



District Technical Review Workgroup - Instructional (DTRW-I)

AGENDA

February 9, 2016 - 1:00 – 3:00 p.m.

DAC Lakin Boardroom

- **Approval of January 12, 2016 Meeting Notes**
- **Curriculum Submissions**

MOORPARK COLLEGE

No submission

OXNARD COLLEGE

No submission

VENTURA COLLEGE

New Courses

ENGM V31B	Intermediate Reading, Writing & Vocabulary II	2 units
ENGM V32B	High-Intermediate Reading, Writing and Vocabulary II	2 units
ENGM V41B	Intermediate Reading, Writing & Grammar II	2 units
ENGM V42B	High-Intermediate Reading, Writing & Grammar II	2 units
ENGM V52A	Reading, Writing and Critical Thinking I	2 units
ENGM V52B	Advanced Reading, Writing and Critical Thinking II	2 units
ESL V31A*	Intermediate Reading, Writing, and Vocabulary I	2 units
ESL V31B*	Intermediate Reading, Writing & Vocabulary II	2 units
ESL V32A*	High-Intermediate Reading, Writing and Vocabulary I	2 units
ESL V32B*	High-Intermediate Reading, Writing and Vocabulary II	2 units
ESL V41A*	Intermediate Reading, Writing & Grammar I	2 units
ESL V41B*	Intermediate Reading, Writing & Grammar II	2 units
ESL V42A*	High-Intermediate Reading, Writing & Grammar I	2 units
ESL V42B*	High-Intermediate Reading, Writing & Grammar II	2 units
ESL V52A*	Reading, Writing and Critical Thinking I	2 units
ESL V52B*	Advanced Reading, Writing and Critical Thinking II	2 units
WS V20	Water System Mathematics	3 units
WS V22	Stormwater Pollution Prevention	3 units

*co-listed with corresponding ENGM course

Revised Courses

ENGM V31A	Intermediate Reading, Writing and Vocabulary I	4-2 units
ENGM V32A	Advanced High-Intermediate Reading, Writing and Vocabulary I	4-2 units
ENGM V41A	Intermediate Reading , Writing and & Grammar I	4-2 units



ENGM V42A	Advanced Writing and Grammar High-Intermediate Reading, Writing & Grammar I	4 2 units
IDS V09	Interdisciplinary Studies	0.5 1 unit
NS V10	Introduction to Professional Nursing Foundations of Nursing Practice	8.5 9 units
NS V20	The Nursing Process Applied to the Client: Health Care Deviations I Patient-Centered Care I and Family-Centered Care of Children	9.5 9 units
NS V84A	Success Strategies for NS V10	2 units
NS V84B	Success Strategies for NS V20	2 units

Reactivation

FILM V01	The Knowing Eye: Visual Aspects of Film, Television and Media Arts Introduction to Media Aesthetics and Cinematic Arts	3 units
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CURRENT BUSINESS:

- Review of BP/AP for co-meeting with DTRW-SS (see attachment)
 - **AP/BP 4230** – Grading and Academic Records Symbols
 - **AP/BP 4235** – Credit by Examination
 - **AP/BP 4231** – Grade Changes
 - **AP/BP 4232** – Pass/ No Pass
- AP/BP Reviews (see attachments) – R. Post
 - **AP/BP 4020** - Curriculum Development has been revised for further review.
 - **AP 4022** - Course Approvals has been revised for further review.
 - **AP 4025** - Philosophy and Criteria for Associate Degree and General Education (information item)
 - **AP/BP 4230** - Grading and Academic Record Symbols (information item)
 - **BP 4231** - Grade Changes has been revised for review and to move forward with AP 4231, when it is finalized.
 - **AP 5055** - Enrollment Priorities has been revised for further review.
- Substantial changes to courses at CCCCCO and relationship to Board of Trustee Agendas (MIS Course Data Elements: CB03, CB04, CB06, CB07, CB08, CB09, CB21, and/or CB22) - S. Davis
- BP 4235 – Advanced Placement (see attachment) – T. Brabander
- Comparable/Parallel Courses – Articulation Officers
- Summary of Policy Change for House and Units Calculations for Credit Courses (see attachment & Chancellor's Office Memo – Oct 2015)- M. Bowen/S. Davis
- Discipline Minimum Qualifications Process - A. Kolesnik
- AP 4022 Course Approvals (see attachments)
- Future Agenda Items (standing item)

Next Meeting Date: March 9, 2017 – DAC Lakin Boardroom



ITEMS IN RESERVE:

- Military Credit Discussion (February)
- BP/AP applicable to DTRW-I (Spring)
- Articulation with Adult Education – Articulation Officer (Spring)
- TAG Agreements/Current Articulation Agreements
- Non-credit BP
- Corrected AP 4025: Discussion of 5th exception for programs that are both CTE and Transfer to the District General Education pattern (see minutes from 10/13/2016)

Ventura County Community College District

2016-2017 Academic Year
District Technical Review Workgroup – Instructional (DTRW-I)
Meeting Notes---DRAFT
Thursday, January 12, 2017 - 1:00 p.m. – 2:30 p.m.
2:30pm – 4:00pm – Joint meeting with DTRW-SS Workgroup

Members: Chancellor's Designee: Kim Hoffmans, Chair (VC)
Faculty Co-Chair: Nenagh Brown (MC)
Executive Vice President and Vice Presidents: Julius Sokenu (Interim MC), Kimberly Hoffmans (VC)
Faculty Chair/Co-Chairs of Curriculum Committees: Shannon Davis (OC), Jerry Mansfield (MC), Michael Bowen (VC)
Articulation Officers: Shannon Davis (OC), Letrisha Mai (MC), Thao Brabander (VC)
Academic Senate Presidents: Linda Kama'ila (OC), Nenagh Brown (MC), Alex Kolesnik (VC)
Policy and Administrative Procedures:

Guests: n/a

Absent:

Recorder: Sarah Ayala

Notes:

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
Approval of December 8, 2016 Meeting Minutes	K. Hoffmans welcomed everyone and the meeting commenced at 1:08 pm The 12/08/16 meeting notes were approved with minor corrections.			
CURRICULUM SUBMISSIONS				
New Degrees/Courses/Revised Courses	Curriculum Submissions: <u>MOORPARK COLLEGE</u> no submission			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
Moorpark/Oxnard/Ventura Submissions	<u>OXNARD COLLEGE</u> no submission <u>VENTURA COLLEGE</u> no submission			
CURRENT BUSINESS				
DTRW-I Charge Document (N. Brown)	<i>Suggestions:</i> <i>Item 2: delete second "in"</i> <i>Item 3: delete "state"</i>			
Review of BP/AP for joint meeting with DTRW-SS	AP/BP 4230 – Grading and Academic Records Symbols AP/BP 4235 – Credit by Examination AP/BP 4231 – Grade Changes AP/BP 4232 – Pass/ No Pass			
Joint Meeting with DTRW-SS Notes:	<ul style="list-style-type: none"> AP/BP 4230 Grading & Academic Records Symbols <ul style="list-style-type: none"> Add SP to the list & add a description of what it means No longer using CRE but still want to keep it as a symbol. The instructor decides how much progress needs to be made in order to meet the requirements to get the Certificate of Competency. WE need to modify our AP/BP but just need to come up with a symbol for instructors to enter into Banner We don't change the SP at this point with a new designation...Decided to leave it alone for now but can still make the editorial changes about the CRE. Decided to hold off on the SP designation & leave it the same except for Joel's slight editorial edits. Can't mix Pass/No Pass w/ a grade...it's one or the other AP/BP 4231 Grade Changes <ul style="list-style-type: none"> Suggested changes were reviewed and some discussion followed. Up to the instructor to accept work for the course after the fact in order to correct the grade. 			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	<ul style="list-style-type: none"> The grade-change form will be used, after final exam was retaken after the end of the semester @ discretion of the instructor (For F grades, not incompletes), under extenuating circumstances and with petition. Include the deadline (3 years) AP/BP 4232 Pass/No Pass <ul style="list-style-type: none"> Upon review group was unclear about some of the language in 2 separate areas. There is no exception to the deadline...wants clarification to remove it. Mention of 30% is for Full-term courses & 16% is for Short-term Courses Doesn't encompass ADT's for transfer Recommended to include the dash in Pass/No-Pass AP/BP 4235 Credit by Examination <ul style="list-style-type: none"> On the BP it complies exactly on the CCLC draft, so no change per Rick Changes to be made to AP MC w/b responsible for BP 4200 Probation to alter APs & bring back to the board or move changes forward. Alex Kolsenik of VC will be responsible for AP/BP 3200 Accreditation 			
BP/AP 4020 (R. Post)	<i>Did not get to this item due to joint meeting</i>			
Updated to AP 7211 (A. Kolesnik)	<i>Did not get to this item due to joint meeting</i>			
BP 4235 – Advanced Placement (T. Brabander)	<i>Did not get to this item due to joint meeting</i>			
Comparable/Parallel Courses	<i>Did not get to this item due to joint meeting</i>			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
(Articulation Officers)				
New Unit Calculation (M. Bowen)	<i>Did not get to this item due to joint meeting</i>			
Discipline Minimum Qualifications Process (A, Kolesnik)	<i>Did not get to this item due to joint meeting</i>			
AP 4022 Course Approvals	<i>Did not get to this item due to joint meeting</i>			
Future Agenda Items	•			
Adjournment	<i>Joint meeting adjourned at 4:30 pm</i>			
Next Meeting Date:	<i>February 9, 2017 – 1 pm, DAC Lakin Boardroom Submission deadline: February 3, 2017</i>			

VENTURA COLLEGE

New Courses

ENGM V31B	Intermediate Reading, Writing, and Vocabulary II	2 units
ENGM V32B	High-Intermediate Reading, Writing, and Vocabulary II	2 units
ENGM V41B	Intermediate Reading, Writing & Grammar II	2 units
ENGM V42B	High-Intermediate Reading, Writing & Grammar II	2 units
ENGM V52A	Reading, Writing and Critical Thinking I	2 units
ENGM V52B	Advanced Reading, Writing and Critical Thinking II	2 units
ESL V31A*	Intermediate Reading, Writing, and Vocabulary I	2 units
ESL V31B*	Intermediate Reading, Writing, and Vocabulary II	2 units
ESL V32A*	High-Intermediate Reading, Writing, and Vocabulary I	2 units
ESL V32B*	High-Intermediate Reading, Writing, and Vocabulary II	2 units
ESL V41A*	Intermediate Reading, Writing & Grammar I	2 units
ESL V41B*	Intermediate Reading, Writing & Grammar II	2 units
ESL V42A*	High-Intermediate Reading, Writing & Grammar I	2 units
ESL V42B*	High-Intermediate Reading, Writing & Grammar II	2 units
ESL V52A*	Reading, Writing and Critical Thinking I	2 units
ESL V52B*	Advanced Reading, Writing and Critical Thinking II	2 units
WS V20	Water System Mathematics	3 units
WS V22	Stormwater Pollution Prevention	3 units

Revised Courses

ENGM V31A	Intermediate Reading, Writing and Vocabulary I	4 2 units
ENGM V32A	Advanced High-Intermediate Reading, Writing and Vocabulary I	4 2 units
ENGM V41A	Intermediate Reading , Writing and Grammar I	4 2 units
ENGM V42A	Advanced Writing and Grammar High-Intermediate Reading, Writing & Grammar I	4 2 units
IDS V09	Interdisciplinary Studies	0.5 1 unit
NS V10	Introduction to Professional Nursing Foundations of Nursing Practice	8.5 9 units
NS V20	The Nursing Process Applied to the Client: Health Care Deviations I Patient-Centered Care I and Family-Centered Care of Children	9.5 9 units
NS V84A	Success Strategies for NS V10	2 units
NS V84B	Success Strategies for NS V20	2 units

Reactivation

FILM V01	The Knowing Eye: Visual Aspects of Film, Television and Media Arts Introduction to Media Aesthetics and Cinematic Arts	3 units
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*co-listed with corresponding ENGM course

New Courses

ENGM V31B Intermediate Reading, Writing & Vocabulary II 2 units
Hours: 1.5 lecture, 1.5 laboratory weekly
This course is designed for intermediate multilingual students. The focus will be on developing reading comprehension strategies and vocabulary skills.
Same as ESL V31B. Offered on a pass/no pass basis only. Not applicable for degree credit.

ENGM V32B High-Intermediate Reading, Writing and Vocabulary II 2 units
Hours: 1.5 lecture, 1.5 laboratory weekly
This reading and vocabulary course is designed for high-intermediate multilingual students. The focus will be on reading and vocabulary building strategies.
Same as ESL V32B. Offered on a pass/no pass basis only. Not applicable for degree credit.

ENGM V41B Intermediate Reading, Writing & Grammar II 2 units
Hours: 1.5 lecture, 1.5 laboratory weekly
This intermediate writing and grammar course is designed for intermediate multilingual students. The focus will be on improving grammar usage and refining sentence structure.
Same as ESL V41B. Offered on a pass/no pass basis only. Not applicable for degree credit.

ENGM V42B High-Intermediate Reading, Writing & Grammar II 2 units
Hours: 1.5 lecture, 1.5 laboratory weekly
This writing and grammar course is designed for high-intermediate multilingual students. The focus will be on refining sentence structure and developing unified paragraphs.
Same as ESL V42B. Offered on a pass/no pass basis only. Not applicable for degree credit.

ENGM V52A Reading, Writing and Critical Thinking I 2 units
Hours: 1.5 lecture, 1.5 laboratory weekly
This academic reading and writing course is designed for advanced multilingual students preparing for various vocational and academic programs. The focus will be on developing reading, writing, and study skills needed for success in college. This course is a bridge to mainstream classes.
Same as ESL V52A. Offered on a pass/no pass basis only. Not applicable for degree credit.

ENGM V52B Advanced Reading, Writing and Critical Thinking II 2 units
Hours: 1.5 lecture, 1.5 laboratory weekly
This academic reading and writing course is designed for advanced multilingual students preparing for various vocational and academic programs. The focus will be on developing reading, writing, and study skills needed for success in college. This course is a bridge to mainstream classes.
Same as ESL V52B. Offered on a pass/no pass basis only. Not applicable for degree credit.

New Courses (continued)

ESL V31A Intermediate Reading, Writing, and Vocabulary I 2 units
Hours: 1.5 lecture, 1.5 laboratory weekly

This course is designed for intermediate multilingual students. The focus will be on developing reading comprehension strategies, vocabulary skills, and sentence structure.

Class Schedule Course Description: This course is designed for intermediate multilingual students. The focus will be on developing reading comprehension strategies, vocabulary skills, and sentence structure.

Same as ENGM V31A. Offered on a pass/no pass basis only. Not applicable for degree credit.

ESL V31B Intermediate Reading, Writing & Vocabulary II 2 units
Hours: 1.5 lecture, 1.5 laboratory weekly

This course is designed for intermediate multilingual students. The focus will be on developing reading comprehension strategies and vocabulary skills.

Same as ENGM V31B. Offered on a pass/no pass basis only. Not applicable for degree credit.

ESL V32A High-Intermediate Reading, Writing and Vocabulary I 2 units
Hours: 1.5 lecture, 1.5 laboratory weekly

This reading and vocabulary course is designed for high-intermediate multilingual students. The focus will be on reading and vocabulary building strategies.

Same as ENGM V32A. Offered on a pass/no pass basis only. Not applicable for degree credit.

ESL V32B High-Intermediate Reading, Writing and Vocabulary II 2 units
Hours: 1.5 lecture, 1.5 laboratory weekly

This reading and vocabulary course is designed for high-intermediate multilingual students. The focus will be on reading and vocabulary building strategies.

Same as ENGM V32B. Offered on a pass/no pass basis only. Not applicable for degree credit.

ESL V41A Intermediate Reading, Writing & Grammar I 2 units
Hours: 1.5 lecture, 1.5 laboratory weekly

This intermediate writing and grammar course is designed for intermediate multilingual students. The focus will be on improving grammar usage and refining sentence structure.

Same as ENGM V41A. Offered on a pass/no pass basis only. Not applicable for degree credit.

ESL V41B Intermediate Reading, Writing & Grammar II 2 units
Hours: 1.5 lecture, 1.5 laboratory weekly

This intermediate writing and grammar course is designed for intermediate multilingual students. The focus will be on improving grammar usage and refining sentence structure.

Same as ENGM V41B. Offered on a pass/no pass basis only. Not applicable for degree credit.

ESL V42A High-Intermediate Reading, Writing & Grammar I 2 units
Hours: 1.5 lecture, 1.5 laboratory weekly

This writing and grammar course is designed for high-intermediate multilingual students. The focus will be on refining sentence structure and developing unified paragraphs.

Same as ENGM V42A. Offered on a pass/no pass basis only. Not applicable for degree credit.

New Courses (continued)

ESL V42B High-Intermediate Reading, Writing & Grammar II 2 units

Hours: 1.5 lecture, 1.5 laboratory weekly

This writing and grammar course is designed for high-intermediate multilingual students. The focus will be on refining sentence structure and developing unified paragraphs.

Same as ENGM V42B. Offered on a pass/no pass basis only. Not applicable for degree credit.

ESL V52A Reading, Writing and Critical Thinking I 2 units

Hours: 1.5 lecture, 1.5 laboratory weekly

This academic reading and writing course is designed for advanced multilingual students preparing for various vocational and academic programs. The focus will be on developing reading, writing, and study skills needed for success in college. This course is a bridge to mainstream classes.

Same as ENGM V52A. Offered on a pass/no pass basis only. Not applicable for degree credit.

ESL V52B Advanced Reading, Writing and Critical Thinking II 2 units

Hours: 1.5 lecture, 1.5 laboratory weekly

This academic reading and writing course is designed for advanced multilingual students preparing for various vocational and academic programs. The focus will be on developing reading, writing, and study skills needed for success in college. This course is a bridge to mainstream classes.

Same as ENGM V52B. Offered on a pass/no pass basis only. Not applicable for degree credit.

WS V20 Water System Mathematics 3 units

Hours: 3 lecture weekly

Introduces basic mathematical principles related to water and wastewater industry systems.

Subjects included are area, volume, pressures, flow rates, unit conversion, chemical dosages, detention time and filtration rates. This course will assist in the preparation for six different state certification exams: water treatment, water distribution, wastewater collection, wastewater treatment, qualified stormwater practitioner and qualified stormwater developer.

WS V22 NPDES - Stormwater Pollution Prevention 3 units

Hours: 3 lecture weekly

This course is based upon the California Stormwater Quality Association's (CASQA) Best Management Practice Handbooks. It serves as both the initial training and as CEU's for: Professional Engineers Municipal Employees Construction Managers Regulatory Agencies

Revised Courses

ENGM V31A Intermediate Reading, **Writing** and Vocabulary I 4-2 units

Recommended Preparation: ~~ESL V 30B or the equivalent; and concurrent enrollment in ESL Oral Communication course and concurrent enrollment in ESL Writing and Grammar course~~

C-ID: ~~ESL V31~~

Hours: 4-1.5 lecture, 0 1.5 laboratory weekly

This course is designed for intermediate multilingual students. The focus will be on developing reading comprehension strategies and vocabulary skills.

~~Field Trips may be required.~~ **Formerly ENGM V31. Same as ESL V31A.** Offered on a pass/no pass basis only. Not applicable for degree credit.

ENGM V32A ~~Advanced~~ **High-Intermediate** Reading, **Writing** and Vocabulary I 4-2 units

Recommended Preparation: ~~ENGM V 31 or the equivalent; and Concurrent enrollment in an EngM Oral Communication course and concurrent enrollment in an EngM Writing and Grammar course~~

Hours: 4-1.5 lecture, 0 1.5 laboratory weekly

This reading and vocabulary course is designed for ~~advanced~~ **high-intermediate** multilingual students. The focus will be on reading and vocabulary building strategies.

~~Field Trips may be required.~~ **Formerly ENGM V32. Same as ESL V32A.** Offered on a pass/no pass basis only. Not applicable for degree credit.

ENGM V41A Intermediate **Reading**, Writing and **& Grammar I** 4-2 units

Recommended Preparation: ~~ESL V 40A or ESL V 40B or the equivalent; and Concurrent enrollment in an EngM Oral Communication course and Concurrent enrollment in an EngM Reading and Vocabulary course~~

Hours: 4-1.5 lecture, 0 1.5 laboratory weekly

This intermediate writing and grammar course is designed for intermediate multilingual students. The focus will be on improving grammar usage and refining sentence structure.

~~Field Trips may be required.~~ **Formerly ENGM V41. Same as ESL V41A.** Offered on a pass/no pass basis only. Not applicable for degree credit.

ENGM V42A ~~Advanced Writing and Grammar~~ **High-Intermediate Reading, Writing & Grammar I** 4-2 units

Recommended Preparation: ~~Recommended Preparation: ENGM V 41 or the equivalent; and Concurrent enrollment in an ENGM oral communication course and Concurrent enrollment in an ENGM reading and vocabulary course~~

Hours: 4-1.5 lecture, 0 1.5 laboratory weekly

This writing and grammar course is designed for ~~advanced~~ **high-intermediate** multilingual students. The focus will be on refining sentence structure and developing unified paragraphs.

~~Field Trips may be required.~~ **Formerly ENGM V42. Same as ESL V42A.** Offered on a pass/no pass basis only. Not applicable for degree credit.

Revised Courses (continued)

IDS V09 Interdisciplinary Studies ~~0.5~~ **1** unit

Hours: ~~0.5~~ **1** lecture weekly

This course is required for students who are interested in being tutors at Ventura College. It is an introduction to the theories and methods of effective tutoring including communication techniques, learning theories and individual and group instruction. The course is designed to provide the student tutor with experience, information, and techniques that will make him/her a more effective tutor.

*Field Trips **may be required**. Formerly HUM V15. Offered on a pass/no pass basis only.*

NS V10 Introduction to Professional **Foundations of Nursing Practice** ~~8.5~~ **9** units

Prerequisite: ANAT V01, MICR V01, PHSO V01, **and** CD V03, or PSY V05 or concurrent enrollment.

Recommended Advisories: The Board of Registered Nursing may deny licensure to those with criminal records.

Preparation: Admission to ADN program; Criminal Background Clearance; Drug and Alcohol Clearance; Current CPR Certification for Health Care Provider or Professional Rescuer; Proof of freedom and immunity to communicable diseases; physical examination demonstrating general good health; Certification as a Nursing Assistant; no visible tattoos or visible body piercings except single studs in ear lobes; No acrylic or long nails in clinical settings.

Hours: ~~4.5~~ **5** lecture, 12 laboratory weekly

~~This course focuses on Orem's Self-Care Deficit Theory of Nursing (S-CDTN) which serves as the unifying framework. Throughout the course, the student will apply principles from the natural, social and behavioral sciences to the practice of professional nursing. Students will have the opportunity to learn S-CDTN as it applies to the nursing process and issues and trends of professional nursing. Nursing will be presented as a component of a health care system seeking to assist the patient to improve and/or maintain his/her potential in a diverse cultural context, from birth to death. This introduction to professional nursing will focus on the use of critical thinking skills in health assessment, identification of and intervention for universal self-care requisites, basic and intermediate skills and pharmacology. Guided clinical experiences are provided concurrently with theory~~ **provides an introduction to nursing and roles of the nurse in micro- and macro-systems, as well as profession related and patient care concepts. The theoretical foundation for comprehensive health assessment and nursing skills is presented. Assessment focuses on taking a thorough nursing history, performing physiological, psychological, sociological, cultural, and spiritual assessments, as well as identification of stressors and health risks. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. An introduction to the nursing process provides a decision-making framework to assist students in developing effective clinical judgment skills. Students are given opportunities to demonstrate these skills in laboratory and clinical settings.**

*Field Trips **may be required**. Formerly NS V10. Transfer Credit: CSU*

Revised Courses (continued)

NS V20 ~~The Nursing Process Applied to the Client: Health Care Deviations-I~~ 9.5 9 units

Patient-Centered Care I and Family-Centered Care of Children

Prerequisite:

NS V10

Recommended

~~Advisories:~~ The Board of Registered Nursing may deny licensure to those with criminal records.

Preparation:

Enrollment

Criminal Background Clearance; Drug and Alcohol Clearance; Current CPR Certification for Health Care Provider or Professional Rescuer; Proof of freedom and immunity to communicable diseases; physical examination demonstrating general good health; Certification as a Nursing Assistant; no visible tattoos or visible body piercings except single studs in ear lobes; No acrylic or long nails in clinical settings.

Limitations:

Hours:

~~4.5 5~~ lecture, ~~15 12~~ laboratory weekly

~~This course utilizes Orem's Self-Care Deficit Theory of Nursing (S-CDTN) and the nursing process to focus on developmental and health deviation self-care requisites related to water, food, elimination and hazards. Developmental self-care requisites will be addressed with a focus on care of perinatal patients, newborns, children, and families. Principles of therapeutic intervention, basic conditioning factors, and communication with and care of the patient from birth to death will be integrated throughout the course. The roles of provider of care, manager of care and member within the profession are stressed. Guided clinical experiences are provided concurrently with theory.~~ **focuses on the care of adult, pediatric, and older adult patients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care and health promotion of patients with alterations in selected body functions and on normal growth and development & the promotion of healthy behavior in patients. Concepts of patient-centered care, family-centered care of children, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care in a variety of settings.**

*Field Trips **may be required**. Formerly NS V20A & V20B. Transfer Credit: CSU*

NS V84A Success Strategies for NS V10

2 units

Corequisite:

NS V10

Hours:

2 lecture weekly

This course introduces strategies that promote success in NS V10. Methods for improving critical thinking are identified and practiced. Study and test-taking skills are explored and developed. Integration of knowledge from theory and clinical practice is emphasized to prepare for theory exams and clinical performance. This course emphasizes fundamentals of professional nursing practice.

TOP code change to 1230.10 Offered on a pass/no pass basis only. Not applicable for degree credit.

Revised Courses (continued)

NS V84B Success Strategies for NS V20 2 units

Corequisite: NS V20

Hours: 2 lecture weekly

This course introduces strategies that promote success in NS V20. Methods for improving critical thinking are identified and practiced. Study and test-taking skills are explored and developed. Integration of knowledge from theory and clinical practice is emphasized to prepare for theory exams and clinical performance. ~~Students will critique their learning experiences and implement strategies to improve outcomes. Emphasis is on care of the client with health deviations related to water, food, elimination and hazards and care of the perinatal client and newborn.~~

TOP code change to 1230.10 Offered on a pass/no pass basis only. Not applicable for degree credit.

Reactivation

FILM V01 ~~The Knowing Eye: Visual Aspects of Film, Television and Media Arts~~ 3 units
Introduction to Media Aesthetics and Cinematic Arts

C-ID ***FTVE 105 (proposed)***

Hours: 0 2 lecture, 0 2 lab weekly

Making powerfully effective moving images demands an understanding of the fine art of transferring ideas, meanings, and feelings into emotionally charged visual communication. This course presents universal aesthetic visual concepts that underlie the timeless value of works fashioned by the world's master image-makers. Instruction includes lectures, discussion, and critical analysis of extensive examples drawn from feature films, documentaries, television, and other media. Participants are led through their own discovery process, learning to use tools to manifest ideas in cinematic form. Students will view works by ~~artists such as Federico Fellini, Akira Kurosawa, Leni Riefenstahl, Sir Carol Reed, Lina Wertmuller, Bob Fosse, and Chris Milk,~~ among many others ***important artists.***

Field Trips may be required. Transfer credit: CSU



Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	AP 4020 PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT
Number	AP 4020
Status	Active
Legal	California Education Code, Section 78016 California Education Code, Sections 70901, 70902(b) ACCJC Accreditation Standard II.A Title 5, Section <u>51021</u>, 51022 Title 5, Sections 55000 et seq. Title 5, Section 55001 Title 5, Section 55002.5 Title 5, Sections 55100 et seq. Title 5, Section 55100 Title 5, Section 55130 Title 5, Section 55150, 55150.5 Title 5, Section 58023 U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended
Adopted	May 12, 2009
Last Revised	September 9, 2014

College Curriculum Committees

All curriculum shall be initiated by the faculty at each college. The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. The faculty, acting through discipline areas within the academic divisions and through each college's Curriculum Committee, a sub-committee of their Academic Senate, shall be responsible for instructional program and curriculum development.

All new instructional program proposals shall be evaluated for appropriateness to the mission of the college, adherence to all Title 5 Regulations, and will be designed so that successful completion of the program requirements will enable students to fulfill the program goal and objectives.

Approval of new courses, modifications to existing courses, new programs and modifications to existing programs rests first with each college's Curriculum Committee that includes representation from appropriate segments of faculty, administrators, and students.

Courses and instructional programs are reviewed and updated by faculty in the discipline area regularly. This review occurs, at a minimum, every five years for all courses and instructional programs and every two years for

career technical education (CTE) courses and instructional programs. Courses and instructional programs are reviewed for their relevance, appropriateness to mission, achievement of learning objectives, currency and potential for future needs.

Nothing in this AP shall preclude Curriculum Committees from reviewing courses on a more frequent basis in order to meet legally mandated changes or to reflect the input of advisory committees or for other reasons related to the maintenance of high quality curriculum.

The following criteria will be reviewed in regards to course offerings, as required:

- A. Title and course number
- B. Hours
- C. Units
- D. Prerequisites/co-requisites/advisories on recommended preparation
- E. Limitations on enrollment
- F. Repeatability
- G. Credit basis
- H. Degree and/or transfer applicability
- I. Catalog description
- J. Field trips
- K. Course content
- L. Course Objectives
- M. Distance education
- N. Minimum qualifications
- O. Methods of instruction
- P. Reading and Writing Assignments
- Q. Outside-of-Class Assignments
- R. Methods of evaluation
- S. Textbooks

Relationship of Hours to Units

In determining the number of units to be awarded for courses, colleges must consider total lecture, outside study, and/or laboratory hours. The combination of these hours is referred to as “student learning hours.” A course for which three units is awarded may meet four hours a week over a semester and still be in compliance with Title 5 Regulations (55002.5) if it is assumed that the increased classroom time serves to decrease outside study time. Thus, a course that seemingly meets for more hours per week than the units awarded may be in compliance, as opposed to a course that simply requires an excess of total classroom hours for the units awarded.

- One credit hour of community college work (one unit of credit) requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system.
- A course requiring 96 hours or more of lecture, study, or laboratory work at colleges operating on the semester system shall provide at least 2 units of credit.
- The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study, or laboratory work in half unit increments.
- Colleges of the District may elect to adjust the amount of credit awarded in proportion to the number of hours of lecture, study, or laboratory work in increments of less than one half unit.

Consistent with federal regulations applicable to federal financial aid and eligibility the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

For purposes of federal financial aid eligibility, a “credit hour” shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit],

[or 10 to 12 weeks for one quarter hour of credit], or the equivalent amount of work over a different amount of time; or

- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

District Technical Review Workgroup – Instructional (DTRW-I)

The VCCCD Decision Making Handbook prescribes the membership and responsibility of District Technical Review Workgroup - Instructional (DTRW-I). DTRW-I serves in an advisory capacity and makes appropriate recommendations on curricular and other related matters.

All new and substantially revised courses and instructional programs and deleted instructional programs approved by the College Curriculum Committees are forwarded to the District Technical Review Workgroup (DTRW-I) for legal compliance review.

Board of Trustees Program and Curriculum Approval

The Board of Trustees must approve all new and substantially revised courses and instructional programs, and deleted programs. Once approved by the Board of Trustees, new and substantially revised courses and instructional programs, and deleted instructional programs must be sent to the California Community College Chancellor's Office for final approval and to the Accrediting Commission for Community and Junior Colleges, as necessary.

Maintenance of Records

- A Course catalog and inventory is maintained in the District's Banner Information System which serves as the reporting mechanism to the California Community College Management Information System (MIS). The Course Outline of Record (COR) and program requirements are maintained in the District Colleges' CurricuNET curriculum management system. All approved courses and programs are also maintained in the California Community College Curriculum Inventory. The College Catalog, in both print and electronic formats, is the official publication of college curriculum. The Schedule of Classes serves as the semester record of courses offered.



Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	AP 4022 COURSE APPROVAL
Number	AP 4022
Status	Active
Legal	Title 5, Section 55100
Adopted	May 12, 2009
Last Revised	September 9, 2014

This procedure applies to the processes for approving individual credit and non-credit courses in accordance to Title 5, Section 55100.

Individual degree-applicable credit courses offered as part of an educational program approved by the California Community Colleges Chancellor's Office shall be:

- Approved by the Curriculum Committees of each college of the District;
- Approved by the Ventura County Community College District (VCCCD) Board of Trustees; Submitted
- to the California Community Colleges Chancellor's Office for approval.

Course approval of non-degree applicable credit courses and degree-applicable credit courses that are not part of an approved educational program (stand alone courses) shall be:

- Approved by the Curriculum Committees of each college of the District;
- Approved by the Ventura County Community College District (VCCCD) Board of Trustees; Submitted
- to the California Community Colleges Chancellor's Office for approval.

The following limitations apply to stand alone courses:

- No students may be permitted to count 18 or more semester or 27 or more quarter units of coursework toward satisfying the requirements for a certificate of achievement or towards a major or area of emphasis for completion of an associate degree.
- No group of courses approved which total 18 or more semester or 27 or more quarter units in a single four-digit Taxonomy of Programs Code may be linked to one another by prerequisites or co-requisites.

All individuals serving on a college curriculum committee shall have received the training provided for in Title 5 Section 55100.

No courses shall be offered that were previously denied separate approval by the California Community Colleges Chancellor's Office, unless modified to properly address the reasons for denial.

Last Modified by Patti Blair on September 12, 2016



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	Title 5, Section 55061 Title 5, Section 55062 Title 5, Section 55063 ACCJC Accreditation Standard II.A-3
Adopted	July 14, 2009
Last Revised	June 18, 2013

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~~The ability to think, communicate, speak, and write clearly and effectively
- ~~To~~The ability to understand and apply mathematical concepts
- ~~To~~The ability to understand the modes of inquiry of the major disciplines
- ~~To be~~Being aware of other cultures and time periods
- ~~To achieve~~Achieving insights gained through experience in thinking about ethical problems
- ~~To develop~~Developing 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-Instructional (DTRW-I) 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, each District college shall place GE courses in the following areas:

(A) Natural Sciences: A minimum of 6 units including one course in Biological Sciences and one course in Physical Science.

(B) 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.

(C) Humanities: A minimum of 6 units including one course in Fine Arts/Performing Arts and one course in any other Humanities.

(D) Language and Rationality: A minimum of 6 units including one course in English Composition and one course from Communication/Analytical Thinking. ~~Additional District requirements may be met by courses in the previous General Education area.~~

(E) Health/Physical Education and Kinesiology: No unit minimum. One Health Education course and one Physical Education Activity course.

(F) Ethnic/Gender Studies: A minimum of 3 units. Students ~~who plan to earn selecting~~ an Associate in Arts degree in General Studies must complete a course in Ethnic/Gender Studies.

The Curriculum Committees of the colleges, as part of the curriculum proposal and review process, ~~will~~ shall specifically address the placement of courses into the general education areas.

(A) Natural Sciences

Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in ~~Natural-natural Sciences~~ sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific methods, and encourage an understanding of the relationship between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

(B) Social and Behavioral Sciences

Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in ~~Social-social~~ and ~~Behavioral-behavioral Sciences~~ sciences, a course shall be

designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and an appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

(C) Humanities

Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) Language and Rationality

Courses in ~~Language~~ language and ~~Rationality~~ rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

- (i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.
- (ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

(E) Health/Physical Education and Kinesiology

Courses in Health, Physical Education and Kinesiology should help students develop ~~the-an~~ understanding of integrated wellness strategies and the skills necessary for designing, implementing, and maintaining a healthy lifestyle.

(F) Gender Studies

Courses in ethnic and gender studies should help students develop an awareness of the diverse historical roots and an appreciation of the cultural contribution of minorities and women; and/or should lead to an understanding of the causes and consequence of socio-economic inequality based on race, sex, sexual orientation, gender identity, or ethnicity; and explore ways of eliminating such inequities.

Elements of the review process ~~will~~ shall include, at a minimum, the following:

- The alignment of the course outcome to the general education outcome of the proposed area
- The rigor and comprehensive nature of the course as a lower-division introduction ~~in~~ to the discipline
- Applicability of the course for fulfilling CSU GE-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) for transfer

Each college ~~will~~ shall have student learning outcomes (SLO) to assess these GE courses.

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

1. When prohibited by legislated transfer degrees (Associate in Art for Transfer and Associate in Science for ~~transfer~~ Transfer) that require completion of CSU GE-Breadth, CSU-GE Breadth for STEM, and/or Intersegmental General Education Transfer Curriculum (IGETC), and/or IGETC for STEM, and forbid additional District graduation requirements.
2. General Studies Pattern II requires students to complete a transfer institution's own GE pattern while also meeting the 18 units of general education minimum established in Title 5. The additional District graduation requirements of Health/PE and Kinesiology and Ethnic/Gender Studies still apply.
3. General Studies Pattern III requires students to complete either CSU GE-Breadth or IGETC. ~~The~~ additional District graduation requirements of Health/PE and Kinesiology and Ethnic/Gender Studies still

apply.

4. 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.

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Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	AP 4230 GRADING AND ACADEMIC RECORD SYMBOLS
Number	AP 4230
Status	Active
Legal	Title 5, Section 59300 Title 5, Section 58509 Title 5, Section 55050 Title 5, Section 55023
Adopted	May 12, 2009
Last Revised	May 10, 2016

Evaluative Symbols:

The following evaluative symbols will be used to measure student work:

- A – Excellent (4 points per semester unit)
- B – Good (3 points per semester unit)
- C – Satisfactory (2 points per semester unit)
- D – Less than satisfactory (1 point per semester unit)
- F – Failing (0 point per semester unit)

P – Pass, C or better – At least satisfactory (Units awarded not counted in GPA. Replaced CR effective Fall 2009.)

NP – No Pass, less than satisfactory, or failing (Units not counted in GPA. Replaced NC effective Fall 2009.)

CRE – Credit by Exam (Units awarded not counted in GPA. Effective Summer 2015, students receive a letter grade. See AP 4235 Credit by Examination.)

Grades from the letter grading scale shall be averaged on the basis of the numerical grade point equivalencies to determine a student's grade point average.

Non-Evaluative Symbols:

The District Governing Board has authorized the use of the non-evaluative symbols "I," "IP," "RD," "W," and "MW" defined as follows:

I - Incomplete

Students who are at the end of a term and have failed to complete the required academic work of a course because of unforeseeable, emergency, and justifiable reasons may receive a symbol "I" (Incomplete) on their records.

The conditions for receiving a letter grade and for the removal of the "I" must be stated by the instructor in a written record which must also state the grade to be assigned in lieu of the removal of the "I." This record must be given to the student and a copy is to be placed on file with the Registrar until the conditions are met (the "I" is made up) or the time limit is passed.

A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The "I" may be made up no later than one year following the end of the term for which it was assigned. The "I" symbol shall not be used in calculating units attempted or for grade point averages.

IP – In Progress

The "IP" symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that

work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP" shall not be used in calculating grade point averages. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of a term and does not re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative grade symbol in accordance with the academic record symbols to be recorded on the student's permanent record for the course.

RD - Report Delayed

The "RD" symbol may be assigned by the Registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

W - Withdrawal

Students may withdraw from a class by the end of the third week of a full-semester length class or by 16% of the total meetings in a short-term class without any notation being recorded in the permanent academic record.

Withdrawals that occur after the third week of a full-semester length class or 16% of a short term class shall be recorded as a "W" on students' permanent academic records. "W" grades will be counted as one of the three enrollment attempts that students are allowed in order to achieve a standard (passing) grade of C/P or better in a course. They will also be counted in the calculation of a student's academic progress to determine academic standing (e.g. good standing, probation or dismissal).

Withdrawals shall not be permitted after the 14th week of a full-semester length class or 75% of total class meetings in a short-term class. Students who are actively enrolled after that point shall receive a grade other than "W" in the permanent academic record. Exception may be made if approved upon petition by the student and documentation of verifiable extenuating circumstances, and after consultation with appropriate faculty. Withdrawals approved by exception shall be recorded as a "W" on students' permanent academic record.

Appropriate faculty is notified of withdrawals on their summary class roster.

"W" grades shall not be assigned, or if assigned shall be removed, from the permanent academic record if determination is made pursuant to Title 5, Sections 59300 et. seq. that a student withdrew from a course due to discriminatory treatment or due to retaliation for alleging discriminatory treatment.

"W" grades shall not be assigned when withdrawal was necessary due to fire, flood, or other extraordinary conditions, pursuant to Title 5, Section 58509. Such withdrawal must be petitioned by the student and supported by documentation of circumstances.

MW – Military Withdrawal

Military withdrawal occurs when students who are members of an active or reserve United States military service receive orders compelling withdrawal from classes. Upon verification of orders, the appropriate withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made on the permanent academic record for withdrawals.

Students requesting military withdrawal must present a petition for withdrawal and a copy of the military orders, or other acceptable documentation, which verifies the dates and location of military assignment that compelled or compels withdrawal from classes.

A grade of "MW" shall be recorded on the permanent academic record upon approval of petition for military withdrawal that occurs after the third week of full-semester length classes or 16% of total meetings of short-term classes. "MW" grades shall not be counted as one of the three enrollment attempts allowed to achieve a standard (passing) grade of C/P or better, or in the calculation of a student's academic progress for the determination of academic standing.

Last Modified by Patti Blair on September 17, 2016



Book	VCCCD Board Policy Manual
Section	Chapter 4 Academic Affairs
Title	BP 4230 GRADING SYMBOLS
Number	BP 4230
Status	Active
Legal	Title 5, Section 55758
Adopted	February 16, 2006
Last Reviewed	May 10, 2016

Courses shall be graded using the grading system established by Title 5.

The grading system shall be published in the college catalog(s) and made available to students.

See [Administrative Procedure 4230](#).

Last Modified by Andrea Rambo on August 25, 2016



Book	VCCCD Board Policy Manual
Section	Chapter 4 Academic Affairs
Title	BP 4231 GRADE CHANGES
Number	BP 4231
Status	Active
Legal	Title 5, Section 55025 California Education Code, Section 76232 California Education Code, Section 76224
Adopted	October 11, 2011
Last Reviewed	October 11, 2011

The Chancellor ~~or designee~~ will establish procedures to ~~ensure~~ assure the accuracy and integrity of all ~~student-grade-changes~~ grades awarded by faculty. The procedures shall include, but not necessarily be limited to, the following:

- Assurance that the absence of mistake, bad faith, fraud or incompetence, the grades awarded by faculty shall be final.
- Procedures for students to challenge the correctness of a grade.
- The installation of security measures to protect grade records and grade storage systems from unauthorized access.
- Limitations on access to grade records and grade storage systems.
- Discipline for students or staff who are found to have gained access to grade records without proper authorization or to have changed grades without proper authorization.
- Notice to students, faculty, transfer institutions, accreditation agencies and law enforcement agencies if unauthorized access to grade records and grade storage systems is discovered to have occurred.

Also see [BP 3310 Records Retention and Destruction](#), [AP 4231 Grade Changes](#), and [BP 5040 Student Records](#) and [AP 5040 Student Records](#).

Last Modified by Patti Blair on September 8, 2016



Book	VCCCD Administrative Procedure Manual
Section	Chapter 5 Student Services
Title	AP 5055 Enrollment Priorities
Number	AP 5055
Status	Active
Legal	California Education Code, Section 66025.8 et. seq. California Education Code, Section 66025.9 et. seq. California Education Code, Section 67003.5 et. seq. Title 5, Section 58106 Title 5, Section 58108 Title 5, Section 58311
Adopted	April 14, 2009
Last Revised	September 9, 2014
Last Reviewed	September 13, 2016

The Ventura County Community College District assigns enrollment priority to all new, continuing, and returning students in accordance with the California Education Code and Title 5 Administrative Code. Enrollment priority is also known as registration priority.

NEW STUDENTS: receive enrollment priority after completing orientation, assessment and a student educational plan. These may be accomplished in different ways including, but not limited to, completing the online orientation or attending an in-person session; taking the assessment tests, submitting transcripts of other college work completed and/or other test scores for evaluation; completing a one or two-semester “abbreviated” educational plan, or developing a comprehensive educational plan that is approved by an academic counselor.

- Exemption from a service: New students have the right to request an exemption from orientation, assessment, and educational planning activities based on criteria identified below; students who claim exemption will not be eligible for enrollment priority. The exemption criteria are as follows:
 - Student has earned an Associate or higher degree.
 - Student is a Special Admission student (concurrently enrolled minor).
 - Student is enrolling solely to take a course that is legally mandated for employment or necessary in response to a significant change in industry or licensure standards.

CONTINUING STUDENT: a student who has been enrolled in one or more of the two previous primary semesters. ~~Only continuing students are eligible to apply for a high-unit waiver.~~

Continuing students receive enrollment priority based on the number of completed and in-progress degree-applicable units taken at any of the colleges in this district providing they have not been placed on academic or progress probation or more serious academic sanction for two consecutive terms. Transfer units are not used to calculate enrollment priority.

Limitations

- Continuing students who have earned more than 90 units will lose enrollment priority and will register during open registration unless they successfully petition for a waiver that reinstates them to the previous enrollment priority. The petition for reinstatement of enrollment³¹ priority is initiated through a counseling appointment.

- Students may petition for reinstatement of registration priority if they are enrolled in a high-unit major or program of study, high-unit transfer major; or are registering for their last semester at ~~the~~ a college within the VCCCD.
- Continuing students who are placed on academic or progress probation or more serious academic sanction for two consecutive terms will lose enrollment priority and will register during open registration. Students who lose their priority may appeal if they have verifiable extenuating circumstances as defined below; an approved appeal will result in the reinstatement of enrollment priority. The petition to appeal loss of enrollment priority is initiated through a counseling appointment.
- Extenuating circumstances are defined as verifiable cases of accident, illness or other circumstances beyond the student's control. Appeals must be supported by verifiable documentation of circumstances.

RETURNING STUDENT: a student who has been previously enrolled at any of the colleges in the district, but has not been enrolled for either of the previous two primary semesters.

Returning students who have not attended in at least one year, who have completed fewer than 90 units, are in good academic standing in the Ventura County Community College District, and have completed orientation assessment and an educational plan will have registration priority over returning students who do not meet these criteria.

SPECIAL ADMISSION STUDENT: a concurrently enrolled minor attending public, private or home school who is also taking classes at a college in the District.

Special Admission students register behind other groups as designated by ~~state mandate~~ California Education Code, Section 76001(e)(1). Where the District has an MOU with specific high schools that designate them as partners in a "middle college high school" agreement, the students from those high schools will be afforded priority over other special admission students.

ASSIGNMENT OF ENROLLMENT PRIORITIES IN THE VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

Pursuant to Title 5 Sections 58106, 58108; Education Code Section 66025.8 et. seq. within the Ventura County Community College District, priority registration appointments are assigned based on the following criteria and in the following order:

1) Priority as defined by statute for:

- ~~active military and military veterans, DSPS students, EOPS students, and CalWORKS students – all continuing and returning students in these groups must be in good academic standing; all new students in these groups must have completed orientation, assessment, and an educational plan.~~
- CalWORKS students
- EOPS students
- DSPS students
- Foster youth and former foster youth; ~~all new students must have completed orientation, assessment, and an educational plan.~~
- Homeless students
- Military Veterans and active duty personnel

Note: All continuing and returning students in the above groups must be in good academic standing; all new students in the above groups must have completed orientation, assessment, and an educational plan.

- 2) Student athletes beyond their first semester as verified by a designated athletics counselor and students currently participating in a First Year Experience cohort. ~~all~~ continuing students must be in good academic standing; students new to the college must have completed orientation, assessment, and an educational plan.
- 3) Continuing students with 76-90 units* who are in good academic standing.
- 4) Continuing students with 45-75 units* who are in good academic standing.
- 5) Continuing students with 30-44 units* who are in good academic standing.
- 6) Continuing students with 15-29 units* who are in good academic standing.
- 7) Continuing students with 1-14 units* who are in good academic standing and Middle College Special Admission high school students.

- 8) a) New students who have completed orientation, assessment, and an educational plan
b) Returning students who have not attended in at least one year, who have completed fewer than 90.5 units, are in good academic standing in the Ventura County Community College District, and have completed orientation, assessment, and an educational plan.
- 9) Open registration for all students (excluding Special Admission students), including:
- All students that have been placed on academic or progress probation or more serious academic sanction for two consecutive terms unless they successfully appeal for reinstatement of enrollment priority based on verifiable extenuating circumstances.
 - New and returning students who choose to be exempt from participating in orientation, assessment, and/or the development of a student educational plan (see Exemption information above).
 - Continuing and returning students with more than 90 units unless they successfully petition for reinstatement of enrollment priorities.
- 10) Other Special Admission high school students not associated as Middle College and other concurrently enrolled minors.

DEFINITIONS

Abbreviated Educational Plan: A plan that identifies the courses a new student will take in their first one or two semesters. An abbreviated educational plan may be developed by a student with or without the help of an academic counselor, and is not approved by a counselor. Abbreviated educational plans are required for all new non-exempt students; however, a comprehensive educational plan will also satisfy this requirement.

Comprehensive (Active) Educational Plan: A plan that identifies the courses a student must take to complete their informed program of study and reach their educational goals. The comprehensive educational plan is generally at least two semesters long, and ideally will be long enough to identify everything a student must do to achieve their educational goal.

Good Academic Standing: Defined solely for purposes of assigning enrollment priority as a student who has not been placed on academic or progress probation or more serious academic sanction for two consecutive terms. Students who are on probation for two consecutive terms will lose enrollment priority for the next term.

Informed Program of Study: The degree, certificate or transfer program of study that a student declares upon completing 15 units of college coursework. The "informed program of study" is the basis for a student's comprehensive educational plan.

Primary Semesters: fall and spring

See [Board Policy BP 5055 Enrollment Priorities](#).

Last Modified by Patti Blair on September 17, 2016

College Credit for Advanced Placement Tests

Students may earn credit for College Examination Board (CEB) Advanced Placement (AP) Tests with scores of 3, 4, or 5. AP credit can be used to meet IGETC, CSU GE Breadth, and AA general education (GE) and /or major requirements. Students must have the CEB send AP official results to the Admission and Records Office (hand-carried copies will not be accepted). Course credit and units granted at Ventura College (VC) may differ from course credit and units grant by an accepting institution.

AP Exam	Minimum Passing Score	AA/AS Ventura College (VC) GE Area Units	Semester Units for VC Associate Degree (including GE)	American Institutions and/or GE Breadth Area+	Minimum Semester Credits Earned*	Semester Credits Toward CSU GE Breadth Certification	Removal Date for GE Breadth~	IGETC Area	Semester Units/ Quarter Units Earned	Total UC-Units Earned Toward Transfer
Art History**	3	Area C Humanities/ ART V02A	3 - 6	C1 or C2	6	3		3A or 3B**	3	8 quarter units/5.3 semester units
Biology	3	Area A1 Biological Sciences/ BIOL V01 & V01L	4 - 6	B2 and B3	6	4		5B and 5C	4	8 quarter units/5.3 semester units
Calculus AB#	3	Area D2 Language and Rationality/ MATH V20 OR MATH V21A	3 - 6	B4	3	3		2A	3	4 quarter units/2.7 semester units. (8 quarter unit/5.3 semester units maximum for both passed exams)
Calculus BC#	3	Area D2 Language and Rationality/ MATH V21A OR MATH V21B	3 - 6	B4	6	3		2A	3	8 quarter units/5.3 semester units. (8 quarter unit/5.3 semester units maximum for both passed exams)
Calculus BC / AB subscore	3	Area D2 Language and Rationality/ NA	na	B4	6	3		2A		4 quarter units/2.7 semester units
Chemistry	3	Area A2 Physical Sciences/ CHEM V20 & CHEM V20L OR CHEM V01 & V01L	4 - 6	B1 and B3	6	6	F09	5B and 5C	4	8 quarter units/5.3 semester units
Chemistry	3	Area A2 Physical Sciences/ CHEM V20 & CHEM V20L OR CHEM V01 & V01L	4 - 6	B1 and B3	6	4		5A and 5C	4	8 quarter units/5.3 semester units
Chinese Language & Culture	3	Area C2 Humanities/ na	3 - 6	C2	6	3		3B and 6A	3	8 quarter units/5.3 semester units
Comparative Government & Politics	3	Area B2 Social and Behavioral Studies/ POLS V02	3 - 3	D	3	3		4	3	4 quarter units/2.7 semester units
Computer Science A#	3	Area D2/ CS V40, V11, V13, V15, V17, V19, or V30	4 - 4	N/A	3	0				2 quarter units/1.3 semester units (4 quarter unit/2.7 semester unit maximum for both Computer A and Computer Science AB Exam)
Computer Science AB#	3	Area D2/ CS V40, V11, V13, V15, V17, V19, or V30	4 - 4	N/A	6	0				4 quarter units/2.7 semester units (4 quarter unit/2.7 semester unit maximum for both Computer A and Computer Science AB Exam) (Computer AB is no longer offered)
English: Language and Composition	3	Area D1 Language and Rationality/ ENGL V01A	3 - 6	A2	6	3		1A	3	8 quarter units/5.3 semester units (8-unit maximum for both passed exams)
English: Literature and Composition**	3	Area D1 AND D2 Language and Rationality/ ENGL V01A OR ENGL V01B	3 - 6	A2 and C2	6	6		1A or 3B**	3	8 quarter units/5.3 semester units (8-unit maximum for both passed exams)
Environmental Science@	3	Area AS Natural Sciences/ ESRM V02	4 - 4	B2 and B3	4	4	F09	5A (with lab)	3	4 quarter units/2.7 semester units
Environmental Science@	3	Area AS Natural Sciences/ ESRM V02	4 - 4	B1 and B3	4	4		5A and 5C	3	4 quarter units/2.7 semester units
History* - European	3	Area B2 Social and Behavioral Science or Area C2 Humanities/ HIST V01A OR HIST V01B	3 - 6	C2 or D	6	3		3B or 4	3	8 quarter units/5.3 semester units
French Language	3	Area C2 Humanities/ FREN V01	3 - 6	C2	6	6	F09	3B and 6A	3	8 quarter units/5.3 semester units
French Language	3	Area C2 Humanities/ FREN V01	3 - 6	C2	6	3	F11	3B and 6A	3	8 quarter units/5.3 semester units
French Language and Culture	3	Area C2 Humanities/NA	na	C2	6	3		3B and 6A	3	8 quarter units/5.3 semester units
French Literature	3	Area C2 Humanities/ FREN V03	3 - 6	C2	6	3	F09	3B and 6A	3	8 quarter units/5.3 semester units
German Language	3	Area C2 Humanities/ NA	3 - 6	C2	6	6	F09	3B and 6A	3	8 quarter units/5.3 semester units
German Language	3	Area C2 Humanities/ NA	3 - 6	C2	6	3	F11	3B and 6A	3	8 quarter units/5.3 semester units
German Language and Culture	3	Area C2 Humanities/ NA	na	C2	6	3		3B and 6A	3	8 quarter units/5.3 semester units
Human Geography	3	Area B2 Physical Sciences/ GEOG V02	3 - 3	D	3	3		4	3	4 quarter units/2.7 semester units
Italian Language & Culture	3	Area C2 Humanities/ NA	na	C2	6	3		3B and 6A	3	8 quarter units/5.3 semester units
Japanese Language & Culture	3	Area C2 Humanities/ NA	na	C2	6	3		3B and 6A	3	8 quarter units/5.3 semester units
Latin Literature	3	Area C2 Humanities/ NA	3 - 6	C2	6	3	F09	3B and 6A	3	4 quarter units/2.7 semester units
Latin	3	Area C2 Humanities/ NA	3 - 6	C2	6	3		3B and 6A	3	4 quarter units/2.7 semester units

AP Exam	Minimum Passing Score	AA/AS VC GE Area Units	Semester Units for VC Associate Degree (including GE)	American Institutions and/or GE Breadth Area+	Minimum Semester Credits Earned*	Semester Credits Toward CSU GE Breadth Certification	Removal Date for GE Breadth~	IGETC Area	Semester Units/ Quarter Units Earned	UC-Units Earned Toward Transfer
Latin Vergil	3	Area C2 Humanities/ NA	3 - 6	C2	3	3	F12	3B and 6A	3	4 quarter units/2.7 semester units
Economics: Macroeconomics	3	Area B2 Social and Behavioral Science/ ECON V01A	3 - 3	D	3	3		4	3	4 quarter units/2.7 semester units
Economics: Microeconomics	3	Area B2 Social and Behavioral Science/ ECON V01B	3 - 3	D	3	3		4	3	4 quarter units/2.7 semester units
Physics 1>	3	Area A2 Physical Sciences/NA	3 - 6	B1 and B3	4	4		5A and 5C	4	8 quarter units/5.3 semester units. (8 quarter units/5.3 semester unit maximum for all passed PHYS exams).
Physics 2>	3	Area A2 Physical Sciences/NA	3 - 6	B1 and B3	4	4		5A and 5C	4	8 quarter units/5.3 semester units. (8 quarter units/5.3 semester unit maximum for all passed PHYS exams).
Physic B>	3	Area A2 Physical Sciences/ PHYS V02A AND V02AL	5 - 5	B1 and B3	6	6	F09	5A and 5C	4	8 quarter units/5.3 semester units. (Physics B is replaced by Physics 1 & 2 2014-15). (8 quarter units/5.3 semester unit maximum for all passed PHYS exams).
Physic B>	3	Area A2 Physical Sciences/ PHYS V02A AND V02AL	5 - 5	B1 and B3	6	4	F13	5A and 5C	4	8 quarter units/5.3 semester units. (Physics B is replaced by Physics 1 & 2 2014-15). (8 quarter units/5.3 semester unit maximum for all passed PHYS exams).
Physics C Electricity/Magnetism>	3	Area A2 Physical Sciences/ PHYS V05 AND V05L	5 - 5	B1 and B3	4	4		5A and 5C	3	4 quarter units/2.7 semester units. (8 quarter units/5.3 semester unit maximum for all passed PHYS exams).
Physics C Mechanics>	3	Area A2 Physical Sciences/ PHYS V04 AND V04L	3 - 5	B1 and B3	4	4		5A and 5C	3	4 quarter units/2.7 semester units. (8 quarter units/5.3 semester unit maximum for all passed PHYS exams).
Psychology	3	Area B2 Social and Behavioral Science/PSY V01	3 - 3	D	3	3		4	3	4 quarter units/2.7 semester units
Spanish Language	3	Area C2 Humanities/ SPAN V01 OR V02	3 - 6	C2	6	6	S14		N/A	No longer offered
Spanish Language and Literature	3	Area C2 Humanities/ NA	3 - 6	C2	6	3		3B and 6A	3	8 quarter units/5.3 semester units
Spanish Literature	3	Area C2 Humanities/SPAN V03	3 - 6	C2	6	6	S13	3B and 6A	3	8 quarter units/5.3 semester units
Spanish Literature and Culture	3	Area C2 Humanities/ NA	na	C2	6	3		3B and 6A	3	8 quarter units/5.3 semester units
Statistics	3	Area D2 Language and Rationality/ MATH V44	4 - 4	B4	3	3		2	3	4 quarter units/2.7 semester units
Art Studio: 2-D Design<	3	Area C1 Fine/ Performing Arts/ART V11A	3 - 6	N/A	3	0		N/A	3	8 quarter units /5.3 semester units. 8 quarter units/ 5.3 semester units for all three passed exams.
Art Studio: 3-D Design<	3	Area C1 Fine/ Performing Arts/ ART V19	3 - 6	N/A	3	0		N/A	3	8 quarter units/5.3 semester units. 8 quarter units/ 5.3 semester units for all three passed exams.
Art Studio: Drawing<	3	Area C1 Fine/ Performing Arts/ ART V12A	3 - 6	N/A	3	0		N/A	3	8 quarter units/5.3 semester units. 8 quarter units/ 5.3 semester units for all three passed exams.
Government & Politics - US	3	Area B2 Social and Behavioral Studies/ POLS V01	3 - 3	D + US-2	3	3		4 and US 2	3	4 quarter units/2.7 semester units
History** - US	3	Area B2 Social and Behavioral Science or Area C2 Humanities/ HIST V07A OR V07B	3 - 6	C2 or D and US-1	6	3		(3B or 4**) and US1	3	8 quarter units/5.3 semester units
History** - World	3	Area B2 Social and Behavioral Science or Area C2 Humanities/ HIST V18A OR V18B	3 - 6	C2 or D	6	3		3B or 4*	3	8 quarter units/5.3 semester units

(*) These units count toward eligibility for admission. The units may not all apply toward certification of the corresponding GE-Breadth Area. See EO 1036 and 1100 for details.

(**) AP exams may be used in either area regardless of where the certifying VC's discipline is located.

(+) Areas of GE Breadth (A1 through E) are defined in EO 1100. Areas of American Institutions (US-1 through US3) are set forth in Section IA and IB of EO 1061, and at assist.org

(~) Students seeking certification in GE Breadth prior to transfer must have passed the test before this date.

(#) If a student passes more than one AP exam in calculus or computer science, only one examination may be applied to the baccalaureate.

(@) Students who pass AP Environment Science earn 4 units of credit. Tests prior to Fall 2009 may apply to either B1 + B3 or B2 + B3 of GE Breadth. Fall of 2009 or later, those credits may only apply to B1 + B3.

(>) If a student passess more than one AP exam in physics, only six units of credit may be applied to the baccalaureate, and only four units of credit may be applied to a certification in GE Breadth. For IGETC, only 8 quarter units/ 5.3 semester units can be counted toward IGETC for all Physics exams. Physics B is being replaced by Physics 1 & 2 2014-2015.

(<) Maximum 8 units for all three exams.

College Credit for International Baccalaureate (IB) Examinations

Students may earn credit for IB Higher Level Exams with scores of 5, 6, or 7. IB credit can be used to meet IGETC, CSU GE, and AA/AS General Education (GE). Students must have the International Baccalaureate Organization send the IB official results to the Admission and Records Office (hand-carried copies will not be accepted) for use on the AA/AS or GE patterns. Course credit and units grant at Solano Community College may differ from course credit and units granted by a transfer institution.

yyy	IB Scores	AA/S VC GE Area	Semester Units for VC Associate Degree (including GE)	CSU GE Areas	CSU Semester Units for transfer	IGETC GE Areas	UC Unit Credit for Transfer	UC Limitations toward Credit
Biology HL	5,6,7	Area A1 Natural Sciences	3-6	Area B2 3 units	6	Area 5B 3 units	5.3	The units granted for IB exams are not counted toward the maximum number of credits required for declaration of a major or the maximum number of units a student may accumulate prior to graduation. Students who enter the UC with IB credit do not have to declare a major earlier than other students, nor are they required to graduate earlier.
Chemistry HL	5,6,7	Area A2 Natural Sciences	3-6	Area B1 3 units	6	Area 5A 3 units	5.3	
Economics HL [^]	5,6,7	Area B2 Social and Behavioral Studies	3-6	Area D2 3 units	6	Area 4B 3 units	5.3	
Geography HL [^]	5,6,7	Area B2 Social and Behavioral Studies	3-6	Area D5 3 units	6	Area 4E 3 units	5.3	
History (any region) HL	5,6,7	Area B2 Social and Behavioral Studies	3-6	Area C2 or D6 3 units	6	Area 3B or 4F 3 units	5.3	
Language A1 (any language, except English) HL	5,6,7	Area C2 Humanities	3-6	n/a	n/a	Area 3B and 6 3 units	5.3	
Language A2 (any language, except English) HL	5,6,7	Area C2 Humanities	3-6	n/a	n/a	Area 3B and 6 3 units	5.3	
Language A1 (any language) HL	5,6,7*	Area C2 Humanities	3-6	Area C2 3 units	6	Area 3B 3 units	5.3	
Language A2 (any language) HL	5,6,7*	Area C2 Humanities	3-6	Area C2 3 units	6	Area 3B 3 units	5.3	
Language B (any language) HL	5,6,7*	Area C2 Humanities	3-6	No GE Area	6+	Area 6 3 units	5.3	
Mathematics HL	5,6,7*	Area D2 Communication and Analytical Thinking	3-6	Area B4 3 units	6	Area 2 3 units	5.3	
Physics HL	5,6,7	Area A2 Natural Sciences	3-6	Area B1 3 units	6	Area 5A 3 units	5.3	
Psychology HL [^]	5,6,7	Area B2 Social and Behavioral Studies	3-6	Area D9 3 units	3	Area 4I 3 units	5.3	
Theater HL	5,6,7*	Area C1 Arts	3-6	Area C1 3 units	6	Area 3A 3 units	5.3	

(*) For CSU, an IB score of 4 or higher may meet this requirement.

(+) The IB curriculum offers language at various levels for neative and non-native speakers. Language B courses are offered at the intermediate level for non-natives. Language A1 and A2 are advanced courses in literature for native and non-native speakers, respectively.

([^]) The credit may not be used to fulfill the Area B requirement, but may be used if additional units are needed to meet the minimum 21 units GE requirement.

Summary of Policy Change for Hours and Units Calculations for Credit Courses

1.) The CCCCCO used to recommend a “range” of units but now “strongly recommends” we use the 18 week semester as the basis for our student contact hour calculations.

Recommendation: Use 18 week calculation.

2.) While they now have defined “activity” separately from “lab” and it has corresponding outside-of-class hours, they also recommend using this with caution, as it would increase units and possibly jeopardize programmatic accreditation. While it might apply to a few, it doesn’t sound like this category would apply to most of the courses we call “lab” courses. This paragraph starts out sounding like we should move away from treating activity and lab the same but ends with saying the intent isn’t prescriptive. **Recommendation: No changes required.**

3.) While some of our CORs only list total contact hours, when these courses are being submitted to the CCCCCO, the submission will need to now include the expected student outside-of-class work too for the purposes of the new calculations. Our Data Techs or Curriculum Techs will need this information for each course so we will need to capture it within CurricUNET at a minimum and may want to consider adding it to our CORs. **Recommendation: Add homework hours and total student learning hours to CORs in CurricUNET.**

4.) Colleges are encouraged to develop local policy in handling the calculation of units. Our local AP 4020 defines our one credit as a minimum of 48 hours (which is based on the 16 week semester)– which should probably change to the 54 hours (based on the 18 week semester). Recommendation: Revise the following section of AP 4020 to better align with the new recommendations.

- One credit hour of community college work (one unit of credit) requires a minimum of ~~48-54~~ 54 hours of lecture, study, or laboratory work at colleges operating on the semester system.
- A course requiring ~~96~~ 108 hours or more of lecture, study, or laboratory work at colleges operating on the semester system shall provide at least 2 units of credit.
- The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study, or laboratory work in half unit increments.
- Colleges of the District may elect to adjust the amount of credit awarded in proportion to the number of hours of lecture, study, or laboratory work in increments of less than a half unit.

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DATE: October 2, 2015

AA 15-26
VIA E-MAIL

TO: Curriculum Instructional Officers

FROM: Pamela D. Walker
Vice Chancellor of Educational Services

SUBJECT: Policy Change for Hours and Units Calculations for Credit Courses

The Chancellor's Office, in collaboration with the Program and Course Approval (PCAH) Writing Team, has refined the calculations and guidelines for hours and units for credit courses and will be in the forthcoming 6th edition of the PCAH.

Chancellor's Office staff has tested the new formula on credit courses currently in Curriculum Inventory and the calculations are accurate. As of October 5, the Chancellor's Office will be using the new formula for existing credit courses in the queue. However, if the formula does not work for a course then the Chancellor's Office will provide technical assistance as needed with the colleges. As colleges develop courses, please use the new calculations and guidelines for hours and units for credit courses (copy attached).

Please contact Jackie Escajeda, Interim Dean of Curriculum and Instruction at jescajeda@ccco.edu, if you have any questions regarding this memorandum.

cc: Kathleen Rose, SACC
Erik Shearer, SACC
Julie Adams, ASCCC
Elias Regalado, California Community Colleges Chancellor's Office
AAD Staff, California Community Colleges Chancellor's Office



California Community Colleges Chancellor's Office

Hours and Units Calculations

I. Standard Formula for Credit Hour Calculations

Standards for credit hour calculations are contained in title 5 §§55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). Courses not classified as cooperative work experience, clock hour, or open entry/ open exit use the following method for calculating units of credit.

Divide the total of all student learning hours (lecture, lab, activity, clinical, TBA, other + outside-of-class hours) by the hours-per-unit divisor, round down to the nearest increment of credit awarded by the college. Expressed as an equation:

$$\frac{\text{[Total Contact Hours + Outside-of-class Hours]}}{\text{Hours-per-unit Divisor}} = \text{Units of Credit}$$

The result of this calculation is then rounded down to the nearest .5 increment or to the nearest fractional unit award used by the district, if smaller than .5. This formula applies to both semester and quarter credit calculations. While this formula can yield a value below the lowest increment of credit awarded by the college, zero-unit courses are not permissible. The following definitions are used in the application of this formula:

- **Total Contact Hours:** The total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in §§58050 - 58051. This number is the sum of all contact hours for the course in all calculations categories, including lecture, recitation, discussion, seminar, laboratory, clinical, studio, practica, activity, to-be-arranged, etc. Contact hours for courses may include hours assigned to more than one instructional category, e.g. lecture and laboratory, lecture and activity, lecture and clinical.
- **Outside-of-class Hours:** Hours students are expected to engage in course work outside of the classroom. Federal and state regulations for credit hour calculations are based on the total time a student spends on learning, including outside-of-class hours. As a matter of standard practice in higher education, lecture and related course formats require two hours of student work outside of class for every hour in-class. All other academic work, including laboratory, activity, studio, clinical, practica, TBA, etc. must provide an equivalent total number of student learning hours as typically required for lecture, with the ratio of in-class to outside-of-class work prorated appropriately for the instructional category.

Typically, these ratios are expressed as follows:

Instructional Category	In-class Hours	Outside-of-class Hours
Lecture (Lecture, Discussion, Seminar and Related Work)	1	2
Activity (Activity, Lab w/ Homework, Studio, and Similar)	2	1
Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

Other categories or ratios for inside- to outside-of-class hours are possible, but should fall within the parameters for one unit of credit as described above. Standard expectations in higher education for credit hour calculations generally align with the in-class to outside-of-class ratios as described in this table. Deviations from these widely accepted standards, while permitted, can negatively affect course transferability and articulation and should be used with caution. Since TBA hours are required to be listed separately on the COR, any outside-of-class hours expected of students in relationship to TBA contact hours must be included in the total student learning hours for the calculation.

- **Hours-per-unit Divisor:** The value, or value range, used by the college to define the number of hours required to award each unit of credit. This value must be minimum of 48 and maximum of 54 hours for colleges on the semester system and a minimum of 33 and maximum of 36 for colleges on the quarter system. This number represents the total student learning hours for which the college awards one unit of credit. Colleges may use any divisor within this range, but should maintain consistency between the divisor and the dividend. For example, if a college uses the $51 = 1$ unit calculation to determine the hours of lecture and outside of class work in the dividend, they should use 51 as the divisor. Colleges that indicate the minimum and maximum range of 48 – 54 should show that same range for the dividend in the equation and resulting unit calculation.

Colleges must exercise caution in determining the hours-per-unit divisor for credit hour calculations. Because California finance laws assume that primary terms average 17-weeks on the semester system and 11½ weeks on the quarter system (the two semesters or three quarters equal the traditional 35-week academic year), and because student attendance and related apportionment state compliance auditing is based on the student contact hours delineated in the official COR, the Chancellor’s Office strongly recommends that colleges use the 18-week semester or 12-week quarter as the basis for the student contact hour calculation used in the COR, even if a college has been approved to use a compressed academic calendar. The 18-week semester or 12-week quarter primary term provides the greatest flexibility in terms of contact hours, and colleges do not risk an audit finding for excessive apportionment claims such as they might experience using a 16-week semester basis for the contact-

hour calculation. Additionally, it is also important to note the flexible calendar program is designed around the 35-week traditional academic calendar, so basing contact hour targets around an 18-week semester assures that instructional hours lost to “flex” activities will not result in the district not providing the minimum number of hours required by Title 5, section 55002.5, to award a unit of credit. Colleges using the 48-hour minimum calculation for determining credit hours risk problems with apportionment calculations and audits. Colleges must be specifically authorized by the Chancellor’s Office to use a compressed calendar, which adds further caution to the use of the minimum end of the hour to unit range.

Likewise, the activity or laboratory with homework calculation should be used with caution. In the natural sciences and other disciplines, it is standard practice to base the number of units awarded for laboratory solely on contact hours, even though there may be some expectation of student work or preparation outside of class. Any alteration of this relationship for laboratory courses in the natural sciences and clinical hours in many allied health fields, can jeopardize programmatic accreditation where specific ratios or hours are required for program components or course acceptability in meeting major or general education requirements when transferred to a baccalaureate degree-granting institution. Use of this category should be restricted to only those instructional areas where it is clearly aligned with accepted practices higher education. The term “activity” as used in this context is not intended to limit or define the use of this term locally. Some colleges use this term—and related credit calculations—interchangeably with laboratory.

The Course Outlines of Record for many districts do not specify the outside-of-class hours, relying instead on the assumption of traditional ratios for inside- to outside-of-class hours for lecture, laboratory, or other course formats. In instances where districts only record total contact hours for the course as a whole or in each instructional category on the Course Outline of Record, the course submission must include the expected hours of student work outside of class used to determine total student learning hours for the purposes of credit calculations as described above. The tables on the following pages provide guidance for the expected outside-of-class hours for a wide range of typical credit hour calculations.

II. Fractional Unit Awards and Minimum Thresholds

Title 5 requires colleges to award units of credit in .5 unit increments at a minimum. Calculations for each increment of credit awarded by the college represent the minimum threshold for awarding that increment of credit. Students are awarded the next increment of credit only when they pass the next minimum threshold.

For example, if a course is designed to require 180 total student learning hours (36 lecture, 72 lab, and 72 outside-of-class hours), the calculation of units works as follows:

$$180 / 54 = 3.33$$

3 units of credit

In this example, the college would not award 3.5 units until the total student learning hours reached the 189-hour minimum threshold for 3.5 units. However, if a college offers credit in .25 increments, this example would yield a 3.25 unit course. Another common example is a course offered for 40 contact hours, with no hours of homework, resulting in 40 total student learning hours. In a district that awards credit in .5 increments, $40 \text{ total student learning hours} / 54 = .75$, which meets the minimum threshold for .5 units of credit, but does not pass the minimum threshold for 1 unit of credit. In this example, 40 total student learning hours (36 contact and 4 outside-of-class) would award .5 units of credit. This is similar to grading systems where, for example, a student earns a “B” for any percentage between 80 and 89. The student is only awarded an “A” when they reach the minimum threshold of 90 percent.

III. Cooperative Work Experience

Units for Cooperative Work Experience courses are calculated as follows:

- Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
- Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

IV. Clock Hour Courses / Programs

The definition of a clock hour program and standards for awarding of units of credit for these programs is defined in federal regulations 34 CFR §668.8(k)(2)(i)(A) and 668.8(l), respectively. In this regulation, a program is considered to be a clock-hour program if a program is required to measure student progress in clock hours when:

- Receiving Federal or State approval or licensure to offer the program; or
- Completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue.

Programs that meet this definition are required to use a federal formula for determining the appropriate awarding of credit that is outlined in 34CFR §668.8(l).

V. Local Policy

Colleges are encouraged to develop local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit. The creation of a standing policy or formal calculation document helps districts fulfill the responsibility of local governing boards under Title 5 §55002 to establish the relationship between units and hours for the local curriculum development and approval process.

VI. Sample Calculations Tables

The tables on the following pages provide examples of common configurations for credit hour calculations, divided into two sections.

The first section provides tables for three most common ratios of in-class to outside-of-class work as described above for semester calculations. The table on the left provides calculations for the minimum 48 hours = 1 unit of credit. The table on the right provides calculations for the maximum baseline of 54 hours = 1 unit of credit. For colleges that use 51, 52.5 or other intermediate divisors, the same general principle and ratios apply and all calculations should fall between these two number sets. For example, a college using 51 as the divisor would show 3 units of lecture credit as 51 hours of in-class work, 102 hours outside of class for a total of 153 total student learning hours. While these tables are not prescriptive, they are accurate guides for the development of local processes or policy and provide good examples of compliant calculations that are aligned to widely accepted standards for higher education. The second section provides examples of calculation tables in the same format for quarter calculations.

Section 1: Sample Calculation Tables – Semester Calculations

Lecture	48 = 1 unit			54 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours	Contact Hours	Homework Hours	Total Student Learning Hours
0.50	8	16	24	9	18	27
1.00	16	32	48	18	36	54
1.50	24	48	72	27	54	81
2.00	32	64	96	36	72	108
2.50	40	80	120	45	90	135
3.00	48	96	144	54	108	162
3.50	56	112	168	63	126	189
4.00	64	128	192	72	144	216
4.50	72	144	216	81	162	243
5.00	80	160	240	90	180	270
5.50	88	176	264	99	198	297
6.00	96	192	288	108	216	324
6.50	104	208	312	117	234	351
7.00	112	224	336	126	252	378
7.50	120	240	360	135	270	405
8.00	128	256	384	144	288	432
8.50	136	272	408	153	306	459
9.00	144	288	432	162	324	486
9.50	152	304	456	171	342	513
10.00	160	320	480	180	360	540
10.50	168	336	504	189	378	567
11.00	176	352	528	198	396	594
11.50	184	368	552	207	414	621
12.00	192	384	576	216	432	648
12.50	200	400	600	225	450	675
13.00	208	416	624	234	468	702
13.50	216	432	648	243	486	729
14.00	224	448	672	252	504	756
14.50	232	464	696	261	522	783
15.00	240	480	720	270	540	810
15.50	248	496	744	279	558	837
16.00	256	512	768	288	576	864
16.50	264	528	792	297	594	891
17.00	272	544	816	306	612	918
17.50	280	560	840	315	630	945
18.00	288	576	864	324	648	972

Activity, Lab w/Hmwrk	48 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
0.50	16	8	24
1.00	32	16	48
1.50	48	24	72
2.00	64	32	96
2.50	80	40	120
3.00	96	48	144
3.50	112	56	168
4.00	128	64	192
4.50	144	72	216
5.00	160	80	240
5.50	176	88	264
6.00	192	96	288
6.50	208	104	312
7.00	224	112	336
7.50	240	120	360
8.00	256	128	384
8.50	272	136	408
9.00	288	144	432
9.50	304	152	456
10.00	320	160	480
10.50	336	168	504
11.00	352	176	528
11.50	368	184	552
12.00	384	192	576
12.50	400	200	600
13.00	416	208	624
13.50	432	216	648
14.00	448	224	672
14.50	464	232	696
15.00	480	240	720
15.50	496	248	744
16.00	512	256	768
16.50	528	264	792
17.00	544	272	816
17.50	560	280	840
18.00	576	288	864

54 = 1 unit		
Contact Hours	Homework Hours	Total Student Learning Hours
18	9	27
36	18	54
54	27	81
72	36	108
90	45	135
108	54	162
126	63	189
144	72	216
162	81	243
180	90	270
198	99	297
216	108	324
234	117	351
252	126	378
270	135	405
288	144	432
306	153	459
324	162	486
342	171	513
360	180	540
378	189	567
396	198	594
414	207	621
432	216	648
450	225	675
468	234	702
486	243	729
504	252	756
522	261	783
540	270	810
558	279	837
576	288	864
594	297	891
612	306	918
630	315	945
648	324	972

<i>Lab, Clinical, Activity, etc.</i>	48 = 1 unit			54 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours	Contact Hours	Homework Hours	Total Student Learning Hours
0.50	24	0	24	27	0	27
1.00	48	0	48	54	0	54
1.50	72	0	72	81	0	81
2.00	96	0	96	108	0	108
2.50	120	0	120	135	0	135
3.00	144	0	144	162	0	162
3.50	168	0	168	189	0	189
4.00	192	0	192	216	0	216
4.50	216	0	216	243	0	243
5.00	240	0	240	270	0	270
5.50	264	0	264	297	0	297
6.00	288	0	288	324	0	324
6.50	312	0	312	351	0	351
7.00	336	0	336	378	0	378
7.50	360	0	360	405	0	405
8.00	384	0	384	432	0	432
8.50	408	0	408	459	0	459
9.00	432	0	432	486	0	486
9.50	456	0	456	513	0	513
10.00	480	0	480	540	0	540
10.50	504	0	504	567	0	567
11.00	528	0	528	594	0	594
11.50	552	0	552	621	0	621
12.00	576	0	576	648	0	648
12.50	600	0	600	675	0	675
13.00	624	0	624	702	0	702
13.50	648	0	648	729	0	729
14.00	672	0	672	756	0	756
14.50	696	0	696	783	0	783
15.00	720	0	720	810	0	810
15.50	744	0	744	837	0	837
16.00	768	0	768	864	0	864
16.50	792	0	792	891	0	891
17.00	816	0	816	918	0	918
17.50	840	0	840	945	0	945
18.00	864	0	864	972	0	972

Section 2: Sample Calculation Tables - Quarter Calculations

<i>Lecture</i>	33 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
0.5	5.5	11	16.5
1.0	11.0	22	33.0
1.5	16.5	33	49.5
2.0	22.0	44	66.0
2.5	27.5	55	82.5
3.0	33.0	66	99.0
3.5	38.5	77	115.5
4.0	44.0	88	132.0
4.5	49.5	99	148.5
5.0	55.0	110	165.0
5.5	60.5	121	181.5
6.0	66.0	132	198.0
6.5	71.5	143	214.5
7.0	77.0	154	231.0
7.5	82.5	165	247.5
8.0	88.0	176	264.0
8.5	93.5	187	280.5
9.0	99.0	198	297.0
9.5	104.5	209	313.5
10.0	110.0	220	330.0
10.5	115.5	231	346.5
11.0	121.0	242	363.0
11.5	126.5	253	379.5
12.0	132.0	264	396.0
12.5	137.5	275	412.5
13.0	143.0	286	429.0
13.5	148.5	297	445.5
14.0	154.0	308	462.0
14.5	159.5	319	478.5
15.0	165.0	330	495.0
15.5	170.5	341	511.5
16.0	176.0	352	528.0
16.5	181.5	363	544.5
17.0	187.0	374	561.0
17.5	192.5	385	577.5
18.0	198.0	396	594.0

36 = 1 unit		
Contact Hours	Homework Hours	Total Student Learning Hours
6	12	18
12	24	36
18	36	54
24	48	72
30	60	90
36	72	108
42	84	126
48	96	144
54	108	162
60	120	180
66	132	198
72	144	216
78	156	234
84	168	252
90	180	270
96	192	288
102	204	306
108	216	324
114	228	342
120	240	360
126	252	378
132	264	396
138	276	414
144	288	432
150	300	450
156	312	468
162	324	486
168	336	504
174	348	522
180	360	540
186	372	558
192	384	576
198	396	594
204	408	612
210	420	630
216	432	648

<i>Activity or Lab w/Hmwk</i>	33 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
0.5	11.0	5.5	16.5
1.0	22.0	11.0	33.0
1.5	33.0	16.5	49.5
2.0	44.0	22.0	66.0
2.5	55.0	27.5	82.5
3.0	66.0	33.0	99.0
3.5	77.0	38.5	115.5
4.0	88.0	44.0	132.0
4.5	99.0	49.5	148.5
5.0	110.0	55.0	165.0
5.5	121.0	60.5	181.5
6.0	132.0	66.0	198.0
6.5	143.0	71.5	214.5
7.0	154.0	77.0	231.0
7.5	165.0	82.5	247.5
8.0	176.0	88.0	264.0
8.5	187.0	93.5	280.5
9.0	198.0	99.0	297.0
9.5	209.0	104.5	313.5
10.0	220.0	110.0	330.0
10.5	231.0	115.5	346.5
11.0	242.0	121.0	363.0
11.5	253.0	126.5	379.5
12.0	264.0	132.0	396.0
12.5	275.0	137.5	412.5
13.0	286.0	143.0	429.0
13.5	297.0	148.5	445.5
14.0	308.0	154.0	462.0
14.5	319.0	159.5	478.5
15.0	330.0	165.0	495.0
15.5	341.0	170.5	511.5
16.0	352.0	176.0	528.0
16.5	363.0	181.5	544.5
17.0	374.0	187.0	561.0
17.5	385.0	192.5	577.5
18.0	396.0	198.0	594.0

36 = 1 unit		
Contact Hours	Homework Hours	Total Student Learning Hours
12	6	18
24	12	36
36	18	54
48	24	72
60	30	90
72	36	108
84	42	126
96	48	144
108	54	162
120	60	180
132	66	198
144	72	216
156	78	234
168	84	252
180	90	270
192	96	288
204	102	306
216	108	324
228	114	342
240	120	360
252	126	378
264	132	396
276	138	414
288	144	432
300	150	450
312	156	468
324	162	486
336	168	504
348	174	522
360	180	540
372	186	558
384	192	576
396	198	594
408	204	612
420	210	630
432	216	648

<i>Lab, Clinical, Activity, etc.</i>	33 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
0.5	16.5	0.0	16.5
1.0	33.0	0.0	33.0
1.5	49.5	0.0	49.5
2.0	66.0	0.0	66.0
2.5	82.5	0.0	82.5
3.0	99.0	0.0	99.0
3.5	115.5	0.0	115.5
4.0	132.0	0.0	132.0
4.5	148.5	0.0	148.5
5.0	165.0	0.0	165.0
5.5	181.5	0.0	181.5
6.0	198.0	0.0	198.0
6.5	214.5	0.0	214.5
7.0	231.0	0.0	231.0
7.5	247.5	0.0	247.5
8.0	264.0	0.0	264.0
8.5	280.5	0.0	280.5
9.0	297.0	0.0	297.0
9.5	313.5	0.0	313.5
10.0	330.0	0.0	330.0
10.5	346.5	0.0	346.5
11.0	363.0	0.0	363.0
11.5	379.5	0.0	379.5
12.0	396.0	0.0	396.0
12.5	412.5	0.0	412.5
13.0	429.0	0.0	429.0
13.5	445.5	0.0	445.5
14.0	462.0	0.0	462.0
14.5	478.5	0.0	478.5
15.0	495.0	0.0	495.0
15.5	511.5	0.0	511.5
16.0	528.0	0.0	528.0
16.5	544.5	0.0	544.5
17.0	561.0	0.0	561.0
17.5	577.5	0.0	577.5
18.0	594.0	0.0	594.0

36 = 1 unit		
Contact Hours	Homework Hours	Total Student Learning Hours
18	0	18
36	0	36
54	0	54
72	0	72
90	0	90
108	0	108
126	0	126
144	0	144
162	0	162
180	0	180
198	0	198
216	0	216
234	0	234
252	0	252
270	0	270
288	0	288
306	0	306
324	0	324
342	0	342
360	0	360
378	0	378
396	0	396
414	0	414
432	0	432
450	0	450
468	0	468
486	0	486
504	0	504
522	0	522
540	0	540
558	0	558
576	0	576
594	0	594
612	0	612
630	0	630
648	0	648