

District Technical Review Workgroup - Instructional (DTRW-I)

Agenda
September 13, 2012 - 1:00 p.m.
Lakin Board Room

- **Approval of April 12, 2012 Meeting Notes**
- **Submissions (there were no submissions from Oxnard/Ventura)**

Moorpark College

New Degrees/Programs

Associate in Arts in Anthropology for Transfer (AA-T)
Associate in Science in Business Administration for Transfer (AS-T)
Associate in Science in Geology for Transfer (AS-T)
Associate in Science in Mathematics for Transfer (AS-T)

New Courses

ENGR M01 Introduction to Engineering 2.0

Revised Courses

ACCT M02A110	Financial Accounting †	43.0
ENGR M04	Engineering Design/CAD	3.0
ENGR M12	Engineering Materials	3.0

Old Business

- 2011-2012 DTRW Annual Member Survey (results attached)

New Business and Items requested for discussion brought forward from April 12, 2012 Meeting

- DTRW-I Membership
- DTRW-I Calendar
- New Title 5 regulations to establish prerequisite (Erika Endrijonas)
- Repeatability – changes to Title 5 (Mary Rees)
- General Education Patterns (AP 4025 attached) (Erika Endrijonas & Mary Rees)
- AA-T Progress / Discussion

Next Meeting Date: October 11, 2012, 1:00 pm

Ventura County Community College District

2011-2012 Academic Year

District Technical Review Workgroup (DTRW)

Meeting Notes

April 12, 2012 - 1:00 p.m. – DAC Lakin Board Room

MEETING NOTES PRIOR TO APPROVAL AT 9.13.12 DTRW MEETING

Present: Chancellor's Designee: Erika Endrijonas, Chair, (OC)
Co-Chair & Faculty Co-Chair: Mary Rees (MC)
Executive Vice Presidents: Erika Endrijonas (OC), Lori Bennett (representing EVP, MC), Ramiro Sanchez (VC)
Faculty Co-Chairs of Curriculum Committees: Mark Pauley (VC), Teresa Bonham (OC)
Articulation Officers: Shannon Davis (OC), Letrishia Mai (MC)
Academic Senate Appointees: Linda Kamaila (OC), Peter Sezzi (VC)
Associate Student Government: absent
Policy and Administrative Procedures: absent
Guest: Lisa Anderson, Math Professor (VC)

Absent: Gloria Arevalo (VC), Daniel Chavez (VC), Riley Dwyer (MC), Clare Geisen (DAC)

Recorder: Laurie Nelson-Nusser

Notes:

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
Approval of March 8, 2012 Meeting Minutes	Dr. Endrijonas welcomed everyone to DTRW and the meeting commenced at 1:05 pm. The meeting notes were approved with minor changes.			
College Submissions				
New Degree/Course/Revised Courses Moorpark/Oxnard/Ventura Submissions	<u>Ventura College Submissions</u> New Course: ESRM V10, Environmental Ecology, 3 Units Recommendation:			EVP for each college to send items to their

	<p>Removed “UC” and new course will move forward to Chancellor’s Cabinet.</p> <p><u>Moorpark College Submissions:</u></p> <p><u>New Course:</u> ENGL M16, Introduction to Fiction, 3 units Recommendation: Move forward to Chancellor’s Cabinet.</p> <p><u>Revised Course:</u> CS M122A/B, Independent Studies – Computer Science, 0.5 to 3 units – (changed due to repeatability issue.) Recommendation: The revised course will move forward to Chancellor’s Cabinet.</p> <p><u>Oxnard College Submissions (bold areas left on from submission):</u></p> <p><u>New Courses:</u> AC R050, Energy Auditing, 3 units AC R050L, Energy Auditing Lab, 2units CAOT R004, Microsoft Outlook, 1.5 units Recommendation: All new courses will go forward to Chancellor’s Cabinet.</p> <p><u>Revised Courses</u> CAOT R001, Keyboarding (Alpha and Numeric), 1.5 units Recommendation: Send forward to Chancellor’s Cabinet for clarification of inconsistent interpretation of college level vs. adult education.</p> <p>CD R100, Introduction to Curriculum for the Young Child, 3 units Recommendation:</p>			President’s office for submission to Board.
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	<p>First paragraph will be bolded and will move forward to Chancellor's Cabinet.</p> <p>CD R102, Human Development, 3 units Recommendation: There was an error on the description, which will be corrected and the revised course will move forward to Chancellor's Cabinet.</p> <p>CD R103, Programs Principles and Practice for Young Children, 3 units Recommendation: There was a change in the title and description. This revised course will move forward to Chancellor's Cabinet with a change to remove "TB."</p> <p>CD R106, Child, Family and Community, 3 units Recommendation: There was a change in the description. This revised course will move forward to Chancellor's Cabinet with a change to remove "TB."</p> <p>CD R107, Teaching in a Diverse Society, 3 units, Cross-Cultural Experiences with Children and Families Recommendation: There was a change in the title and description. This revised course will move forward to Chancellor's Cabinet with a change to remove "TB."</p> <p>CD R111, Observation and Assessment, 3 units, Child Development Principles and Practicum I Recommendation: Change in title and new sub, new content – will move forward and move TB to Limitations on Enrollment.</p>			
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	<p>CD R112, Practicum in Early Childhood Education, 3 units, Child Development Principles and Practicum II Recommendation: Change in title, new content will be bolded, and move TB to limitations on Enrollment. Will move forward with changes.</p> <p>CD R129, Child Nutrition, Health and Safety, 3 units Recommendation: Removed limitations and bolded first paragraph. DTRW recommended going forward and, if necessary, will pull fees if they are illegal.</p> <p>ECON R101, Introduction to the Principles of Macroeconomics, 3 units Recommendation: Move forward to Chancellor's Cabinet after a second reading at OC Curriculum Committee in conjunction with research on the validity of the math prerequisite.</p> <p>ECON R102, Introduction to the Principles of Microeconomics, 3 Recommendation: This item will move forward to Chancellor's Cabinet after a second reading at Oxnard College Curriculum Committee in conjunction with research on the validity of the math prerequisite.</p> <p>ENGL R152, Major British Authors II, 3 units ENGL R153, Major American Authors I, 3 units ENGLR154, Major American Authors II, 3 units Recommendation: All items will move forward to Chancellor's Cabinet.</p>			
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	<p>New Programs Associate in Science in Business Administration for Transfer Recommendation: There are 5-unit math courses incorporated in this new program. Oxnard College would like it to move forward as is, however, the program with 5 unit math courses are in contrast to the Board goals and objectives for mathematics curriculum. This item will move forward to Chancellor's Cabinet after a second reading at Oxnard College Curriculum Committee in conjunction with research on the validity of the math prerequisite. Moorpark College (Lori Bennett) has strong concerns regarding MATH R105 Statistics.</p> <p>Side Notes: CSUCI will not accept it as prerequisite. EVP's are meeting on April 23rd with CSUCI Provost Committee.</p> <p>Office Occupation Preparation Program Recommendation: This program cannot be an associate's degree due to the number of units (not 18) and will go back to Oxnard College Curriculum for a second reading as a Proficiency Award. Based on feedback from DTRW this item will be pulled until further research can be done.</p> <p>Revised Program Administrative Assistant Recommendation: This item will move forward to Chancellor's Cabinet.</p> <p>Deleted Program Interpretation: American Sign Language & English Recommendation:</p>			
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	This item will move forward to Chancellor's Cabinet.			
New Business				
AP 4025 Philosophy and Criteria for Associate Degree and General Education (Shannon Davis)	Ms. Davis presented the revisions on this administrative procedure and all were in approval to move the procedure forward to Chancellor's Cabinet. All three senates have accepted the administrative procedure. There were revisions to the procedure as presented: 2 nd page, last bullets are being removed, Shannon will return a revised version to Laurie Nusser.			
Math Competency Lisa Anderson, Math Professor, Ventura College, guest	Lisa Anderson informed VC Curriculum Committee to leave math competency as is. This item does not need to move to the next agenda.			
Survey	Dr. Endrijonas reminded the group to finish the survey by tonight.	Complete survey	April 12, midnight	All DTRW members
Next Meeting Date:	September 13, 2012 – 1 pm			

MOORPARK COLLEGE

New Degrees/Programs

Associate in Arts in Anthropology for Transfer (AA-T)
Associate in Science in Business Administration for Transfer (AS-T)
Associate in Science in Geology for Transfer (AS-T)
Associate in Science in Mathematics for Transfer (AS-T)

New Courses

ENGR M01	Introduction to Engineering	2.0
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Revised Courses

ACCT M02A110	Financial Accounting I	43.0
ENGR M04	Engineering Design/CAD	3.0
ENGR M12	Engineering Materials	3.0

New Degrees/Programs

Associate in Arts in Anthropology for Transfer (AA-T)

Training in anthropology will prepare students for any career that involves working on the interface between two cultures. Specialized preparation in this subject can lead to some of the world's most interesting work; the study of existing life ways, archaeological excavation and interpretation, primate behavior, and social research into economics, politics, law, religion, art, and music.

The Associate in Arts in Anthropology for Transfer (AA-T in Anthropology) is intended for students who plan to transfer and complete a bachelor's degree in Anthropology, or a similar major at a CSU campus. Students completing this degree (AA-T) are guaranteed admission to the CSU system but not necessarily to a particular campus or major of choice. Students should consult with a counselor for more information on university admission and transfer requirements as this AA-T in Anthropology degree may not be the best option for students intending to transfer to a particular CSU campus or to a college or university that is not part of the CSU system.

To earn an AA-T in Anthropology degree, students must complete the following:

1. Minimum of 60 CSU transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some transfer institutions and majors may require a higher GPA.
3. Completion of 18-19 specified major units. All courses in the major must be completed with a grade of C or better.
4. Certified completion of either the California State University General Education-Breadth (CSU GE-Breadth) pattern or the Intersegmental General Education Transfer Curriculum (IGETC for CSU) pattern.

In addition to General Education requirements, complete the following:

REQUIRED COURSES: 9 Units.....		Units
ANTH M01	Biological Anthropology	3.0
OR		
ANTH M01H	Honors: Biological Anthropology	3.0
ANTH M02	Cultural Anthropology	3.0
ANTH M03	Archaeology	3.0
Units from LIST A.....		3.0
Units from LIST B		6.0-7.0
Total Units		18.0-19.0

List A: Complete 3 units.....		Units
ANTH M08	Linguistic Anthropology	3.0

List B: Select and complete 6-7 units		Units
ANTH M01L	Biological Anthropology Lab.....	1.0

ANTH M05	Archaeological Field Methods	3.0
ANTH M06	Introduction to Native American Studies	3.0
ANTH M07	Peoples and Cultures of the World	3.0
ANTH M09	Anthropology of Women.....	3.0
ANTH M10	Archaeological Reconnaissance: Survey and Mapping	3.0
ANTH M11	The Anthropology of Magic, Witchcraft, and Religion	3.0
ANTH M12	Archaeological Laboratory Procedures	3.0
ANTH M13	The Chumash and Their Neighbors: Indians of California	3.0
ANTH M15	Egyptology: Archaeology of the Land of the Pharaohs	3.0
ANTH M16	Mysteries of the Ancient Maya	3.0
ANTH M17	Forensic Anthropology.....	3.0

Associate in Science in Business Administration for Transfer (AS-T)

The Associate in Science in Business Administration for Transfer (AS-T) program is designed to prepare students for CSU transfer to complete a bachelor's degree in General Business, Business Management, Finance, Management, Marketing, Human Resources, Economics, and other related business professions. Upon completion of the associate degree, students will be prepared for various entry-level positions within these same organizations.

Students completing this degree, AS-T in Business Administration are guaranteed admission to the CSU system, but not necessarily to a particular campus or major of choice. Students should consult with a counselor for more information on university admission and transfer requirements as this AS-T in Business Administration degree may not be the best option for students intending to transfer to a particular CSU campus or to a college or university that is not part of the CSU system.

To earn an AS-T in Business Administration, students must complete the following:

1. Minimum of 60 CSU transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA.
3. Completion of 26-27 specified major units. All courses in the major must be completed with a grade of C or better.
4. Certified completion of the California State University General Education-Breadth pattern or the Intersegmental General Education Transfer Curriculum (IGETC) pattern.

REQUIRED CORE:		Units
ACCT M110	Financial Accounting	4.0
ACCT M02C	Managerial Accounting	3.0
ECON M01	Principles of Microeconomics	3.0
ECON M02	Principles of Macroeconomics	3.0
BUS M33	Business Law	3.0
OR		
BUS M34	Legal Environment of Business	3.0
Units from LIST A		3.0-4.0
Units from LIST B		7.0
Total Units		26.0-27.0

List A: Select one course (3-4 units)		Units
MATH M14	Finite Mathematics	3.0
MATH M15	Introductory Statistics	4.0
MATH M15H	Honors: Introductory Statistics	4.0
MATH M16	Applied Calculus I	3.0

List B: Select and complete two courses (7 units)		Units
CIS M16	Intro to Information Systems	4.0
AND		
BUS M30	Introduction to Business and Economics	3.0

OR

BUS M39 Business Communications3.0

Associate in Science in Geology for Transfer (AS-T)

The Associate in Science in Geology for Transfer (AS-T) is intended for students who plan to transfer and complete a Bachelor's degree in Geology, or a similar major at a CSU campus. Students completing the AS-T degree in Geology are guaranteed admission to the CSU system, but not necessarily to a particular campus or major of choice. Students should consult with a counselor for more information on university admission and transfer requirements as this AS-T in Geology degree may not be the best option for students intending to transfer to a particular CSU campus or to a college or university that is not part of the CSU system.

To earn an AS-T in Geology, students must complete the following:

1. Minimum of 60 CSU transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA.
3. Completion of 28 specified major units. All courses in the major must be completed with a grade of C or better.
4. Certified completion of the California State University General Education-Breadth pattern or the Intersegmental General Education Transfer Curriculum (IGETC) pattern.

REQUIRED COURSES:.....		Units
GEOL M02	Physical Geography.....	3.0
GEOG M02L	Physical Geography Lab	1.0
GEOG M03	Earth History	3.0
GEOG M03L	Earth History Lab	1.0
CHEM M01A	General Chemistry I	5.0
CHEM M01B	General Chemistry II	5.0
Units from MATHEMATICS REQUIREMENT		10.0
Total Units		28.0

Mathematics Requirement: One Year of Calculus (10 units).....		Units
MATH M25A	Calculus with Analytic Geometry I.....	5.0
OR		
MATH M25AH	Honors: Calculus with Analytic Geometry I.....	5.0
AND		
MATH M25B	Calculus with Analytic Geometry II	5.0

Additional Recommended Preparation (not part of the TMC).....		Units
GEOL M04	Mineralogy	4.0
BIOL M02A	General Biology I	5.0
PHYS M20A	Mechanics-Solids/Fluids	4.0
AND		
PHYS M20AL	Mechanics of Solids and Fluids Lab	1.0
PHYS M20B	Thermodynamics, Electricity and Magnetism.....	4.0
AND		
PHYS M20BL	Thermodynamics, Electricity and Magnetism Lab	1.0

Associate in Science in Mathematics for Transfer (AS-T)

The Mathematics Associate in Science Degree program offers training in both pure and applied mathematics, leading to careers in research, education, business, industry, and government, including such professions as educators, statisticians, actuaries, and operations research analysts. Many areas, such as the physical and social sciences, engineering, economics, and business, are dependent upon the use of applied mathematics in developing solutions to practical problems.

The Associate in Science Degree in Mathematics for Transfer (AS-T) is intended for students who plan to transfer and complete a Bachelor's degree in Mathematics, or a similar major at a CSU campus. Students completing this degree, AS-T in Mathematics are guaranteed admission to the CSU system, but not necessarily to a particular campus or major of choice. Students should consult with a counselor for more information on university admission and transfer requirements as this AS-T in Mathematics degree may not be the best option for students intending to transfer to a particular CSU campus or to a college or university that is not part of the CSU system.

To earn an AS-T in Mathematics, students must complete the following:

1. Minimum of 60 CSU transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA.
3. Completion of 21 - 22 specified major units. All courses in the major must be completed with a grade of C or better (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern or the Intersegmental General Education Transfer Curriculum (IGETC for CSU) pattern.

Required Courses:		Units
MATH M25A	Calculus with Analytical Geometry I.....	5.0
OR		
MATH M25AH	Honors: Calculus with Analytical Geometry I.....	5.0
MATH M25B	Calculus with Analytical Geometry II.....	5.0
MATH M25C	Calculus with Analytical Geometry III	5.0
MATH M31	Introduction to Linear Algebra.....	3.0
Units from RECOMMENDED OPTIONS		3.0 - 4.0
Total Units		21.0 - 22.0

Recommended Options: Select one (1) course from the following list (3 – 4 units).Units

CS M10A	Introduction to Computer Programming Using Structured C++.....	4.0
MATH M15	Introductory Statistics.....	4.0
MATH M15H	Honors: Introductory Statistics.....	4.0
MATH M21	Discrete Mathematics	3.0
MATH M35	Applied Differential Equations	3.0
PHYS M20A	Mechanics – Solids/Fluids.....	4.0

New Courses

ENGR M01	Introduction to Engineering	2 units
Prerequisites:	None	
Hours:	1 lecture, 3 lab	

Explores the branches of engineering, the engineering profession, the interface of the engineer with society, and engineering ethics. Explains the engineering education process and explores effective strategies for students to reach their full academic potential. Introduces the methods of engineering analysis, engineering design and problem solving. Develops written, computer and oral communication skills in analyzing and presenting data in engineering design and problem solving. Applies to Associate Degree. Transfer credit: CSU; UC

Revised Courses

ACCT M02A110	Financial Accounting I	43.0
Prerequisites:	None	
Recommended Prep:	ACCT M01A, BUS M30, ENGL M02, and MATH M01	
Hours:	43 lecture	

Examines **the study of financial accounting as an information system** from both the user and preparer perspective, emphasizing public corporations. Explores what accounting is, **Examines** why it is important, how it is used **by investors, creditors, and others to in-making business decisions, and how to record and present information.** Focuses on operating activities. Covers the **accounting information system, including recording and reporting of business transactions with a focus on the** accounting cycle, **the application of general accepted accounting principles, the** classified financial statements, information systems, internal control, and **statement analysis** ethical issues. **Includes issues related to asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls, and ethics.** (Formerly ACCTBUS M02A and ACCT M02B.) Applies to Associate Degree. Transfer credit: CSU; UC (~~ACCT M02A combined with ACCT M02B: maximum credit, one course~~)

ENGR M04	Engineering Design/CAD	3 units
Prerequisites:	None	
Hours:	2 lecture, 3 lab	

~~Introduces~~**Develops** engineering **drawing skills through manual and** as a profession by exploring systematic design techniques, written communication, and makeup of the various engineering programs. ~~Requires extensive use of computer-aided drafting (CAD) in two- and three-dimensions.~~ **Improves three-dimensional spatial visualization skills. Utilizes principles of orthographic drawing, pictorial drawing, and descriptive geometry. Covers principles of orthographic projection; graphical presentation of normal, inclined, and oblique surfaces; auxiliary and sectional views; dimensioning; and tolerances. Builds an understanding for the engineering problem solving and design process through design projects.** Applies to Associate Degree. Transfer credit: CSU; UC (DRFT M02A, DRFT M02B, and ENGR M04 combined: one course for maximum credit)


ENGR M12	Engineering Materials	3 units
Prerequisites:	PHYS M20A, and PHYS M20AL, and CHEM M12	
Hours:	3 lecture	

Examines the interrelationships between processing, structure, and performance of various engineering of materials such as metals, polymers, ceramics, composites, and semiconductors. Studies the effects of heat, stress, imperfections, and chemical environments upon material , ~~applying basic principles of the atomic and crystal structure of solids to the study of properties, as well as to the selection and use of engineering materials and performance.~~ **Emphasizes developing an ability to select appropriate materials to meet engineering design criteria. Requires a design project on material properties, selection, or application.** Applies to Associate Degree. Transfer credit: CSU; UC

District Technical Review Workgroup Self-Appraisal (April 2012)



1. 1. How often did the committee meet?


		Response Percent	Response Count
Weekly		0.0%	0
Bi-weekly		0.0%	0
Monthly		100.0%	6
As needed		0.0%	0

Should it meet more frequently? Less frequently? If so, why?

2



answered question	6
skipped question	0

2. 2. Does the committee have a clearly documented purpose statement?

		Response Percent	Response Count
Yes		100.0%	6
No		0.0%	0

answered question	6
skipped question	0

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


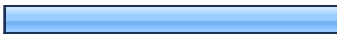

		Response Percent	Response Count
Yes		83.3%	5
No		16.7%	1

If "no," please explain your response.

3

answered question	6
skipped question	0

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



		Response Percent	Response Count
Always		33.3%	2
Usually		50.0%	3
Sometimes		16.7%	1
Rarely		0.0%	0
Never		0.0%	0

Please explain your response.



2

answered question	6
skipped question	0

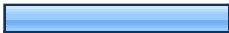


5. 5. Are the committee's agendas posted and accessible in an easy and timely manner?

		Response Percent	Response Count
Always		66.7%	4
Usually		33.3%	2
Sometimes		0.0%	0
Rarely		0.0%	0
Never		0.0%	0
Please explain your response.			0
answered question			6
skipped question			0

6. 6. Are the committee meeting notes readily accessible?

		Response Percent	Response Count
Accessible and easy to find		83.3%	5
Accessible but difficult to find		0.0%	0
Meeting notes are kept but not posted		16.7%	1
Meeting notes are not kept (that I am aware of)		0.0%	0
Please explain your response.			2
answered question			6
skipped question			0

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

		Response Percent	Response Count
Strongly agree		33.3%	2
Agree		50.0%	3
Neither agree nor disagree		16.7%	1
Disagree		0.0%	0
Strongly agree		0.0%	0

Please explain your response.

2

answered question	6
skipped question	0

8. 8. 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?

	Response Count
	4
answered question	4
skipped question	2

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

Response Count	
3	
answered question	3
skipped question	3

Q1. 1. How often did the committee meet?

- | | | |
|---|----------------------------------|-----------------------|
| 1 | no, once a month is sufficient. | Apr 12, 2012 12:17 PM |
| 2 | The meeting schedule is adequate | Apr 9, 2012 1:22 PM |

Q3. 3. Is the committee environment conducive to open discussion of relevant issues?

- | | | |
|---|--|----------------------|
| 1 | It is now that Gaither is gone. | Apr 12, 2012 9:45 PM |
| 2 | Now it is. I wasn't under Gaither's leadership. | Apr 12, 2012 4:26 PM |
| 3 | The committees charge is to protect the primacy of the each of the college's cur
coms. No, it is not conducive to open discussion of relevant issues. | Apr 9, 2012 1:22 PM |

Q4. 4. Are the issues brought to the committee effectively addressed in a timely manner?

- | | | |
|---|--|-----------------------|
| 1 | sometimes agenda items that require follow-up do not make it back on the
subsequent agenda for further discussion and closure - like AP and BPs | Apr 12, 2012 12:17 PM |
| 2 | When the issue pertains directly to curriculum it is usually timely. There is little by
way of accountability in any direction if there is issue other than simply looking
at curriculum for its punctualtion. | Apr 9, 2012 1:22 PM |

Q6. 6. Are the committee meeting notes readily accessible?

- | | | |
|---|---|-----------------------|
| 1 | not sure if notes are posted on district websites, if not, would be good to have
though. | Apr 12, 2012 12:17 PM |
| 2 | Notes are available at the meetings. Are they posted somewhere? | Apr 9, 2012 1:22 PM |

Q7. 7. To what degree do you agree with the following statement: "The business of the committee was accomplished effectively"?

- | | | |
|---|--|----------------------|
| 1 | It is now, but it wasn't when Gaither was leading. | Apr 12, 2012 4:26 PM |
| 2 | The committee fulfills its charge. | Apr 9, 2012 1:22 PM |

Q8. 8. 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?

1	The recent inclusion of the Board Goals and Objectives issues in DTRW dialogue has been difficult because what is allowable remains unclear.	Apr 12, 2012 9:45 PM
2	There is little by way of feedback from Cabinet to this committee.	Apr 9, 2012 1:22 PM
3	continue to establish feedback loops on recommendations made by DTRW	Apr 7, 2012 8:59 PM
4	Committee is limited in its scope and charge.	Apr 6, 2012 5:06 PM

Q9. 9. Discuss agenda items that need completion, items for future consideration by the committee, and/or changes needed to improve the effectiveness of this committee.

1	see previous comments	Apr 12, 2012 12:17 PM
2	THis committee serves its charge.	Apr 9, 2012 1:22 PM
3	the mission of the committee should be discussed	Apr 7, 2012 8:59 PM

Establishing Prerequisites Under the New Title 5 Regulations: Steps for Implementation



**PRESENTATION FOR THE
ACADEMIC SENATE FOR CALIFORNIA
COMMUNITES COLLEGES
CURRICULUM INSTITUTE
JULY 14, 2012**

Presentation Overview



- Overview of new title 5 prerequisite regulations
- ASCCC recommendations and approach to adoption of new prerequisites
- Local college district planning process for implementation of the new regulations
- Question and Answer

Background & Overview of New Prerequisite Regulations



- New title 5 regulations on prerequisites, corequisites, and advisories adopted by the Board of Governors on March 8, 2011 (section 55003)
- Allows faculty to establish prerequisites or corequisites in English, reading, or mathematics on content review alone or content review with statistical validation
- Chancellor's Office guidelines, developed in consultation with the System Advisory Committee on Curriculum and Matriculation Advisory Committee released February 2012

Allowable Purposes for Establishing Prerequisites or Corequisites



- Title 5, section 55003 (d) specifies the purposes for which prereqs and corequisites may be established:
- The prereq or corequisite:
 - Is expressly required or expressly authorized by statute or regulation
 - Will assure that the student has the skills, concepts, and/or information needed to succeed for the course it is established
 - Is needed to protect the health and safety of the student or others

General Requirements for Both Methods of Establishing Prereqs & Coreqs



- Requirements for establishing prerequisites, corequisites, and advisories either by *content review alone* or by *content review with statistical validation*:
 1. Adopt policies on how the college plans to adopt prereqs, coreqs, or advisories that the college determines are “necessary and appropriate” [55003(b)(1)]
 2. Adopt procedures to assure courses for which prereqs or coreqs are established are taught in accordance with course outline of record [55003(b)(2)]

General Requirements for Both Methods of Establishing Prereqs & Coreqs



3. Adopt policies to ensure that each section of the prereq or coreq is to be taught by a qualified instructor and in accordance with COR [55003(b)(3)]
4. Adopt a process for the review of prereqs & coreqs at least once every six years— for vocation courses or programs, every 2 years [55003(b)(4)]
5. Establish a basis and process for students to challenge prereqs or coreqs consistent with 55003(p) [55003(b)(5) & (p)]
6. Prereqs establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis [55003(b)(4)]

General Requirements for Both Methods of Establishing Prereqs & Coreqs



7. Determination of whether a student meets a prereq shall be based on successful completion of an appropriate course or on an assessment using multiple measures [55003(k)]
8. Ensure that no exit test may be required to satisfy the prereq or coreq unless incorporated into the grading for the course [55003(n)]

General Requirements for Both Methods of Establishing Prereqs & Coreqs



For prereqs requiring precollegiate skills in reading, written expression, or mathematics, districts must also:

1. Ensure that courses and sections designed to teach the required skills are available with reasonable frequency based on the number of students who are required to meet the prerequisites [55003(l)(1)]
2. Conduct an evaluation to determine the impact on student success and whether there is any disproportionate impact. Where there is disproportionate impact, develop and implement a plan, in consultation with the Chancellor's Office, to address the it [55003(l)(2)(A) and (B)]

Establishing Prereqs & Coreqs

Conducting Content Review Alone



In addition, to establish prereqs or coreqs in reading, written expression, or math for degree applicable courses not in a sequence, districts must also adopt a plan that specifies:

1. The method used to determine which courses might be the most compelling candidates for new prereqs and coreqs
2. The provision of appropriate numbers of prereq and coreq course sections
3. The assurance that other degree applicable courses are available such that student progress toward their educational goals is not unnecessarily impeded
4. Training for the curriculum committee, and
5. The use of research to evaluate the effect of the new prereq and coreq on student success, with particular attention to disproportionate impact

The Content Review Process



Section 55003(a) allows districts to use content review alone or content review with statistical validation to establish prereqs, coreqs and advisories:

Content review is defined in title 5, section 55000 (c) as:

- “a rigorous, systematic process developed in accordance with sections 53200 to 53204 approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify 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 corequisite course.”

The Content Review Process & the Course Outline of Record (COR)



- Content review begins with the COR
- COR delineates the course content, competencies the student is expected to achieve, assignments to be completed, and assessments to measure student performance
- COR is examined to identify the skills and knowledge a student needs in order to succeed in the course
- The guidelines outline a process for conducting content review (p.7-8)

Courses Exempt from Content Review



- Section 55003(e) lists the types of courses that are exempt from the content review or content review with statistical validation process:
 - If required by statute or regulation, or
 - Part of a closely related lecture-lab course pairing within a discipline, or
 - Required by a four-year institution, or
 - Baccalaureate institutions will not grant credit for a course unless it has the particular communication or computational skill prerequisite

Reporting the Establishment of Prereqs to the Chancellor's Office



- **Section 55003(i):**

- Requires that districts establishing prereqs, coreqs, or advisories report to the CCCCO new prereqs or coreqs established during the year as part of annual MIS data collection cycle
- Required by August 1st of each year
- Data from the Curriculum Inventory will be used for evaluation
- **FYI:** CCCCO will be surveying colleges regarding prerequisites & coreqs implemented during the 2011-2012 academic year per title 5 section 55003(i).
- Survey released in early summer with a due date of **July 15, 2012**



Monitoring the Impact of Prereqs & Coreqs



- **Section 55003(1):**

- Requires that districts monitor whether or not the prerequisites or corequisites have a disproportionate impact on particular groups of students.



Background & Overview of New Prerequisite Regulations



Academic Senate Emphasis

- Prerequisites will increase student success if applied prudently.
 - Not everything needs a prereq
 - Each prereq must be the correct one for the specific class.
 - Colleges must plan to apply prerequisites in a logical sequence—not all at one time.
 - Colleges must ensure that enough sections of the required classes are available.

Background & Overview of New Prerequisite Regulations



Academic Senate Emphasis

- Faculty discipline experts in the discipline for the desired pre-req should be involved in the conversation in order to inform the selection of the specific prerequisite course.
- Departments and colleges must be assured that their programs will not suffer if they apply prereqs.

Background & Overview of New Prerequisite Regulations



Academic Senate Position

- Prerequisites that are thoughtfully and judiciously established through a content review process are the best response to Student Success Task Force Recommendation 3.4: “Community colleges will require students to begin addressing basic skills needs in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan.”

Considerations in Developing a Plan



- Create a committee to develop a plan, to monitor the process, or both?
- Committee may wish to discuss why prerequisites are needed
- Committee may wish to review data on Advisory skill level vs. Prerequisite validation, as in San Diego CCD examples
- Which courses should have advisories and which ones prereqs?

Considerations in Developing a Plan



- How will the curriculum committee be trained on this topic to ensure quality?
- How will enrollment management issues be handled?
- How will disproportionate impact be monitored?
- What resources will be needed to accommodate the changes (new faculty, classroom space, extra supplies or materials, etc.)?

Considerations in Developing a Plan



- What documentation will be needed to make decisions within the process of departmental considerations (COR, syllabi, assignments, etc.)
- What documentation will be needed or required for consideration by the curriculum committee?
- How will pre-req implementation be sequenced?
Who goes first?
- How many classes can move forward at once?

Local Examples of Prerequisite Establishment Processes



- San Diego Community College District Draft Plan
- Los Rios CCD Collaboration Plan and Guidelines
- Fullerton College Pre-Requisite Summary
- Other Examples?

Question and Answer...



Additional Resources



Chancellor's Office Guidelines for Title 5 Regulations Section 55003: *Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation* (2/3/12)

http://www.cccco.edu/Portals/4/AA/Prerequisites_Guidelines_55003%20Final.pdf

***Student Success: The Case for Establishing Prerequisites Through Content Review* (Fall 2010)**

<http://www.asccc.org/sites/default/files/Prerequisite-review-fall2010.pdf>

Implementing Content Review for Communication and Computation Prerequisites (Spring 2011)

<http://www.asccc.org/sites/default/files/Content-Review-Spring-2011.pdf>

PROPOSED TITLE 5 CHANGE TO ESTABLISH SYSTEM-LEVEL ENROLLMENT PRIORITIES (SECTION 58108)

September 10-11, 2012

ACTION

Presentation: Linda Michalowski, Vice Chancellor of Student Services and Special Programs

Item 2.1

Issue

This item presents for a second reading and Board of Governors consideration the proposed title 5 changes to establish system-level enrollment priorities consistent with Student Success Task Force recommendation 3.1.

Background

The Chancellor's Office convened a 17-member workgroup to implement Student Success Task Force recommendation 3.1 to establish system-level enrollment priorities. The task force recommended that the California Community Colleges adopt system-level enrollment priorities to: (1) reflect the core mission of transfer, career technical education and basic skills development; (2) encourage students to identify their educational objective and follow a prescribed path most likely to lead to success; (3) ensure access and the opportunity for success for new students; and (4) incentivize students to make progress toward their educational goal.

The draft proposal was first presented to Consultation Council in April 2012, and, at the council's request, the timeframe for adoption of the proposed regulation was extended to allow for additional time to solicit input from broad constituencies. As a result, a draft proposal was presented to the board in May 2012 as an information item and was then presented for a first reading and public hearing on July 9, 2012. Official notice of the proposed changes to the California Code of Regulations, title 5, regarding the establishment of system-level enrollment priorities was published on July 9, 2012. The original proposed text was made available for public comment for at least 45 days from July 9, 2012, through August 22, 2012. The notice specified the process to comment on the proposed changes. Comments from six people were heard at the public hearing. No written comments were received during the comment period. A summary and response to the public comments received is included in attachment 2.

In addition, after the first reading, a change was made to the proposed section 58108(n) to correct language that would have required districts to allow appeals based on a student demonstrating significant academic improvement in a subsequent term(s) when the intent of the workgroup was to make this appeal basis permissive. This change to the original proposal presented to the board necessitated a renote of the proposed regulatory action and an opportunity for public comment

on the proposed change outlined in the renote. No public comments were received in response to the renote.

The key elements of this regulation include the following:

- Enrollment priorities for existing student groups identified in California Education Code (active duty military and veterans and foster youth and former foster youth) and for students participating in EOPS and DSPS programs who have completed orientation, assessment, and developed student education plans are maintained in the proposed regulation (first and second level of priority, respectively). A provision was added to allow districts the discretion to collapse the first and second levels of priority if sufficient capacity exists to do so without displacing students in the first level.
- New students who have completed orientation, assessment, and developed student education plans and continuing students in good standing (defined as a student who is not on academic or progress probation for two consecutive terms and has not earned 100 degree-applicable units) constitute a large level three priority group. Districts have discretion to establish local priorities among students in this group.
- Districts have discretion to establish local priorities below level three for all other students.
- Continuing students would lose enrollment priority if they earned more than 100 units (not including nondegree applicable basic skills and ESL) or if they were on academic or progress probation for two consecutive terms (as defined by existing title 5 regulations).
- Districts would have authority to adopt policies exempting categories of students from the 100 unit limit, such as those in high unit majors or programs.
- Districts would be required to adopt an appeals policy and process for students who lose enrollment priority due to extenuating circumstances (verified cases of accidents, illnesses or other circumstances beyond the control of the student) and for students with disabilities who applied for but did not receive timely reasonable accommodation. Districts may also allow appeals for students who demonstrate significant satisfactory academic improvement in a subsequent term, but whose term GPA is not high enough to raise the cumulative GPA.
- Significant lead time is provided for implementation. Beginning in spring 2013, districts would be required to notify students who are at risk of losing enrollment priority due to their unsatisfactory academic progress or standing. Districts would be required to fully implement the new regulation by fall 2014 and ensure that all policies and course catalogs reflect the new enrollment priority requirements and that appropriate and timely notice is provided to students.

Additional information is provided in the attached timeline and priority chart. The text of the proposed regulation is also included as attachment 1.

Analysis

The current state budget climate has resulted in community colleges having to cut significant numbers of course sections despite high enrollment demand. Many students are being denied access, including recent high school graduates and adults seeking job training or retraining in this unstable economy.

The Student Success Task Force was concerned that new students pursuing mission-central goals are potentially being displaced by avocational students and sought to bring a thoughtful approach to rationing the available space at community colleges. The task force also wanted to facilitate students moving through the college curriculum in an efficient manner and encourage students to take their enrollment opportunity seriously by incentivizing them to maintain good academic standing.

The proposed regulation represents a phased-in approach to implementing the task force's recommendations. One of the elements of recommendation 3.1 that workgroup members agreed the system is not able to implement due to resource constraints is the recommendation that students lose priority if they do not declare a program of study by the end of their third term and do not follow their student education plan. The proposed regulation provides a framework for system-level enrollment priorities that provide greater consistency among California's 112 community colleges, while providing districts with the discretion to shape policies and registration priorities within the framework to meet local needs. The highest levels of priority are maintained for students identified in Education Code (active duty military, veterans, foster youth, and former foster youth) and for EOPS and DSPS students who have had historic priority within the system.

Recommended Action

The Board of Governors is asked to approve the proposed changes to title 5, section 58108 on system-level enrollment priorities.

Staff: Sonia Ortiz-Mercado, Dean, Student Services

ATTACHMENT 1

BOARD OF GOVERNORS OF THE CALIFORNIA COMMUNITY COLLEGES PROPOSED REVISIONS TO TITLE 5 REGULATIONS: ENROLLMENT PRIORITIES

1. Section 58108 of article 1 of subchapter 2 of chapter 9 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 58108. Registration and Enrollment Procedures.

(a) Districts shall adopt policies and pProcedures for registration and standards for enrollment in any course shall be only those which that are consistent with these and other sections of Title 5 and uniformly administered by appropriately authorized employees of the district.

(b) It is the intent of the Board of Governors of the California Community Colleges to provide priority registration for students who enroll in a community college for the purpose of degree or certificate attainment, transfer to a four-year college or university, or career advancement.

(c) Registration priority, in the order of priority listed below, shall be provided to students:

(1) who have completed orientation, assessment, and developed student education plans and are eligible as a member of the armed forces or a veteran pursuant to Education Code section 66025.8 or as a foster youth or former foster youth pursuant to Education Code section 66025.9;

(2) who have completed orientation, assessment, and developed student education plans and are eligible and receiving services through Disabled Student Programs and Services or Extended Opportunity Programs and Services;

(3) who are continuing students not on academic or progress probation for two consecutive terms as defined in section 55031 and first time students who have completed orientation, assessment, and developed student education plans.

(d) Districts are not required to apply the registration priorities identified in subdivisions (c)(2) and (c)(3) of this section for courses offered during summer or intersessions.

(e) A district may provide students identified in subdivision (c)(1) or (c)(2) of this section with the same level of registration priority as long as a district ensures students identified in (c)(1) receive registration priority as required by Education Code sections 66025.8 and 66025.9.

(f) To the extent districts have the capacity and resources to require orientation, assessment, and education plans for continuing students, districts may establish orientation, assessment and education plans or any combination thereof as a condition for registration priority.

(g) Within the state registration priorities identified in subdivision (c) of this section, districts may establish the relative order of priority for additional subcategories of students within each of the three levels. Similarly situated students in the groups specified in subdivisions (c)(1) and (c)(2), respectively, shall be granted equal priority.

(h) Districts may establish additional registration priorities for students with priority lower than student groups covered by subdivision (c) of this section.

(i) Registration priority specified in subdivision (c) of this section shall be lost at the first registration opportunity after a student:

(1) is placed on academic or progress probation or any combination thereof as defined in section 55031 for two consecutive terms; or (2) has earned one hundred (100) or more degree-applicable semester or quarter equivalent units at the district.

(A) For purposes of this section a unit is earned when a student receives a grade of A, B, C, D or P as defined in section 55023.

(B) The 100-unit limit does not include units for non-degree applicable English as a Second Language or basic skills courses as defined in section 55000(j) or special classes as defined in section 55000.

(C) Districts may set the unit limit lower than 100 units and may consider units from other higher education institutions.

(D) Districts may adopt policies to exempt from the 100-unit limit categories of students, including but not limited to, those enrolled in high unit majors or programs.

(E) Districts may exempt from the 100-unit limit units earned through credit by examination, advanced placement, International Baccalaureate, or other similar programs.

(j) Beginning in the spring 2013 term, districts shall notify students who are placed on academic or progress probation, or who have earned 75 percent or more of the unit limit, of the potential for loss of enrollment priority. The district shall notify the student that a second consecutive term on academic or progress probation will result in the loss of priority registration until the student is no longer on probation or that enrollment priority will be lost when the student reaches the unit limit.

(k) Except as otherwise provided by state law, no student shall be required to confer or consult with or be required to receive permission to enroll in any class from any person other than those employed by the college in the district.

(l) Students will not be required to participate in any preregistration activity not uniformly required; nor shall the college or district allow anyone to place or enforce nonacademic requisites that are not expressly authorized in this chapter or in state law as barriers to enrollment in or the successful completion of a class.

~~No registration procedures shall be used that result in restricting enrollment to a specialized clientele.~~

~~The following registration procedures are permissible: special registration assistance to the handicapped or disadvantaged student as defined by statute, for the purpose of providing equalization of educational opportunity; and enrollment of students in accordance with a priority system established pursuant to legal authority by the local board of trustees.~~

(m) With respect to accessibility to off-campus sites and facilities, no student is to be required to make any special effort not required of all students to register in any class or course section. Once enrolled in the class, all students must have equal access to the site.

(n) Each community college district shall establish written procedures by which a student may appeal the loss of priority enrollment status due to extenuating circumstances, or where a student with a disability applied for, but did not receive reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of

accidents, illnesses or other circumstances beyond the control of the student. Districts may allow students who have demonstrated significant academic improvement to appeal the loss of priority enrollment status. Significant academic improvement is defined as achieving no less than the minimum grade point average and progress standard established in section 55031 for the term or terms.

(o) Districts shall ensure that the requirements of this section are adopted in local board policies and fully operational for registration for fall 2014 courses. Districts shall ensure that all policies and course catalogs reflect the requirements of this section and that appropriate and timely notice is provided to students.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 84500, Education Code.

ATTACHMENT 2

Summary and Response to Comments Received During the Initial Notice Period of July 9, 2012, through August 22, 2012, Inclusive.

Official Notice of proposed changes to the California Code of Regulations, title 5, regarding the establishment of enrollment priorities for the California Community Colleges was published on July 9, 2012. The original proposed text was made available for public comment for at least 45 days from July 9, 2012, through August 22, 2012. No written comments were received during the comment period. A public hearing was during the Board of Governors meeting on July 9, 2012, at the Chancellor's Office. Comments from six people were heard. Pursuant to Standing Order 206, subdivision (b)(3), the Chancellor's Office has summarized all written and oral comments and proposed responses below for adoption by the board.

Comments Received During the Public Hearing

Dennis Bailey-Fougner (Vice President, Student Services, Cabrillo College, and President of the Chief Student Services Administrators Association (CSSO): Speaking on behalf of the CSSO's, Mr. Bailey-Fougner expressed overall support of the proposed regulation, in particular prioritizing enrollment for veterans, foster youth, EOPS, and DSPS, and incentivizing matriculation services for students. He also related some concerns with the proposed regulation, such as a district's ability to properly program academic standing as required by the regulation. He stated that districts have different capabilities with respect to computer information systems. He also stated that the appeals process required by the regulation will have significant workload impacts on staff and that it would be helpful if more time was provided to alert students regarding the impacts of the regulatory change.

Additional comments were provided in a written statement submitted by Mr. Bailey-Fougner. The written comments repeated some of the concerns described above and included additional issues. The written comments note that because of the timing of the issuance of grades, there will be a delay in implementing the loss of priority. Also, changes to the regulation since presentation to Consultation Council added an additional ground for appeal that allows students with a disability to appeal if priority enrollment was lost due to the college's failure to provide timely reasonable accommodation. It was asserted that this would impose great potential liability on colleges and is duplicative of existing processes. Finally, the written statement states that costs to implement the regulation have not been considered or estimated and no new funding has been identified. The regulation will impose both one-time and ongoing costs.

Response: Implementation of the proposed priority enrollment regulation will require some new programming to reflect the new priority enrollment levels, requirements for continued enrollment priority, timely notice to students at risk of losing priority, and the appeals process. The proposed regulation is based upon existing title 5 regulations that set standards for academic progress and

probation and student notification. By using existing title 5 standards and requirements, the Chancellor's Office sought to minimize implementation costs. In addition, the workgroup decided to require full implementation by Fall 2014 to allow for adequate time for districts to make necessary programming changes. It is true that the appeals process will likely require additional staff work, however, it is expected that this process can be coordinated with existing appeals process at the colleges to reduce the impact on workload. Additionally, by delaying implementation until Fall 2014 provides sufficient time to communicate the changes to students.

It is correct that the impact on students from loss of enrollment priority will be delayed because substandard academic standing will not be determined until after enrollment for the next semester occurs. This was discussed at great length by the Enrollment Priorities Workgroup which was tasked with the development of the regulatory proposal. The proposed regulation was written in a way to provide districts with the flexibility to address this, which may include districts allowing students to enroll in a subsequent term conditionally based on the satisfactory completion of the prior term, adjusting registration priority windows, or utilizing early alert or mid-term academic progress checks. Regarding the appeal based on lack of reasonable accommodation, the Chancellor's Office does not believe that this creates new, potential liability because the proposed regulatory appeal provision on reasonable accommodation is consistent with the standards that already exist in federal and state law. Chancellor's Office staff recommends that districts utilize existing appeal processes to mitigate any increased appeals resulting from the proposed regulation.

Regarding costs, Chancellor's Office staff surveyed several colleges throughout California and found that implementation costs will vary greatly among districts, depending on the extent to which districts have already implemented policies consistent with the proposed regulation, have programed local computer systems to address certain aspects of the appeal and exemption process, and are able to use existing appeals processes.

Aiden Ely (Dean, Student Development and Enrollment Management, Folsom Lake College and President of the California Community Colleges Matriculation Professionals Association, CCCMPA): Speaking on behalf of CCCMPA, Mr. Ely stated the association's opposition to the provision granting priority to first time students with student education plans (SEP). Mr. Ely stated that there are inadequate resources to develop meaningful SEP's for all the students needing them. However, because the regulation advantages students with a SEP, students will insist on having an SEP and this will place pressure on colleges to produce SEP's that are not fully developed.

Response: *It was the intent of the Student Success Task Force to ensure that entering students are provided with a foundation to support their success in college by requiring students to complete orientation, assessment, and develop education plans. The Task Force recognized the importance of providing entering students with initial guidance on course selection, referring them to resources available to support their success and ensuring they enroll in courses that will help them achieve their educational goal. While districts would have to ensure that non-exempt first time students are*

able to complete orientation, assessment, and student education plans in order for this student group to have enrollment priority within the third level [58108(c)(3)], it is not a requirement that districts do so if they lack the capacity at this time. The work group recognized that the education plan for a first time student may be an initial education plan that is less comprehensive than one to be developed after the completion of the first or second term. The Chancellor's Office is working with the Matriculation Advisory Committee, Chancellor's Office Advisory Group on Counseling and others to further develop definitions and models related to education plans.

Maryanne Michaels, Paula Muñoz and Danita Scott-Taylor (Extended Opportunity Program and Services, EOPS): Ms. Michaels, Ms. Muñoz, and Ms. Scott-Taylor spoke on behalf of EOPS. These three speakers addressed similar concerns and their comments have been combined for the purposes of this summary. The speakers expressed concern that EOPS students would be disadvantaged as a result of this regulation. They stated that state law requires that EOPS students have the highest priority and this is unchanged by recent laws providing priority to veterans, active duty military and current and former foster youth. They underscored that EOPS students overcome great adversity and need enrollment priority to succeed in college.

Response: *Chancellor's Office legal staff believe the comments are incorrect as a matter of law. The EOPS program is mentioned in the Education Code, but state law does not require that EOPS students receive priority enrollment. However, past practice in the system has been for EOPS to receive priority enrollment. Education Code sections 66025.8 and 66025.9 were enacted in recent years to provide enrollment priority for veterans, active duty military, and current and former foster youth. There is no question that the student groups identified in Education Code have the highest enrollment priority. The proposed regulation include a provision that would allow districts the discretion to collapse levels 1 and 2 if the statutorily protected groups are not disadvantaged in the process and a district determines it has the capacity to do so. It is expected that at most colleges EOPS students will be able to continue to receive priority enrollment.*

Scott Lay (President, Community College League of California): Mr. Lay, speaking on behalf of the Community College League of California, expressed support for the regulation. He also specifically supported the ability of districts to provide priority enrollment for cohorts of recent high school graduates because this practice has been shown to be very effective in achieving high levels of student success.

Response: *Agree. The proposed regulation allows for enrollment priority for cohorts of recent high school graduates and is designed to incentivize successful student behaviors and institutional practices that support student success.*



Book	VCCCD Board Policy Manual
Section	Chapter 4 Academic Affairs
Title	BP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION
Number	BP 4025
Status	Active
Legal	Title 5, Section 55805 Accreditation Standard II.A.3
Adopted	February 16, 2006
Last Reviewed	June 19, 2012

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

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

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

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

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

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

See [Administrative Procedure 4025](#).



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	Accreditation Standard II.A.3 Title 5, Section 55063 Title 5, Section 55062 Title 5, Section 55061
Adopted	July 14, 2009
Last Reviewed	June 19, 2012

Philosophy and Criteria for Associate Degree

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

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

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

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

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

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

Philosophy and Criteria for General Education

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

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

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

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

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

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

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

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

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

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

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