



District Technical Review Workgroup - Instructional (DTRW-I)

AGENDA

May 9, 2019

1p.m. – 3p.m.

DAC Lakin Board Room

Consent Agenda Items (10 minutes time certain)

- Approval of April 11, 2019 Meeting Notes

MOORPARK COLLEGE

No submissions.

OXNARD COLLEGE

No submissions.

VENTURA COLLEGE

No submissions.

CURRENT BUSINESS:

- Governance Committee surveys (Julius and Patti's email 4/2/19)
- Goals: Review current goals and set goals for next year
- AP 4022: Course Approval (Michael; from March agenda not reviewed)
- AP 7211: Disciplines Unique to a College (Nenagh)
- BP/AP 4222: Remedial Coursework (was scheduled for January 2019 review)
- BP/AP 4260, and 5031 (recommended for review after reviewing Patti's spreadsheet)
- Noncredit BP (was planned for January 2019)



ITEMS IN RESERVE:

Agenda Items

- Standing Item: Update on CourseLeaf – Mike Rose
- T5 GE Pattern – T. Brabander (April 2019; all Senate to review)
- Articulation Officers
 - Military Credit Discussion
 - TAG Agreements/Current Articulation Agreements
- Letter Grade/Pass No Pass notation in catalogs (continued from Spring 2018; AB/BP)
- C-ID/Common Course numbering on campus (continued from Spring 2018; February 2019)
- Transfer credit from nationally and professionally accredited institutions (Letrisha follow-up Registrars)

Ventura County Community College District

2018-2019 Academic Year
District Technical Review Workgroup – Instructional (DTRW-I)
Thursday, April 11, 2019 - 1:00 p.m. – 3:00 p.m.

Members: Chancellor’s Designee: Julius Sokenu, Chair (MC)
 Faculty Co-Chair: Lydia Morales (VC)
 Vice Presidents: Julius Sokenu (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: Diane Eberhardy (OC), Nenagh Brown (MC), Lydia Morales (VC)
 Administrative Officer to the Chancellor and Board of Trustees: Patti Blair (DAC)

Guests: Michael Rose

Absent: Nenagh Brown, Diane Eberhardy, Kimberly Hoffmans, Lydia Morales

Recorder: Ana Barcenas

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
Welcome and Announcements	<i>Julius Sokenu welcomed the members, and the meeting began at 1:05pm.</i>			
Approval of March 14, 2019 meeting notes	<i>The group approved the notes as presented.</i>			
Announcements	<i>None.</i>			

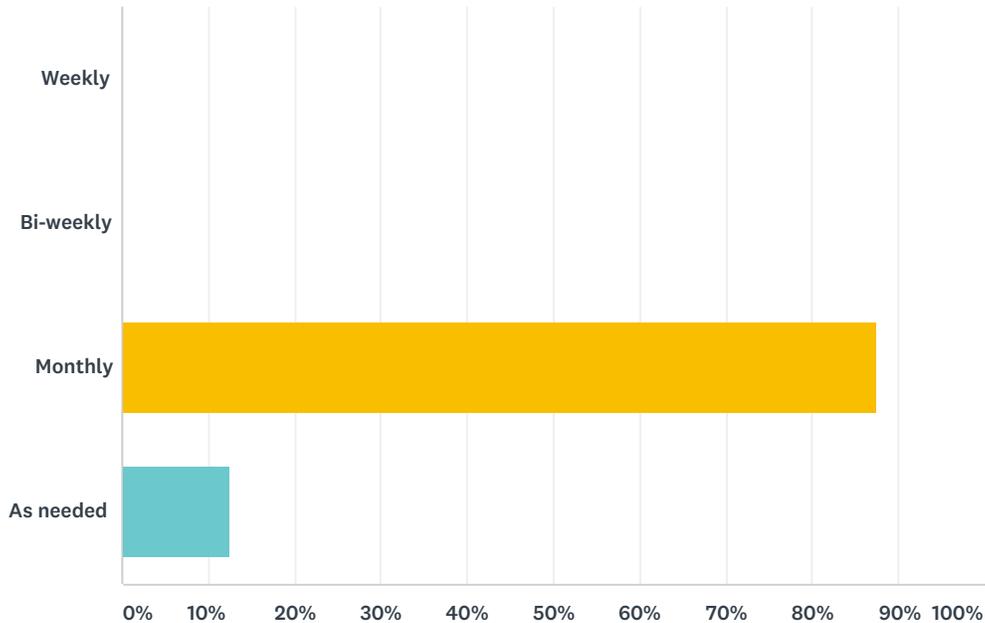
CURRICULUM SUBMISSIONS				
New Degrees/Courses/Revised Courses	<u>MOORPARK COLLEGE</u> No Submission.			
Moorpark/Oxnard/Ventura Submissions	<u>OXNARD COLLEGE</u> No Submission.			
	<u>VENTURA COLLEGE</u> No Submission.			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
CURRENT BUSINESS				
CurricUNET extracts	<ul style="list-style-type: none"> ● <i>Change in textbook and Articulation sections would create about a 4-week delay, but worth the delay. Place priority on courses and push programs further out, if needed.</i> ● <i>Possible phone call with CourseLeaf to review feedback in detail with Leah Moore from CourseLeaf. A question for Leah: Is there a way to test actual workflow?</i> 			
Transfer credit from Other Accredited Institutions	<ul style="list-style-type: none"> ● <i>This section is updated by Registrars. Do we keep this section or remove it from the catalogs?</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>2018-2019 Oxnard College Catalog does not have information regarding other accredited institutions.</i> <input type="checkbox"/> <i>2018 – 2019 Moorpark College Catalog (page 19), and 2018-2019 Ventura College Catalog (page 18), both have information regarding other accredited institutions.</i> ● <i>Do we have any students that may be impacted by not having this?</i> ● <i>Letrisha Mai to follow-up with Registrars.</i> 			
Guidelines for Excused Withdrawal memo	<ul style="list-style-type: none"> ● <i>AP 4230 was approved during the joint DTRW-I and DTRW-SS meeting on March 14, 2019. This item is up scheduled for review at the Board of Trustees May 14, 2019 meeting.</i> 			
AP 4100: Non-CTE Proficiency Awards and Certificate of Achievements	<ul style="list-style-type: none"> ● <i>The group reviewed draft and provided feedback. Revise AP draft and email to group. Once approved forward to Patti Blair for Chancellor's</i> 	Revise AP 4100 draft	Before submission deadline for Chancellor's Cabinet Review	Ana Barcenas

	<i>Cabinet Review (May 10, 2019) and Board of Trustees meeting (June 11, 2019)</i>			
BP/AP 4020: New Title 5 Regulation on Credit Hours	<ul style="list-style-type: none"> <i>The group reviewed draft and provided feedback. Revise AP draft and email to group. Once approved forward to Patti Blair for Chancellor's Cabinet Review (May 10, 2019) and Board of Trustees meeting (June 11, 2019)</i> 	Revise BP and AP 4100 drafts	Before submission deadline for Chancellor's Cabinet Review	Ana Barcnas
AP 4022: Course Approval	<i>Not discussed due to time.</i>			
AP 7211: Disciplines Unique to a College	<i>Agenda item moved to May 2019 agenda.</i>			
AP 4222: Remedial Coursework	<i>Not discussed due to time.</i>			
AP 4260: Prerequisites, Corequisites, and Advisories on Recommended Preparation	<i>Not discussed due to time.</i>			
AP 5031: Instructional Material Fees	<i>Not discussed due to time.</i>			
Noncredit BP	<i>Not discussed due to time.</i>			
Adjournment	<i>Meeting ended at 2:58pm</i>			
Next CourseLeaf Meetings	<ul style="list-style-type: none"> <i>Train the trainer target dates (all day):</i> <ul style="list-style-type: none"> <i>☞ Thursday, June 20, 2019</i> <i>☞ Friday, June 21, 2019</i> 			
Next Regular DTRW-I Meeting Date:	<i>May 9, 2019– DAC Boardroom, 1pm</i>			

Q1 How often did the committee meet?

Answered: 8 Skipped: 0



ANSWER CHOICES	RESPONSES
Weekly	0.00% 0
Bi-weekly	0.00% 0
Monthly	87.50% 7
As needed	12.50% 1
TOTAL	8

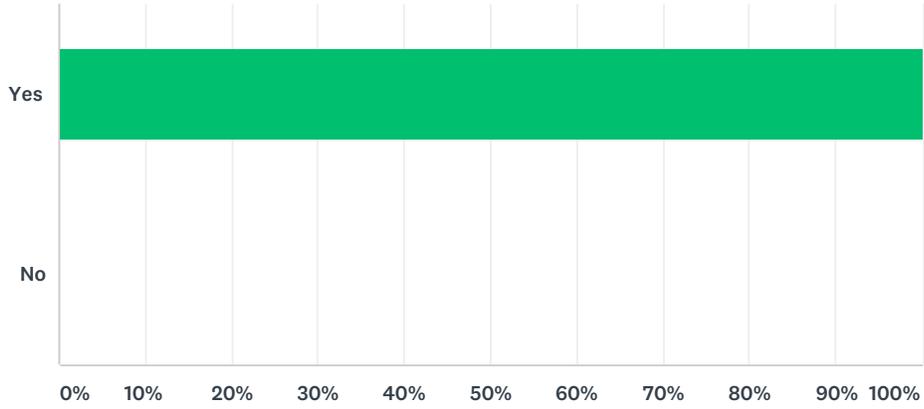
#	SHOULD IT MEET MORE FREQUENTLY? LESS FREQUENTLY? IF SO, WHY?
1	This is about right to get the work of the Workgroup done.
2	There is so much work for this group but we cannot afford the time to spend more in meetings.
3	Meetings are of about the right frequency.
4	This committee schedules additional meetings as needed. With the CourseLeaf project, we have had many additional meetings this past year.
5	I don't think it needs more frequent scheduled meetings. When the committee has additional work, we have scheduled additional meetings on an as needed basis and that seems to work well.

Q2 Does the committee charge reflect the business of the committee?
(Charge provided below.)"The purpose of the District Technical Review

Workgroup - Instructional (DTRW-I) is:· To put into practice the collaboration of faculty and administration in ensuring the technical and legal accuracy of new and substantially revised courses and programs approved by each College's Curriculum Committee;· To safeguard the primacy of each College Curriculum Committee and the College faculty in the design and modification of courses and programs.· To review and develop Board policies, administrative procedures and standard operating practices in the instructional area prior to submission through Cabinet and the District Consultation Council to the Chancellor and Board of Trustees;· To serve as a body providing operational and procedural advice to Cabinet and the District Consultation Council for issues that impact instruction District-wide. The DTRW-I is an advisory group to the Chancellor through Cabinet and the District Consultation Council. It reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW-I is responsible for reviewing new and substantially revised courses and programs prior to submission through Cabinet and Consultation Council to the Chancellor and the Board of Trustees. DTRW-I is responsible for ensuring the technical and legal accuracy of all components of new and substantially revised courses and programs. In addition, the DTRW-I may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum.

Answered: 7 Skipped: 1

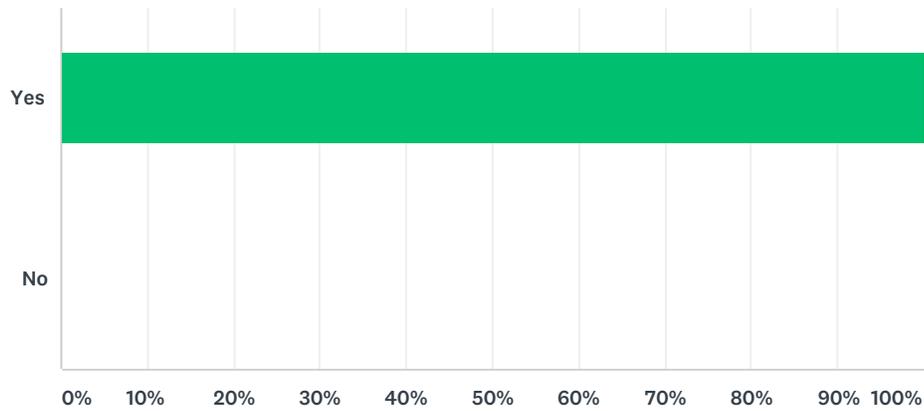
District Technical Review Workgroup-Instructional Self-Appraisal (Spring 2019)



ANSWER CHOICES	RESPONSES	
Yes	100.00%	7
No	0.00%	0
TOTAL		7

Q3 Is the committee environment conducive to open discussion of relevant issues?

Answered: 7 Skipped: 1

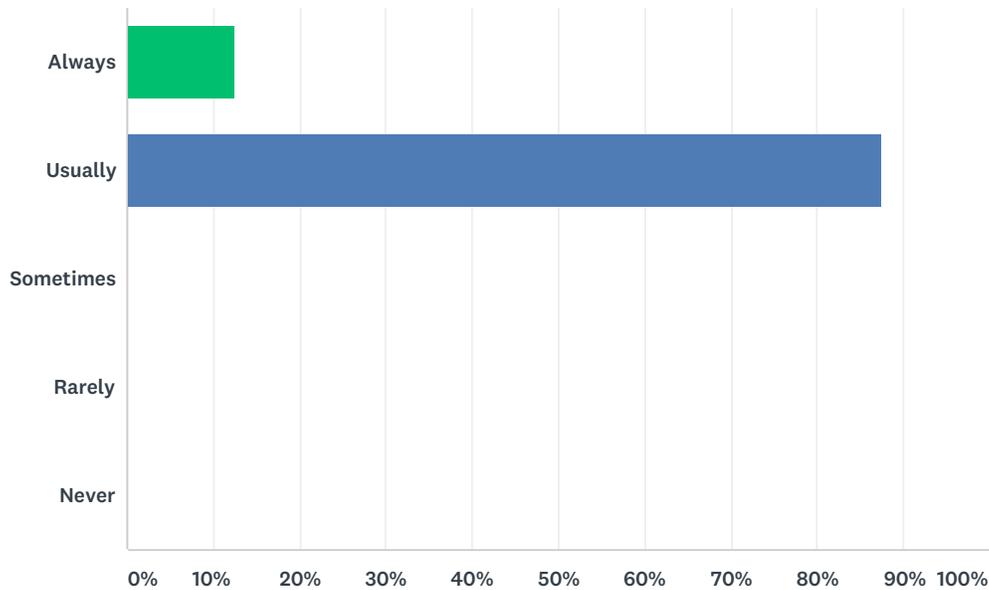


ANSWER CHOICES	RESPONSES	
Yes	100.00%	7
No	0.00%	0
TOTAL		7

#	IF "NO," PLEASE EXPLAIN YOUR RESPONSE.
1	This committee is exceptionally collegial and open.
2	Co-chairs have done an excellent job.

Q4 Are the issues brought to the committee effectively addressed in a timely manner?

Answered: 8 Skipped: 0

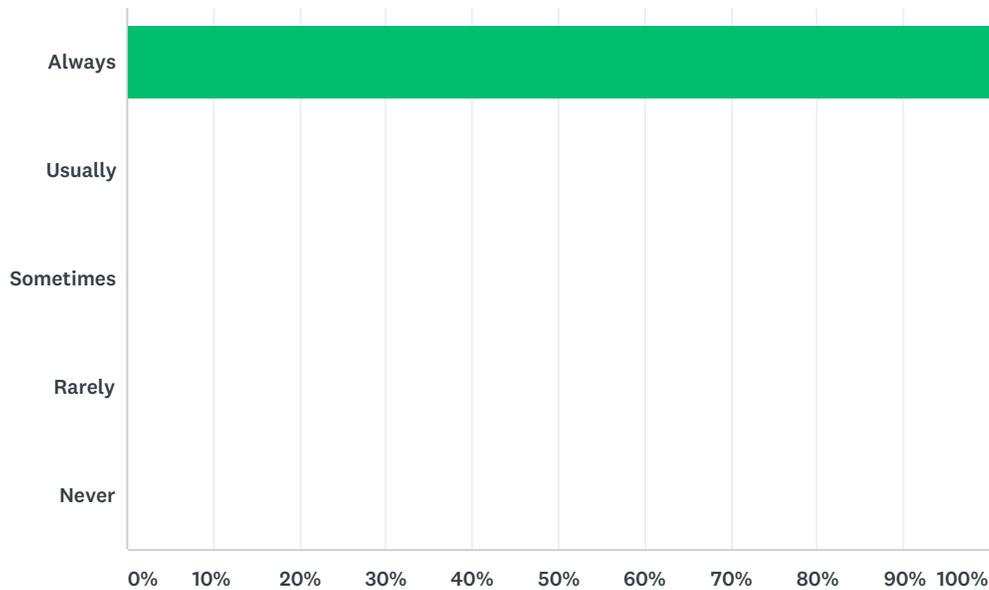


ANSWER CHOICES	RESPONSES	
Always	12.50%	1
Usually	87.50%	7
Sometimes	0.00%	0
Rarely	0.00%	0
Never	0.00%	0
TOTAL		8

#	PLEASE EXPLAIN YOUR RESPONSE.
1	This is a highly participatory Workgroup with the membership well informed in the technical aspects of curriculum development and approval. This is one of the most collegial and productive workgroups in the District.
2	We always have a huge backlog of non-curriculum matters during the year, simply because curriculum must come first.
3	The committee carefully prioritizes the most important items on its agenda. Because the workload is uneven throughout the year, it is not always possible to complete all the items on every agenda. However, all pending issues are eventually addressed, with a delay of at most a month or two when the workload is heavy.
4	The conversion to CL resulted in a shorter timeline for curriculum review, which caused in a delay in the offering of some curriculum. Also a few agenda items have also been postponed due to the time sensitive nature of CL issues.
5	We do the best we can given the enormous amount of curriculum we review each year and the additional workload of reviewing and constantly updating Administrative Procedures and Board Policy. This is a committee where there is always work to be done.

Q5 Are the committee's agendas posted and accessible in an easy and timely manner?

Answered: 8 Skipped: 0

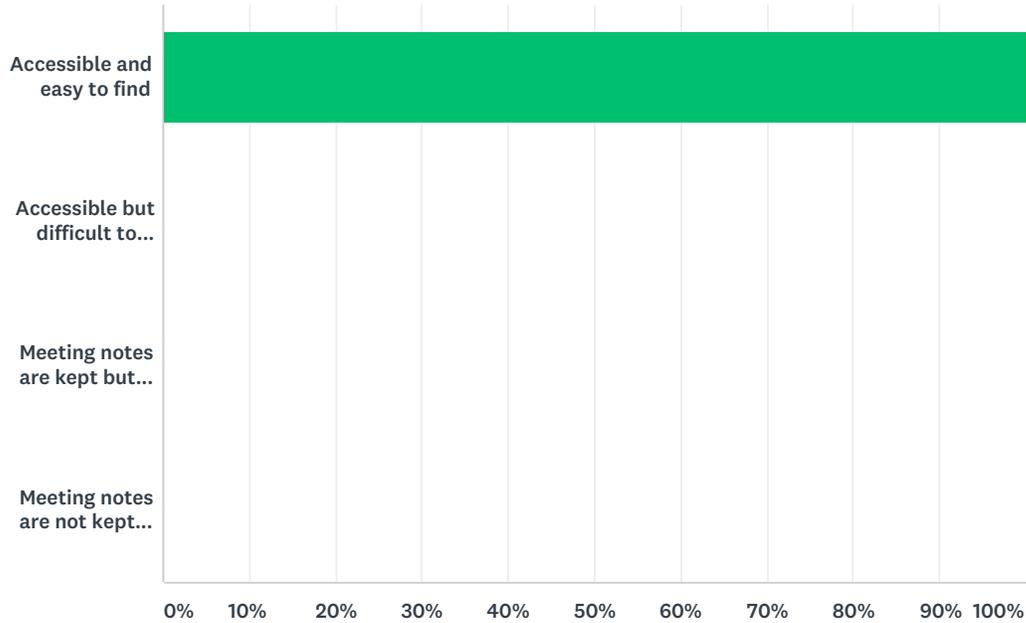


ANSWER CHOICES	RESPONSES	
Always	100.00%	8
Usually	0.00%	0
Sometimes	0.00%	0
Rarely	0.00%	0
Never	0.00%	0
TOTAL		8

#	PLEASE EXPLAIN YOUR RESPONSE.
1	This is a Brown Act Committee with minutes and agendas distributed in a timely manner in compliance of the Brown Act.
2	Thank you, Ana, for your immense efficiency in keeping us professional!
3	The curriculum technicians have done a marvelous job of seeking input for agenda items and preparing/posting them in a timely manner (as well as preparing and providing accurate and comprehensive meeting notes). However, this represents an extra burden for the curriculum technicians, and I recommend that this responsibility be returned to the admin for the CIO appointed each year or two as the administrative co-chair, per the tradition that prevailed some years ago.

Q6 Are the committee meeting notes readily accessible?

Answered: 8 Skipped: 0

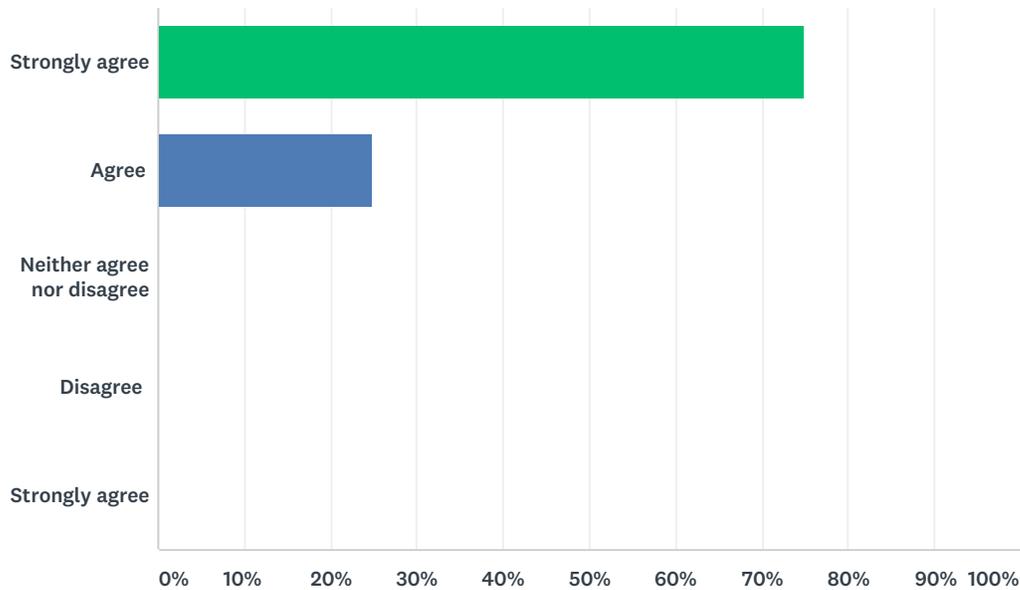


ANSWER CHOICES	RESPONSES	
Accessible and easy to find	100.00%	8
Accessible but difficult to find	0.00%	0
Meeting notes are kept but not posted	0.00%	0
Meeting notes are not kept (that I am aware of)	0.00%	0
TOTAL		8

#	PLEASE EXPLAIN YOUR RESPONSE.
	There are no responses.

Q7 To what degree do you agree with the following statement: "The business of the committee was accomplished effectively"?

Answered: 8 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	75.00%	6
Agree	25.00%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly agree	0.00%	0
TOTAL		8

#	PLEASE EXPLAIN YOUR RESPONSE.
1	This year's work was exceptional with the addition of the move to CourseLeaf. Incredible thanks to Kim for leading the charge and always keeping ahead of all that needed to be done to work within an impossible timeframe with a very demanding company. And incredible thanks to all members of the group from all the colleges for somehow getting most of the curriculum through in time.
2	The committee membership works well together; the teamwork is extraordinarily effective in moving the group toward its goals. There is a real sense of working together to help the District serve its student population.
3	This is a group of extremely hard working people.
4	in general yes, but CL has consumed much of our time in meetings that agenda items were postponed.
5	This is a strong committee with dedicated, hard working members.

Q8 What gaps (if any) in systems need to be addressed in order to support the planning efforts, research needs, or communication issues necessary for this committee to function more effectively?

Answered: 4 Skipped: 4

#	RESPONSES
1	The curriculum technicians already have plenty to do on their own campuses without also having to support this group. Although they've responded very well to the challenges recently placed before them, the responsibility of supporting the administrative co-chairmanship of this group should be placed on the shoulders of the leading CIO's administrative assistant, as has historically been the case, not on those of the curriculum technicians.
2	For future planning, when there's a huge project (like conversion to CL) it's necessary to allocate a budget to compensate staff and faculty for their participation. Sometimes verbal recognition is just not sufficient for the many additional hours they spent on the project. Financial compensation i'm sure would be appreciated as well.
3	DTRW-I and DTRW-SS function as a voice for districtwide initiatives. I would be helpful to have district staff as members and participate in the discussion; especially the BP/APs
4	n/a

Q9 Discuss agenda items that need completion, items for future consideration by the committee, and/or changes needed to improve the effectiveness of this committee.

Answered: 4 Skipped: 4

#	RESPONSES
1	CourseLeaf training and implementation The backlog of BP/AP work
2	Because CourseLeaf is a district-wide system, it is likely that supervising its ongoing maintenance will become the permanent responsibility of this group. (The difference between Curricunet and CourseLeaf is that each college could make decisions on how to run its Curricunet system without affecting the other colleges; with CourseLeaf, this will no longer be possible, as decisions will need to be made at the district level, and DTRW-I appears to be the appropriate forum for accomplishing this, just as it has been integral to accomplishing CourseLeaf's initial implementation.) For this reason, I believe the group should consider expanding its charge to encompass maintenance issues related to CourseLeaf and (looking far forward into the future) any successor curriculum management system. As this would be a new function for the group, it would be appropriate to allocate additional time and resources as needed to support the necessary work.
3	Earlier review of BA/APs to ensure timely completion for catalog publication.
4	n/a



Book VCCCD Administrative Procedure Manual
 Section Chapter 4 Academic Affairs
 Title AP 4022 COURSE APPROVAL
 Code AP 4022
 Status Active
 Legal [Title 5, Section 55002.5](#)
[Title 5, Section 55100](#)
[Title 5, Section 55150](#)
 Adopted May 12, 2009
 Last Revised May 9, 2017

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This procedure applies to the processes for approving individual credit and noncredit courses in accordance to Title 5, Sections 55100 and 55150.

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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 Committee of one of the District colleges;
- Approved by the Ventura County Community College District (VCCCD) Board of Trustees;
- Submitted to the California Community Colleges Chancellor's Office for chaptering.

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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:

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- Approved by the Curriculum Committee of one of District colleges;
- Approved by the Ventura County Community College District (VCCCD) Board of Trustees;
- Submitted to the California Community Colleges Chancellor's Office for chaptering.

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The following limitations apply to stand-alone courses: THESE WERE IN PCAH 5 BUT REMOVED FROM PCAH 6: RETAIN?

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- 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.

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All college and/or district personnel involved in the credit course approval process, including members of the curriculum committee, shall have received the training provided for in Title 5 Section 55100.

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The relationship between contact hours, outside-of-class hours, and the calculation of unit credit for each credit course shall be consistent with Title 5 Section 55002.5.

Course approval of noncredit courses shall be:

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

Course outlines of record for all noncredit courses

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.



Book VCCCD Administrative Procedure Manual
Section Chapter 7 Human Resources
Title AP 7211 Minimum Qualifications and Equivalencies Number
AP 7211
Status Active
Legal California Code of Regulations, Title 5, Section 53400 et seq.
California Education Code Section 87001 California
Education Code Section 87003 California Education Code
Section 87359 California Education Code Section 87743.2
Adopted December 14, 2009
Last Reviewed May 12, 2015

A. Procedure for the Determination of Qualifying Degrees, Determination of Qualifying Degrees. (When Degrees are not specifically Specifically defined Named in by the Minimum Qualifications for Faculty and Administrators in California Community Colleges

1. Committees of faculty evaluate the disciplines listed in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* that allow for any qualifying degree in a specified area, but that do not specifically list the exact titles of the degrees which qualify (e.g., Biological Sciences, Dance) for the purpose of developing lists of specific degrees meeting the minimum qualification requirements. Composition of these discipline-specific qualification committees consists of two full-time faculty members in the discipline from each college, an Academic Senate President, and a Human Resources Department representative. The committees convene each time the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* is revised and published, or more often as necessary. A three out of three college vote is required for approval.
2. The Human Resources Department maintains lists approved by the discipline- specific qualifications committee and provides such lists to screening committees as necessary.
3. All screening committees refer to the established lists, as appropriate, when determining if candidates meet the minimum qualification requirements. Screening committees may not consider a degree as qualifying unless it is specifically listed in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, or it is determined to qualify under the list developed by the discipline-specific qualification committee(s).

B. Procedure for the Predetermination of Qualifying Equivalent Degrees to the Minimum Qualifications for Faculty and Administrators in California Community Colleges

1. The Academic Senate Presidents meet once a year to determine any disciplines for which lists of degrees need to be developed or modified that have different names to those required in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* but are equivalent.
2. For each discipline requiring the establishment or modification of such a list, the Academic Senate Presidents will convene a committee consisting of one tenured faculty member in the discipline from

each college to develop or revise the list of equivalent degrees, and an Academic Senate President serving in an ex-officio capacity who is responsible for meeting facilitation.
When a tenured faculty member is not available, a tenured faculty member in a related discipline may serve on the committee. A related discipline is one that is listed as a qualifying degree in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* for that discipline. A minimum of two faculty members and an Academic Senate President must be present for there to be a quorum. The Director of Employment Services may approve exceptions to committee composition as necessary.

A three out of three college vote is required for approval.

Should the discipline exist at only one college, a committee from that college shall convene for the purpose of developing or revising the list. The committee shall consist of two tenured faculty members in the discipline and an Academic Senate President serving in an ex-officio capacity who is responsible for meeting facilitation. The Director of Employment Services may approve exceptions to committee composition as necessary.

The committees have the option of conducting business in an asynchronous (email/serial meeting) or synchronous (all members meet and discuss at the same time) meeting format.

3. The Academic Senate Presidents, Vice Presidents for Academic Affairs, and Presidents at the colleges with the discipline, Director of Employment Services, and Vice Chancellor- Human Resources, in that order, review the recommendations of the committee. The aforementioned individuals endorse or deny the recommended equivalent degrees, relying primarily on the advice and judgment of the committee, in accordance with California Education Code section 87359, subdivision (b). The individuals sign the Qualifying Equivalent Degrees form for the purpose of indicating endorsement of the equivalent degrees.

In the event a recommendation is denied at any level of review in the process, the denying individual sends the recommendation back to the previous reviewer for discussion. The final authority to approve the list of equivalent degrees remains with the Board of Trustees or designee.

G. Procedure for the Determination of Equivalency

1. All faculty position announcements state the required qualifications as specified by the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, local qualifications, if any, and diversity qualifications, including the possibility of meeting the degree requirements by equivalency.
2. Each fall term, the Human Resources Department identifies the need for specific districtwide equivalency committees for the following academic year and, in consultation with the Academic Senates, establishes such committees. Composition of the committee(s) includes one tenured faculty member in the discipline from each of the colleges in the District who are the only voting members of the committee, an Academic Senate President serving in an ex-officio capacity, and a Human Resources Department representative responsible for meeting facilitation. A minimum of two faculty members, the Academic Senate President and the Human Resources Department representative must be present for there to be a quorum.

For disciplines in which tenured faculty are not available at all three colleges, a tenured faculty member from a related discipline may be substituted for the tenured faculty member(s) in the discipline. A related discipline is one that is listed as a qualifying degree in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* for that discipline.

The Director of Employment Services approves exceptions to the above composition as necessary following consultation with the Academic Senate Presidents.

Should an equivalency be requested in a discipline that exists at only one college, a local college equivalency committee from that college shall convene for the purpose of reviewing the request for equivalency. The

committee will consist of two tenured faculty members in the discipline. The Director of Employment Services approves exceptions to committee compositions as necessary.

3. Following the closing date of the recruitment, the Human Resources Department forwards requests for equivalencies for faculty positions to the appropriate districtwide equivalency committee no later than two working days following the closing date of the position and prior to releasing the pool of applicants to the screening committee. The equivalency committee will meet within five working days following the closing date. The Human Resources Department will not forward files for applicants who are not requesting an equivalency or for applicants who request in their application an equivalency be considered but fail to attach the Supplemental Questionnaire for Equivalency.
4. The equivalency committee reviews requests for equivalency and provides recommendations to the Human Resources Department. Recommendations to grant equivalency are forwarded for consideration provided there is a unanimous vote by all committee members present. Less than a unanimous vote results in the denial of the equivalency request. The districtwide equivalency committee documents in writing whether the equivalency is recommended or not recommended on the Declaration of Equivalency Form.
5. The Human Resources Department forwards all recommended equivalencies to the full screening committee(s) for review along with all other completed application materials.
6. Applications for candidates not recommended for equivalency are made available to the entire screening committee(s). Committee members may review the equivalency recommendation and challenge any recommendations to deny equivalency. Challenges are taken back to the districtwide equivalency committee for consideration. Upon review, the committee may choose to sustain or modify its initial recommendation.
7. The local Academic Senate President, Vice President of Academic Affairs, College President, Director of Employment Services, Vice Chancellor, Human Resources, Chancellor, and Board of Trustees or designee, in that order, review those applicants who are recommended for hire and for whom equivalency is required. The individuals endorse or deny the recommendation for equivalency, relying primarily on the advice and judgment of the equivalency committee, in accordance with California Education Code section 87359, subdivision (b). Individuals sign the Declaration of Equivalency form for the purpose of indicating endorsement of the equivalency. In the event a recommendation for equivalency is denied at any level of review in the process, the denying individual sends the recommendation back to the previous reviewer for discussion. The authority to approve the hiring of employees with equivalency remains with the Board of Trustees or designee.

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See Attachment: Disciplines Unique to a College



Book VCCCD Board Policy Manual
Section Chapter 7 Human Resources
Title BP 7211 MINIMUM QUALIFICATIONS AND EQUIVALENCIES
Number BP 7211
Status Active
Legal California Code of Regulations, Title 5, Section 53400 et seq.
California Education Code Section 87001
California Education Code Section 87003
California Education Code Section 87359
California Education Code Section 87743.2
Adopted October 13, 2009
Last Reviewed May 12, 2015

It is the policy of the Ventura County Community College District (District) to provide an opportunity for individuals applying for academic positions within the District to demonstrate their qualifications as presented in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* or through an equivalency process should the individuals not possess a valid California Community College Teaching Credential appropriate to the discipline.

Review of minimum qualifications for applicants including equivalencies will be done in accordance with established procedure. The procedure will ensure a fair and objective process for determining if an applicant has the equivalent qualifications and is not intended to grant waivers for lack of the required qualifications.

I. QUALIFICATIONS FOR EMPLOYMENT

Minimum Qualifications: Minimum qualifications are established by the Legislature and the Board of Governors in consultation with the Academic Senate of the California Community Colleges. A current list of the Board of Governors' approved Minimum Qualifications for Faculty and Administrators in California Community Colleges is available on the District's website (<http://jobs.vccd.edu>).

Diversity Qualifications: In accordance with California Code of Regulations, Title 5, section 53022, job requirements shall include "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students." These criteria are included in standard language on all District faculty job announcements.

Local Qualifications: The District may establish local qualifications which focus on knowledge, skills, and abilities of instructors, counselors, librarians, and other student services faculty. These

local qualifications are to be determined by the dean after consultation with faculty in the discipline and in collaboration with the Human Resources Department. The hiring process will focus on ensuring the District selects instructors who can inspire learning and who are experts in the subject matter of the curriculum as well as counselors, librarians, and other instructional and student service faculty who can foster community college effectiveness and who are subject matter experts in their area of specialty.

II. EQUIVALENCY

A. Definition

Equivalency, as defined in California Education Code section 87359, California Code of Regulations, Title 5, section 53430, and by the Academic Senate of California Community Colleges, was established to credit those whose preparation is at least equal to the state-adopted minimum qualifications as defined in *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Equivalency for disciplines in which a master's degree is required means equal to a master's degree. In disciplines for which a master's degree is not generally available nor expected as determined by the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, equivalency means equal to either a required lower-level degree, or a combination of degree and experience. Employees approved for an equivalency in a discipline in the District are determined to have met equivalency standards Districtwide. The authority to grant equivalency resides with the Board of Trustees or designee relying primarily on the expertise of the faculty in the discipline utilizing the Board's policy and procedures developed and agreed upon jointly by the Academic Senate(s) and approved by the Board. It does not give the District the authority to waive or lower standards and accept less-qualified individuals. Minimum qualifications shall be determined for disciplines, not for courses or subject areas within disciplines. In compliance with the California Community Colleges State Chancellor's Office regulations, "[A] district is not authorized to establish a single-course equivalency as a substitute for meeting minimum qualifications in a discipline." The District Board of Trustees or designee will not approve single-course equivalencies. Coursework must be from an "accredited institution" as defined by Title 5, section 53406.

B. Criteria for Equivalency: Disciplines requiring a master's degree

Equivalency may never mean fewer qualifications than the published minimum qualifications. Equivalency may be granted based upon either of the following:

1. Completion of appropriate coursework:

Equivalency may be considered based on the completion of appropriate coursework. In the event an applicant lacks the specific degree or experience listed in the current *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, the applicant must meet one of the following minimum standards:

- a. Possess a master's degree in a discipline not specifically listed in the job announcement with 21 semester units of graduate coursework or its equivalent within the discipline advertised in the job announcement (the bachelor's degree can be in any discipline).

OR

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b. Possess a bachelor's degree in the advertised discipline, plus an additional 30 semester units of graduate or upper division coursework or its equivalent within the discipline advertised in the job announcement, of which at least 21 units must be at the graduate level.

2. Eminence:

Eminence, as evidenced by prominence and celebrity, is established by the specific industry and/or community at large. Clear and verifiable eminence in the discipline may be acknowledged by written statements by experts in the discipline and/or evidenced by the production of tangible products (such as published works or invited presentations to discipline-related professional organizations) that would require a depth and breadth of knowledge in the discipline comparable to the degree-level work. Determination of eminence should be based upon a conviction that the candidate, if considered by recognized authorities in the field, would have an eminent reputation. The applicant may provide documentation supporting the status of eminence. The college may also seek other avenues to verify the eminence of the candidate. Eminence and experience are not synonymous, though a candidate with eminence will clearly have significant experience in the field. Recognition of eminence must extend beyond the geographic area of the District.

3. Eminence alone is not sufficient to grant equivalency. The applicant must provide clear and preponderant evidence of his or her understanding of the principles of teaching and that he or she possesses the skills necessary to teach effectively at the community college level.

C. Criteria for Equivalency: Disciplines in which a master's degree is not generally expected or available but which require a specific bachelor's or associate degree

The Board may elect to grant equivalency for a related bachelor's or associate degree based on any of the following criteria:

Completion of related college or university level coursework may be substituted for the required bachelor's or associate degree requirements as follows:

- Have 18 or more semester units or its equivalent of general education coursework, 18 or more semester units or its equivalent of major preparation, and meet competency requirements in math, reading, and writing.

AND

- 120 semester units or its equivalent AND two years of full-time equivalent professional experience in the discipline;

OR

60 semester units or its equivalent AND six years of full-time equivalent professional experience in the discipline.

AND

- The candidate must possess recent knowledge of the discipline (within three years).

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Deleted: Eminence may be considered for an individual who is eminent in a specific endeavor and is recognized as such beyond the boundaries of his or her community; has demonstrably advanced his or her field; has been acknowledged by his or her peers beyond the norm for others in the specific endeavor, and attained prominence and celebrity status in the specific industry and/or community at-large. Eminence alone is not sufficient to grant equivalency. In addition, the individual must provide:¶

¶

Evidence he or she possesses the equivalent of the minimum general education component of the appropriate degree; and¶

¶

Evidence of the specialized knowledge of a particular discipline; and Eminence criteria must include all of the following:¶

The applicant is recognized as eminent beyond the boundaries of his or her community. The applicant must be renowned outside of the individual's geographic community, whose professional reputation, expertise, and influence is beyond the norm within the field;¶

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Note: All semester or equivalent units must be earned from a regionally accredited postsecondary educational institution.
Professional experience includes teaching experience per Title 5 § 53404.

D. Criteria for Equivalency: Disciplines in which a master's degree is not generally expected or available, and in which a related bachelor's or associate degree is not generally expected or available

The Board may elect to grant equivalency for a bachelor's or associate degree based on any of the following criteria:

Completion of college or university-level coursework may be substituted for the required bachelor's or associate degree requirement as follows:

- 120 semester units AND two years of **full-time equivalent** professional experience in the discipline;
- **OR**
- 60 semester units AND six years of **full-time equivalent** professional experience in the discipline.
AND
- **The candidate must possess recent knowledge of the discipline (within three years).**

Notes:

All semester or equivalent units must all be earned from a regionally accredited postsecondary educational institution.
Professional experience includes teaching experience per Title 5 § 53404.
For the discipline of Coaching, one season of coaching experience is considered equivalent to one year of professional experience.

See Administrative Procedure 7211.

BP 7211 Minimum Qualifications and Equivalency
Review:
DCHR 10/13/16; 11/10/16; 12/08/16; 01/12/17; 02/09/17; 03/09/17
Chancellor's Cabinet 03/14/17
Administrative Services Committee 04/17/17

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Deleted: 30 semester units or industrial certification AND eight years of full-time equivalent occupational experience in the discipline.¶

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Deleted: Have 18 or more units of general education coursework, 18 or more units of major preparation, and meet competency requirements in math, reading, and writing.¶

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Note:

Deleted: Teaching experience in the discipline may be substituted for related occupational experience on a year-for-year basis. In the discipline of Coaching one season of coaching is considered equivalent to one year of experience.

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Deleted: 30 semester units or industrial certification AND eight years of full-time equivalent occupational experience in the discipline.¶

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Note: Teaching experience in the discipline may be substituted for related occupational experience on a year-for-year basis.¶

Deleted: <#>Recency: An individual shall demonstrate current knowledge of the discipline.¶
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Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	AP 4222 REMEDIAL COURSEWORK
Code	AP 4222
Status	Active
Legal	Title 5, Section 55035
Adopted	December 14, 2010
Last Reviewed	October 11, 2011

Remedial coursework consists of pre-collegiate basic skills courses.

A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures.

No student shall receive more than 30 semester units for remedial coursework, per Title 5, Section 55035. This limitation of 30 units applies to all remedial coursework completed at any of the campuses of the college district (Moorpark, Oxnard and Ventura Colleges). It does not apply to remedial coursework completed at colleges outside the District. Students transferring from other educational institutions outside VCCCD shall be permitted to begin with a "clean slate" with regard to the remedial limitation.

The 30-unit limit applies to all remedial coursework attempted; however, in the event that some of these 30 units are substandard and a student successfully repeats one or more courses in which substandard grades were earned, then the 30-unit limit would be modified by the application of the Course Repetition Policy.

Students who exhaust the unit limitation shall be referred to appropriate adult non-credit educational services provided by adult schools or other appropriate local providers with which the colleges have an established referral agreement.

Students enrolled in one or more courses of English as a Second Language and students identified as requiring additional remedial units as part of a verified learning disability related accommodation are exempt from the limitations of this procedure.

Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may be granted a waiver for the limitations of this procedure. Petitions for waiver can only be given for specified periods of time or for a specified number of units. The petition for this purpose, the *Student Educational Plan*, is available through the Counseling Office. Petitions should be made to the Executive Vice President or designee.

College catalogs shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.



Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	AP 4260 PREREQUISITES AND CO-REQUISITES
Code	AP 4260
Status	Active
Legal	Title 5, Sections 55000 et seq.
Adopted	June 16, 2010
Last Reviewed	June 18, 2013

The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department are responsible for approving courses and establishing their associated prerequisites/co-requisites as separate actions. The approval of a prerequisite or co-requisites must be based on the determination that it is an appropriate and rational measure of a student's readiness to enter a degree-applicable credit course or program.

Determinations about prerequisites and co-requisites shall be made only on a course-by-course or program-by-program basis, including those establishing communication and computational skill requirements (*per Title 55003(a) and (j) respectively*).

Courses for which prerequisites or co-requisites are established will be taught by a qualified instructor and in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisites or co-requisites (*per Title 5 55003(b)(2) and (3)*).

A. Establishing Prerequisites and Co-requisites

In order to establish a prerequisite or co-requisite, the prerequisite or co-requisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established (*per Title 5 55003(b)(1)*). Necessary and appropriate shall be understood to mean reasonably needed to achieve the purpose that it purports to serve: absolute necessity is not required (*per Title 5 55000(h)*). Prerequisites and co-requisites may be established only for any of the following purposes (*per Title 5 55003(d)*).

1. The prerequisite or co-requisite is expressly required or expressly authorized by statute or regulation; or
2. The prerequisite will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or
3. The co-requisite course will assure that a student acquires the necessary skills, concepts, and/or

information, such that a student who has not enrolled in the co-requisite is highly unlikely to receive a satisfactory grade in the course or program for which the co-requisite is being established; or

4. The prerequisite or co-requisite is necessary to protect the health or safety of a student or the health and safety of others.

B. Level of Scrutiny

The level of scrutiny required for establishing prerequisites, co-requisites, and advisories on recommended preparation are content review or content review with statistical validation (per Title 5 55003(a)).

1. Content review is a rigorous, systemic systematic process conducted by discipline faculty that identifies the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a co-requisite course (per Title 5 55000 (c)). At a minimum, content review shall include the following;

a. Careful review of the course including components such as course outline of record (COR) syllabi, sample exams, assignments, instructional materials, and/ or grading criteria

b. Using the CORs of both the target and proposed prerequisite course, identification of required skills/knowledge student must have prior to enrolling in the target course and matching those skills/knowledge to the proposed prerequisites course

c. Documentation that verifies the above steps were taken.

2. Statistical validation is a compilation of data according to sound research practices that shows a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or co-requisite (per Title 5 55003(f)). When this level of scrutiny is used, the college shall follow the guidelines specified in Title 5, 55003(g).

C. Exemption from Scrutiny

1. A prerequisite or co-requisite shall be exempt from scrutiny if it satisfies any of the following criteria (per Title 5 55003(e)):

2. It is required by statute or regulation; or

3. It is part of a closely related lecture-laboratory course pairing within a discipline; or It is required by a four-year institution; or

4. Baccalaureate institutions will not grant credit for a course unless it has a particular communication or computational skill prerequisite.

D. Curriculum Review Process

Each college's Curriculum Committee is responsible for the curriculum review process, and its membership is determined in a manner that is determined by the college's Academic Senate (per Title 5 section 55002(a)(1)). A college Curriculum Committee reviews and approves the establishment of prerequisites, co-requisites, and advisories on recommended preparation only upon the recommendation of the Academic Senate except that the Academic Senate may delegate this task to the Curriculum Committee without forfeiting its right or responsibility under Title 5 sections 53200-53204.

When content review is used to establish prerequisites or co-requisites in reading, written expression, or mathematics for degree applicable courses not in a sequence, the college Curriculum Committee will do all the following:

- Provide training to Curriculum Committee members on the establishment of co-requisites/prerequisites

- Inform faculty about regulations regarding the establishment of co-requisites/prerequisites using content review
- Direct faculty to the college's Office of Institutional Research to help with do the following: a) identify courses that may increase the likelihood of student success with the establishment of a prerequisite or co-requisite; b) prioritize which courses should be considered for the establishment of new co-requisites or prerequisites; c) monitor any disproportionate impact that may occur based on the establishment of a prerequisite or co-requisite
- Assure through communication with the college's Executive Vice-President's Office that prerequisite course, co-requisites courses, and courses that do not require prerequisites or co-requisites, whether basic skills or degree-applicable courses, are reasonably available.

1. Standards for Approval of Prerequisites and Co-requisites.

A college's Curriculum Committees will review the course outlines to determine if a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course. The course outline will be reviewed to determine if success in the course is dependent upon communication or computation skills, in which case the course shall require as prerequisites or co-requisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively (per Title 5 55002(a)(2)(D) and (E)). If a course requires pre-collegiate skills in reading, written expression, or mathematics, the college will do the following (per Title 5 55003(l)).

- a. Ensure these courses and sections are offered with reasonable frequency
- b. Monitor progress on student equity in accordance with title 54220 as follows:

- The college will conduct an evaluation to determine if the prerequisite has a disproportionate impact on student success.
- Where there is disproportionate impact on any group of students, the college will, in consultation with the Chancellor President or designee, develop and implement a plan setting forth steps the district will take to correct the disproportionate impact.

2. Periodic review of Prerequisites and Co-requisites

Using an appropriate level of scrutiny, the college will review all established Career and Technical Education (CTE) courses and program prerequisites, co-requisites, and advisories every two years to ensure they remain necessary and appropriate; all other established course and program prerequisites, co-requisites, and advisories will be reviewed every six years (*per title 5 55003(b)(4)*).

E. Challenging Co-requisites and Prerequisites

Whenever a prerequisite and/or co-requisites courses are established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the pre- or co-requisite. A prerequisite and/or co-requisite shall be waived when space in the pre- and/or co-requisite course is not available (per Title 5 section 55003(m)). A student may challenge any prerequisite or co-requisite by submitting a challenge form at the time of registration to the Admission and Records/Records and Registration Office or other designee. The student will be enrolled in the requested class if space is available. The challenge will be reviewed and the student notified of the decision within five (5) working days per AP 5052. If the challenge is denied, the student will be dropped from the class and refunded all applicable fees (*per Title 5 55003(o)*).

Grounds for challenge are as follows (per Title 5 55003(p)):

1. The prerequisite or co-requisites not been established in accordance with the district's process for establishing prerequisites and co-requisites
2. The prerequisites or co-requisites is in violation of Title 5 55003
3. The prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner
4. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or co-requisite

5. The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or co-requisite course has not been made reasonably available.



Book	VCCCD Board Policy Manual
Section	Chapter 4 Academic Affairs
Title	BP 4260 PRE-REQUISITES AND CO-REQUISITES AND ADVISORIES ON RECOMMENDED PREPARATION
Code	BP 4260
Status	Active
Legal	Title 5, Section 55200
Adopted	February 16, 2006
Last Reviewed	June 18, 2013

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

See [Administrative Procedure 4260](#).