



District Technical Review Workgroup
Student Services – DTRW-SS
AGENDA

February 12, 2014 – DAC Lakin Boardroom
3:00 p.m. – 4:30 p.m.

- Approval of January 15, 2015 Meeting Notes

Old Business

- **AP 4051 Articulation Between VCCCD and High School Institutions tied to BP 4050** – Revisions were made during the January DTRW-I meeting and reviewed at DTRW-SS. The revised version was sent to the Academic Senates on 1.15.15. This item will go to the Curriculum Committees and Academic Senates for final review. This item will return to the February DTRW-I and SS meetings.
- **AP 4235 Credit by Examination** - Revisions were made during DTRW-I and DTRW-SS in January. This item will go to the Curriculum Committees and Academic Senates for final review. This item will return to the February DTRW-I and SS meetings.
- **BP/AP 5110 Counseling – Marian Carrasco-Nungaray** - this item was tabled in January by Dr. Carrasco-Nungaray, who requested more time for review. Status update required.
- **BP/AP 5120 Transfer Center** - Counselors cannot come to agreement regarding responsibilities. In January, since this item was agendaized as a status update, it was not included in the agenda packet. This item will return to the February meeting with latest version.
- **BP/AP 5140 Disabled Students** – Academic Senates – revised by Ventura College Senate - new version for review.
- **BP/AP 5300 Student Equity** – Academic Senates – revised during January meeting and sent out to Senates on January 15 for review.
- **BP/AP 5520 and 5530 – Pat Ewins** – The EVPs and DTRW-SS workgroup objected to changes made by the Board, which include not allowing representation by an attorney at hearings and use of profanity cannot be used to expel a student. These changes are live on BoardDocs as approved by the Board. A written statement of rationale is required to bring it back to the Board through Chancellor's Cabinet. The previous version is published in the catalog and requires an addendum to match the current policy and procedure approved by the Board. Ms. Ewins will revise the current procedures and return with new versions. Status update required.
- **Fall/Summer Dual Enrollment** – Status update from ATAC

New Business

- Development of new BP/AP for census and clearing rosters of inactive enrollment - Registrars



BP/AP Status Update:

- In January, BP/AP 2105 Election of Student Member and BP 5410 Associated Students Elections were recommended to move forward to Cabinet, Policy Committee, and to the Board in February for final approval.

Business on Hold or Under Review by Other Workgroups:

- BP/AP 4050 Articulation (Articulation Officers) – approved by DTRW-SS 3.27.14, moved forward to 4.14.14 Chancellor's Cabinet, returned by Chancellor's Cabinet to 4.24.14 DTRW-I to clarify questions regarding administrative procedure – returned to 9.18.14 DTRW-I meeting, under review at 10.09.14 and 11 DTRW-I meetings, still under review at DTRW-I (with Ventura Academic Senate) as of January 2015
- BP/AP 4105 Distance Education - new version under review at DTRW-I
- BP/AP 5030 Student Activity Fee (Student Services) This item is under review with DOC and DCAS.
- BP 5570 Student Credit Card Solicitation/No administrative procedure exists and must be developed – this item is under review with DOC and DCAS.

Next Meeting Date: March 12, 2015 – 3 pm – DAC Lakin Boardroom
Submission deadline: March 6, 2015

Ventura County Community College District

District Technical Review Workgroup – DTRW-SS Meeting Notes

January 15, 2015 – DAC Lakin Boardroom

3:00 p.m. – 4:30 p.m.

DRAFT PRIOR TO APPROVAL OF MEETING NOTES AT 2.12.15 DTRW-SS MEETING

Members:

Chancellor’s Designee: Lori Bennett, Chair (OC)
 Co-Chair: Graciela Casillas-Tortorelli, Co-chair (VC)
 Executive Vice Presidents: Lori Bennett (MC), Raul Cardoza (OC), Patrick Jefferson (VC)
 Academic Senate Presidents: Linda Kama’ila (OC), Mary Rees (MC), Peter Sezzi/Alex Kolesnik (VC)
 Deans of Student Services: Karen Engelsen (OC), Pat Ewins (MC), Victoria Lugo (VC)
 Registrars: Susan Bricker (VC), Joel Diaz (OC), Dave Anter (MC)
 Non-instructional designee: Graciela Casillas-Tortorelli (Counselor, OC), Traci Allen (Counselor, MC), Marian Carrasco Nungaray (Counselor, VC)
 Associated Student Government: ASG Rep vacant (OC), ASG Rep vacant (MC), Lucia Marquez (VC)
 Policy and Administrative Procedures: Clare Geisen (Policy/procedure, Chancellor’s Cabinet Liaison/guest)

Absent:

Graciela Casillas-Tortorelli, Pat Ewins, Victoria Lugo, Lucia Marquez

Recorder:

Laurie Nelson-Nusser

Notes:

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
Welcome and Approval of November 13 and December 11, 2014 Meeting Notes	Dr. Bennett welcomed everyone to DTRW-SS. The meeting commenced at 3:05 pm. Introductions were made for new members. The November 13, 2014 and December 11, 2014 meeting notes were approved as presented with a change to attendance for November.			
OLD BUSINESS				
BP/AP 5520 and 5530	Pat Ewins was absent for this meeting and this item was tabled. Ms. Nusser will send an action item email as a reminder to Ms. Ewins.	Develop a written rationale	2.06.15	Pat Ewins

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	<p>In November, this item was discussed. The Board approved this policy and procedure in September; however, the EVPs and DTRW-SS workgroup object to the changes made at the Board meeting, which includes not allowing representation by an attorney at hearings and use of profanity, cannot be used to expel a student. These changes are live on BoardDocs as approved by the Board. This Board policy and administrative procedure needs a rework. A written statement of rationale is required to bring it back to the Board through Chancellor's Cabinet. The previous version is published in the catalog and requires an addendum to match the current policy and procedure approved by the Board. Ms. Ewins will revise the current procedures and return with new versions to the December meeting.</p>			
<p>BP 2105 Election of Student Member – no changes/reaffirm AP 2105 Election of Student Member – minor change to align AP title to BP title BP 5410 Associated Students Elections – added language regarding “Student Election Standard Operating Practices” to align Associated Students elections with Student Trustee elections. All use the</p>	<p>Ms. Geisen presented revisions made to BP/AP 2105 Election of Student Member and the Student Election Standard Operating Practices Manual for Student Trustee and Associated Students Elections.</p> <p>BP/AP 2105 and BP 5410 will go forward to Cabinet, Policy Committee, and to the Board for final approval.</p>			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
<p>same operating practices manual.</p> <p>Student Election Standard Operating Practices Manual for Student Trustee and Associated Students Elections – see featured changes in packet.</p>				
<p>BP/AP 5140 Disabled Students – Mary Rees</p>	<p>Oxnard and Moorpark College Academic Senates are in consensus for approval on BP/AP 5140. Ventura College Academic Senate requested more time for review for first and second readings. Ventura College DSPS has recommended changes and they will coordinate incorporating their revisions through the Academic Senate. Mr. Kolesnik will send them to the other Senates with a copy to Ms. Nusser after Ventura College makes their changes. There will be a final review in February.</p>	<p>Send Ventura College DSPS recommended changes to MC and OC Academic Senates</p>	<p>ASAP</p>	<p>Alex Kolesnik</p>
<p>BP/AP 5120 Transfer Center</p>	<p>This item was originally assigned for review to Gloria Arevalo, Graciela Casillas-Tortorelli, and Marian Carrasco Nungaray. Counselors cannot come to agreement regarding responsibilities. Counselors cannot come to agreement regarding responsibilities. In January, since this item was agendized as a status update, it was not included in the agenda packet. This item will return to the February meeting with latest version.</p>	<p>Add latest version to February agenda packet</p>	<p>2.06.15</p>	<p>Laurie Nusser</p>
<p>AP 4051 Articulation Between VCCCD and High School Institutions tied to BP</p>	<p>This item was also under review at the January DTRW-I meeting, which was held preceding the DTRW-SS meeting. Revisions were made during the DTRW-I meeting and</p>	<p>Review at Curriculum Committees and Academic</p>	<p>ASAP</p>	<p>Academic Senate Presidents</p>

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
4050	reviewed at DTRW-SS. This item and will go to the Curriculum Committees and Academic Senates for final review. This item will return to the February DTRW-I and SS meetings.	Senates		
AP 4235 Credit by Examination	<p>This item was also under review at the January DTRW-I meeting, which was held preceding the DTRW-SS meeting. Revisions were made during both meetings and reviewed at DTRW-SS. This item and will go to the Curriculum Committees and Academic Senates for final review. This item will return to the February DTRW-I and SS meetings.</p> <p>The second bullet will be removed under Credits Recorded for Credit by Examination (locally administered test), and will reference BP/AP 4050/4051.</p>	<p>Review at Curriculum Committees and Academic Senates</p> <p>Add to February agenda</p>	<p>ASAP</p> <p>2.06.15</p>	<p>Academic Senate Presidents</p> <p>Laurie Nusser</p>
BP/AP 5300 Student Equity – Mary Rees	Revisions to BP 5300 were made during the meeting. The BP has changes and the AP is proposed. Ms. Nusser will incorporate the revisions and send them out to the Academic Senates as action items. This item will return to the February meeting.	Send action item email	ASAP	Laurie Nusser
NEW BUSINESS				
Review of waitlist policies and first week registration policies – Linda Kama’ila/Karen Engelsen	There was discussion regarding waitlist and first week registration policies. It was decided this is a college governance issue and there are no formal policies regarding waitlist and first week registration.			
Transcript Issues/Guidelines and Best Practices – Karen Engelsen	Dr. Engelsen sought clarification regarding whether counselors can open official sealed transcripts as each college has different practices. It was decided this is a college governance issue and will be handled on campus.			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
Dual Summer/Fall Registration Dates	There was consensus by the workgroup of allowing dual summer/fall registration for 2015.			
BP/AP Status Update	<ul style="list-style-type: none"> • BP/AP 5110 Counseling – originally assigned to Gloria Arevalo, Graciela Casillas-Tortorelli, Marian Carrasco Nungaray – all Senates have different versions, which need to be combined. Suggestions were made for further revisions during the meeting and a sub group will work to blend documents together. The sub group of Dr. Nungaray-Carrasco, Ms. Allen, and Ms. Rees will revise the documents and send to Ms. Nusser for distribution to the workgroup. It will go to the Oxnard Academic Senate and come back to DTRW-SS in January for final review. In the January meeting, Dr. Carrasco-Nungaray requested more time for review and requested to table this item. • BP/AP 5570 Student Credit Card Solicitation – originally assigned to Mary Rees, Linda Kama'ila, and the Ventura Academic Senate. Mary Rees conducted research and could not find any other colleges with this policy. This policy and procedure will move to DOC/DCAS for their February meetings. 	Add to DOC/DCAS agendas	ASAP	Laurie Nusser
Business on Hold or Under Review by Other Workgroups	<ul style="list-style-type: none"> ➤ BP/AP 4050 Articulation (Articulation Officers) – approved by DTRW-SS 3.27.14, moved forward to 4.14.14 Chancellor's Cabinet, returned by Chancellor's Cabinet to 4.24.14 DTRW-I to clarify questions regarding administrative procedure – returned to 9.18.14 DTRW-I meeting – still under review at DTRW-I and SS. 			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	<ul style="list-style-type: none"> ➤ BP/AP 5030 Student Activity Fee – this policy and procedure are currently under review with DOC and DCAS. ➤ BP/AP Distance Education 4105 – Develop New Policy/Procedure – currently under review with DTRW-I and added to DTRW-SS 			
NEXT MEETING	Thursday, February 12, 2015 – 3:00 p.m. – DAC Lakin Boardroom – Submission deadline February 6, 2014			

DRAFT

DTRW-SS

February 12, 2015

BP/AP 4051



Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	Articulation between VCCCD and High School Institutions
Number	AP 4051
Status	<u>Proposed</u>
Legal	Title 5, Section 55051

The responsibility for the development of new articulations, maintenance and distribution of articulation agreements between VCCCD and the high schools is assigned to the designated Career Education Specialist [or designee](#) at each college in the District.

New Articulation Agreements

- The Career Education Specialist [or designee](#) coordinates the process of course reviews between the participating high school and the college.
- The high school and college discipline faculty are responsible for the curriculum review for comparability of courses, and the college faculty determine which courses and unit credits will be awarded for college credit, and the method of evaluation of high school student work for credit petition.
- Completed articulation agreements are approved by the dean and faculty member of the course discipline and the high school administrator and teacher, and forwarded to each college's curriculum committee as an informational item.
- Completed agreements are held by the Career Education Specialist [or designee](#) and respective dean at each campus.

Maintenance of Existing Articulation Agreements

- The Career Education Specialist [or designee](#) coordinates the review and update of the high school articulation agreements when there are changes to the curriculum and on as-needed-basis, and conducts an articulation agreement review at a minimum of once per year.

The High School Articulation Agreement Credit By Exam Petition Process

- The Career Education Specialist [or designee](#) ensures that high school students in classes with articulation agreements are enrolled as VCCCD students, that the students register in the designated articulation tracking database (i.e. CATEMA), that a college faculty member from the appropriate discipline evaluates the students' work as per the agreement in each articulation, and that the registrar at each campus appends the awarded units of credit and grade to the transcripts of students who satisfactorily pass the examination for the completed articulated course and submit the approved petition.

[See Board Policy 4050 and Administrative Procedure 4050.](#)

DTRW-SS

February 12, 2015

BP/AP 4235

Credit by Examination



Book VCCCD Board Policy Manual
Section Chapter 4 Academic Affairs
Title BP 4235 CREDIT BY EXAMINATION
Number BP 4235
Status Active
Legal [Title 5, Section 55050](#)
Adopted February 16, 2006
Last Reviewed May 8, 2012

Credit may be earned by students who satisfactorily pass authorized examinations. The Chancellor shall, in consultation with the Academic Senates, establish administrative procedures to implement this policy.

See [Administrative Procedure 4235](#).



Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	AP 4235 CREDIT BY EXAMINATION
Number	AP 4235
Status	Active
Legal	Title 5, Section 55052 Title 5, Section 55050

Granting unit credit for a course by examination is based on the principle that previous experience, training, or instruction is the equivalent of a specific course taught by the college.

Courses Eligible for Credit by Examination:

- All courses shall be open to credit by examination unless specifically exempted.
- Academic divisions of the District Colleges determine the courses for which credit by examination may be granted. The Office of Student Learning maintains a current list of courses excluded from Credit by Examination.

Credit by Examination may be obtained by one of the following methods:

- Advanced Placement (AP): Students who earn scores of 3, 4 or 5 on the College Board AP Examinations taken before high school graduation will receive 3- to 6 units of credit for each exam (3 units for one-semester courses and 6 units for two-semester courses).
- International Baccalaureate (IB): Students who complete the IB diploma with a score of 30 or above will receive 20 units of credit. Students completing IB Higher Level examinations with scores of 5, 6 or 7 will receive 6 units of credit for each exam. A score of 4 or higher on the IB Mathematics HL exam will satisfy the math competency requirement for the associate degree. Students will not receive credit for Standard Level exams.
- College Level Examination Program (CLEP): Students who earn scores of 50 or higher on a CLEP exam will receive 3 to 6 units, depending on the exam.
- College Examinations: Students receive credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog.
- High School to College Articulation: high school students may be granted college credit pursuant to established articulation agreements between the high school and college. ~~Credit will be awarded as "credit by examination."~~ Credit will be awarded with a letter grade and notated as "Credit By Exam". The per-unit fee for credit by examination will not be charged for credit awarded under this provision.

Cut Scores

- The number of units awarded for each type of examination is subject to change based on the establishment of cut scores and/or other evaluative measures developed by college faculty in

collaboration with the Academic Senates and Consultation Council.

To Receive Credit for AP, IB and CLEP Examinations:

- The evaluation of credit for AP, IB and CLEP examination scores is done by a college counselor. Counselors may require additional documentation or information as necessary to determine eligibility for external credit.
- Credit granted for the examinations may be counted as credit toward an associate degree. The faculty at each college of the district will determine how the credit is used to satisfy general education and majors requirements for the associate degree.
- Credit granted for these examinations may also be counted toward the satisfaction of IGETC or CSU- GE areas as allowed by the applicable standards for each form of transfer general education certification.
- Credit awarded for AP, IB and CLEP examinations shall not impact the student's GPA.
- Students granted credit for AP, IB or CLEP examinations shall not earn credit toward an associate degree for duplicated college courses.
- Other colleges or universities may have different policies concerning the granting of credit for AP, IB and CLEP examinations, and will evaluate the examinations based upon their own policies and practices.
- Units (Credits) granted for the AP, IB or CLEP exams will not be subject to the unit limits for credit-by- exam or PASS/NO PASS grading which otherwise apply within the district.

To Receive Credit by Examination for a Locally Administered Test:

- Official transcripts of all previous coursework must be on file with the college before a petition for credit by examination is submitted to a counselor.
- The appropriate petition, a "Petition for Credit by Examination," will be completed by the student and a college counselor, and forwarded to the appropriate academic division for administration of the examination.
- Petitions must be approved by the division dean and received by the administering instructor no later than Friday of the tenth week of the full-length semester.
- The examination is to be administered prior to the last day of the final examination period.

Determination for Eligibility for Credit by Examination (locally administered test):

- The course that the units will apply to must be listed in the college catalog.
- The student must be currently registered and in good standing at the college administering the exam. The student has not earned college credit in more advanced subject matter; and, has not received a grade (A, B, C, D, F, CR, P, CRE, NC or NP or equivalent), in the course for which he or she is seeking Credit by Examination at this or any other educational institutions.

Credits-Units and Grades Recorded for Credit by Examination (locally administered test):

- ~~Credit units are assigned for work of such quality as to warrant a letter grade of "C" or better.~~
- ~~The student will receive the appropriate credit units if he or she satisfactorily passes the examination.~~
~~no other grade or units will be recorded.~~
- Transcript entries shall distinguish credit units obtained by examination from credit units obtained as a result of regular course enrollment.
- ~~Students who are unsuccessful in an attempt to challenge by examination will not receive a NP (no pass) grade, and no record of the attempt for credit by examination will appear on a student's transcript.~~
A student seeking credit by examination will receive the appropriate letter grade (A, B, C, D, F or P/NP) and will be charged the current enrollment fee per unit regardless of the grade received.

Students who are unsuccessful in an attempt to challenge a course by examination will receive a D, F or NP and a record of the attempt for credit by examination will appear on a student's transcript.

To Receive Credit by Examination for a High School Articulated Course:

- The student will apply online to one of the colleges in the VCCCD and create an account in the CATEMA tracking system.
- The High School Petition for Credit by Examination with required signatures will be completed at the time the student is enrolled in the equivalent high school course and submitted to the registrar after the student successfully completes the course as a record of the request.
- The student passes the college's course via a comprehensive exam or evaluation determined solely by college faculty in the discipline.

Determination for Eligibility for Credit by Examination (High School Articulated Course):

- The course that the units will apply to must be listed in the college catalog.
- The student must be currently registered and in good standing at the college administering the exam. The student has not earned college credit in more advanced subject matter; and, has not received a grade (A, B, C, D, F, CR, P, CRE, NC or NP or equivalent), in the course for which he or she is seeking Credit by Examination at this or any other educational institutions.

Credits Units and Grades Recorded for Credit by Examination (High School Articulated Course):

- Credit units are assigned for work of such quality as to warrant a letter grade of "C" or better.
- The student will receive the appropriate credit units if he or she satisfactorily passes the examination; a letter grade and units will be recorded and "Credit By Examination" will be notated on the transcript for the term in which it was earned.
- Students who are unsuccessful in obtaining a standard grade of C or better will not be allowed to petition for credit and no record of the attempt for credit by examination will appear on a student's transcript.

Limits of Credit by Examination (All Methods):

- Students may challenge a given course only once.
- ~~Credits acquired by examination are not applicable to meeting of such unit load requirements as~~
- Credits acquired by examination are not counted in determining the 12 semester hours of credit in residence required for an Associate Degree.
- Students should be aware that other colleges may not accept credit by examination for transfer purposes.
- A student should be advised that the use of units granted through Credit by Examination to establish eligibility for athletics, financial aid, and veterans benefits are subject to the rules and regulations of the external agencies involved. (Exceptions to the above may be made when necessary to meet provisions of California state law or the rules and regulations of state agencies governing programs of the California Community Colleges.)
- A student may challenge no more than 12 units or 4 courses under the Credit by Examination policy towards an Associate Degree or Certificate of Achievement, except that units awarded for AP, IB and CLEP examinations shall not be subject to such limit.
- Credit by examination may be granted in only one course in a sequence of courses, as determined by prerequisites, and may not be granted for a course which is prerequisite to the one in which the student is currently enrolled, except that credit may be granted for more than one course in a sequence of required courses when approved by the administrator responsible

for vocational programs, or where the curriculum in occupational programs makes it necessary.

[See Board Policy 4235, Board Policy and Administrative Procedure 4050, and Administrative Procedure 4051.](#)

DTRW-SS

February 12, 2015

BP/AP 5110

Counseling

Book VCCCD Board Policy Manual
Section Chapter 5 Student Services
Title BP 5110 COUNSELING
Number BP 5110
Status Active
Legal Education Code Section 72620 [and 66736](#);
Title 5, Section 51018
[Title 5, Section 55520 and 55523](#)

Adopted April 18, 2006

~~Counseling services are an essential part of the educational mission of the District.~~ The Chancellor shall assure the provision of counseling services including academic, career, and personal counseling that is related to the student's education.

~~Counseling shall be required for all first time students enrolled for more than six units, students enrolled provisionally, and students on academic or progress probation.~~

See Administrative Procedure 5110 [and Administrative Procedure 5050.](#)

Book Section Title Number Status Legal
 VCCCD Administrative Procedure Manual
 Chapter 5 Student Services
 AP 5110 COUNSELING
 AP 5110
 Active
 Education Code Section [66736](#), [72620](#), [78210-78218](#);
 Title 5, Section 51018
[Title 5, Section 51024](#)
[Title 5, Section 55520](#)
[Title 5, Section 55523](#)
[Title 5, Section 55524](#)
[Title 5, Section 55530](#)
 Adopted April 14, 2009
 Last Reviewed March 12, 2009

Counseling shall be required for all first time students enrolled, for more than six units, students enrolled provisionally, and students on academic or progress probation.

Comment [GA1]: This sentence was moved from BP to AP based on DTRW-SS committee recommendations.. In addition, it was recommended to remove the 6 unit limitation do to changes in T5 SSSP.

Description of Counseling Services Programs

Comment [t2]: What/who are they referring to with the term "provisionally"

- The counseling services adhere to the principles set forth in Academic Senate for California Community Colleges "Role of Counseling Faculty in California Community Colleges" (2012) and "Standards of Practice for California Community College Counseling Programs" (1997).

Comment [t3]: Should this say "not in good academic standing"..if not, should dismissal status be added

The Counseling services available in the counseling programs of the three District Colleges include at least the following:

- Academic counseling, in which the student is assisted in assessing, planning, and implementing his/her immediate and long-range academic goals;
- Career counseling, in which the student is assisted in assessing his/her aptitudes, abilities, and interests, and is advised concerning the current and future employment trends;
- Personal counseling, in which the student is assisted with personal, family, or other social concerns, when that assistance is related to the student's education; and
- Coordination with the counseling aspects of other services to students which exist on campus, including but not limited to those services provided in programs for students with special needs, skills testing programs, financial assistance programs, and job placement services.
- ~~Adhere to the principles set forth in Academic Senate for California Community Colleges "Role of Counseling Faculty in California Community Colleges" (2012) and "Standards of Practice for California Community College Counseling Programs" (1997).~~
- Use of counseling and guidance classes taught by counselors as a means to provide counseling services.

DTRW-SS with edits made during 10.09.14 meeting, [12.11.14 MC Academic Senate version](#); 2.12.15

Confidentiality of Counseling Information

Information of a personal nature disclosed by a student in the process of receiving counseling from a counselor is confidential, and shall not become part of the student record without the written consent of the person who disclosed the confidential information. However, the information shall be disclosed when permitted by applicable law, including but not limited to:

- Disclosure as necessary to report child abuse or neglect.
- Reporting to the CEO or other persons when the counselor has reason to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or other persons living in the college community.
- Reporting information to the CEO or other persons as necessary when the student indicates that a crime involving the likelihood of personal injury or significant or substantial property losses will or has been committed.
- Reporting information to one or more persons specified in a written waiver by the student.

Comment [t4]: IS this correct title to use?

Comment [t5]: IS this correct title to use?

Required Counseling, Advising and Other Educational Planning -Services

~~Counseling services shall be provided to all students Pursuant to Title 5, sections 55024523-55524, -Student Success and Support Program (SSSP),-~~
counseling, advising and other educational planning services shall be provided to all students. Services shall include, but not limited to, the following:

1. Assistance to students in the exploration of education and career interests and aptitudes and identification of an education and career goal and course of study, including, but not limited to, preparation for transfer, associate degrees, and career technical education certificates and licenses.
2. The provision of information, guided by sound counseling principles and practices, using a broad array of delivery, including technology-based strategies, to serve a continuum of student needs and abilities to enable students to make informed choices.
3. Development of an education plan to accomplish a course of study related to a student's education and career goals.

See AP 5050 for Student Educational Plan
Student Education Plan

~~Each District Colleges shall provide students with an opportunity to develop a Student Education Plan (SEP) to select an educational goal and course of study within a reasonable time after admission. The SEP maybe either an Abbreviated or Comprehensive plan.~~

DTRW-SS with edits made during 10.09.14 meeting, 12.11.14 MC Academic Senate version; 2.12.15

- ~~— Abbreviated. Abbreviated student education plans are one to two terms in length designed to meet the immediate needs of students for whom a comprehensive plan is not appropriate; or~~
- ~~— Comprehensive. Comprehensive student education plans take into account a student's interests, skills, career and education goals, major, potential transfer institutions, and the steps the student needs to take on their educational path to complete their identified course of study. The comprehensive plan helps the student achieve their course of study. The comprehensive plan includes, but is not limited to, addressing the education goal and course of study requirements, such as the requirements for the major, transfer, certificate, program, applicable course prerequisites or co-requisites, the need for basic skills, assessment for placement results, and the need for referral to other support and instructional services as appropriate. The comprehensive student education plan is tailored to meet the individual needs and interests of the student and may include other elements to satisfy participation requirements for programs such as EOPS, DSPS, CalWORKs, veterans education benefits, athletics, and others.~~

~~Each District Colleges shall make reasonable efforts to do all of the following:~~

- ~~— Ensure that all nonexempt students who are on academic or progress probation or facing dismissal participate in counseling as provided in section 55023;~~
- ~~— Ensure that all nonexempt students who do not have course of study participate in counseling, advising, or other education planning services to assist them in the process of selecting an education goal and course of study pursuant to section 55530;~~
- ~~— Ensure that all nonexempt students who are enrolled in nondegree-applicable basic skills courses participate in counseling, advising, or other education planning services; and~~
- ~~— Ensure all nonexempt students receive counseling services, pursuant to section 51018.~~

- [See Board Policy 5110 and 5050.](#)

DTRW-SS

February 12, 2015

BP/AP 5120

Transfer Center

Book VCCCD Board Policy Manual
Section Chapter 5 Student Services
Title BP 5120 TRANSFER CENTER
Number BP 5120
Status Active
Legal Title 5, Section 51027
[Education Code section 66720-66722.5](#)
[Education Code section 66725-66725.3](#)
[Education Code section 66730-66744](#)

Adopted April 18, 2006

~~The District incorporates as part of its mission the transfer of its students to baccalaureate level institutions. The District further recognizes that students who have historically been underrepresented in transfer to baccalaureate level institutions are a special responsibility.~~

The Chancellor shall assure ~~that the transfer of its students to baccalaureate level institutions and that the a~~ transfer center plan is implemented. The transfer center plan that identifies appropriate target student populations .and; is designed to increase degree completion, ~~and~~ the transfer of underrepresented students and compliant with law and regulations.

See Administrative Procedure 5120.

Book	VCCCD Administrative Procedure Manual
Section	Chapter 5 Student Services
Title	AP 5120 TRANSFER CENTER
Number	AP 5120
Status	Active
Legal	Title 5, Section 51027; Education Code section 66720- 66744 66722.5 <u>Education Code section 66725-66725.3</u> <u>Education Code section 66730-66744</u>
Adopted	April 14, 2009
Last Reviewed	March 12, 2009

Each college in the District has a transfer center plan that complies with the requirements of Title 5, Section 51027.

The Transfer Center pPlan identifies appropriate target student populations and is designed to increase the transfer applications of underrepresented and underperforming students

~~among transfer students including African-American, Chicano/Latino, American Indian, disabled, low-income and other students historically and currently underrepresented in the transfer process.~~

The Transfer Center Plan components include, but are not limited to:

- Services to be provided to students
- Facilities
- Staffing
- An advisory committee
- Evaluation and reporting
- Transfer path requirements for each articulated baccalaureate major

The Transfer Center Plan plan is updated on an annual basis by each college's Transfer Center Coordinator, with administrative oversight from his/her supervisor ~~oring dean~~.

Required Transfer Services:

- Identify, contact, and provide transfer support services to targeted student populations as identified in the transfer center plan, with a priority emphasis placed on African-American, Chicano/Latino, American Indian, disabled, low-income, and other underrepresented students.
 - o These activities shall be developed and implemented in cooperation with student services departments and with faculty.

Comment [t1]: Why list out these specific population groups? Would it not be better to same something like "campus specific historically underrepresented" since each one of our campuses are different?

DTRW-SS 10.09.14 with edits made during meeting; 12.11.14; 2.12.15

- Ensure the provision of academic planning for transfer, the development and use of transfer admission agreements with baccalaureate institutions where available and as appropriate, and the development and use of course-to-course and major articulation agreements.
 - Academic planning and articulation activities shall be provided in cooperation with student services, with faculty, and with baccalaureate institution personnel as available.
- Ensure that students receive accurate and up-to-date academic and transfer information through coordinated transfer counseling services.
- Monitor the progress of transfer students to the point of transfer, in accordance with monitoring activities established in the Transfer Center Plan.
- Support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, counseling, and to other instructional and student services on campus as appropriate.
- Assist students in the transition process, including timely completion and submittal of necessary forms and applications such as California State University (CSU), University of California (UC), and the Common Application used by independent colleges and universities.
- In cooperation with baccalaureate institution personnel as available, develop and implement a schedule of services for transfer students to be provided by baccalaureate institution staff.
- Provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to baccalaureate institutions, and related transfer information.

Minimum Transfer Center Standards:

1. **Facilities-** Each College of the VCCCD shall provide space and facilities adequate to support the transfer center and its activities.
 - Each College of the VCCCD shall designate a particular location on campus as the focal point of transfer functions.
 - This location shall be readily identifiable and accessible to students, faculty, and staff.
- ~~— **Staffing -** Each College of the VCCCD shall provide clerical support for the transfer center and assign college staff to coordinate the activities of the transfer center: Each College of the VCCCD shall include:~~
- ~~— Transfer Center Coordinator:~~
 - ~~— Coordinates the activities of the transfer center~~
 - ~~— Coordinates underrepresented student transfer efforts~~
 - ~~— Serves as liaison to articulation, to student services, and to instructional programs on campus~~
 - ~~— Collaborates with baccalaureate institution personnel~~
 - ~~— Clerical Support:~~
 - ~~— provides clerical support for the transfer center~~

provides direct service to students, faculty and college and university representatives

- To coordinate underrepresented student transfer efforts
- To serve as liaison to articulation, to student services.
- To instructional programs on campus.
- To work with baccalaureate institution personnel.

2. Advisory Committee - Each College of the VCCCD shall designate an advisory committee to plan the development, implementation, and ongoing operations of the transfer center.

- Membership shall be representative of campus departments and services. Baccalaureate institution personnel shall be included as available.

3. Evaluation and Reporting - Each College of the VCCCD shall include in its transfer center plan a plan of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts, and the achievement of its transfer center plan.

- The Transfer Center Coordinator submits an annual report to the California Community College Chancellor's Office (CCCCO) describing the status of the College's efforts to implement its transfer center(s), achievement of transfer center plan targets and goals, and expenditures supporting transfer center operations.

See Board Policy 5120.

DTRW-SS

February 12, 2015

BP/AP 5140

DSPS

From: [Alexander Kolesnik](#)
To: [Linda Kamaila](#); [Laurie Nelson-Nusser](#)
Cc: [Lori Bennett](#); [Clare Geisen](#); [Mary Rees](#)
Subject: RE: ACTION ITEM: BP/AP 5140 Disabled Students Programs and Services
Date: Friday, January 30, 2015 1:59:46 PM

Here are the changes (AP only):

Last line of the first paragraph, delete "disabled students who can profit from instruction as required by federal and state laws" and replace with "students with disabilities."

Delete the last line of the AP "No student with disabilities is required to participate in the DSPS program." and replace with "Students with disabilities may also request accommodations through the campus or district ADA/504 coordinator." This would now be placed at the end of the paragraph before the bullet points for "These plans address:"

Alex

From: Linda Kamaila
Sent: Thursday, January 29, 2015 8:43 PM
To: Alexander Kolesnik; Laurie Nelson-Nusser
Cc: Lori Bennett; Clare Geisen; Mary Rees
Subject: RE: ACTION ITEM: BP/AP 5140 Disabled Students Programs and Services

Thanks, Alex. Any chance you can forward the changes? It's now gone through two sets of minor changes since the OC Senate saw it - I'd like to forward it to Leo Orange and Della Newlow (probably not a problem, but I feel uncomfortable speaking for them if they haven't seen it).

Aloha,

Linda

Linda LeValley Kama'ila, Ph.D.
President, Oxnard Academic Senate
Anthropologist, Oxnard College
www.4000rose.com
805-986-5800 ext. 1918

From: Alexander Kolesnik
Sent: Thursday, January 29, 2015 4:58 PM
To: Laurie Nelson-Nusser
Cc: Lori Bennett; Clare Geisen; Mary Rees; Linda Kamaila
Subject: Re: ACTION ITEM: BP/AP 5140 Disabled Students Programs and Services

We approved it at senate last week with a few minor changes by Patty Wendt.

Alex

Sent from my iPhone

On Jan 29, 2015, at 3:24 PM, Laurie Nelson-Nusser <lnusser@vcccd.edu> wrote:

Hi Alex,

The following was an action item for BP/AP 5140 Disabled Students Programs and Services and I just wanted to follow up with you to see if this had been done or if it is in process. Please let me know at your earliest convenience.

BP/AP 5140 Disabled Students – Mary Rees

Oxnard and Moorpark College Academic Senates are in consensus for approval on BP/AP 5140. Ventura College Academic Senate requested more time for review for first and second readings. Ventura College DSPS has recommended changes and they will coordinate incorporating their revisions through the Senate. Mr. (Dr.?) Kolesnik will send them to the other Senates with a copy to
--

Ms. Nusser after Ventura College make their changes. There will be a final review in February.

From: Laurie Nelson-Nusser
Sent: Thursday, January 15, 2015 7:27 PM
To: Mary Rees; Alexander Kolesnik; Linda Kamaila
Cc: Lori Bennett (lbennett@vcccd.edu); Clare Geisen
Subject: ACTION ITEM: BP/AP 5140 Disabled Students Programs and Services

Please vet with your Academic Senates and return to the February DTRW-SS meeting with your feedback.

Laurie Nelson Nusser
Administrative Relations and Chancellor's Office
Ventura County Community College District
255 W. Stanley Ave, Suite 150
Ventura, CA 93001
805.652.5508
lnusser@vcccd.edu

Book	VCCCD Board Policy Manual
Section	Chapter 5 Student Services
Title	BP 5140 DISABLED STUDENTS PROGRAMS AND SERVICES
Number	BP 5140
Status	Active
Legal	Education Code Sections 67310, 84850; Title 5, Sections 56000 et seq.
Adopted	April 18, 2006

~~Students with disabilities shall be assisted to participate whenever possible in the regular educational programs in the District.~~

~~The Disabled Students Programs and Services (DSPS) program shall be the primary provider for support programs and services that facilitate equal educational opportunities for disabled students who can profit from instruction as required by federal and state laws.~~

~~DSPS services shall be available to students with verified disabilities. The services to be provided include, but are not limited to, reasonable accommodations, academic adjustments, accessible facilities, equipment, instructional programs, rehabilitation counseling and academic counseling.~~

~~No student with disabilities is required to participate in the Disabled Students Programs and Services program.~~

The Chancellor shall assure that the Disabled Students Programs and Services (DSPS) program conforms to all requirements established by the relevant law and regulations.

See Administrative Procedure 5140.

Book VCCCD Administrative Procedure Manual
Section Chapter 5 Student Services
Title AP 5140 DISABLED STUDENT PROGRAMS AND SERVICES
Number AP 5140
Status Active
Legal Title 5, Sections 56000 et seq.
Adopted April 14, 2009
Last Reviewed March 12, 2009

~~The~~ Disabled Students Programs and Services (DSPS) ~~program~~ shall be the primary provider ~~for of support~~ programs and support services to facilitate and assure equal access to educational opportunities, classes and programs for ~~disabled students who can profit from instruction as required by federal and state laws.~~ students with disabilities.

DSPS services shall be available to students with verified disabilities, as authorized by DSPS certificated faculty members or the 504 Coordinator. The services to be provided include, but are not limited to : reasonable accommodations, academic adjustments, accessible facilities, [furniture, technology, and] equipment, instructional programs, [assessment to determine eligibility under the CCC LD Eligibility Model], ~~rehabilitation counseling~~ and academic, rehabilitation , and disability management counseling.

Each college in the district maintains a plan for the provision of programs and services to ~~disabled~~ students with disabilities, designed to assure that they have equality of access to ~~District~~ classes and programs offered by the district.

These plans address:

Students with disabilities may also request accommodations through the campus or district ADA/504 coordinator.

- Procedure for timely response to accommodations or requests involving academic adjustments which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee
- ~~The~~ appeals Procedure for appeals
- Long-range goals and short term objectives for the program
- Definitions of disabilities and students eligible for the program
- Delineation of ~~S~~support services and instruction ~~that are provided~~
- Description of alternative/accessible technology requirements
- Procedure for ~~V~~verification of disability
- Student rights and responsibilities
- Student educational contract ~~and/or plan that~~ is developed by a DSPS certificated faculty member, or designated person, in consultation with the student
- Procedure ~~of assignment~~ for determination of ~~A~~academic accommodations
- Provisions for course substitution and waivers
- Required ~~S~~staffing
- Provision for an advisory committee
- Provision of a DSPS Coordinator to oversee management of the program
- Appointment of a 504 Coordinator

Confidentiality of DSPS Information

Participation of the student in the program and the student's disability shall not be disclosed without prior consent of the student and shall not become part of the student's academic record. However, these may be disclosed by law, in the event of a mandatory reporting concern.

- ~~No student with disabilities is required to participate in the DSPS program.~~

DTRW-SS

February 12, 2015

BP/AP 5300

Student Equity

VCCCD	Board Policy Manual
Section	Chapter 5 Student Services
Title	BP 5300 STUDENT EQUITY
Number	BP 5300
Status	Active
Legal	Education Code Sections 66030; 66250, et seq.; 72010 et seq.; Title 5, Section 54220
Adopted	April 18, 2006
Last reviewed	April 18, 2006

The Board is committed to assuring student equity in educational programs and college services. The Chancellor shall establish and implement a student equity plan that meets the Title 5 standards for such a plan and ensures that all students, especially underrepresented students, have the opportunity to achieve their academic goals.

See Administrative Procedure 5300.

Book	VCCCD Board Policy Manual
Section	Chapter 5 Student Services
Title	AP 5300 STUDENT EQUITY
Number	AP 5300
Status	PROPOSED
Legal	Education Code Sections 66030; 66250, et seq.; 72010 et seq.; Title 5, Section 54220

The colleges of the district shall have student equity plans. Following approval by the Ventura Community College District Board of Trustees, the plans are filed as required ~~to~~ with the California Community Colleges Chancellor's Office.

The development of the student equity plan shall entail the following:

- The active involvement of constituent groups on campus.
- Involvement by appropriate people from the community who can articulate the perspective and concerns of historically underrepresented groups.
- Campus-based research as to the extent of student equity.
- A detailed plan with measurable objectives.

The student equity plan shall address:

- Institutional barriers to equity.
- Goals for access, course completion, degree and certificate completion, English as a Second Language (ESL) and basic skills completion, and transfer for target groups.
- Activities most likely to be effective to attain the goals, including coordination of existing student equity related programs.
- Sources of funds for the activities in the plan.
- A schedule and process for evaluation of progress towards the goals.

~~An executive summary that describes the groups for whom goals have been set, the goals, the initiatives that the district will undertake to achieve the goals, the resources budgeted for that purpose, and the district officer or employee who can be contacted for further information.~~

The student equity plan shall be developed, maintained, and updated on a regular basis.

DTRW-SS

February 12, 2015

Development of new BP/AP for census and
clearing rosters of inactive enrollment



COMMUNITY COLLEGE LEAGUE
OF CALIFORNIA

Book	Administrative Procedures
Section	Chap 5 Student Services
Title	Attendance
Number	AP 5070
Status	Active
Legal	Title 5 Sections 58000 et seq.
Adopted	November 1, 2000

AP 5070 Attendance

References:

Title 5 Sections 58000 et seq.

Note: *This procedure is **legally required**. Local practice may be inserted, but must reflect the requirements of Title 5 and the Budget and Accounting Manual regarding attendance accounting. Requirements include the following broad areas:*

- Computation of units of full time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course
- Selection of a single primary term length for credit courses
- Reporting of FTES during the "first period" (between July 1 and December 31) and "second period" (between July 1 and April 15)
- Compliance with census procedures prescribed by the California Community College Chancellor's Office for all credit courses, including work experience, independent study, and credit courses being reported on an actual attendance basis
- Preparation of census day procedure tabulations
- Preparation of actual student contact hours of attendance procedure tabulations
- Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations
- Preparation of support documentation regarding all course enrollment, attendance and disenrollment information.

- Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he or she served.
- Maintenance of the colleges in the District for at least 175 days during the fiscal year.

[AP 5070 Attendance.doc \(29 KB\)](#)

Last Modified by Jane Wright on March 13, 2012



Book	Administrative Procedures
Section	Chap 5 Student Services
Title	Course Adds and Drops
Number	AP 5075
Status	Active
Legal	Title 5 Sections 55024 and 58004
Adopted	November 1, 2000
Last Revised	August 31, 2011
Last Reviewed	March 31, 2012

AP 5075 Course Adds and Drops

References:

Title 5 Sections 55024 and 58004

NOTE: *This procedure is **legally required**. Local practice may be inserted. The following illustrative example meets legal minimum requirements.*

Adding Courses

Students may add classes through the registration period. ***Insert local procedures for adding.***

After the registration period concludes, classes may only be added by formal request from the student to ***[insert designated college officer]***.

Withdrawals

Withdrawals, or drops, are authorized through the last day of the fourteenth week of instruction or 75% of the term, whichever is less. ***Insert local withdrawal procedures.*** Students who withdraw or drop classes during the first four weeks or 30% of the term, whichever is less, will receive no notation on their academic record.

Instructors shall clear their rolls of inactive students not later than the end of the last business day before the census day for all students. ***[Insert local procedures for doing so.]***

“Inactive students” include:

- Students identified as no-shows,
- Students who officially withdraw,
- Students who are no longer participating in the courses and are therefore dropped by the instructor.

The District must establish the number of times that a student may withdraw from a class and receive a “W.” Students will not be permitted to withdraw and received a “W” in a class more than three times. In the case of multiple withdrawals, the District offers the following intervention program:

[Insert local procedures for intervention program]

Students may be permitted to enroll in a class after having received the maximum authorized number of “W” symbols as long as the students will receive a grade or a non-evaluative symbol other than a “W” upon completion of the course, if the District policy permits additional withdrawals for which it does not receive apportionment and the official designated in the District’s policy approves such withdrawal after a review of a petition submitted by the student.

Revised 2/08, 4/09, 7/11, 3/12

[AP 5075 Course Adds and Drops Rev. 3-31-12.doc \(22 KB\)](#)

Last Modified by Jane Wright on April 10, 2012