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## **District Council on Academic Affairs - DCAA**

### **Agenda**

**September 27, 2012 - 2:00 p.m. – 4 p.m.**

**Ventura College – Room MCW 312 (temporary venue)**

1. DCAA Calendar
2. DCAA Membership – Faculty Co-Chair Selection by DCAA Council
3. BP/AP 5010 Admissions and Concurrent Enrollment – from DTRW-SS  
(need Academic Senate feedback)
4. New Title 5 Regulations to Establishing Prerequisites and corequisites  
(AP 4025 and AP 4260) (Peter Sezzi/Erika Endrijonas) – from DTRW-I
5. General Education Patterns – AP 4025 – (Peter Sezzi/Erika Endrijonas)  
from DTRW-I
6. AP 5055 Enrollment Priorities (Peter Sezzi) – from DCSL 4.12.12
7. Status of "Family Planning" at MC, OC, VC (as defined in new Title 5  
language, AP 4255, no Board Policy exists, must be written) (Peter  
Sezzi)
8. Art/Art History (Riley Dwyer)

Next Meeting Date: October 25, 2012, 2:00 pm, DAC Lakin Boardroom



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## DCAA CALENDAR SUBMISSION DEADLINES AND MEETING DATES 2012-2013

**All meetings start at 2:00 and end at 4:00 pm  
on the 4<sup>th</sup> Thursday of each month during the academic year.**

**Location: DAC Lakin Boardroom**

| <b>SUBMISSION DEADLINE</b> | <b>MEETING DATE</b>  |
|----------------------------|----------------------|
| September 21, 2012         | September 27, 2012*  |
| October 19, 2012           | October 25, 2012     |
| November 26, 2012          | November 29, 2012**  |
| December 2012 (DARK)       | December 2012 (DARK) |
| January 18, 2013           | January 24, 2013     |
| February 22, 2013          | February 28, 2013    |
| March 22, 2013             | March 28, 2013       |
| April 19, 2013             | April 25, 2013       |

September 27 meeting will be at Ventura College MCW 312.\*

November 15 meeting is the 5<sup>th</sup> Thursday of the month due to Thanksgiving holiday. \*\*

(Spring Break: 3/11-3/15/2013)

# Ventura County Community College District

## Instructional Calendar

2012-2013

### Saturday Classes

|                                  | Fall       | Spring           |
|----------------------------------|------------|------------------|
| First Day of Instruction:        | 8/18       | 1/12             |
| No Instruction:                  | 9/1, 11/24 | 1/19, 2/16, 3/16 |
| Last Instruction Day-Final Exam: | 12/15      | 5/18             |

### Summer Intersession

|                                    |                    |
|------------------------------------|--------------------|
| Holidays:                          | 7/4                |
| Possible Instruction Days:         | 39                 |
| First Possible Day of Instruction: | 6/18               |
| Last Possible Day of Instruction:  | 8/10               |
| Final Exam Date:                   | Last class session |

### Summer 2012

|             | S  | M  | T  | W  | Th | F  | S  |
|-------------|----|----|----|----|----|----|----|
| June 2012   |    |    |    |    |    | 1  | 2  |
|             | 3  | 4  | 5  | 6  | 7  | 8  | 9  |
|             | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|             | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|             | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| July 2012   | 1  | 2  | 3  | 4  | 5  | 6  | 7  |
|             | 8  | 9  | 10 | 11 | 12 | 13 | 14 |
|             | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|             | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
|             | 29 | 30 | 31 |    |    |    |    |
| August 2012 |    |    |    | 1  | 2  | 3  | 4  |
|             | 5  | 6  | 7  | 8  | 9  | 10 | 11 |

### Fall Semester: 87 days

|   |                      |
|---|----------------------|
| Instructional Days:                                 | 84                   |
| Self-Assigned Flex Days:                            | 2                    |
| Mandatory Flex Days:                                | 1                    |
| First day of instruction for full-semester classes: | 8/16                 |
| Holidays:   | 9/3, 11/12, 11/22-23 |
| Last day of fall semester:                          | 12/17                |
| Final Exam Week:                                    | 12/11-12/17          |

### Spring Semester: 88 days

|   |                  |
|---|------------------|
| Instructional Days:                                 | 84               |
| Self-Assigned Flex Days:                            | 4                |
| Mandatory Flex Days:                                | 0                |
| First day of instruction for full-semester classes: | 1/14             |
| Holidays:   | 1/21, 2/12, 2/18 |
| Spring Break:                                       | 3/11-3/15        |
| Last day of spring semester:                        | 5/21             |
| Final Exam Week:                                    | 5/15-5/21        |

### Fall 2012

|                | S  | M  | T  | W  | Th | F  | S  |
|----------------|----|----|----|----|----|----|----|
| August 2012    |    |    |    | 1  | 2  | 3  | 4  |
|                | 5  | 6  | 7  | 8  | 9  | 10 | 11 |
|                | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|                | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|                | 26 | 27 | 28 | 29 | 30 | 31 |    |
| September 2012 |    |    |    |    |    |    | 1  |
|                | 2  | 3  | 4  | 5  | 6  | 7  | 8  |
|                | 9  | 10 | 11 | 12 | 13 | 14 | 15 |
|                | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|                | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
|                | 30 |    |    |    |    |    |    |
| October 2012   |    | 1  | 2  | 3  | 4  | 5  | 6  |
|                | 7  | 8  | 9  | 10 | 11 | 12 | 13 |
|                | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|                | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|                | 28 | 29 | 30 | 31 |    |    |    |
| November 2012  |    |    |    |    | 1  | 2  | 3  |
|                | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
|                | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|                | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
|                | 25 | 26 | 27 | 28 | 29 | 30 |    |
| December 2012  |    |    |    |    |    |    | 1  |
|                | 2  | 3  | 4  | 5  | 6  | 7  | 8  |
|                | 9  | 10 | 11 | 12 | 13 | 14 | 15 |
|                | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|                | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
|                | 30 | 31 |    |    |    |    |    |

### Spring 2013

|               | S  | M  | T  | W  | Th | F  | S  |
|---------------|----|----|----|----|----|----|----|
| January 2013  |    |    |    |    |    |    |    |
|               |    |    | 1  | 2  | 3  | 4  | 5  |
|               | 6  | 7  | 8  | 9  | 10 | 11 | 12 |
|               | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|               | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|               | 27 | 28 | 29 | 30 | 31 |    |    |
| February 2013 |    |    |    |    |    | 1  | 2  |
|               | 3  | 4  | 5  | 6  | 7  | 8  | 9  |
|               | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|               | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|               | 24 | 25 | 26 | 27 | 28 |    |    |
| March 2013    |    |    |    |    |    | 1  | 2  |
|               | 3  | 4  | 5  | 6  | 7  | 8  | 9  |
|               | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|               | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|               | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|               | 31 |    |    |    |    |    |    |
| April 2013    |    |    | 1  | 2  | 3  | 4  | 5  |
|               | 6  | 7  | 8  | 9  | 10 | 11 | 12 |
|               | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|               | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|               | 27 | 28 | 29 | 30 |    |    |    |
| May 2013      |    |    |    | 1  | 2  | 3  | 4  |
|               | 5  | 6  | 7  | 8  | 9  | 10 | 11 |
|               | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|               | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|               | 26 | 27 | 28 | 29 | 30 | 31 |    |

**POLICY COMMITTEE AGENDA PREPARATION CALENDAR 2012  
VENTURA COUNTY COMMUNITY COLLEGE DISTRICT**

**POLICY COMMITTEE MEETINGS 2012 – THIRD WEDNESDAY OF EACH MONTH @ 3:30 P.M.**

| <u>Noon</u>  |  | <u>Noon</u>   | <u>3:30 p.m.</u>   | <u>Noon</u>  | <u>9:00 a.m.</u>  | <u>3:00 p.m.</u>  | <u>8:30 a.m.</u>            | <u>5:30 p.m.</u><br>(subject to change)  |
|--|--|---|--|--|---|---|-----------------------------|--|
| <b>Submission Deadline for Policy Committee Meeting Agenda Items (in final format)</b> | <b>Policy Committee Agenda Preparation and Review by Chancellor's Office</b> | <b>Final Policy Committee Agenda Uploaded to BoardDocs, Distributed to Public, Emailed to Committee Members</b> | <b>Policy Committee Meeting (third Wednesday each month)</b> | <b>Pols/Procs due for Cabinet Agenda Review and BoardDocs Agenda</b> | <b>Chancellor's Cabinet</b><br>• <b>Agenda Setting/ Review</b><br>• <b>Board Policy/ Procedure Review (for future meetings, committee distribution)</b> | <b>Pol/Proc Items Due for Consultation Council Agenda</b> | <b>Consultation Council</b> | <b>Board Meeting<br/>255 W. Stanley Ave., Suite 150<br/>Ventura, CA<br/>Lakin Board Room</b> |
|  |  |   | December 21, 2011  | December 21  | January 3   | January 10  | January 12                  | January 17   |
| January 9  | January 10-11  | January 12  | January 18   | January 26   | January 30  | February 1  | February 3                  | February 14  |
| February 6   | February 7-8   | February 10   | February 15  | February 23  | February 27   | February 29   | March 2                     | March 13   |
| March 12   | March 13-14  | March 16  | March 21   | March 22   | March 26  | March 28  | March 30                    | April 10   |
| April 9  | April 10-11  | April 13  | April 18   | April 19   | April 23  | April 25  | April 27                    | May 8  |
| May 8  | May 9-10   | May 11  | May 16   | May 31   | June 4  | June 5  | June 7                      | June 19  |
| June 11  | June 12-13   | June 14   | June 20  | June 21  | June 25   | June 26   | June 28                     | July 10  |
| July 9   | July 10-11   | July 12   | July 18  | July 26  | July 30   | July 31   | August 2                    | August 14  |
| August 6   | August 7-8   | August 9  | August 15  | August 23  | August 27   | August 29   | August 31                   | September 11   |
| September 11   | September 12-13  | September 14  | September 19   | September 20   | September 24  | September 26  | September 28                | October 9  |
| October 9  | October 10-11  | October 12  | October 17   | October 25   | October 29  | October 31  | November 2                  | November 13  |
| November 13  | November 14-15   | November 16   | November 21  | November 20  | November 26   | November 28   | November 30                 | December 11  |

5/16/12 Process/Calendar Maintained by Administrative Relations

Process/Policy/Procedure Questions: Contact Clare Geisen, Director of Administrative Relations, Tel. 805.652.5504/cgeisen@vcccd.edu

Calendar: Contact Laurie Nelson-Nusser, Administrative Assistant to Chancellor's Office, Tel. 805.652.5508/Lnusser@vcccd.edu

Calendar Posted in BoardDocs Library at www.vcccd.edu

**POLICY COMMITTEE AGENDA PREPARATION CALENDAR 2012  
VENTURA COUNTY COMMUNITY COLLEGE DISTRICT**

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| January 9  | January 10-11  | January 12  | January 18   | January 26   | January 30  | February 1  | February 3                  | February 14  |
| February 6   | February 7-8   | February 10   | February 15  | February 23  | February 27   | February 29   | March 2                     | March 13   |
| March 12   | March 13-14  | March 16  | March 21   | March 22   | March 26  | March 28  | March 30                    | April 10   |
| April 9  | April 10-11  | April 13  | April 18   | April 19   | April 23  | April 25  | April 27                    | May 8  |
| May 8  | May 9-10   | May 11  | May 16   | May 31   | June 4  | June 5  | June 7                      | June 19  |
| June 11  | June 12-13   | June 14   | June 20  | June 21  | June 25   | June 26   | June 28                     | July 10  |
| July 9   | July 10-11   | July 12   | July 18  | July 26  | July 30   | July 31   | August 2                    | August 14  |
| August 6   | August 7-8   | August 9  | August 15  | August 23  | August 27   | August 29   | August 31                   | September 11   |
| September 11   | September 12-13  | September 14  | September 19   | September 20   | September 24  | September 26  | September 28                | October 9  |
| October 9  | October 10-11  | October 12  | October 17   | October 25   | October 29  | October 31  | November 2                  | November 13  |
| November 13  | November 14-15   | November 16   | November 21  | November 20  | November 26   | November 28   | November 30                 | December 11  |

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The Colleges are responsible for the development and assessment of student learning outcomes and service unit outcomes in accordance with accreditation standards. Although each College has developed its own process and schedule for the development and the assessment of course, program and institution-level student learning outcomes, a common method for tracking data on the progress made is maintained. The Colleges are also responsible for developing and evaluating the data elements called for through their site-specific program review models.

Chair: Associate Vice Chancellor, Information Technology

Members: One Senior Programmer Analyst  
~~College Institutional Researcher (3)~~  
One Data Analyst (1-DAC)  
One College Technical Data Specialist (1-College)  
Others as determined by the Chancellor

From Each College:  
College Institutional Researcher

Typically, the committee meets as needed.

## **Governance Recommending Bodies**

### ***District Council on Academic Affairs***

The District Council on Academic Affairs (DCAA) advises the Chancellor through Cabinet and the District Consultation Council regarding instructional program development and related Board policies, administrative procedures, and standard operating practices; DCAA facilitates the coordination of District college programs and reviews institutional offerings for redundancy, growth and development, and discontinuance; and prepares the initial draft of the educational master plan as it relates to instruction and student services. The District Council on Academic Affairs is advised by two District workgroups on academic and professional matters (DTRW-I and DTRW-SS). The workgroups focus on instruction and student services in program development.

Members understand that they attend meetings to represent constituent groups at a College or the District Administrative Center. In this role, members formulate recommendations to the Chancellor through consultation and are responsible to serve as a conduit for information and the catalyst for discussion on topics raised at the District group and within the constituent group. These topics include, but are not limited to, the specific areas outlined in state law and regulation.

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Chair: Appointed by the Chancellor (currently one College Executive Vice President).

Co-Chair: One Faculty member selected by the DCAA Council (1)

Members: One Vice President, Business Services (appointed by the Chancellor)

From Each College:

Executive Vice President (1)

Academic Senate President or designee

~~Vice President, Business Services (1)~~

Faculty co-chair of campus planning committees or a college faculty designee

Associated Student Government Representative

Additional college faculty member

Typically, this committee meets monthly.

### ***District Technical Review Workgroup - Instructional***

The purpose of the District Technical Review Workgroup - Instructional (DTRW-I) is:

- To put into practice the collaboration of faculty and District administration in ensuring the technical and legal accuracy of new and substantively revised courses and programs approved by each College's Curriculum Committee; and
- To safeguard the primacy of each College Curriculum Committee and the College faculty in the design and modification of courses and programs.

The DTRW-I is an advisory group to DCAA. It reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW-I is responsible for reviewing new and substantively revised courses and programs prior to submission through DCAA to the Chancellor and the Board of Trustees. DTRW-I is responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW-I may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum.

In addition to the general operating agreements for District groups included previously in this Handbook, DTRW-I follows these additional operating agreements:

|         |  |
|---------|--|
| Book    | VCCCD Board Policy Manual  |
| Section | Chapter 5 Student Services   |
| Title   | BP 5010 ADMISSIONS AND CONCURRENT ENROLLMENT   |
| Number  | BP 5010  |
| Status  | Active   |
| Legal   | Education Code Section <u>48800, 48800.5, 68000 et seq., 76000, 76001, 76002</u> ; Labor Code Section 3077 |
| Adopted | April 18, 2006   |

The District shall admit the following students ~~who meet one of the following requirements and who are determined to be capable of profiting from the instruction offered:~~

- ~~Any person over the age of 18 and~~ California resident possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the Chancellor or his or her designee are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Section 3077 of the Labor Code

The district may admit other persons who meet the criteria set forth in AP 5010 and are determined to be capable of profiting from the instruction offered:

#### Admission ~~Concurrently Enrolled Special Admission Students~~

The district may admit concurrently enrolled special admission students providing they are determined to be able to benefit from advanced scholastic or vocational education, and they meet the criteria set forth in AP 5010.

For purposes of this section, concurrently enrolled special admission students are defined as minors and persons 18 years of age or older enrolled in grades K through 12 in an accredited public or private school, or an approved home school program who are eligible to attend pursuant to section 48800 et seq. A home school program that is affiliated with an accredited public or private K-12 school district, or for which an affidavit is on file with the California Department of Education will be considered an approved home school program.

Concurrently enrolled special admission students may be admitted as a special part-time or special full-time student in any session or term.

- ~~Any student whose age or class level is equal to grades K-12 is eligible to attend as a special part-time student for advanced scholastic or vocational courses.~~



- ~~Any student whose age or class level is equal to grades K-12 is eligible to attend as a special full-time student~~
- ~~Any student enrolled in K-12 may attend summer session.~~

The Chancellor shall establish procedures regarding ability to benefit and admission of high school and younger students.

Denial of Requests for Admission:

- If the Board denies a request for special full time or part time enrollment by a pupil who is identified as highly gifted, the board will record its findings and the reason for denying the request in writing within 60 days.
- The written recommendation and denial shall be issued at the next regularly scheduled board meeting that occurs at least 30 days after the pupil submits the request to the District.

The Chancellor shall establish procedures regarding evaluation of requests for special full time or part time enrollment by a pupil who is identified as highly gifted.

~~Claims for State Apportionment for Concurrent Enrollment:~~

Claims for state apportionment submitted by the district based on enrollment of high school pupils shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

**Nonresidents:**

The district may admit any person who is determined to be a nonresident of California under conditions stipulated herein providing the admission criteria set forth in AP 5010 is met and upon payment of all required nonresident tuition and fees See BP 5020, AP 5020 regarding nonresident tuition and fees). Nonresidents are defined as:

- U.S. citizens who are legal residents of a state other than California
- Immigrant aliens (permanent residents) who are legal residents of a state other than California
- Non-immigrant aliens who are citizens and legal residents of their home country
- Non-U.S. citizens who do not have lawful immigration status
- Any person who does not have a legal right to establish residency in California or, if he/she has the legal right to establish residency in California, has not demonstrated the combination of physical presence and intent sufficiently to warrant a determination of California residency.

Residency shall be determined in compliance with section 68000 et seq. of the California Education Code. The Chancellor shall establish procedures regarding compliance with statutory and regulatory criteria for residency of community college students.

The attendance of nonresident students shall not be claimed for apportionment funding except as allowed by law under the California Education Code and Title 5 Administrative Code.

See Administrative Procedure 5010, Board Policy 5020 and Administrative Procedure 5020.

## AP 5010 Admissions

Reference:

*Education Code Section 76000*

### 1. Designated Authority and Responsibility for the Admissions Process

Responsibility for the admission process in the colleges of the District is assigned to the appropriate administrator or designee in the Office of Admissions and Records. The appropriate administrator or designee makes initial admission determinations.

### 2. Admission Procedures for Students Over 18

Specific and current admission procedures are published in the most recent versions of the college schedule of classes, catalog, and website.

All prospective students must complete and sign a valid admissions application to be admitted to the college. Applications may be submitted in written format or online. Each person applying for admission or enrollment to the colleges of the Ventura County Community College District is classified as a 'resident' or a 'non-resident' for purposes of admission and/or tuition. The admission application will be the basis for initial residency determination. (See BP 5015, AP 5015 – Residency Determination, and BP 5020, AP 5020 – Nonresident Tuition)

Admission to the colleges of the Ventura County Community College District is open to anyone California resident who possesses a high school diploma or equivalent (certificate of proficiency, GED), any adult 18 years of age or older who may benefit from instruction offered, and any ~~person~~ California resident who is an apprentice as defined in Section 3077 of the Labor Code.

Students' self-certification may serve as proof of high school attendance and graduation or its equivalent, except that home schooled students may be required to provide verification from an accredited high school district that the home school curriculum completed is deemed equivalent to graduation from an accredited high school.

Admission may be granted to other persons who are determined to be capable of benefitting from the instruction offered, including minors who are concurrently enrolled in grades K-12 and persons who are not California residents, including nonimmigrant aliens. Additional admission criteria apply as stated below.

### 3. Admission Procedures for Non-Resident Students That Include a Determination of Residence Status

A U.S. citizen who is determined to be a resident of another state may be admitted under conditions stipulated by the governing board and on payment of non-resident tuition, capital outlay surcharge, enrollment fees, health fees, and other applicable fees.

U.S. citizens who are determined to be non-residents, but who submit verifiable documentation to certify that they meet the following criteria, will remain classified as a nonresident but may be exempted from payment of non-resident tuition pursuant to AB 540:

- High school attendance in California for three or more years, and;
- Graduation from a California high school or attainment of the equivalent thereof
- Verifiable documentation shall include the self-certifying affidavit required by the California Community Colleges' Chancellor's Office, and may include high school transcripts or other acceptable documents verifying attendance and graduation.

A non-citizen who holds or is applying for an F1 or M1 student visa may only be admitted under conditions stipulated by the governing board, and upon submission of a completed International Student Application packet and ~~on~~ payment of an application processing fee, non-resident tuition and foreign student surcharge, enrollment fees, health fees, and other applicable fees.

Non-citizens holding other non-immigrant visas may be admitted under conditions stipulated by the governing board, and upon presentation of their visa at the Admissions and Records Office for verification and determination of residency status. Non-immigrant students who are determined to be eligible to establish California residency under the terms of their visa will initially be classified as nonresidents and required to submit additional documentation in support of their request for residency reclassification. (See BP 5015 and AP 5015, Residency Determination).  
~~as non-residents or residents as determined by the conditions of the visa and the student's ability provide documentation in support of the establishment of California residence pursuant to California Education Code.~~

Non-citizens without lawful immigration status ~~may~~ shall be classified as a non-residents but exempted from payment of non-resident tuition ~~if he or she~~ provided they submit verifiable documentation to certify that they meets the following requirements criteria:

- High school attendance in California for three or more years, and;
- Graduation from a California high school or attainment of the equivalent thereof, and;
- ~~The filing of an affidavit that attests that the student has filed an application to legalize his/her immigration status or will do so as soon as he/she is eligible~~  
Verifiable documentation shall include the self-certifying affidavit required by the California Community Colleges' Chancellor's Office, and may include high school transcripts or other acceptable documents verifying attendance and graduation.

#### **~~4. Publication of Admissions Policies and Procedures~~**

~~Specific and current admission procedures are published in the most recent versions of the college schedule of classes, catalog, and website.~~

## **5. Minors as Special Admission Students**

In accordance with the California Education Code, minors may be permitted to take college courses under very specific circumstances. The intent of Special Admissions is to provide minors who can benefit from advanced scholastic and vocational education the opportunity to take college-level courses that are not available through their primary school or other alternatives.

Special Admission students are required to complete and submit an application for college admission, a Special Admission packet that includes the Recommendation for Special Admission (required every semester), Memorandum of Understanding, and a transcript (for high school students) or a letter from the primary school principal attesting to the student's ability to benefit from advanced scholastic or vocational education (for K-8 students). Additional documentation, including the college instructor's written permission, may be required.

Students admitted as part-time special admission students may enroll in a maximum of six (6) units per semester or term, unless approved for additional units by the designated college administrator. Under no circumstances may a part-time special admission student enroll in more than eleven (11) units in a regular semester.

Parents and students applying for Special Full-time Admission status must contact the Registrar's Office. Petitions for Special Full-Time Admission will be considered only after the parent and student have exhausted all alternatives available through the secondary school district that the student would be attending. The decision to admit a minor as a special full-time admission student may be subject to the availability of classes. Special full-time admission students are required to complete at least 12 units in each primary term, and to maintain continuous enrollment until reaching the age of 18.

Under the Family Educational Rights and Privacy Act, once a student of any age is attending an institution of post-secondary education, all rights pertaining to the inspection, review and release of his/her educational records belong to the student without regard to the student's age. Therefore all students, regardless of age, must provide written consent for the release of their college transcripts and/or college records.



|               |   |
|---------------|---|
| Book          | VCCCD Board Policy Manual   |
| Section       | Chapter 4 Academic Affairs  |
| Title         | BP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION              |
| Number        | BP 4025   |
| Status        | Active  |
| Legal         | <a href="#">Title 5, Section 55805</a><br><a href="#">Accreditation Standard II.A.3</a> |
| Adopted       | February 16, 2006   |
| Last Reviewed | June 19, 2012   |

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, general education should lead to better understanding.

In the establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.

The Chancellor shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

See [Administrative Procedure 4025](#).

Last Modified by Laurie Nusser on July 2, 2012



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|---------------|---|
| Book          | VCCCD Administrative Procedure Manual   |
| Section       | Chapter 4 Academic Affairs  |
| Title         | AP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION  |
| Number        | AP 4025   |
| Status        | Active  |
| Legal         | <a href="#">Accreditation Standard II.A.3</a><br><a href="#">Title 5, Section 55063</a><br><a href="#">Title 5, Section 55062</a><br><a href="#">Title 5, Section 55061</a> |
| Adopted       | July 14, 2009   |
| Last Reviewed | June 19, 2012   |

### **Philosophy and Criteria for Associate Degree**

The philosophy and criteria for the associate degree and general education of the Ventura County Community College District address the considerations contained in the references listed above. These include, but are not limited to:

The programs of District colleges are consistent with the District mission, objectives, demographics and economics of its community.

The philosophy and criteria regarding the associate degree reference the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including but not limited to:

- To think, communicate, speak, and write clearly and effectively
- To understand and apply mathematical concepts
- To understand the modes of inquiry of the major disciplines
- To be aware of other cultures and time periods
- To achieve insights gained through experience in thinking about ethical problems
- To develop the capacity for self understanding

The Curriculum Committee of each District college establishes a curriculum proposal and review process that methodically and consistently validate the above principles within the college's course and program inventory.

At a secondary level, the District Technical Review Workgroup (DTRW) provides technical oversight to ensure that the colleges' course and program curriculum are in regulatory compliance.

### **Philosophy and Criteria for General Education**

The philosophy and criteria regarding general education reference the policy of the Board of Governors that general education should lead to better self-understanding, including:

- Understand the modes of inquiry and critique used in the natural, social, and behavioral sciences and the humanities

- Understand and appreciate the role of culture and the arts in society and in one's personal life
- Think logically and communicate effectively
- Understand and adopt the concepts of personal health and fitness to enhance the quality of life
- Recognize the multitude of diversities in the physical and human environments and how these diversities impact individuals and society
- Understand the connections among the various disciplines
- Use a variety of means to find information, examine it critically, and apply it appropriately
- Work ethically and effectively with others
- Apply the skills necessary for successful living in an ever-changing and global environment
- Become productive workers and life-long learners
- Meet the objectives of general education

General education is designed to introduce students to the variety of means through which people comprehend the modern world.

General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology proficiency, affective and creative capabilities, social aptitude, and an appreciation for cultural diversity.

To meet the objectives of general education, the District college shall develop Student Learning Outcomes in the following areas, and place general education courses in accordance with those outcomes into the appropriate general education areas:

- Natural Sciences: A minimum of 6 units including one course in Biological Sciences and one course in Physical Science.
- Social and Behavioral Sciences: A minimum of 6 units including one course in American History/Institutions and one course in other Social and Behavioral Science.
- Humanities: A minimum of 6 units including one course in Fine Arts/Performing Arts and one course in any other Humanities.
- Language and Rationality: A minimum of 6 units including one course in English Composition and one course from Communication/Analytical Thinking.
- Health/Physical Education: No unit minimum. One Health Education course and one Physical Education Activity course.
- Ethnic/Women's Studies: Students selecting an Associate in Arts degree in General Studies must complete a minimum of 3 units in Ethnic/Women's Studies.

The Curriculum Committee of the colleges, as part of the curriculum proposal and review process, will specifically address the placement of courses into the general education areas. Elements of the review process will include, at a minimum, the following:

- The alignment of the course outcome to general education outcome of the proposed area
- The rigor and comprehensive nature of the course as a lower-division introduction into the discipline
- Applicability of the course for fulfilling CSU GE-Breadth or IGETC for transfer

Completion of the District College General Education pattern shall be required for all Associate degrees except:

- When prohibited by legislated transfer degrees that require completion of CSU GE-Breadth and/or IGETC and forbid additional District requirements.
- When the degree is designed specifically for transfer and another general education pattern (such as CSU GE-Breadth, IGETC, or a university's native GE pattern) more adequately serves the needs of the students.

Last Modified by Laurie Nusser on July 2, 2012





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|---------|--|
| Book    | VCCCD Board Policy Manual                |
| Section | Chapter 4 Academic Affairs               |
| Title   | BP 4260 PRE-REQUISITES AND CO-REQUISITES |
| Number  | BP 4260                                  |
| Status  | Active                                   |
| Legal   | Title 5, Section 55200                   |
| Adopted | February 16, 2006                        |

The Board establishes prerequisites, co-requisites and advisories on recommended preparation for courses in the curriculum upon recommendation of the Chancellor in consultation with the Academic Senates. All such prerequisites, co-requisites and advisories shall be established in accordance with the standards set out in Title 5. Any prerequisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which a prerequisite or co-requisite may be challenged by a student on grounds permitted by law. Prerequisites, co-requisites and advisories shall be identified in District publications available to students.

See Administrative Procedure 4260.



Book VCCCD Administrative Procedure Manual  
Section Chapter 4 Academic Affairs  
Title AP 4260 PREREQUISITES AND CO-REQUISITES  
Number AP 4260  
Status Active  
Legal Reference: Title 5, Sections 55000 et seq.  
Adopted June 16, 2010  
Last Reviewed June 9, 2010

[AP 4260 Prerequisites and Corequisites.pdf \(75 KB\)](#)

## AP 4260 Prerequisites and Co-requisites

The following provides for the establishing, reviewing, and challenging of prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice.

### 1. Information in the Catalog and Schedule of Classes

The college shall provide the following explanations in the college catalog and Schedule of Classes:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.

### 2. Challenge Process

- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
  1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the District shall resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course. The Challenge is evaluated by the discipline faculty with oversight by the dean of the area.
  2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.
- B. Grounds for challenge shall include the following:
  1. Those grounds for challenge specified in Title 5, Section 55003 (m).
  2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by

a semester or more in attaining the degree or certificate specified in his or her educational plan.

The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.

4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

### C. Curriculum Review Process

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

1. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
2. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate or as delegate to the curriculum committee without forfeiting its rights or responsibilities under Section 53200-53204 of Title 5. Certain limitations on enrollment must be established in the same manner.
3. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
  - a) The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:
    - (1) Approve the course; and,
    - (2) As a separate action, approve any prerequisite or co-requisite, only if:
      - (a) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
        - (i) involvement of faculty with appropriate expertise;
        - (ii) consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
      - (iii) be based on a detailed course outline of record, tests, recommended instructional materials, course format, type and number of examinations, and assessment and grading criteria;
      - (iv) specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;

- (v) identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.
- (vi) matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
- (vii) maintain documentation that the above steps were taken.

The prerequisite or co-requisite meets the scrutiny specified in one of the procedures for review of individual courses (see below), and specify which.

- (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
  - (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
  - (5) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.
  - (6) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.
- b) A course which should have a prerequisite or co-requisite as provided in (5) or (6) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
    - (1) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
    - (2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.
  - c) The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.

4. **Program Review.** As a regular part of the program review process or at least every six years, or more frequently as appropriate, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.
5. **Implementing Prerequisites, Co-requisites, and Limitations on Enrollment.** Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.
6. **Instructor's Formal Agreement to Teach the Course as Described.** The District's Collective Bargaining Agreement with the American Federation of Teachers (AFT) outlines the responsibilities of the instructor in delivery of courses. The Collective Bargaining Agreement also specifies the scope and process of a peer-conducted instructor evaluation processes to ensure that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline.

### **Review of Individual Courses**

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

#### **1. Prerequisites and Co-requisites**

A. **Levels of Scrutiny.** Prerequisites and co-requisites must meet the requirements of at least one of the following subsections:

1. **The Standard Prerequisites or Co-requisites.** The college may establish satisfactory completion of a course as prerequisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, the college specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or co-requisite(s). Any combination of University of California campuses and California State University campuses is acceptable

in satisfaction of this requirement.

2. Sequential Courses Within and Across Disciplines. A course may be established as a prerequisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the curriculum committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.
3. Courses in Communication or Computation Skills. Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or co-requisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:
  - a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and Research is conducted as provided above per regulation.  
The prerequisite or co-requisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline and by the curriculum committee as provided above and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.
4. Cut Scores and Prerequisites. Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of these data shall be done in the manner prescribed above in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.
5. Programs. In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard

to at least one course that is required as part of the program.

6. Health and Safety. A prerequisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the curriculum committee as provided above:
  - a) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and
  - b) The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.
  
7. Recency and Other Measures of Readiness: Recency and other measures of readiness may be established as a prerequisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:
  - a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.
  - b) Data are gathered according to sound research practices in at least one of the following areas:
    - (1) The extent to which students, those currently enrolled in the course or those who have completed them, believe the proposed prerequisite or co-requisite is necessary. Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or co-requisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in courses or other indicators that the student was or was not ready to take the course.
    - (3) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or co-requisite.
    - (4) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described above.
  - c) The standard for any comparison done shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or co-requisite. The research design, operational definitions, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the academic senate. If the evidence fails to meet the standard established, each college may establish the proposed prerequisite or co-requisite as a recommended preparation and may seek to establish it as a prerequisite or co-requisite only by following the process described in this policy and any applicable college policies.



- d) If the curriculum committee has determined as provided in these procedures that a new course needs to have a prerequisite or co-requisite, then the prerequisite or co-requisite may be established for a single period of not more than two years while research is being conducted and a determination is being made, provided that:
  - (1) All other requirements for establishing the prerequisite or co-requisite have already been met; and
  - (2) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.

Prerequisites and co-requisites that are exempt from review at the time they are, or were, established are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed.

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

## **2. Advisories on Recommended Preparation.**

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

## **Limitations on Enrollment.**

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

- A. Performance Courses. The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:
  - 1. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
  - 2. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine

whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

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

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



Book VCCCD Board Policy Manual  
Section Chapter 5 Student Services  
Title BP 5055 ENROLLMENT PRIORITIES  
Number BP 5055  
Status Active  
Legal [Title 5, Section 58108](#)  
[Title 5, Section 58106](#)  
[Title 5, Section 51006](#)  
Adopted April 18, 2006  
Last Reviewed March 13, 2012

The Chancellor, in consultation with the Academic Senates, shall establish procedures defining enrollment priorities, limitations, and processes for student challenge, which shall comply with Title 5 regulations.

See [Administrative Procedure 5055](#).

Last Modified by Laurie Nusser on March 14, 2012



|               |  |
|---------------|--|
| Book          | VCCCD Administrative Procedure Manual  |
| Section       | Chapter 5 Student Services   |
| Title         | AP 5055 ENROLLMENT PRIORITIES  |
| Number        | AP 5055  |
| Status        | Active   |
| Legal         | <a href="#">California Education Code, Section 66025.8 et. seq.</a><br><a href="#">Title 5 Section 58106</a> |
| Adopted       | April 14, 2009   |
| Last Reviewed | March 13, 2012   |

Pursuant to Title 5 Section 58106; Education Code Section 66025.8 et. seq. within the Ventura County Community College District, registration appointments are given in the following order:

1. EOPS students, DSPS students, CalWORKS students, military veterans, and former foster youth as defined by statute
2. Continuing students with 45-75 units\* (waivers for majors exceeding 75 units may be requested through the Counseling Department)
3. Continuing students with 30-44 units\*
4. Continuing students with 15-29 units\*
5. Continuing students with 1-14 units\*
6. Newly matriculated students and returning students with less than 76 units
7. New students who have not gone through matriculation
8. Open registration for all students (except "9." below), including students with 76+ units (unless granted a waiver under item 2 above)
9. Special admission high school students

\*Completed and in progress VCCCD units. Basic skills and non-degree applicable units shall not be counted.

**Continuing Student:** a student who has been enrolled in one or more of the two previous primary semesters.

**Returning Student:** a student who has been previously enrolled, but not enrolled for either of the previous two primary semesters.

**Primary Semesters:** fall and spring

Last Modified by Laurie Nusser on March 14, 2012



|               |  |
|---------------|--|
| Book          | VCCCD Administrative Procedure Manual  |
| Section       | Chapter 4 Academic Affairs   |
| Title         | AP 4255 DISQUALIFICATION AND DISMISSAL   |
| Number        | AP 4255  |
| Status        | Active   |
| Legal         | <a href="#">Title 5, Section 55034</a><br><a href="#">Title 5, Section 55033</a> |
| Adopted       | June 16, 2010  |
| Last Reviewed | October 11, 2011   |

**Standards for Dismissal:** A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 1.75 in all units attempted in each of three (3) consecutive semesters, and has a semester GPA of less than 1.75 for the current semester.

A student who has been placed on probation shall be subject to dismissal if the percentage of units in which the student has been enrolled for which entries of "W," "I," "NC," and "NP" are recorded in at least three (3) consecutive semesters reaches or exceeds fifty percent (50%).

**Dismissal Letter:** Each college in the Ventura County Community College District shall notify a student who is dismissed at or near the beginning of the semester in which it will take effect but, in any case, no later than the start of the fall semester.

The college mails a letter indicating "academic dismissal" to the home address indicated in the student's records.

The letter references this procedure, explains the meaning of dismissal, the procedure for reinstatement, and procedure to appeal the dismissal.

**Fall Dismissals:** Special circumstances exist for dismissals after the Fall semester due to the fact that students traditionally enroll before Fall grades are available. Subject to dismissal letters will be sent no later than January 30, informing students that:

- If they are enrolled in the Spring semester, they will be permitted to continue on probation. Dismissal status will be reevaluated at the end of the Spring semester.
- If they are not enrolled in the Spring semester, they have the right to appeal dismissal in accordance with the appeal process.

**Procedure for Fall Dismissal Appeals:** Appeals for students subject to dismissal as a result of the fall grades must be filed following notification during the spring semester. The following conditions apply:

- Students who are enrolled in the spring semester will not be required to file an appeal but will be allowed to continue on probation and have their dismissal status reevaluated at the end of the spring semester.
- Students who have not enrolled in the spring semester will be dismissed unless an appeal is granted in accordance with procedures set above.

**Academic Record:** Each enrolled student's status is recorded at the end of each term as part of the student's

academic record; the notation specifies the student's status for both academic and progress categories as either "in good standing," "on probation," or "dismissed."

**Appeal of Dismissal:** The student has the right to appeal a proposed dismissal action if the student feels that facts exist that warrant an exception to the dismissal action.

The student must file the written petition of appeal with the Executive Vice President or designee within 30 days after the dismissal letter was mailed. If the student fails to file a written petition within 30 days, the student waives all future rights to appeal the dismissal action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons.

Dismissal appeals may be granted under the following circumstances:

- If the dismissal determination is based on the academic record for one semester in which the record does not reflect the student's usual level of performance due to accident, illness, or other circumstances beyond the control of the student. Verification should be submitted with the appeal.
- The student enrolls in a corrective program designed to assist him/her in improving academic skills, such as obtaining academic counseling, and/or limiting course load.
- When there is evidence of significant improvement in academic achievement.

The student will continue on probation until the Executive Vice President or designee decides on the student's appeal.

The decision of the Executive Vice President/Vice President of Instruction will be communicated to the student in writing by the designee of the Executive Vice President or designee; the designee will notify the student of its action within 10 days of receipt of the student's appeal.

The student may appeal the decision of the Executive Vice President or designee in writing to the College President, within 10 working days of the date of notification of the decision of the Executive Vice President or designee. The decision of the College President is final.

If the dismissal appeal is granted, the student will be continued on probation for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student may be removed from probation, should be dismissed, or should be continued on probation.

**Continued Enrollment or Readmission:** A student applying for readmission shall not be reinstated until a minimum of one semester has elapsed after academic dismissal. A student who is petitioning shall receive counseling to assess his/her academic and career goals and must have counselor approval of his/her educational program prior to registration. The petition for this purpose, "Petition for Continued Enrollment or Readmission," is available through Counseling Services.

A student applying for continued enrollment or readmission must submit a petition to explain what circumstances or conditions would justify continued enrollment or readmission.

In considering whether or not students may be re-admitted after a dismissal and a minimum of one semester absence, the following criteria should be considered:

- Documented extenuating circumstances (considered during appeal).
- Marked improvement between the semesters on which disqualification was based.
- Semesters on which disqualification was based were atypical of past academic performance.
- Formal or informal educational experiences since completion of semesters on which disqualification was based.
- Improved GPA as a result of grade changes, fulfillment of incomplete courses, or academic renewal.

Ventura County Community College District

**2012-2013 Academic Year  
District Technical Review Workgroup – Instructional (DTRW-I)  
Meeting Notes  
September 12, 2012 - 1:00 p.m. – DAC Lakin Board Room  
MEETING NOTES PRIOR TO APPROVAL AT 10.11.12 DTRW-I MEETING**

**Members:** Chancellor’s Designee: Erika Endrijonas, Chair, (OC)  
 Faculty Co-Chair: not designated at this meeting  
 Executive Vice Presidents: Erika Endrijonas (OC), Jane Harmon (MC), Ramiro Sanchez (VC)  
 Faculty Co-Chairs of Curriculum Committees: Teresa Bonham (OC), Mary Rees (MC), Mark Pauley (VC)  
 Articulation Officers: Shannon Davis (OC), Letrisha Mai (MC), Gloria Arevalo (VC)  
 Policy and Administrative Procedures: Clare Geisen (DAC) (Policy/procedure, Chancellor’s Cabinet Liaison/guest)

**Absent:** Clare Geisen (DAC)

**Recorder:** Laurie Nelson-Nusser

**Notes:**

| Agenda Item  | Summary of Discussion  | Action (If Required) | Completion Timeline | Assigned to: |
|--|--|----------------------|---------------------|--------------|
| <p><b>Approval of April 12, 2012 Meeting Minutes</b></p> | <p>Dr. Endrijonas welcomed everyone to DTRW-I and the meeting commenced at 1:05 pm.</p> <p>Introductions were made by members of the committee. Dr. Endrijonas explained the DTRW-I committee membership has changed since the 2011-2012 academic year due to revisions to the District Participatory Governance Handbook.</p> <p>The meeting notes were approved with minor changes, with abstention from Dr. Jane Harmon.</p> <p>Letrisha Mai requested an update on math units from the last DTRW meeting and Dr. Endrijonas advised that CSUCI only requires 4 units and</p> |                      |                     |              |

| Agenda Item  | Summary of Discussion  | Action (If Required) | Completion Timeline | Assigned to:   |
|--|--|----------------------|---------------------|--|
|  | Oxnard's math was reduced to 4 units. Add these notes into the minutes for 4.12.12.  |                      |                     |  |
| <b>COLLEGE SUBMISSIONS</b>   |  |                      |                     |  |
| <b>New Degree/Course/Revised Courses Moorpark/Oxnard/Ventura Submissions</b> | <p><b>Submissions</b><br/>(There were no submissions from Oxnard/Ventura for September 2012)</p> <p><b><u>Moorpark College</u></b><br/><b>New Degrees/Programs</b></p> <ul style="list-style-type: none"> <li>• Associate in Arts in Anthropology for Transfer (AA-T), Associate in Science in Business Administration for Transfer (AS-T) Minor changes were made. Ms. Rees will incorporate the changes and send forward.</li> <li>• Associate in Science in Geology for Transfer (AS-T) – MO2 and MO2GL will be changed to geology from geography. Ms. Rees will incorporate the changes and send forward.</li> <li>• Associate in Science in Mathematics for Transfer (AS-T) – no changes</li> </ul> <p><b>Recommendation:</b><br/>All new degrees/programs will go to Cabinet. Anthropology was pulled at State level and will probably have minor changes. Anthropology will go to Chancellor's Cabinet and changes will be incorporated at a later date.</p> <p><b>New Course</b></p> <ul style="list-style-type: none"> <li>• ENGR M01 Introduction to Engineering 2.0</li> </ul> <p><b>Recommendation:</b> The new course will move forward to Chancellor's Cabinet.</p> <p><b>Revised Courses</b></p> <ul style="list-style-type: none"> <li>• ACCT M02A110 Financial Accounting † 43.0</li> </ul> |                      |                     | EVP for each college to send items to their President's office for submission to Chancellor's Cabinet. |



| Agenda Item  | Summary of Discussion   | Action (If Required) | Completion Timeline | Assigned to: |
|--|---|----------------------|---------------------|--------------|
|  | <ul style="list-style-type: none"> <li>• ENGR M04 Engineering Design/CAD 3.0</li> <li>• ENGR M12 Engineering Materials 3.0</li> </ul> <p><b>Recommendation:</b> All revised courses will move forward to Chancellor's Cabinet.</p>  |                      |                     |              |
| <b>OLD BUSINESS</b>                                |   |                      |                     |              |
| <b>DTRW 2011-2012 Annual Member Survey Results</b> | <p>Dr. Endrijonas reviewed the DTRW survey results with the DTRW-I group. Membership of this committee has changed since the last academic year. Dr. Endrijonas asked for feedback for improvement on the workgroup. DTRW-I discussed survey results and determined no changes were needed at this time.</p> <p>There were questions regarding the charge of the new DCAA Committee, which were fielded by Dr. Endrijonas and Dr Harmon. Dr. Harmon will be the Co-Chair for this committee. More details will follow after the first DCAA meeting.</p> |                      |                     |              |
| <b>NEW BUSINESS</b>                                |   |                      |                     |              |
| <b>DTRW-I Membership</b>                           | <p>Ms. Bonham addressed the fact that Academic Senates have been removed from DTRW-I membership in the Participatory Governance Handbook and indicated there will be a resolution from Oxnard College to add the Senates back to the workgroup for the next academic year. The Academic Senates were recently moved to the DCAA Committee in the reorganization of committees and workgroups. Dr. Endrijonas reminded the DTRW-I group is a technical review workgroup which provides feedback between colleges regarding curriculum.</p>               |                      |                     |              |
| <b>DTRW-I Calendar</b>                             | <p>Dr. Endrijonas reviewed the DTRW-I calendar for the academic year. There are conflicts for</p>   |                      |                     |              |

| Agenda Item   | Summary of Discussion  | Action (If Required)  | Completion Timeline                                   | Assigned to:                              |
|---|--|---|---|---|
|   | <p>November due to attendance for a conference, however, there are others that can attend and facilitate the meeting in Dr. Endrijonas' stead (Dr. Sanchez and Dr. Harmon).</p> <p>The CSSO Conference is in March 2013, and the meeting also falls during spring break. Many DTRW-I members will be attending this event, therefore, it was agreed to move the meeting to March 7, 2013, which was changed from March 14 and will be held at Oxnard College. Room venues will be discussed at a later date per Dr. Endrijonas.</p> <p>Ms. Nusser will send out revised Meeting Dates/Submission Deadlines Calendar.</p> | Send out revised calendar.  | September 14, 2012                                    | Laurie Nusser                             |
| <p><b>New Title 5 Regulations to Establish Prerequisite – AP 4025 and AP 4260</b></p> | <p>The policy draft shall be reviewed by the colleges' Academic Senates and Curriculum Committees. (See PowerPoint provided by Dr. Endrijonas in the September 13 agenda packet.) Ms. Nusser will send out the current policy/procedure to the DTRW-I group. The policy/procedure will also be added to the DCAA Agenda. The Board policy and administrative procedure requires revision to incorporate the new Title 5 regulations regarding prerequisites and will make recommended changes to DCAA. (AP 4025 and AP 4260)</p>   | <p>Send out current AP 4025 and AP 4260</p> <p>Add AP 4025/AP 4260 to DCAA Agenda</p> | <p>September 20, 2012</p> <p>By next DCAA meeting</p> | <p>Laurie Nusser</p> <p>Laurie Nusser</p> |
| <p><b>Repeatability – Changes to Title 5 (Mary Rees)</b></p>                          | <p>Ms. Rees reviewed repeatability issues left pending from the 2011-2012 academic year and requested to set up policies regarding these issues. The repeatability policy must be approved for the 2014 fall catalog.</p> <p>Dr. Endrijonas will look for the appropriate Board policy and administrative procedure and</p>  | Find appropriate policy/procedure for repeatability issues.                           | October 11  | Erika Endrijonas                          |

| Agenda Item                                 | Summary of Discussion  | Action (If Required)   | Completion Timeline                        | Assigned to:                       |
|---|--|--|--|------------------------------------|
|   | bring it back to the group for review of Title 5 prospective changes.  |  |  |                                    |
| <b>General Education Patterns – AP 4025</b> | BP and AP 4025 Philosophy and Criteria for Associate Degree and General Education were approved June 19, 2012 by the Board; however, the Board requested DTRW-I to bring it back to review implementation of the general education requirements. The revised policy/procedure must be on the books by fall 2014. UC/CSU is only accepting general education degrees. VCCCD local degree requirements are greater than the UC/CSU GE-Breadth. Currently, there is an AA-T and a local degree in several disciplines at some of the colleges. This issue should be reviewed prior to inquiries and will be reviewed at DCAA level. | Add to DCAA Agenda   | By next DCAA meeting                       | Laurie Nusser                      |
| <b>AA-T Progress/Discussion</b>             | Dr. Endrijonas reviewed the AA-T progress since last academic year. All colleges provided their updates to AA-T degrees and which are still pending. By the end of this academic year we have to be at 80% of TMCs available of the degrees that exist. The other 20% of AA-T are due by fall 2014.  |  |  |                                    |
| <b>Other Business</b>                       | Policies and Procedures: The DTRW-I group was notified the Board policies and administrative procedures require a two-year review for accreditation purposes. Chapters 4 and 5 will require full review by the DTRW-I and DTRW-SS committees prior to March 2013. Ms. Nusser will distribute the 2012 Policy Committee and Board Agenda Preparation Calendars. Chapters 4 & 5 policy/procedure review will be agendized for the next meeting.  | Send out the Policy Committee and Board Agenda Preparation Calendars. Agendize policy and procedure review for the next meeting. | September 14, 2012<br><br>October 11, 2012 | Laurie Nusser<br><br>Laurie Nusser |
| <b>Next Meeting Date:</b>                   | October 11, 2012 – 1 pm  |  |  |                                    |

Ventura County Community College District

**District Technical Review Workgroup – DTRW-SS (Formerly DCSL) Meeting Notes**

September 13, 2012 – DAC Lakin Board Room

3:00 p.m. – 4:30 p.m.

**DRAFT PRIOR TO APPROVAL OF MEETING NOTES AT 10.11.12 DTRW-SS MEETING**

**Members:**

Chancellor’s Designee: Erika Endrijonas, Chair, (OC)  
 Co-Chair: not designated at this meeting  
 Deans of Student Services: Karen Engelsen (OC), Pat Ewins (MC), Victoria Lugo (VC)  
 Registrars: Joel Diaz (OC), Kathy Colburn (MC), Susan Bricker (VC)  
 Articulation Officers or non-instructional designee: Shannon Davis (Articulation Officer, OC), Pam Kennedy-Luna (Counselor, MC) (Letrisha Mai, attending on behalf of MC), Marian Carrasco Nungaray (Counselor VC) (Gloria Arevalo, attending on behalf of VC)  
 Associated Student Government: ASG Rep vacant as of this meeting (OC), Kimberly Eder (MC) (Sharon Miller attending on behalf of Kimberly Eder) (MC), Daniel Chavez (VC)  
 Policy and Administrative Procedures: Clare Geisen (Policy/procedure, Chancellor’s Cabinet Liaison/guest)

**Absent:**

Marian Carrasco Nungaray (Counselor VC), Kathy Colburn (Registrar, MC), Clare Geisen (Policy/procedure, Chancellor’s Cabinet Liaison/guest), Pam Kennedy-Luna (Counselor, VC)

**Recorder:**

Laurie Nelson-Nusser

**Notes:**

| Agenda Item  | Summary of Discussion  | Action (If Required)                          | Completion Timeline | Assigned to:                 |
|--|--|---|---------------------|------------------------------|
| <p><b>Welcome and Approval of April 12, 2012 Meeting Notes</b></p>         | <p>Dr. Endrijonas welcomed everyone to DTRW-SS. The meeting commenced at 3 pm. Introductions were made for new members.</p> <p>The meeting notes were approved with changes to the Math Competency item and with abstention from Dr. Harmon, Letrisha Mai, and Gloria Arevalo.</p> |   |                     |                              |
| <p><b>OLD BUSINESS</b></p>   |  |   |                     |                              |
| <p><b>AP 4100 Graduation Requirements for Degrees and Certificates</b></p> | <p>AA-T and AS-T degrees were not included in AP 4100 and the Articulation Officers will make recommendations regarding this issue and bring back</p>  | <p>Bring back recommended language for AP</p> | <p>October 11</p>   | <p>Articulation Officers</p> |

| Agenda Item  | Summary of Discussion   | Action (If Required)   | Completion Timeline       | Assigned to:                                |
|--|---|--|---------------------------|---|
|  | to the next meeting.  | 4100   |                           |   |
| <b>BP/AP 4240</b>  | Ms. Bricker reviewed the existing policy and procedure against the Title 5 requirements and would like to simplify and revise it. Suggested language will be brought back to the October 11 meeting and Ms. Bricker will email Ms. Nusser the Title 5 language for distribution to DTRW-SS. Dr. Endrijonas requested a volunteer to work with Ms. Bricker and draft language to present at the next meeting for proposed changes.   | Email Title 5 language to Ms. Nusser for distribution to DTRW-SS. Revise language for board policy and procedure BP/AP 4240. | Sept 18<br><br>October 11 | Ms. Bricker<br><br>Ms. Bricker/Ms. Gonzales |
| <b>BP/AP 5010 Admissions and Concurrent Enrollment</b><br><b>Susan Bricker</b> | <p>The Academic Senates are no longer represented on DTRW-SS (formerly DCSL) and feedback is required from this group. This item will be sent forward to the DCAA agenda.</p> <p>BP: At the April DCSL meeting, Ms. Bricker stated the current Board Policy did not allow for minors and was added to the document. Previously, Ms. Geisen had provided the Community College League of California's (CCLC) policy to compare against our current BP/AP. The Registrars had provided recommended language and the Academic Senates requested to review it again.</p> <p>AP: Also at the April DCSL meeting, Ms. Bricker presented the changes to the administrative procedure. Number 2, second paragraph: this sentence will be removed. Ms. Bricker will send a clean copy of AP 5010 to Laurie Nusser. Ventura College Academic Senate requested further review of the administrative procedure, which will go back to the Senates for review and brought back to the September DCSL meeting with the Senates' comments.</p> | Add to the DCAA September 27, 2012 agenda  | September 27              | Laurie Nusser                               |
| <b>AP 5055 Enrollment Priorities</b>   | Dr. Endrijonas indicated VCCCD must incorporate the new language from proposed Title 5 changes to   |  |                           |   |

| Agenda Item  | Summary of Discussion   | Action (If Required)  | Completion Timeline | Assigned to:              |
|--|---|---|---------------------|---------------------------|
|  | <p>establish system level enrollment to AP 5055. The new requirements must be fully implemented by fall 2014 and VCCCD must adjust the policy/procedure.</p> <p>The Deans of Student Services will bring back recommendations for implementation of the new requirements, including the appeals process for high-unit majors and CalWORKS. Ms. Ewins suggested picking one issue at a time to implement. Probation and matriculation steps still need to be addressed. Guidelines from the California Community College Chancellor's Office (CCCCO) have not been released as of this meeting.</p> <p>Discussion ensued regarding the groups that should receive priority enrollment.</p> | Bring back recommendations for implementation of the new requirements for revision of AP 5055 | October 11          | Deans of Student Services |
| <b>Update on SB 1456 Student Success Act of 2012</b> | Dr. Endrijonas provided an updated copy of Senate Bill 1456 and noted the new items in the Bill for the group. The timing of BOGW and financial aid was discussed noting this could impact our student enrollment. Guidelines have not been released as of this meeting.  |   |                     |                           |
| <b>2011-2012 DTRW Annual Member Survey</b>           | Dr. Endrijonas reviewed the DTRW survey results with the DTRW-SS group. Membership of this committee has changed since the last academic year. Dr. Endrijonas asked for feedback for improvement on the workgroup. DTRW-SS discussed survey results and determined no changes were needed at this time.   |   |                     |                           |
| <b>NEW BUSINESS</b>                                  |   |   |                     |                           |
| <b>Waivers from College to College (Pat Ewins)</b>   | Ms. Ewins stated we need consistency in our development and implementation of waivers between colleges. Ms. Ewins provided an example of inconsistencies with waivers. Dr. Engelsen recommended providing SARS notes on students so all colleges would be able to see them on specific students. SARS is not sharable between campuses.   | Bring back waiver process on high-unit majors' rubric.  | October 11          | Deans of Student Services |

| Agenda Item                             | Summary of Discussion  | Action (If Required)   | Completion Timeline                     | Assigned to:                              |
|---|--|--|---|---|
|   | Ms. Bricker stated Banner maintenance and workload issues surround this problem. Counselor note functions were suggested. Dr. Endrijonas stated an issue has been identified and VCCCD has to figure out how to operationalize it. We will start with the waiver process on the high-unit majors rubric and bring this back to the next meeting.   |  |   |   |
| <b>Updates</b>                          |  |  |   |   |
| <b>AP 5013 Students in the Military</b> | The Registrars will review and bring back language for AP 5013.  | Bring back recommended language for AP 5013.   | October 11                              | Registrars                                |
| <b>AP 5015 Residence Determination</b>  | The Registrars will review and bring back language for AP 5015.  | Bring back recommended language for AP 5015.   | October 11                              | Registrars                                |
| <b>BP/AP 5020 Nonresident Tuition</b>   | The Registrars will review and bring back language for AP 5020.  | Bring back recommended language for AP 5020.   | October 11                              | Registrars                                |
| <b>Other Business</b>                   | <p><b>Calendar:</b> The March DTRW-SS meeting is during spring break and March 7 will be the revised meeting schedule. March 1 will be submission date and will be at Oxnard College. Ms. Nusser will send a revised meeting date and submission deadline schedule.</p> <p><b>Policies and Procedures:</b> The group was notified the Board policies and administrative procedures require a two-year review for accreditation purposes. Chapters 4 and 5 will require full review by the DTRW-I and DTRW-SS committees prior to March 2013. Ms. Nusser will send out the Policy Committee and Board Agenda Preparation Calendars.</p> | <p>Send revised schedule</p> <p>Send Policy Committee and Board Agenda Preparation Calendars</p> | <p>September 14</p> <p>September 14</p> | <p>Laurie Nusser</p> <p>Laurie Nusser</p> |
| <b>NEXT MEETING</b>                     | Thursday, October 11, 2012 – 3:00 p.m.   |  |   |   |