foothill Blvd, Glendora, CA 91741
Academic Senate Council Agenda

Wednesday, March 11, 2026
2:40p.m.-4:00p.m. Hayden Hall 101
Quorum: 17

OFFICERS

President: Lisa Villa
Vice President: Renee Liskey
Past President: Jim Woolum
Secretary: Roberto Loya
Treasurer: Priscilla Englert
CCFA Liaison: Greg Lipp
CTE Liaison: Dawn Brewster
Curriculum Chair: Michelle Plug

SENATORS

- **ASCC:** Victoria Mucha; Jason Avendano
- **At-Large:** Jennifer Miller-Thayer; Ann Everett, Anthony Giammalva
- **Business and Accounting:** Vacant
- **Career and Technical Education:** Alexis Dea; Dave Brown
- **CCAFF:** Bill Zeman; Lakhysa Greene/Katherine Culliver-Carter
- **Counseling:** Raul Sanchez; Michelle Hernandez
- **Health Sciences:** Sonia Kibbe
- **Kinesiology:** Andrew Wheeler
- **Language Arts:** Becky Rudd; Nichole Ary
- **Library:** Sarah Bosler/Elizabeth Cook
- **Mathematics:** Claudia Ramirez
- **Natural and Physical Sciences:** Denise Kaisler; Arnold Kondo
- **Noncredit Programs:** Dania Rosales Fernandez
- **Social and Behavioral Sciences:** Senya Lubisich; Chris Styles
- **Visual and Performing Arts:** Catie Besancon/ Dan Volonte; Marius Beltran

ATTENDANCE VIA ZOOM FOR SENATORS DOES NOT COUNT AS VOTING MEMBERS UNLESS OTHERWISE VOTED ON.

CALL TO ORDER

Lisa Villa – Set Agenda
MINUTES APPROVAL from 2/25/2026

SUPERINTENDENT/PRESIDENT REPORT

PUBLIC FORUM

This is intended for guests and non-members who are not part of the Senate representative body. Public input is limited to five (5) minutes per person, so that everyone who wishes to speak to the Senate has an opportunity to speak, and so the Senate can conduct its business in an efficient manner. Items shared may not be brought into discussion at this time, and general announcements are reserved for the Announcements portion at the end of the meeting.

Action Items

- Proposed meeting dates
  - **FALL 2026**
    - AUG 26th
    - SEP 9th
    - SEP 23rd
    - OCT 14th
    - OCT 28th
    - NOV 25th
    - DEC 2nd (if needed*)
  - **SPRING 2027**
    - FEB 24th
    - MAR 10th
    - MAR 24th
    - (skip APR 14th due to Spring Break)
    - APR 28th
    - MAY 12th
    - MAY 26th
    - JUN 2nd (if needed*)
- AP 3727 Information and Communications Technology Accessibility
- BP 4010 Academic Calendar
- AP 4010 Academic Calendar
- AP 4021 Instructional Program Viability

New Business
- AP 4105 Online Education

Old Business
- AP 6200 Budget Preparation
- AP 6300 Fiscal Management
- BP 6200 Budget Preparation
- BP 6300 Fiscal Management

Discussion

Information

COMMITTEE REPORTS
(please send in written reports)
All committees are welcome to report. Please send any committee reports to Morgan Jakobcic (mjakobcic@citruscollege.edu) and CC Lisa Villa (lvilla@citruscollege.edu) by the Monday following the Senate meeting.

- **Academic Calendar:** Gerhard Peters
- **Accreditation:** Dr. Cathrine Besancon
- **AI Workgroup:** Tommy Reyes and Becky Rudd
- **CCAFF:** Bill Zeman
- **College Information Technology:** Vacant
- **Curriculum:** Michelle Plug
- **Educational Programs:** Lisa Villa
- **Emergency Classroom Preparedness:** Chris Styles
- **Enrollment Management:** Lisa Villa
- **Faculty Handbook Revision:** Lisa Villa
- **Faculty Hiring Procedures:** Lisa Villa
- **Faculty Needs Identification:** Lisa Villa
- **Financial Resources:** Dan Volonte
- **Guided Pathways:** Elisabeth Ritacca
- **Honors Program Advisory Council:** Dr. Jennifer Miller-Thayer
- **Human Resources Advisory:** Lisa Villa
- **Instructional Materials Equity Committee (IMEC):** Elizabeth Cook and Sarah Bosler
- **Institutional Research and Planning (IEC and IRPC):** Dan Volonte (IEC) and Michelle Plug (IRPC)

- **Online Education:** Senya Lubisich
- **Physical Resources:** Roberto Loya
- **Professional Learning:** Anne Villeneuve
- **Program Review:** Dan Volonte
- **SEAP Committee:** La'Kisha Simpson
- **Student Learning Outcomes:** Dr. Cathrine Besancon
- **Student Services:** TBD

OFFICER'S REPORT
(please send in written reports)

- President: Lisa Villa
- Vice President: Renee Liskey
- Past President: Jim Woolum
- Secretary: Roberto Loya
- Treasurer: Priscilla Englert
- CCFA Liaison: Greg Lipp
- CTE Liaison: Dawn Brewster
- Curriculum Chair: Michelle Plug
- ASCC: Marquel Savage; Henoch Perez

Announcements

ADJOURNMENT

For physical reference to these agenda items, please contact Morgan Jakobcic (mjakobcic@citruscollege.edu) and it will be emailed as an attachment.

In accordance with the Ralph M. Brown Act and SB 751, minutes of the Citrus College Academic Senate record the votes of all 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.

Action Items

CITRUS COMMUNITY COLLEGE DISTRICT
GENERAL INSTITUTION

AP 3727   Information and Communications Technology
Accessibility

References:

Government Code Sections 7405, 11135, and 11546.7;
Section 504, Rehabilitation Act of 1973 (29 U.S. Code Section 701);
Section 508, Rehabilitation Act of 1973 (Federal Electronic and Information Technology)
(29 U.S. Code Section 794d);
36 Code of Federal Regulations Parts 1194.1 et seq.
Accrediting Commission for Community and Junior Colleges Standard 3.2, 3.9 & 3.10

Definitions

The following definitions apply to this procedure:

Accessible: An individual with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and ~~enjoy~~ benefit from the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use.

Equally Effective: Alternative access for individuals with disabilities to instructional materials and information and communication technology that (1) is timely, (2) is accurate in translation, (3) is delivered in a manner and medium appropriate to the disability of the individual, and (4) affords the individual with a disability the opportunity to obtain the information as fully, equally and independently as a person without a disability with substantially equivalent ease of use. Note, such alternative(s) are not required to produce the identical result or level of achievement, but must afford individuals with disabilities equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement in the most integrated setting appropriate to the person's needs.

Individual with a Disability: An individual who has one or more physical or mental impairments that substantially limit one or more major life activities.

Information and Communication Technology (ICT): Encompasses electronic and information technology covered by Section 508 of the Rehabilitation Act of 1973, as well as telecommunications products, interconnected Voice over Internet Protocol (VoIP) products, and Customer Premises Equipment (CPE) covered by Section 255. Examples of ICT include computers, information kiosks and transaction machines, telecommunications equipment, multifunction office machines, software, Web sites, and electronic documents.

Instructional and Assessment Materials: Includes ~~electronic instructional~~ materials~~,~~ such as, syllabi, textbooks, presentations and handouts delivered within Citrus College's learning management system, via email or via another electronic means for face-to-face classes as well as ~~e-learning~~ distance education courses. It also includes <u>electronic instructional and assessment</u> activities such as instructional videos, online collaborative writing, ~~W~~web conferencing, blogging, <u>exams, evaluations, quizzes</u>, and any other ~~instructional~~ materials as technology evolves.

Timely: As it relates to equally effective alternative access to instructional materials and ICT, timely means that the individual with a disability receives access to the instructional materials or ICT at the same time as an individual without a disability.

ICT and Instructional Material Accessibility Standard Statement

The District is committed to ensuring equal access to instructional materials and ICT for all, and particularly for individuals with disabilities in a timely manner. In accordance with Government Code Sections 7405, 11135, and 11546.7, and best practices, the District will comply with the accessibility requirements of Section 508 of the Federal Rehabilitation Act of 1973 by:

- Developing, purchasing and/or acquiring, to the extent feasible, instructional materials and ICT products that are accessible to individuals with disabilities;

- Using and maintaining instructional materials and ICT that is consistent with this Standard; and

- Promoting awareness of this Standard to all relevant parties, particularly those in roles that are responsible for creating, selecting, or maintaining electronic content and applications.

Ensuring equal access to equally effective instructional materials and ICT is the responsibility of all District administrators, faculty, and staff.

Board Approved   06/16/2020

NOTE: This procedure is legally advised. New language is indicated by <u>underline</u>, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading

BP 4010   **ACADEMIC CALENDAR**

Reference: Education Code Section 70902(b)(12)

The Superintendent/President shall, in consultation with the appropriate groups, submit an academic calendar to the Board of Trustees for approval.

Board Approved   10/20/09
Desk Review   09/17/12
Desk Review   04/03/17
Desk Review   10/14/19

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

AP 4010   ACADEMIC CALENDAR

References:
    Education Code Section 79020;
    Title 5 Sections 55700s et seq. and 58142

The academic year consists of 175 days of instruction. Flexible days are considered part of the 175 days of instruction. Statutory holidays are observed through campus closure on the dates listed below ~~by the campus being closed on the dates noted,~~ or on alternate dates in accordance with Education Code 79020~~.~~:

- New Year's Day (January 1)
- Dr. Martin Luther King, Jr. Day (third Monday in January)
- Lincoln Day (February 12 or see note below)
- Washington Day (third Monday in February)
- <u>Cesar Chavez Holiday (March 31)</u>
- Memorial Day (last Monday in May)
- Juneteenth (June 19)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Veterans Day (November 11 or see note below)
- Thanksgiving Day (fourth Thursday in November)
- Christmas Day (December 25)

Locally Observed Holidays
- Day after Thanksgiving Day
- Christmas Eve Day
- New Year's Eve Day

Other Holidays<u>:</u>
The Board of Trustees may declare other days to be holidays and close the college and offices when good reason exists.

<u>Note:</u>
Education Code 79020 addresses the scheduling of Lincoln Day, Veterans Day, and holidays that fall on weekends.

Office of Primary Responsibility: Academic Affairs

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CITRUS COMMUNITIY COLLEGE DISTRICT
ACADEMIC AFFAIRS

AP 4021   INSTRUCTIONAL PROGRAM VIABILITY

References: Education Code 78016;
Title 5 Sections 51022, 55000, and 55130;
Program Discontinuance: A Faculty Perspective Revisited (ASCCC adopted
Fall 2012);
Accrediting Commission for Community and Junior Colleges Standard 2

I. Definitions
   A. For the purposes of this AP, *programs* at Citrus College are groups of
       courses taught by faculty within a discipline; these courses may lead to
       one or more degrees, certificates, and/or transfer. Programs must
       support the California community college mission. Programs complete
       a program review report and have a cost center in the budget.
       Programs included in the instructional program review list as
       recommended and maintained by the Program Review Committee are
       subject to this procedure.

   B. For the purposes of this AP, *viability* outcomes may include <u>program</u>
       revitalization, suspension, and discontinuance ~~of a program~~.

II. Initiating a Discussion on Program Viability
   A. Program viability discussions can begin in shared governance forums,
       including: Academic Senate, Educational Programs Committee,
       Program Review Committee, as well as the following offices and/or
       departments: Academic Affairs, Student Services, and individual
       programs, disciplines, divisions, departments or advisory committees.

III.   The Academic Senate and its committees, including Curriculum
       Committee, must have a fundamental and integral role in any discussion
       of program viability, recognizing the District's policy to rely primarily on
       the Academic Senate's advice in academic and professional matters.

IV. Formation and Charge of a Program Viability Committee
   A. When a formal discussion regarding the viability of a program is
       initiated, the Academic Senate will vote on the formation of a Program
       Viability Committee. If the Senate recommends formation of a
       Program Viability Committee, the Committee will be charged with:
       1. Electing a faculty chair from its prescribed membership who is
           not assigned to teach within the program under review.
       2. Gathering all qualitative and quantitative evidence into a written
           report with the assistance of the offices of Academic Affairs and
           Institutional Research.

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3. Conducting and participating in all public meetings and discussions as detailed in this procedure.
4. Recommending to the Academic Senate one of the three potential outcomes of the program viability process.

B. Committee
When a formal discussion is initiated, the Academic Senate will form a Program Viability Committee whose membership will include the Academic Senate President or designee; the Citrus College Faculty Association President or designee; the Associated Students of Citrus College President or designee; the Program Review Coordinator; the Curriculum Committee Chair; the Vice President of Academic Affairs; appropriate Dean; full time and/or adjunct faculty from the program; one additional representative from the Academic Senate; counseling faculty with expertise in a given area; and one classified staff member. If the program relates to Student Services, the Vice President of Student Services will be included.

V. Formal Discussion Criteria

Discussion concerning program viability must necessarily have two components: qualitative and quantitative. Both qualitative indicators and quantitative indicators must be discussed in order to have a fair and complete review leading to a decision to revitalize, suspend, or discontinue a program. Indicators that directly impact ~~success of~~ student success in the program should be most heavily weighted.

A. Qualitative Indicators

Qualitative indicators are based on the mission, vision and values, goals of the institution, and access and equity for students. Program Review, the Educational & Facilities Master Plan, and other strategic planning documents shall be referenced and considered among sources of data and direction within these indicators. These indicators include, but are not limited to:

1. The pedagogy of the discipline.
2. The balance of the program ~~college~~ curriculum.
3. The effect on students due to ~~of~~ discontinuing the program.
4. The potential for a disproportionate impact on diversity at Citrus College.
5. The quality of the program and how it is perceived by students, articulating universities, local business and industry, advisory committees, and the community.
6. The ability of students to complete their degree or certificate, or to transfer.
7. The duplication of programs in the region.
8. The regional effects of the program's discontinuance.

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9. The effects on local businesses and in meeting workforce demand.
10. The ability of the program to meet standards of outside accrediting agencies, licensing boards, and governing bodies.

B. **Quantitative Indicators**

Quantitative indicators are based on the mission, vision and values; goals of the institution; and access and equity for students. These indicators include, but are not limited to:

1. The projected <u>future</u> demand for the program ~~in the future~~.
2. Student program completion.
3. Enrollment trends over a sustained period of time.
4. Change in graduation, transfer, or certificate requirements.
5. Frequency of course section offerings.
6. Term to term persistence of students within the program.
7. Retention or success rates of students within the program.
8. Productivity in terms of enrollment such as: FTES per FTEF ratio and/or WSCH per FTEF.
9. Disproportionate impact on underrepresented students within the program.
10. Disproportionate impact on student diversity.
11. The service to other programs.
12. Success rate of students passing state and national licensing exams and industry-based certification.
13. Labor market demand.

C. **Formal Discussion Criteria**

1. The program viability committee must solicit feedback from all parties potentially affected by the decision. These include faculty, staff, administrators, students, the employing businesses and industries, and the community. Efforts must be made, if necessary, to ensure that the student and community input is received.
2. Discussion of program viability will culminate in public, open meetings organized and presided over by the Academic Senate. The dates, times and locations of these meetings will be published using all reasonable means of college communications.
3. Discussions will include both qualitative and quantitative indicators. Sources of data for all indicators will be referenced and cited.
4. A written record of all discussions and recommendations will be kept by the Academic Senate for review and will be published.
5. Deliberations and conclusions shall rely primarily on the advice of the Academic Senate per District policy (BP 2510).

VI. **Possible Outcomes of Program Viability Discussion**

The Program Viability Committee will make recommendations which will be obtained through consensus. If consensus cannot be reached, a two-thirds majority vote of the committee members will determine the recommendation.

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The three possible recommendations are:

A. Revitalization

A program undergoing revitalization will continue with qualifications. These qualifications shall include specific interventions designed to improve the viability and responsiveness of the program. A specific timeline will be provided during which these interventions will occur and expected outcomes will be outlined in advance; these interventions and outcomes will be called the Revitalization Plan and will be completed within two primary terms. All interventions and timelines will be published in writing by the Program Viability Committee, maintained by the Academic Senate and forwarded to the Steering Committee as information. After the specified revitalization period is completed, the Program Viability Committee will review the program again.

The Dean will ensure assignment of appropriate resources to support the program during the revitalization, in particular assignment of adequate personnel.

The Revitalization Plan is developed by the Program Viability Committee in consultation with program or discipline faculty and is driven by practical, discussion-specific goals.

The plan must include any recommendations imposed by an external regulatory, governing or licensing body to which the program is subject.

The Revitalization Plan will address all facets of program performance, including Program Review recommendations, transfer rates or industry demand, student performance indicators, scheduling patterns and student access/equity issues. The use of the U.S. Department of Education "Five Step Process for Improving Performance" is recommended as a format for developing a Revitalization Plan. This five-step process involves:

1. Documenting program results,
2. Analyzing key performance indicators by a variety of comparisons,
3. Identifying direct or root causes of concerns,
4. Selecting best solutions to impact desired program performance, and
5. Pilot-testing those solutions, evaluating impact, and then implementing tested solutions found to have significant impact.

B. Suspension

A recommendation to suspend a program will occur when, after a full and open discussion, it is concluded that the program cannot currently support

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student success due to a variety of factors. These factors may include, but are not limited to, inability to recruit qualified faculty, lack of sufficient fiscal resources, lack of sufficient physical resources, and/or insufficient enrollment. This recommendation will include a timeline to reevaluate the decision to suspend within three years, at which point a recommendation for either revitalization or discontinuance will be decided. Any recommendation for program suspension will include the following:

1. The criteria used to arrive at the recommendation.
2. A detailed plan and timeline during suspension of the program with the least impact to students, faculty, staff and community. Due consideration will be given to mechanisms to allow currently enrolled students to complete their course of study. Students' catalog rights will be maintained and accounted for in allowing them to finish the program.
3. A plan for the implementation of all requirements of collective bargaining for faculty and staff.

C. Discontinuance

A recommendation to discontinue a program will occur when, after a full and open discussion, it is concluded that the program falls outside the college's mission and/or the program's goals and objectives.

The recommendation for a program to be discontinued shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Program Viability Committee and maintained by the Academic Senate. A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject.

Any recommendation for program discontinuance will include the following:

1. The criteria used to arrive at the recommendation.
2. A detailed plan and timeline for phasing out the program with the least impact to students, faculty, staff and community. Due consideration will be given to mechanisms to allow currently enrolled students to complete their course of study. Students' catalog rights will be maintained and accounted for in allowing them to finish the program.
3. A plan for the implementation of all requirements of collective bargaining for faculty and staff, including application of policies for reduction in force and opportunities to retrain.
4. The plan must include any recommendations imposed by an external regulatory, governing or licensing body to which the program is subject.

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5. The final recommendation will be submitted to the Chancellor's office and accrediting bodies as needed.

VII. Conclusion

The recommendations of the Program Viability Committee will be documented in writing and will include the signatures of the Vice President of Academic Affairs, the Superintendent/President and other appropriate administrators, ASCC President and the Academic Senate President. The final recommendation will be maintained locally by the Academic Senate and presented to the Board of Trustees for approval.

Board Approved   02/02/10
Revised: 05/12/14
Revised: 05/08/17
Revised: 11/19/19

New Business

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

AP 4105   ONLINE EDUCATION

References:

Education Code Sections 66700 and 70901 et seq.;
Title 5 Sections 55200 et seq. and 55260 et seq.;
34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act   of 1965, as amended);
Accrediting Commission for Community and Junior Colleges Standard II.A.1

Student Authentication

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in an online education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide each student at the time of registration, a statement of the process in place to protect student privacy.

The Office of Academic Affairs shall utilize one or more of these methods to authenticate or verify the student's identity:
- Secure credentialing/login and password; or
- Proctored examinations; or
- New or other technologies and practices that are effective in verifying student identification.

Definitions:
1. **Distance Education**: Education that uses one or more of the technologies listed in paragraphs (a)(i) through (iv) of this definition to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.
a) The technologies that may be used to offer distance education include:
    i)   The internet
    ii)   One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband links, fiber optics, satellite, or wireless communication devices.
    iii) Audio conference; or
    iv)   Other media used in a course in conjunction with any of the technologies listed in paragraphs (a)(i) through (iii) of this definition.
2. **Instructor**: An individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's

accrediting agency.

3. **Instructor Contact**: Any portion of a course that is offered through Distance Education includes regular and substantive interaction between the instructor(s) and students, (and among students as described in the course outline of record/online addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. The expectation is that the frequency of contact is the same as would occur in a comparable in-person classroom course. Examples of regular and effective contact include the use of discussion forums, collaborative student activities, frequent monitoring of contact activity by the instructor, and regularly added/revised course content that may incorporate student feedback. Instructor's specific policies regarding frequency and timeliness of instructor-initiated contact and feedback are included in the syllabus or other course documents made available at the start of the course.

4. **Modality**: The modes in which courses that adhere to the definition of Distance Education will be scheduled and identified in the published schedule of classes.

   a) **Fully Online** – An online education course is delivered via the internet using a campus- supported Learning Management System (LMS). Students must be able to access and actively interact with the course through an on-line compatible device and may be required to use other available technologies to acquire and learn course content. Through regular and substantive interaction, instructor and students interact to complete assignments and assessments and to demonstrate Student Learning Outcomes. An online course will be designated as fully **online** in published campus materials and required materials and devices will be listed.

   b) **Real-Time Online** – A class time with real-time scheduled class meetings that are conducted via a web conferencing tool. Instructor and student will interact in real time as well as via the course LMS to complete assignments and assessments and to demonstrate Student Learning Outcomes. A live online course will be designated as real-time online in published campus materials and required materials and devices will be listed.

   c) **Hybrid In-Person** – A hybrid online education course replaces some face-to-face class time with online instructional time. Any online education course that requires students to attend on-campus assessments, scheduled class meetings, or other required activities is a hybrid course. A hybrid course will be designated as **hybrid in-person** and include required meeting times, devices, and materials in published campus materials.

   d) **Hybrid Online** – A hybrid online education course replaces some live zoom class with online instructional time. Any online education course that requires students to attend on-campus assessments, scheduled class meetings, or other required activities is a hybrid course. A hybrid course will be designated as **hybrid online** and include required

meeting times, devices, and materials in published campus materials.

For clarification, the following are not considered online education instruction:

1. In-person courses that utilize the LMS and online tools, but do not replace classroom time, are not online education courses. Courses may use the campus-supported learning management system to enhance student learning, introduce course concepts, submit assignments, and complete assessments. All class meetings are held as indicated in the schedule of classes. Correspondence courses are not online education courses. Correspondence courses are typically self-paced with limited instructor/student interaction. A correspondence course will be designated as **correspondence** in published campus materials.

2. **Regular and Substantive Interaction**: For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

   (i)   Providing direct instruction;
   (ii)   Assessing or providing feedback on a student's coursework;
   (iii)   Providing information or responding to questions about the content of a course or competency;
   (iv)   Facilitating a group discussion regarding the content of a course or competency; or
   (v)   Other instructional activities approved by the institution's or program's accrediting agency.

Culture of Integrity
1. Instructor-initiated interaction will create an environment of academic integrity that discourages fraud in the form of student misrepresentation and constitutes a means for the following:
   A. Monitoring satisfactory progress, defined as earning grades consistent with a final course grade of "C" or "Pass"
   B. Tracking student attendance through active participation in course activities.
   C. Determining the last date of attendance for students who drop the course via the following methods:
      i. Prior to the census date, the instructor will initiate an activity that requires student participation.
      ii. The instructor will require various robust assessments and assignments on a frequent basis throughout the semester or term.
2. The district will encourage faculty to set high standards for performance in online education courses.
3. The student code of conduct establishes a campus-wide policy on academic integrity, including for online education courses.

Distance Education Course Approval

Each proposed or existing course offered by online education shall be reviewed and approved separately through the Curriculum Committee. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through online education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in AP 4020 titled Program and Curriculum Development. Online education courses shall be approved under the same conditions and criteria as all other courses. Enrollment capacity should be set in consultation with faculty as well as consider best practices for the distribution and community development in a digital community.

Certification

When approving distance education courses, the Curriculum Committee will certify the following:

- Course Quality Standards: The same standards of course quality are applied to online education courses as are applied to in-person classroom courses, including "instructor presence", which ensures that an online education course is comparable to an in-person classroom course in terms of rigor, scope, and regular and effective instructor-student contact.
- Course Quality Determinations: Determinations and judgments about the quality of online education courses are made with the full involvement of the Curriculum Committee approval procedures.
- Instructor Contact: Each section of the course that is delivered through online education will include regular and substantive interaction between instructor and students with the expectation that the frequency of contact is the same as would occur in a comparable in-person classroom course. Examples of regular and substantive interaction include the use of discussion forums, collaborative student activities, frequent monitoring of contact activity by the instructor, and regularly added/revised course content that may incorporate student feedback. Instructor's specific policies regarding frequency and timeliness of instructor-initiated contact and feedback are included in the syllabus or other course documents made available at the start of the course. In the event of an illness, family emergency, or other unexpected occurrence, the instructor or department will inform students when regular contact is expected to resume.
- Duration of Approval: All online education courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline.
- Instructor Contact: Any portion of a course that is offered through Distance Education includes regular and substantive interaction between the instructor(s) and students, (and among students as described in the course outline of record), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail,

e-mail, or other activities.

Accessibility
Each section of a course in which the instructional time is conducted in part or in whole through distance education will comply with all applicable accessibility requirements. By proposing a distance education course, the faculty author/department agrees that the course will be able to meet the accessibility requirements in state and federal regulations (Americans with Disabilities Act of 1990 (ADA), section 508 of the Rehabilitation Act of 1973, California Government Code section 11135, and Title 5 section 55205).

Equity
Citrus College acknowledges that equity gaps for some disproportionately impacted student populations have historically been even larger for online education course sections as compared to in-person course sections. Informed by data and guided by values rooted in pedagogy, excellence, equity, diversity, inclusion, and community, the college takes institutional responsibility for closing equity gaps and committing resources in support of approaches that do so. These approaches include equity-minded provisions of online technologies, instruction, student services, professional learning, research and innovation.

Faculty Technology Literacy and Online Pedagogical Readiness
Faculty who teach online must be proficient in certain basic technology literacy skills and online pedagogical readiness in order to assure course quality and to assist students with the technology used in content delivery. Determination as to whether an instructor meets the technology literacy skills and online pedagogical readiness requirement will be made by the division dean in consultation with the faculty Coordinator of Online Education.

Prior to teaching an online or hybrid course at Citrus College, faculty must meet one of the following requirements:
1. Have completed formal training or college-level coursework from an accredited college or university in online teaching and associated technology.
2. Present a teaching demonstration in an online format, showing evidence of technology literacy and online education pedagogy fundamentals, including familiarity with Citrus College's LMS (see Online Education Best Practices for technology literacy and pedagogical readiness qualifications).
3. Have completed courses for online teaching and learning as prescribed by Citrus College's Online Education Program (currently provided by @One, the California Community College system training provider).

Faculty who have met the above criteria may be required to participate in additional professional development activities in order to meet federal and state regulations and accreditation requirements.

Online Education Faculty Working Conditions
Online education working condition policies are reviewed by the Academic Senate and established by mutual agreement between the Faculty Association and the District. These conditions include course enrollment limits, course load, office hours, and faculty evaluation.

Copyright and Intellectual Property
1. <u>Fair Use and Legal Use of Copyrighted Materials in Online Education Courses</u>
   Copyright guidelines related to online education shall be developed and
   maintained by the online education program in accordance with copyright laws
   (U.S. Copyright Act; the Digital Millennium Copyright Act of 1998; Fair Use
   Policy; and the 2002 Teach Act).
2. <u>Faculty Responsibility for Copyright</u>
   Instructors of online education courses are responsible for ensuring that all
   instructional material and delivery methods for online education courses are in
   compliance with copyright laws and College copyright policy.
3. <u>Faculty Intellectual Property Rights</u>
   Faculty will maintain the same intellectual property rights of the instructional
   material they develop for online education courses as they would for traditional
   classroom courses.

Board Approved   05/18/10
Revised   05/01/12
Desk Review   06/06/13
Revised   06/19/18
Revised   07/19/22

Old Business

CITRUS COMMUNITY COLLEGE DISTRICT
BUSINESS AND FISCAL SERVICES

AP 6200   BUDGET PREPARATION

References: Education Code Section 70902(b)(5);
Title 5 Sections 58300 et seq.;
Accrediting Commission for Community
and Junior Colleges Standard ~~III.D~~3

The Vice President of Finance and Administrative Services is responsible for the budget preparation process which includes establishing guidelines and timelines for the preparation of financial and budgetary reports. Each year the annual budget will be developed in a collaborative environment, will support the goals and guidelines established by the Board of Trustees, and will support the institution's integrated planning process.

A summary of the budget development process is as follows:
- The Financial Resources Committee approves a budget calendar in February/March and preliminary budget assumptions and priorities in April;
- The Vice President of Finance and Administrative Services provides the budget calendar to the Board of Trustees in March and the preliminary budget assumptions in May;
- In April/May, the Director of Fiscal Services will provide budget worksheets to cost center managers for development of the next year's budget;
- Cost center managers will return budget development documents to the Director of Fiscal Services in May;
- No later than June 15, the Financial Resources Committee will review and approve the Tentative Budget assumptions and Unrestricted General Fund ongoing revenues/expenses;
- On or before June 30, the Tentative Budget will be presented to the Board of Trustees for adoption;
- During the summer months the Finance and Administrative Services Office will monitor State budget developments and make modifications to the Tentative Budget;
- No later than September 15, but at least three (3) days following availability of the proposed budget for public inspection, a public hearing will be held to allow for public comment on the proposed Adopted Budget. Upon conclusion of the public hearing, the Adopted Budget will be presented to the Board of Trustees for adoption;
- On or before October 10, the Vice President of Finance and Administrative Services shall complete and submit a copy of the annual financial and budget report to the California Community Colleges Chancellor's Office and the Los Angeles County Office of Education.

Deadline dates must be met unless an extension is granted by the California Community Colleges Chancellor's Office under the authority of Title 5 Sections 58305 and 58306.

See Board Policy 6200 Budget Preparation.

Board Approved	06/16/09
Desk Review	02/04/13
Revised	05/07/19
Revised	

Reviewed by:

Financial Resources	11/05/25
ASCC	
CSEA	
Academic Senate	
Management Team	
Supv/Confidential Team	
Steering Committee	

NOTE: This procedure is legally advised. New language is indicated by <u>underline</u>, deleted   language is indicated by ~~strikethrough,~~ and subsequent changes to language are indicated by shading.

CITRUS COMMUNITY COLLEGE DISTRICT
BUSINESS AND FISCAL SERVICES

AP 6300   FISCAL MANAGEMENT

References: Education Code Sections 84040(c);
Title 5 Section 58311;
Accrediting Commission for Community and Junior Colleges Standard ~~III.D.9~~ 3
2 Code of Federal Regulations Parts 200.302(b)(6)-(7), 200.305, and 200.400 et seq.

The Citrus Community College District is committed to principles of sound fiscal management to provide responsible stewardship of available resources as outlined in Administrative Procedure 6200 Budget Preparation and Administrative Procedure 6250 Budget Management. The District adheres to commonly accepted auditing standards as criteria for its fiscal management procedures.

In addition, The Vice President of Finance and Administrative Services shall:
- Provide for responsible stewardship of available resources.
- Provide for safeguarding and managing District assets to ensure ongoing effective operations; maintenance of adequate cash reserves; implementation and maintenance of effective internal controls; determination of sources of revenues prior to making short-term and long-term commitments; establishment of a plan for the repair and replacement of equipment and facilities.
- Provide for an organizational structure that incorporates a clear delineation of fiscal responsibilities and staff accountability.
- Provide that the Board of Trustees are kept current on the fiscal condition of the District as an integral part of policy and decision-making.
- Provide for development and communication of fiscal policies, objectives, and constraints to the Board of Trustees, staff, and students.
- Provide for an adequate management information system that gives timely, accurate, and reliable fiscal information for planning, decision making, and budgetary control.
- Provide for appropriate fiscal policies and procedures and adequate controls to ensure that established fiscal objectives are met.
- Provide a process to evaluate significant changes in the fiscal environment and make necessary, timely, financial, and educational adjustments.
- Provide both short term and long term goals and objectives, and broad based input coordinated with District educational planning.
- Provide procedures for determining allowability of costs in accordance with the U.S. Education Department General Administrative Regulations (EDGAR) Second Edition, Subpart E, Cost Principles.
- Provide procedures to implement the requirements of 2 Code Federal Regulations Part 200.305, Governing Payments.

See Board Policy 6300 Fiscal Management.

Board Approved   06/16/09
Desk Review   02/04/13
Revised   05/07/19
Revised

Reviewed by:
Financial Resources   11/05/25
ASCC
CSEA
Academic Senate
Management Team
Supv/Confidential Team
Steering Committee

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CITRUS COMMUNITY COLLEGE DISTRICT
BUSINESS AND FISCAL SERVICES

BP 6200   BUDGET PREPARATION

References: Education Code Section 70902(b)(5); Title 5 Sections 58300 et seq.;
Accrediting Commission for Community and Junior Colleges Standard
~~III.D~~ 3

Each year, the Superintendent/President or designee shall present to the Board of Trustees, a budget prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. The schedule for presentation and review of budget proposals shall comply with state laws and regulations and provide adequate time for study by the Board of Trustees.

Budget development shall meet the following criteria:
*   The annual budget shall support the District's integrated planning process.
*   Assumptions upon which the budget is based are presented to the Board of Trustees for approval.
*   A schedule is provided to the Board of Trustees in ~~February~~ March of each year that includes dates for presentation of the tentative budget, required public hearing, and approval of the final budget. At the public hearings, interested persons may appear and address the Board of Trustees regarding the proposed budget or any item in the proposed budget.
*   Significant changes in the assumptions upon which the budget was based shall be reported to the Board of Trustees in a timely manner.
*   Budget projections address long-term goals and commitments.

See Administrative Procedure 6200 Budget Preparation.

Board Approved	02/03/09
Desk Review	02/04/09
Revised	04/17/15
Revised	05/21/19
Revised	

Reviewed by:	
Financial Resources	11/05/25
ASCC	
CSEA	
Academic Senate	
Management Team	

Supv/Confidential Team
Steering Committee
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CITRUS COMMUNITY COLLEGE DISTRICT
BUSINESS AND FISCAL SERVICES

BP 6300   FISCAL MANAGEMENT

References: Education Code Section 84040(c);
Title 5 Section 58311; Accrediting Commission for Community and Junior Colleges Standard ~~III.D~~ 3
2 Code of Federal Regulations Parts 200.302(b)(6)-(7), 200.305, and 200.400 et seq.

The Superintendent/President, or designee, shall establish procedures to assure that the District's fiscal management is in accordance with the principles contained in Title 5 Section 58311, including:

- Adequate internal controls exist.
- Fiscal objectives, procedures, and constraints are communicated to the Board and employees.
- Adjustments to the budget are made in a timely manner, when necessary.
- The management information system provides timely, accurate, and reliable fiscal information.
- Responsibility and accountability for fiscal management are clearly delineated.

The Superintendent/President, or designee, shall also establish procedures that satisfy the U.S. Education Department General Administrative Regulations (EDGAR), Second Edition, for any federal funds received by the District.

The books and records of the District shall be maintained pursuant to the California Community Colleges Budget and Accounting Manual.

As required by law, the Board of Trustees shall be presented with a quarterly report showing the financial and budgetary conditions of the District. The Vice President of Finance and Administrative Services shall prepare the quarterly report on forms provided by the California Community Colleges Chancellor's Office and submit to the Chancellor's Office no later than forty-five (45) days following the end of the quarter.

As required by the California Community Colleges Budget and Accounting Manual, expenditures shall be recognized in the accounting period in which the liability is incurred, and shall be limited to the amount budgeted for each major classification of accounts and to the total amount of the budget for each fund.

See Administrative Procedure 6300 Fiscal Management.

Board Approved   02/03/09
Desk Review   02/04/13
Revised   05/21/19
Revised

Reviewed by:
Financial Resources 11/05/25
ASCC
CSEA
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Supv/Confidential Team
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