



**District Technical Review Workgroup - Instructional (DTRW-I)**

**Agenda  
October 11, 2012 - 1:00 p.m.  
Lakin Board Room**

- **Approval of September 13, 2012 Meeting Notes**
- **DTRW-I Submission Deadlines (Erika Endrijonas)**
- **Co-chair Selection**
- **Submissions**

➤ **MOORPARK COLLEGE**

**Revised Course**

MATH M01	Elementary Algebra	5 units
----------	--------------------	---------

➤ **OXNARD COLLEGE**

**New Courses**

CRM R113	Bar and Beverage Management	3 units
CRM R116	Accounting for the Hospitality Industry	3 units
MATH R001	Transitional Mathematics I	3 units
MATH R002	Transitional Mathematics II	3 units
MATH R003	Transitional Mathematics III	3 units
TV R107	History of Film	3 units
TV R110	Introduction to Audio	3 units

**Revised Courses**

ASL R103	American Sign Language 3	<del>4</del> 3 units
ASL R104	American Sign Language 4	<del>4</del> 3 units
CRM R100	Introduction to the Hospitality Industry	<del>3</del> 2 units
CRM R102A	Quantity Food Preparation	7 units
CRM R102E	CRM Foods Laboratory	2 units
CRM R106	Nutrition in Food Service	<del>3</del> 2 units
CRM R107	Dining Room Service	3.5 units
ENGL R102	Critical Thinking through Composition and Literature	<del>4</del> 3 units
SPAN R102	Elementary Spanish 2	5 units

**Revised Programs**

Associate in Arts in English for Transfer  
 Associate in Science in ~~Legal Assisting~~/Paralegal Studies  
 Certificate of Achievement in ~~Legal Assisting~~/Paralegal Studies



---

➤ **VENTURA COLLEGE**

**New Courses**

MATH V13A	Intermediate Algebra: First Half	3 units
MATH V13B	Intermediate Algebra: Second Half	3 units

**Revised Courses**

AES V40B	United States History: Focus on African Americans II	3 units
HIST V03B	United States History: Focus on African Americans II	3 units
MATH V21B	Calculus with Analytic Geometry II	5 units

**Old Business**

- BP/AP 4025 and BP/AP 4260 - requires revision to incorporate the new Title 5 regulations regarding pre-requisites/co-requisites and DTRW-I will make recommended changes to DCAA.

**New Business**

- Communication process to Chancellor's Cabinet from DTRW-I for curriculum submissions
- Course families between colleges – from DCAA
- Common course numbering for Art/Art History (ARTH) – from DCAA – Curriculum Chairs are to bring back recommendations through DTRW-I in October or November

Next Meeting Date: November 08, 2012, 1:00 pm

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 (There were no submissions from Oxnard/Ventura for September 2012)</b></p> <p><b><u>Moorpark College</u></b> <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> 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  October 11, 2012	Laurie Nusser  Laurie Nusser
<b>Next Meeting Date:</b>	October 11, 2012 – 1 pm			

**MOORPARK COLLEGE**

**Revised Course**

MATH M01

Elementary Algebra

5.0



### Revised Course

MATH M01 Elementary Algebra 5.0  
Prerequisites: MATH M09 or MATH M09A and MATH M09B and MATH M09C **or LS M07B** or 1 year of high school pre-algebra with grade of C or better  
Hours: 5 lecture

**Reviews** ~~Briefly reviews~~ arithmetic, including integers, fractions, and decimals. Covers **algebraic expressions**, linear equations and inequalities, graphing **lines**, systems of linear equations, **integer exponents**, polynomials, **factoring of polynomials**, **solving quadratic equations by the factoring method**, and rational expressions, ~~and equations. Also covers square roots and radical expressions, quadratic equations and the quadratic formula.~~ MATH M01 is equivalent to MATH M01A and MATH M01B. Unit credit may be received for either MATH M01 or MATH M01A and MATH M01B, but not both. Students receiving credit in MATH M01 will not receive credit for MATH M04A. Applies to Associate Degree.

## OXNARD COLLEGE

### New Courses

CRM R113	Bar and Beverage Management	3
CRM R116	Accounting for the Hospitality Industry	3
MATH R001	Transitional Mathematics I	3
MATH R002	Transitional Mathematics II	3
MATH R003	Transitional Mathematics III	3
TV R107	History of Film	3
TV R110	Introduction to Audio	3

### Revised Courses

ASL R103	American Sign Language 3	<del>4</del> 3
ASL R104	American Sign Language 4	<del>4</del> 3
CRM R100	Introduction to the Hospitality Industry	<del>3</del> 2
CRM R102A	Quantity Food Preparation	7
CRM R102E	CRM Foods Laboratory	2
CRM R106	Nutrition in Food Service	<del>3</del> 2
CRM R107	Dining Room Service	3.5
ENGL R102	Critical Thinking through Composition and Literature	<del>4</del> 3
SPAN R102	Elementary Spanish 2	5

### Revised Programs

Associate in Arts in English for Transfer  
Associate in Science in ~~Legal Assisting~~ Paralegal Studies  
Certificate of Achievement in ~~Legal Assisting~~ Paralegal Studies

## OXNARD COLLEGE

### New Courses

#### Page 2

---

CRM R113                      Bar and Beverage Management                      3 Units  
Hours:                      3.0 lecture  
Prerequisite:                      None

This course covers all facets of bar and beverage management including balancing marketing and control objectives, business planning, and employee management and training. Course also covers alcohol service responsibility, and essential information on a wide range of beverage products, including non-alcoholic beverages. This course is required for National Restaurant Management (NRA) Certification. Field trips may be required. Pass/No Pass at Student's Option. *Transfer credit: CSU*

CRM R116                      Accounting for the Hospitality Industry                      3 Units  
Hours:                      3.0 lecture  
Prerequisite:                      None

This course covers the accounting cycle as it applies to the hospitality industry. Emphasis is placed on merchandising operations, inventories, cost of goods sold, payroll and accounting for receivables and payables. Also included is the preparation of financial statements. This course is required for certification by the National Restaurant Association (NRA). Field trips may be required. Pass/No Pass at Student's Option. *Transfer credit: CSU*

MATH R001                      Transitional Mathematics I                      3 Units  
Hours:                      1.0 lecture, 6.0 lab  
Prerequisite:                      None

This course is the first of a three-course sequence that covers basic math, prealgebra, and elementary algebra topics. In this course, students will use an interactive, competency-based computer program to master operations on whole numbers, fractions, decimals, and percentages. Topics include whole numbers, fractions, decimals, ratios, rates, percents, geometry, and an introduction to statistical measures. Students will have the option to extend their knowledge by studying additional topics as time allows. A student receiving credit in MATH R001 will not receive credit in MATH R009. Course is offered on a Pass/No Pass basis only.

MATH R002                      Transitional Mathematics II                      3 Units  
Hours:                      1.0 lecture, 6.0 lab  
Prerequisite:                      MATH R001, or MATH R009, or MATH R009A, B, and C, or MATH R010

This course is the second of a three-course sequence that covers basic math, prealgebra, and elementary algebra topics. In this course, students will use an interactive, competency-based computer program to master operations on real numbers and begin the study of elementary algebra. Topics include operations with real numbers, algebraic expressions, introduction to functions, solving linear equations and inequalities, one- and two-dimensional graphing, and graphing systems of linear equations. Students will have the option to extend their knowledge by studying additional topics as time allows. A student may not simultaneously receive credit for this course and MATH R010 or MATH R011. Course is offered on a Pass/No Pass basis only.

## OXNARD COLLEGE

### New Courses

#### Page 3

---

MATH R003                      Transitional Mathematics III                      3 Units  
Hours:                              1.0 lecture, 6.0 lab  
Prerequisite:                      MATH R002

This course is the third of a three-course sequence that covers basic math, prealgebra, and elementary algebra topics. In this course, students will use an interactive, competency-based computer program to master operations on polynomials. Topics include operations with polynomials, exponents, solving systems, factoring polynomials, and rational expressions and equations. A student may not simultaneously receive credit for this course and MATH R014. Course is offered on a Pass/No Pass basis only.

TV R107                              History of Film    3 Units  
Hours:                                      3.0 lecture  
Prerequisite:                              None

This course surveys both U.S. and international motion pictures from 1895 to present day. Students examine developments and innovations in film as an art form and as a distinctive medium of communication. Screenings of important films, discussions of these films and their directors and the critical reactions of the students are the major focus of class activities. Field trips may be required. Pass/No Pass at Student's Option. *Transfer credit: CSU*

TV R110                              Introduction to Audio    3 Units  
Hours:                                      2.0 lecture, 3.0 lab  
Prerequisite:                              None

This course introduces the theoretical and practical fundamentals of audio production, technology, and terminology. This may include exercises using available equipment, an introduction to the lexicon of audio production, and an understanding of the selection and use of audio tools that support, radio, television, video, film, and multimedia production. Field trips may be required. Pass/No Pass at Student's Option. *Transfer credit: CSU*

## OXNARD COLLEGE

### Revised Courses

#### Page 4

---

ASL R103                      American Sign Language 3                      4 3 Units  
Hours:                      4.0 ~~3.0~~ lecture  
Prerequisite:                      ASL R102

Course will continue the study of conversational American Sign Language with expanded information on ASL grammar, syntax, spatial referencing, and vocabulary development. Dialogues, short stories, and narratives will incorporate discussion of Deaf culture and detailed descriptions of people and surroundings. Field trips may be required. Pass/No Pass at Student's Option. *Transfer credit: UC, CSU*

ASL R104                      American Sign Language 4                      4 3 Units  
Hours:                      4.0 ~~3.0~~ lecture  
Prerequisite:                      ASL R103

This course will build on skills acquired in ASL R103, and includes more complex ASL grammatical features, vocabulary building in context, and comprehension and development of medium-length stories, narratives and dialogues. Discussion material will include topics which are culturally significant to the deaf community. Field trips may be required. Pass/No Pass at Student's Option. *Transfer credit: UC, CSU*

CRM R100                      Introduction to the Hospitality Industry                      3 2 Units  
Hours:                      3.0 ~~2.0~~ lecture  
Prerequisite:                      None

The course will provide an overview of the hospitality industry, its history and interrelationships of hotel, restaurant, travel, leisure industries, **and introduce math concept application in the culinary field.** Students will also learn the importance of economic and social influences of leisure. Emphasis is on the attitude required of a person seeking a position in the industry. Field trips may be required. Pass/No Pass at Student's Option. *Transfer credit: CSU*

CRM R102A                      Quantity Food Preparation                      7 Units  
Hours:                      3.0 lecture, 12.0 lab  
Prerequisite:                      **CRM R104 or concurrent enrollment** ~~Negative TB test~~  
**Limitation:**                      **Negative TB test**

This course provides the study and laboratory experience of quantity food preparation (i.e. school food service CRM kitchen). Students will receive an introduction and application of principles and procedures of basic food preparation with the emphasis on equipment tools and the proper utilization of time and use of leftovers. Student lab hours will be assigned at a four-hour orientation meeting before the beginning of the semester. Field trips may be required. Pass/No Pass at Student's Option. *Transfer credit: CSU*

# OXNARD COLLEGE

## Revised Courses

### Page 5

---

CRM R102E                      CRM Food Laboratory                      2 Units  
Hours:                      6.0 lab  
Prerequisites:                      **CRM R102A, and CRM R104 or concurrent enrollment** ~~Negative TB test~~  
**Limitation:**                      **Negative TB test**

This course provides supervised practice in the college-operated food service and CRM kitchen. Students will practice food preparation in areas: range, pantry, bakery, and short order. Kitchen maintenance and care stressed. ~~Course may be taken four times.~~ Field trips may be required. Pass/No Pass at Student's Option. *Transfer credit: CSU*

CRM R106                      Nutrition in Food Service                      **3** ~~2~~ Units  
Hours:                      **3.0** ~~2.0~~ lecture  
Prerequisite:                      None

This course focuses on nutrition as it relates to personal health, foods and food preparation. Students will learn menu planning and recipe modification, and marketing of food products for use in hotels, restaurants, and institutions. **Students will also complete the nutrition competencies required by the National Restaurant Association Educational Foundation.** Field trips may be required. Pass/No Pass at Student's Option. *Transfer credit: CSU*

CRM R107                      Dining Room Service                      3.5 Units  
Hours:                      2.0 lecture, 4.5 lab  
**Prerequisite:**                      **CRM R100, and CRM R104 or concurrent enrollment**  
**Limitation:**                      **Negative TB test**

This course provides proper methods of service in all types of eating establishments from mom and pop operations to haute cuisine restaurants. A comprehensive presentation of what is needed to provide excellent service is also reviewed. Field trips may be required. Pass/No Pass at Student's Option. *Transfer credit: CSU*

ENGL R102                      Critical Thinking through Composition and Literature                      **4** ~~3~~ Units  
Hours:                      **4.0** ~~3.0~~ lecture  
Prerequisite:                      ENGL R101

This course provides study of literature combined with instruction in critical thinking and composition. The course emphasizes understanding and writing about literature using principles of logical analysis, criticism, advocacy of ideas, and inductive and deductive reasoning. Students will examine assumptions upon which conclusions are based and recognize common logical errors of language and thought. Instruction is offered in advanced elements of style and organization. Application of critical thinking skills and logical methodology to the various literary genres will achieve a disciplined understanding of the material. Field trips may be required. *Transfer Credit: UC, CSU*

**OXNARD COLLEGE**

**Revised Courses**

**Page 6**

---

SPAN R102	Elementary Spanish 2	5 Units
Hours:	5.0 lecture	
Prerequisites:	<b>SPAN R101, or SPAN R101B, or 2 yrs. High school Spanish</b>	

This is a first year, second semester Spanish course for non-native speakers. It provides an introduction to the language and culture of the Spanish-speaking world. The course emphasizes oral communication and vocabulary development through reading and writing. Students study basic vocabulary and grammar, as well as various aspects of the Spanish culture. Field trips may be required. Pass/No Pass at Student's Option. *Transfer credit: UC, CSU*

## Associate in Arts in English for Transfer

Required Core Courses (4 units):	Units
ENGL R102 Critical Thinking through Composition and Literature	<del>4</del> 3
List A – Required Additional Courses (6 units):	
ENGL R104 English Literature I	3
ENGL R105 English Literature II	3
List B – Two courses (6 Units):	
ENGL R107 American Literature I	3
ENGL R108 American Literature II	3
List C – Select one of the following courses (3 units):	
ENGL R103 Creative Writing	3
OR	
ENGL R111 Shakespeare	3
OR	
ENGL R112 Literature by Women	3
Total Required Units	<b>19</b> <del>18</del>



Associate in Science in Paralegal Studies

Required Courses:	Units
<del>BUS R111A Business Law I</del>	<del>3</del>
<b>PLS LA R041 Computer Applications for Paralegals</b>	<b>3</b>
<del>PLS LA R101 Legal Assisting/Paralegal Fundamentals</del>	<del>3</del>
<del>PLS LA R102 Torts for Legal Assistants</del>	<del>3</del>
<del>PLS LA R103 Contracts for Legal Assistants</del>	<del>3</del>
<del>PLS LA R104 Legal Research and Writing I</del>	<del>3</del>
<del>PLS LA R105 Legal Research and Writing II</del>	<del>3</del>
<del>PLS LA R106 Civil Litigation for Legal Assistants</del>	<del>3</del>
<del>PLS LA R108 Evidence</del>	<del>3</del>
<b>Total Required Units</b>	<b>24 27</b>

Certificate of Achievement in Paralegal Studies

Required Courses:	Units
<del>BUS R111A Business Law I</del>	<del>3</del>
<b>PLS LA R041 Computer Applications for Paralegals</b>	<b>3</b>
<del>PLS LA R101 Legal Assisting/Paralegal Fundamentals</del>	<del>3</del>
<del>PLS LA R102 Torts for Legal Assistants</del>	<del>3</del>
<del>PLS LA R103 Contracts for Legal Assistants</del>	<del>3</del>
<del>PLS LA R104 Legal Research and Writing I</del>	<del>3</del>
<del>PLS LA R105 Legal Research and Writing II</del>	<del>3</del>
<del>PLS LA R106 Civil Litigation for Legal Assistants</del>	<del>3</del>
<del>PLS LA R108 Evidence</del>	<del>3</del>
<b>Total Required Units</b>	<b>24 27</b>

## VENTURA COLLEGE

### New Courses

MATH V13A	Intermediate Algebra: First Half	3 Units
MATH V13B	Intermediate Algebra: Second Half	3 Units

### Revised Courses

AES V40B	United States History: Focus on African Americans II	3 Units
HIST V03B	United States History: Focus on African Americans II	3 Units
MATH V21B	Calculus with Analytic Geometry II	5 Units

**Ventura College  
New Courses**

MATH V13A	Intermediate Algebra: First Half	3 Units
Prerequisite:	MATH V01 with grade of C or better or MATH V01E with grade of CR or P or MATH V11B with grade of C or better; or 1 year of high school beginning algebra (Algebra I) with grade of C or better; or placement as measured by the college assessment process.	
Hours:	3 lecture weekly	

This course is the first half of Intermediate Algebra. Completion of both MATH V13A and MATH V13B is equivalent to MATH V03. This course covers equations and inequalities, systems of equations using matrices, exponents and radicals, and complex numbers. Students receiving credit in MATH V13A will not receive credit in MATH V03A-V03C.

MATH V13B	Intermediate Algebra: Second Half	3 Units
Prerequisite:	MATH V03C with grade of CR or P or MATH V13A with grade of C or better.	
Hours:	3 lecture weekly	

This course is the second half of Intermediate Algebra. Completion of both MATH V13A and MATH V13B is equivalent to MATH V03. This course covers functions and graphs, quadratic equations, conic sections, and exponential and logarithmic functions. Students receiving credit in MATH V13B will not receive credit in MATH V03D-V03E.

### Revised Courses

AES V40B United States History: Focus on African Americans II 3 Units

Hours: 3 lecture weekly

This course will explore the history of the United States from the Civil War *and Reconstruction* to the present. ***It will begin with emphasis on the role of African Americans. Beginning with Reconstruction at the end of the Civil War to the presidential plans for Reconstruction, futile opposition of southern Democrats to radical Republican reconstruction plans and the plight of the newly freed slaves is to be analyzed. Analyses of amendments, and other American history topics such as the struggles the nation faced to reconstruct the Union and to accommodate the newly freed African Americans as citizens of the nation, and trace the parallel struggles of the nation itself and those African American citizens to become one united nation. The course will also analyze Constitutional amendments, industrialization, Jim Crow laws, the Populist Party, the Spanish American War, and all other subsequent American wars will be discussed in relation to African Americans and their involvement and contributions. Special emphasis will be placed upon contributions. It will analyze the significant political, cultural, and economic changes in the post World War II era, including the Civil Rights movement and various attempts to address issues of poverty and incomplete citizenship for African Americans and other minorities. The course will emphasize the roles, involvement, and contributions of African Americans, as well as relevant institutions, trends, concepts, movements, and problems relevant to the country in general and to African Americans in particular. A balanced focus will be placed on social, political, economic, and intellectual considerations.***

Field trips may be required. Formerly AES 40B. Same as HIST V03B. Transfer credit: CSU; UC; credit limitations – see counselor.

Revised Courses – continued

HIST V03B United States History: Focus on African Americans II 3 Units

Hours: 3 lecture weekly

This course will explore the history of the United States from the Civil War *and Reconstruction* to the present. ***It will begin with emphasis on the role of African Americans. Beginning with Reconstruction at the end of the Civil War to the presidential plans for Reconstruction, futile opposition of southern Democrats to radical Republican reconstruction plans and the plight of the newly freed slaves is to be analyzed. Analyses of amendments, and other American history topics such as the struggles the nation faced to reconstruct the Union and to accommodate the newly freed African Americans as citizens of the nation, and trace the parallel struggles of the nation itself and those African American citizens to become one united nation. The course will also analyze Constitutional amendments, industrialization, Jim Crow laws, the Populist Party, the Spanish American war War, and all other subsequent American wars will be discussed in relation to African Americans and their involvement and contributions. Special emphasis will be placed upon contributions. It will analyze the significant political, cultural, and economic changes in the post World War II era, including the Civil Rights movement and various attempts to address issues of poverty and incomplete citizenship for African Americans and other minorities. The course will emphasize the roles, involvement, and contributions of African Americans, as well as relevant institutions, trends, concepts, movements, and problems relevant to the country in general and to African Americans in particular. A balanced focus will be placed on social, political, economic, and intellectual considerations.***

Field trips may be required. Formerly Hist 3B. Same as AES V40B. Transfer credit: CSU; UC; credit limitations – see counselor.

MATH V21B Calculus with Analytic Geometry II 5 Units

Hours: 5 lecture weekly

~~Topics covered in this course will include: review of differentiation and integration of logarithmic and exponential functions; infinite series; techniques of integration; and, polar and parametric representations and improper integrals. There will be applications to conic sections~~  
***This course continues the coverage of the elements of calculus that was begun in MATH V21A. It includes applications and techniques of integration (including improper integrals), parametric and polar representations of plane curves, sequences and series, and an introduction to vectors. The course will also introduce applications to conic sections, and a variety of topics from other disciplines.***

Formerly Math 21B. Transfer credit: CSU; UC; credit limitations – see counselor.  
C-ID: Math 900S [MATH V21A + MATH V21B].

**From:** Laurie Nelson-Nusser  
**To:** [Clare Geisen](#); [Erika Endrijonas](#); [Gloria Arevalo](#); [Jane Harmon](#); [Laurie Nelson-Nusser](#); [Letrisha Mai](#); [Linda Resendiz](#); [Mark Pauley](#); [Mary Rees](#); [Michelle Castelo](#); [Ramiro Sanchez](#); [Shannon Davis](#); [Teresa Bonham](#)  
**Subject:** AP 4025 and AP 4260 - Review for new Title 5 Regulations - Action Item from September 13 DTRW-I Meeting  
**Date:** Thursday, September 20, 2012 10:20:00 AM  
**Attachments:** [BP 4025 BoT Approval 6.19.12.pdf](#)  
[BP 4260.pdf](#)  
[AP 4025 BoT Approval 6.19.12.pdf](#)  
[AP4260.pdf](#)

---

Below is an excerpt for an action item from the September 13 DTRW-I meeting notes. I am attaching the current policy and procedures for prerequisites.

<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>
---	--	---	---	---

*Laurie Nelson-Nusser*  
*Administrative Assistant, Chancellor's Office & Administrative Relations*  
*Ventura County Community College District (VCCCD)*  
*255 W Stanley Ave, Ste 150, Ventura, CA 93001*  
*Tel: 805.652.5508*  
*Lnusser@vcccd.edu*



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> <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



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> <a href="#">Title 5, Section 55063</a> <a href="#">Title 5, Section 55062</a> <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



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.

## **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.