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

### **Agenda**

**October 25, 2012 - 2:00 p.m. – 4 p.m.  
DAC Lakin Boardroom**

1. Approval of September 27, 2012 meeting notes
2. BOT Strategic Objective 1.A Discussion (Jane Harmon)
3. BP/AP 5010 Admissions and Concurrent Enrollment Status (Erika Endrijonas/Jane Harmon) – incorporate AB 540 changes into policy/procedure
4. New Title 5 Regulations to Establishing Prerequisites and Co-requisites Status (AP 4025 and AP 4260) (Academic Senates)
5. General Education Pattern Subcommittee Status – AP 4025 – (Mary Rees)
6. AP 5055 Enrollment Priority – Discussion (Jane Harmon/Erika Endrijonas)
7. Policies and administrative procedures – 2 year review cycle required for accreditation.

Next Meeting Date: November 29, 2012, 2:00 pm, DAC Lakin Boardroom

**DCAA**

**October 25, 2012**

**AGENDA ITEM #1**

Approval of September 27, 2012 meeting notes

Ventura County Community College District

2012-2013 Academic Year  
 District Council on Academic Affairs - DCAA  
 Meeting Notes

September 27, 2012 - 2:00 p.m. – Ventura College MCW312  
**MEETING NOTES PRIOR TO APPROVAL AT 10.25.12 DCAA MEETING**

**Members:** Chancellor’s Designee: Jane Harmon (MC)  
 Faculty Co-Chair: Peter Sezzi (VC)  
 Executive Vice Presidents: Erika Endrijonas (OC), Jane Harmon (MC), Ramiro Sanchez (VC)  
 Vice President, Business Services Designee: David Keebler (VC)  
 Academic Senate Presidents: Linda Kamaila (OC), Riley Dwyer (MC), Peter Sezzi (VC)  
 College Faculty Designees: Teresa Bonham (OC), Nenagh Brown (MC), Angelica Gonzales (VC)  
 Additional Faculty Designees: Jim Merrill (OC), Mary Rees (MC), Gloria Arevalo (VC)  
 Policy and Administrative Procedures: Clare Geisen (DAC) (Policy/procedure, Chancellor’s Cabinet Liaison/guest)  
 Student Government Representatives: Juan Smith (OC), Hamza Shah and Lanny Hernandez (MC), Daniel Chavez (VC)  
 Clare Geisen (DAC), Policy/Procedure, Chancellor’s Liaison

**Absent:** David Keebler, Clare Geisen

**Recorder:** Laurie Nelson-Nusser

**Notes:**

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
<b>Introduction and Welcome to DCAA</b>	Dr. Harmon welcomed all committee members to the meeting and introductions were made.			
<b>NEW BUSINESS</b>				
<b>DCAA Calendar</b>	Dr. Harmon reviewed the calendar with the group. There were no questions or comments.			
<b>DCAA Membership</b>	Dr. Harmon reviewed the DCAA committee charge.  Peter Sezzi was nominated as DCAA Co-Chair by Ms. Dwyer and the motion was			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	seconded by Ms. Arevalo. All in favor; no abstentions.			
<b>BP/AP 5010 Admissions and Concurrent Enrollment (from DTRW-SS – need Academic Senate feedback – Peter Sezzi)</b>	<p>Dr. Harmon indicated Chapter 4 and 5 Board policies and administrative procedures require review prior to March 2013.</p> <p>Dr. Endrijonas reviewed the history of BP/AP 5010 and asked for Academic Senate feedback. The Ventura College Academic Senate stated they did not review this item during the summer, however, their next meeting is scheduled for Thursday, October 4, and will be reviewed at that time. The other Senates indicated a similar timeline in their approach to addressing this BP/AP. This item will be tabled until the next DCAA meeting on October 25. Dr. Endrijonas will check with the registrars for changes on AB 540, the California Dream Act. If there are changes in the Dream Act, Dr. Harmon will ensure the Academic Senates receive those changes. It was noted the Board policy and administrative procedure should have the same titles. The title changes will be reflected in the new draft.</p>	<p>Check with the registrars for changes on AB 540.</p> <p>Ensure the Academic Senates receive the changes to AB 540 California Dream Act, so they can be incorporated into BP/AP 5010.</p> <p>Add to next DCAA meeting agenda</p>	<p>Before next meeting</p> <p>Before next meeting</p> <p>Before next meeting</p>	<p>Erika Endrijonas</p> <p>Jane Harmon</p> <p>Laurie Nusser</p>
<b>Pre-requisites/Co-requisites New Title 5 Regulations AP 4025 and AP 4260 (Peter Sezzi/Erika Endrijonas)</b>	<p>The current VCCCD policy/procedure requires statistical validation for the creation of pre- and co-requisites. The law has changed and now content review may be used in part or in total as a mechanism for the validation of pre- and co-requisites. The previous version to update VCCCD AP 4025 reflected the statewide academic senate and state chancellor's office recommendation. The current VCCCD procedure was approved by the Board on June 19, 2012.</p> <p>Ms. Rees and Dr. Endrijonas will send new</p>	<p>Review and bring back recommendations to incorporate Title 5 changes to AP 4025 and AP 4260</p> <p>Send new versions</p>	<p>March 2013</p>	<p>Riley Dwyer, Linda Kama'ila, Peter Sezzi</p> <p>Mary Rees,</p>

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	<p>versions of the administrative procedures to the three Senate Presidents for their Senates to review. This item will come back to this committee after each Senate has reviewed the updated administrative procedures. The Academic Senates will bring back recommendations to incorporate Title 5 changes to the procedures.</p>	<p>of APs to Academic Senate Presidents</p>		<p>Erika Endrijonas</p>
<p><b>General Education Patterns – AP 4025 (Peter Sezzi/Erika Endrijonas) from DTRW-I</b></p>	<p>The Board approved BP/AP 4025 at the June 19, 2012 Board meeting, but they were surprised there was no mention of any discussion occurring regarding the general education patterns. The Board requested the participatory governance committees to review this administrative procedure further for general education issues. Review against the current TMC. The issue for the Academic Senates is to review whether VCCCD should leave the local degrees (non-SB 1440 transfer degrees) patterns to remain as they are or change them. There was discussion of whether PE should be in the general education pattern. This item will be brought back to DCAA.</p> <p>Dr. Harmon briefly reviewed the Board Goals and Objectives and the Annual Implementation Plan 2012-2013 as distributed by Dr. Moore. Board Goal 1A will be agendized for the next DCAA meeting per request of Dr. Harmon.</p> <p>Dr. Harmon inquired whether DCAA should put together a Districtwide task force subcommittee for general education patterns. The meaning of commonality as defined in the Board's implementation plan by the Board was</p>	<p>Discuss at campuses through Senates and Curriculum Committees and bring back input to DCAA</p> <p>Agendize Board Goal 1.A for October 25 DCAA meeting</p>	<p>March 2013</p> <p>October 25</p>	<p>Riley Dwyer, Linda Kama'ila, Peter Sezzi</p> <p>Laurie Nusser</p>

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	<p>discussed.</p> <p>Discussion ensued on what exactly the Board is looking for in their goals and objectives with regard to General Education requirements.</p> <p>Mary Rees will spearhead coordinating the Districtwide task force subcommittee for general education patterns and contact each Curriculum Committee's Philosophy &amp; General Education subcommittees to get momentum on this topic, drafting the subcommittee's charge, and bring recommendations back to DCAA.</p> <p>Discussion ensued regarding the governance committees, 10+1 issues, the charge of the DCAA Committee, or if there should be general education subcommittees to discuss changes to local curriculum.</p>	<p>Contact Curriculum Committees' Philosophy &amp; General Education subcommittee</p>	<p>October 25</p>	<p>Mary Rees</p>
<p><b>Enrollment Priorities AP 5055 – from DCSL (Peter Sezzi)</b></p>	<p>Mr. Sezzi provided a review of the history of AP 5055 and indicated a study session was conducted at the last Board meeting on the efficacy of this recently revised administrative procedure. Mr. Sezzi also indicated at that Board study session it was noted that the Student Success Task Force came up with different numbers for priority enrollment units.</p> <p>Dr. Endrijonas indicated further changes to the administrative procedure are required as legislature just approved new enrollment priorities. Items that still require discussion: Revisiting the 76 unit number, veteran priorities, good standing status, EOPS and CalWORKS students, and student athletes. AP 5055 must parallel the other administrative</p>	<p>Send this AP back to DTRW-SS to address these specific enrollment priority issues:</p> <ul style="list-style-type: none"> <li>• Revisiting the 76 unit number</li> <li>• Veteran priorities</li> <li>• Good standing status</li> <li>• EOPS and CalWORKS students</li> <li>• Student athletes</li> </ul>	<p>November 8, 2012</p>	<p>Laurie Nusser</p>

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	<p>procedure for probationary status students regarding good standing, There must be notification to students in 2013 for 2014 student enrollment.</p> <p>Dr. Harmon requested this item to go back to DTRW-SS for further review and then back to DCAA for final review.</p>			
<p><b>Status of “Family Planning” – new Title 5 language – AP 4255 (no Board policy exists, must be written) Peter Sezzi</b></p>	<p>Mr. Sezzi provided explanation of the definition of “family planning” and inquired about the status of these courses at the other sister colleges; i.e., Tennis 1, 2, 3, 4.</p> <p>Ms. Rees provided status for Moorpark College regarding their grouped courses, including music and theater. Ms. Bonham reviewed the progress at Oxnard College, which included repeatability issues for courses identified as repeatable. Art is one family of courses the Oxnard College Curriculum Committee will review. Ms. Arevalo provided an overview of the progress at Ventura College, including development of an instruction sheet and verification form for review by the Curriculum Committee from faculty. The faculty proposal will go to the Curriculum Committee and is moving forward very quickly. Mr. Sezzi indicated that the colleges should be in collaboration to ensure there is no disparity between the three colleges in course families.</p> <p>DTRW-I: Agendize course families between the colleges and what are considered as family courses.</p>	<p>Request DTRW-I to coordinate the discussion of family units at MC, OC, and VC</p>	<p>November 8, 2012</p>	<p>Jane Harmon / Erika Endrijonas</p>

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	BP 4255 – Ms. Nusser will send the CCLC policy version to Dr. Harmon in order to prepare a draft of the Board policy and send it out to the DCAA committee before the next meeting for review by DCAA.	Review CCLC policy version, draft new Board policy for review by DCAA	October 25	Jane Harmon
<b>Art/Art History (Riley Dwyer)</b>	<p>Ms. Dwyer indicated these courses should be reviewed by all colleges and currently is under review by DCHR for operational purposes. Ms. Dwyer would like to have a Districtwide discussion regarding whether colleges will be offering Art History under the Art discipline. Dr. Endrijonas indicated they have art/art history at Oxnard College and recently hired an art historian.</p> <p>It was recommended if each college wants to separate (in their respective catalogs) Art from Art History courses that we use a common course designator, such as “ARTH,” to ensure the catalogs are user friendly for students “shopping” for classes between VCCCD colleges.</p> <p>The Curriculum Chairs will go back and have discussion with faculty and come back with recommendations to DTRW-I in October or November.</p>	The Curriculum Co-chairs will go back and have discussion with faculty and come back with recommendations to DTRW-I.	November 2012	Jane Harmon, Erika Endrijonas, Ramiro Sanchez, Mary Rees, Teresa Bonham, Mark Pauley
<b>Next Meeting Date:</b>	October 25, 2012 – 2 pm			



**DCAA**

**October 25, 2012**

**AGENDA ITEM #2**

BOT Strategic Objective 1.A Discussion

Jane Harmon

**Ventura Community College District Strategic Plan  
Annual Implementation Plan 2012-2013**

1) Access and Success; 2) Quality within Budgetary Limits; 3) Prudent Fiscal Stewardship

***Strategic Goal 1: Provide Access and Student Success***

**Objective 1-A: Establish a Districtwide General Education subcommittee to develop ideas to improve commonality among courses at each college.**

#	Action Steps	Responsible Party	Timeline	Progress
1.A.1	<b>Sample Action Step:</b> Draft charge and proposed membership for District General Education Subcommittee	<b>Sample:</b> District Council for Academic Affairs (DCAA)	<b>Sample:</b> September 2012	
1.A.2		DCAA		
1.A.3				

**Objective 1B: Review collegiate level English and Science courses to ensure comparability in units and learning objectives with equivalent courses at four-year CSUs or transfer model curriculum.**

#	Action Steps	Responsible Party	Timeline	Progress
1.B.1		DCAA, Local Curriculum Committee, Local English and Science Faculty		
1.B.2				

**Objective 1C: Review English and Mathematics objectives for pre-collegiate courses to ensure comparability among District colleges.**

#	Action Steps	Responsible Party	Timeline	Progress
1.C.1		DCAA, Local Curriculum Committee, Local English and Mathematics Faculty		
1.C.2				

**Objective 1D: Participate in the SB1440 and C-ID initiative to ensure college courses are comparable Districtwide and within the California Community College System.**

#	Action Steps	Responsible Party	Timeline	Progress
1.D.1		DCAA, Local		

		Curriculum Committees		
1.D.2				

**Strategic Goal 2: Maintain Instructional Quality within Budgetary Limits**

**Objective 2-A: Align technical and vocational courses and programs with employer and market needs.**

#	Action Steps	Responsible Party	Timeline	Progress
2.A.1		Local Curriculum Committees, Local Program Review Committees		
2.A.2				

**Objective 2B: Develop professional development activities for faculty and staff to promote best practices and technological activities that empower employees to work smarter, allowing greater time to be expended on activities linked to student access, persistence, and success.**

#	Action Steps	Responsible Party	Timeline	Progress
2.B.1		Local Professional Development Committees, Human Resources Department		
2.B.2				

**Strategic Goal 3: Prudent Fiscal Stewardship**

**Objective 3-A: Strengthen the link between discretionary budgeting and strategic planning.**

#	Action Steps	Responsible Party	Timeline	Progress
3.A.1		District Council for Accreditation and Planning (DACP), District Consultation Council		
3.A.2				

**Objective 3-B: Annually review and ensure that expenditures are linked to District Planning..**

#	Action Steps	Responsible Party	Timeline	Progress
3.B.1		District Council for Administrative		

		Services (DCAS)		
3.B.2				

**Objective 3-C: Improve the effectiveness and efficiency of all District operations, programs, and services and redirect associated cost savings to student learning and support.**

#	Action Steps	Responsible Party	Timeline	Progress
3.C.1		Local Program Review Committees, Management, All Constituencies		
3.C.2				

**Objective 3-D: Fund District Long-term retirement obligations (GASB45) and maintain adequate cash reserves to handle cash flow requirements, including state funding deferrals and unanticipated expenditures.**

#	Action Steps	Responsible Party	Timeline	Progress
3.D.1		DCAS		
3.D.2				

**Objective 3-E: Contain or reduce costs in areas such as healthcare, work-related injuries, facilities and operations, etc., to enable cost savings to be redirected to student learning and support.**

#	Action Steps	Responsible Party	Timeline	Progress
3.E.1		Employee Health Benefits Committees, Risk Management, Human Resources Department		
3.E.2				

**Objective 3-F: Monitor and assess the state's financial condition to allow for timely budgetary intervention to avoid crises and unanticipated disruptions in District operations and programs.**

#	Action Steps	Responsible Party	Timeline	Progress
3.F.1		Vice Chancellor of Finance, DCAS		
3.F.2				

**DCAA**

**October 25, 2012**

**AGENDA ITEM #3**

BP/AP 5010 Admissions and Concurrent Enrollment Status

Incorporate AB 540 changes into policy/procedure

Erika Endrijonas/Jane Harmon

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

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

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

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

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

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

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

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

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

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

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

Denial of Requests for Admission:

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

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

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

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

**Nonresidents:**

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

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

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

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

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



## AP 5010 Admissions

Reference:

*Education Code Section 76000*

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

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

### 2. Admission Procedures for Students Over 18

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# SECTION ONE: LAWS AND REGULATIONS

## State Law AB 540

On October 12, 2001, Governor Gray Davis signed into law Assembly Bill 540 (Stats. 2001, ch. 814) adding a new section, 68130.5, to the California Education Code. Section 68130.5 created a new exemption from the payment of non-resident tuition for certain non-resident students who have attended high school in California and received a high school diploma or its equivalent.

## AB 540 Guidelines & 68130.5 Requirements for Eligibility

- Must have attended a California high school for 3 or more full academic years (between grades 9 through 12, inclusive and does not need to be consecutive years);
- Must have or will graduate from a California high school or have attained a G.E.D.; or received a passing mark on the California High School Proficiency Exam (CHSPE);
- Must register or is currently enrolled at an accredited institution of public higher education in California;
- Must file or will file an affidavit as required by individual institutions, stating that the filer will apply for legal residency as soon as possible;
- Must not hold a valid non-immigrant visa (F, J, H, L, A, E, etc.)

## AB 540 Ineligibility

An ineligible student is one who does not meet the AB 540 criterion. In most situations, not having met the three years attendance at a California high school is what prevents a student from qualifying for AB 540. Students can still attend as long as they meet the admissions criteria and are accepted by the college or university, but must pay non-resident fees.

## AB 540 Affidavit

The AB 540 Affidavit serves two purposes; one is to verify that the student meets the educational requirements, and the second is to certify the intent to establish legal residency.

The first purpose relates to educational eligibility where students must indicate:

**Yes or No** I have graduated from a California High School or have attained the equivalent thereof, such as a high school Equivalency Certificate issued by the California State GED Office or a Certificate of Proficiency, resulting from the California High School Proficiency Examination. And,

**Yes or No** I have attended high school in California for three or more years.

Students must also provide information on all schools attended in grades 9-12 and submit required documentation (high school transcript) as specified by the institution.

The second purpose refers to the eligibility for exemption on non-resident tuition. To exempt a student from paying non-resident tuition the Affidavit must be completed prior to enrollment at an institution. The legal document certifies that the student is in the process of legalizing their residency status or will file for legal residency as soon as eligible.

Non-resident tuition exemptions ARE granted for students who indicate on the affidavit (as long as the educational criterion is also met):

- I am NOT a nonimmigrant alien (including, but not limited to, a U.S. citizen, permanent resident, or an alien without lawful immigration status).

Non-resident tuition exemptions are NOT granted for students who indicate on the affidavit:

- I am a nonimmigrant alien {including, but not limited to A FOREIGN STUDENT (F Visa) or exchange visitor (J visa)}.

The information provided is declared under penalty of law of the State of California and the signature verifies that the information is correct and accurate. In addition, the California State University and the University of California require documentation of high school attendance and graduation (or its equivalent) in support of the affidavit.

The affidavit is found on the [Enrollment Services](#) website. The affidavit and supporting documentation of high school attendance and graduation should be submitted after the admission offer is made to the student and before the student pays tuition and fees.

## California Residency and Legal Permanent US Residency Definitions

To establish physical residence in California, a person must possess ability to **legally** establish residency in the state. A US citizen, permanent resident (green card holder), or holders of specialized immigration visas may establish legal state residency. An adult, who is physically present in the state and who, at the same time, intends to make California his or her permanent home may establish legal residence. Steps must be taken at least one year prior to the residence determination date to show intent to make California the permanent home with concurrent relinquishment of the prior legal residence.

### Lawful Permanent US Residency

is defined as a person who has a — green card and may legally reside permanently in the United States.

A Lawful Permanent Resident (LPR) may work in the US and may serve in the military, pay taxes, but cannot vote. An LPR may become a US citizen through naturalization.

### **Unprotected immigrant**

student is defined as a non-citizen student who came to the United States without any legal immigration documents or someone who entered with a visa and stayed after the time in which they were authorized to be here (Pg. ii, Immigration Law Training Institute Booklet, University of California Riverside, Department of Law & Public Policy).

## **Immigration Advice**

Immigration law is extremely complex and constantly changing, therefore faculty and staff are advised NOT to give “immigration advice” to students, but rather to advise them to seek professional legal assistance from an immigration attorney. Utilizing unauthorized public benefits; such as federal assistance while undocumented can be deemed grounds for automatic deportation the day the individual is able to adjust his immigration status.

## **Federal Law: FERPA**


The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. As a result, universities cannot release the student’s information, including the fact that they are undocumented, except under very specific circumstances, such as a court order. For more information about what can be released about students and the campus policy statement, please see Releasing Student Information on the [Enrollment Services](#) website.

## **Tax Reporting – ITIN and Tax Form 1098-T**

The Internal Revenue Service (IRS) issues an Individual Tax Payer Identification Number (ITIN) for federal tax purposes only to non-resident aliens. However, the ITIN may also be used for filing California state tax purposes.

AB 540 students are taxed and report the same as US citizens. However, unlike US citizens that report with a social security number (SSN), AB 540 students report using an ITIN. Students that do not have an ITIN should obtain one as soon as they get their first scholarship letter or file income taxes. The [form and instructions](#) are available on the IRS website. A list of [Acceptance Agents](#) for IRS can also be found on-line. Students must submit the completed application accompanied by original or certified copies from the issuing agency of the documentary evidence of alien status and identity such as a passport, foreign birth certificate, etc. One piece of documentary evidence should contain photo identification. For questions on how to obtain the ITIN and its use, students are advised to go to the [Internal Revenue Service website](#).

AB 540 students that receive scholarships are encouraged to file federal and state income taxes. Only the cost of the tuition, fees, books and required equipment for students pursuing a degree are tax exempt. Filing is the student’s responsibility and is the prudent thing to do, so that the student establishes a record as a lawful taxpayer. Normally tax withholding will be not be made at the time the scholarship is given, so the student may reserve funds to pay for the required taxes, which could be in the range as high as 28 percent.

Finally, the scholarship provider will ask the student to complete the W9-s form for the provider's records. The form does not go to the IRS, but stays with the scholarship provider for their reports. To find the form on the [IRS website](#), type in W-9S or go to <http://www.irs.gov/pub/irs-pdf/fw9s.pdf> .


## Compliance with Tax Form 1098-T


Near the end of the calendar year, some students may be contacted by Bursar's Office informing them that the Social Security Number (SSN) or Individual Taxpayer Identification Number (ITIN) on their student account is either missing or invalid. This is done because the Internal Revenue Service (IRS) requires all colleges and universities to request SSNs or ITINs from enrolled students in order to comply with Form 1098-T reporting requirements that pertain to educational tax credits (pursuant to the Taxpayer Relief Act of 1997.)

Students who are not filing for tuition tax credit do not have to complete the Request for Taxpayer Identification Number and Certification, nor provide an ITIN or SSN to the university. Students who are filing for tuition tax credit must follow the instructions to accommodate the Bursar's Office request. Questions may be directed to 562-985-5457.

## State Law: The California Dream Act of 2011

The California Dream Act of 2011 (AB 130 and AB131) is the name of laws created by two bills authored by Assemblymember Gil Cedillo, passed by the California Legislature and signed into law by the Governor Jerry Brown in 2011. The California Student Aid Commission was directed to develop an application form for AB 540 students to apply for California state financial aid. Completion of this form is required to determine eligibility for state financial aid for AB 540 eligible students. The application is processed by the California Student Aid Commission (CSAC) and sent to the campus Financial Aid Office.

The Dream Application can be found on line at [www.csac.ca.gov/](http://www.csac.ca.gov/) . It is NOT an application for **Federal** financial aid. Undocumented AB 540 must NOT complete the FAFSA (Free Application for Federal Student Aid) because they are not eligible for Federal financial aid. Filing a FAFSA can be considered by Homeland Security's Bureau of Customs and Immigration Services (BCIS) as an application for a public benefit for which an undocumented student is not eligible. Penalties can be severe, including jail and deportation.


Students eligible to file for Federal aid should apply using the FAFSA to maximize their opportunities to receive state and federal student financial aid. The [FAFSA application](#)  is on line at [www.fafsa.ed.gov/](http://www.fafsa.ed.gov/).

## Cal Grant Primer

There are two types of grants available as Cal Grants: the entitlement grants and the competitive grants. Each has its own requirements.

Under entitlement grants, eligible student are guaranteed a Cal Grant A if they have at least a 3.0 grade point average and apply by March 2 either of the year they graduate from high school or the following year. The Cal Grant A guarantee provides for tuition and fees at the California State University, the University of California and tuition support at participating independent colleges and universities and career colleges. If a student receives a Cal Grant A but attends a California Community College first, his

or her award will be reserved for up to three years until the student transfers to a four year college, if the student continue to qualify. These students must notify their transfer school that they have a reserved grant. High school seniors and community college transfer students are a targeted group for Cal Grants, however all other undocumented students are encouraged to apply as there are other university support programs for which the students may be eligible.

Cal Grant A and B Competitive Awards are available for students who do not qualify for the entitlement grants. The competitive grants are not guaranteed. Each year 22,500 competitive grants are awarded. . Half of the grants are awarded to eligible students that apply by March 2. The remaining half is set aside for California Community College students who meet the September 2 deadline. For a complete description, go to the [California Student Aid Commission web site](#) .

There is a third Cal Grant for Technical and Vocational Students. Cal Grant C awards assist with tuition and training costs for occupational, technical, and vocational programs. The award includes funds for books, tools and equipment, tuition and fees if the student will be attending a school other than a California Community College (community colleges don't charge tuition and fees will be waived as a Cal Grant recipient). Funding is available for up to two years, depending on the length of the program. To qualify, one must enroll in an occupational, technical, or vocational program that is at least four months long at a California Community College, an independent college, or a vocational/career school. Even though a GPA is not required to apply for a Cal Grant C, students are still encouraged to submit that information because it can only help their chance of receiving an award.

## **Part One: AB 130**

Signed into law on July 25, 2011, AB 130 became effective January 1, 2012. AB 130 allows AB 540 students to be eligible for colleges and universities privately funded scholarships. AB 130 is the first of the California Dream Act.

At CSULB all privately funded scholarships offered by the university are open to AB 540 students. The only scholarships that are not available to AB 540 students are those where a donor has specified the eligibility requirements.

## **Part Two: AB 131**

AB 131 was signed into law on October 8, 2011, and becomes effective on January 1, 2013. This new law allows students who meet the AB 540 criteria to apply for and receive institutional grants, like the State University Grant, Educational Opportunity Program and Services fee waivers and the University of California Grants. California Community College students can apply for and receive Board of Governors fee waivers. AB 540 eligible students can also apply for and receive state financial aid, including Cal Grants and Chafee Foster Youth Grants for use at eligible public and private institutions.

To qualify for California financial aid through AB 131, AB 540 students must:

- Have attended a California high school for three or more full academic years between grades 9 through 12. They do not need to be consecutive years.
- Have or will graduate from a California high school or have attained a GED; or received a passing mark on the California High School Proficiency Exam (CHSPE);
- Registered or be currently enrolled at an accredited institution of higher education in California.
- Not hold a valid non-immigrant visa (F, J, H, L, A, B, E, etc.);



- Demonstrate financial need and meet all other program requirements.
- In addition, undocumented students must file an affidavit as required by the individual institutions that the filer will apply for legal residency as soon as possible.

**DCAA**

**October 25, 2012**

**AGENDA ITEM #4**

Status on New Title 5 Regulations to Establishing  
Pre-requisites and Co-requisites

Mary Rees



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

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

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

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

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

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

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

See [Administrative Procedure 4025](#).

Last Modified by Laurie Nusser on July 2, 2012



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Last Modified by Laurie Nusser on July 2, 2012



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

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

See Administrative Procedure 4260.



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

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

## **AP 4260 Prerequisites and Co-requisites**

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

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

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

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

### **2. Challenge Process**

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



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

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

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

### C. Curriculum Review Process

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

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

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

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

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

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

### **Review of Individual Courses**

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

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

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

in satisfaction of this requirement.

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

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

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

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

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

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

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

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

## **Limitations on Enrollment.**

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

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

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

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

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

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

**DCAA**

**October 25, 2012**

**AGENDA ITEM #5**

Status on General Education Pattern Subcommittee Status

AP 4025

Mary Rees





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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Last Modified by Laurie Nusser on July 2, 2012

**DCAA**

**October 25, 2012**

**AGENDA ITEM #6**

AP 5055 Enrollment Priority – Discussion

Erika Endrijonas/Jane Harmon

**From:** Erika Endrijonas <[eendrijonas@vcccd.edu](mailto:eendrijonas@vcccd.edu)>

**Date:** October 16, 2012, 6:47:02 PM PDT

**To:** Beatriz Herrera <[BHerrera@vcccd.edu](mailto:BHerrera@vcccd.edu)>

**Cc:** Paula Munoz <[PMunoz@vcccd.edu](mailto:PMunoz@vcccd.edu)>, Natawni Pringle <[NPringle@vcccd.edu](mailto:NPringle@vcccd.edu)>, Aurora De La Selva <[ADeLaSelva@vcccd.edu](mailto:ADeLaSelva@vcccd.edu)>, Marian Carrasco Nungaray <[MCarrasco@vcccd.edu](mailto:MCarrasco@vcccd.edu)>, Marcelino De Cierdo <[MDecierdo@vcccd.edu](mailto:MDecierdo@vcccd.edu)>, David Farris <[DFarris@vcccd.edu](mailto:DFarris@vcccd.edu)>, Helen Galindo <[HGalindo@vcccd.edu](mailto:HGalindo@vcccd.edu)>, Angeles Rodriguez <[AngelesRodriguez@vcccd.edu](mailto:AngelesRodriguez@vcccd.edu)>, Angelica Gonzales <[AGonzales@vcccd.edu](mailto:AGonzales@vcccd.edu)>, Guadalupe Moriel-Guillen <[GGuillen@vcccd.edu](mailto:GGuillen@vcccd.edu)>, Tacey Hosley <[thosley@vcccd.edu](mailto:thosley@vcccd.edu)>, Becky Hull <[BHull@vcccd.edu](mailto:BHull@vcccd.edu)>, Daniel Walsh <[dwalsh@vcccd.edu](mailto:dwalsh@vcccd.edu)>, Denise Pope <[DPope@vcccd.edu](mailto:DPope@vcccd.edu)>, Beatriz Zizumbo <[BZizumbo@vcccd.edu](mailto:BZizumbo@vcccd.edu)>, Robert Chaparro <[RChaparro@vcccd.edu](mailto:RChaparro@vcccd.edu)>, Tim Suel <[TSuel@vcccd.edu](mailto:TSuel@vcccd.edu)>, Laura Hilton <[LHilton@vcccd.edu](mailto:LHilton@vcccd.edu)>, Alma Rodriguez <[ARodriguez@vcccd.edu](mailto:ARodriguez@vcccd.edu)>, Rosie Stutts <[RStutts@vcccd.edu](mailto:RStutts@vcccd.edu)>, Stephen Manriquez <[SManriquez@vcccd.edu](mailto:SManriquez@vcccd.edu)>, Rick Trevino <[rtrevino@vcccd.edu](mailto:rtrevino@vcccd.edu)>, Gloria Padron-Garcia <[GPadron@vcccd.edu](mailto:GPadron@vcccd.edu)>, Victoria Lugo <[VLugo@vcccd.edu](mailto:VLugo@vcccd.edu)>, Patricia Wendt <[PWendt@vcccd.edu](mailto:PWendt@vcccd.edu)>, Dennis Harvey <[DGHarvey@vcccd.edu](mailto:DGHarvey@vcccd.edu)>, Robin Calote <[RCalote@vcccd.edu](mailto:RCalote@vcccd.edu)>, Ana Valle <[AMValle@vcccd.edu](mailto:AMValle@vcccd.edu)>, Cesar Flores <[CFlores@vcccd.edu](mailto:CFlores@vcccd.edu)>, Susan Bricker <[SBricker@vcccd.edu](mailto:SBricker@vcccd.edu)>, Peter Sezzi <[PSezzi@vcccd.edu](mailto:PSezzi@vcccd.edu)>, Everardo Rivera <[EGRivera@vcccd.edu](mailto:EGRivera@vcccd.edu)>, Ramiro Sanchez <[RSanchez@vcccd.edu](mailto:RSanchez@vcccd.edu)>, Patricia Ewins <[PEwins@vcccd.edu](mailto:PEwins@vcccd.edu)>, Karen Engelsen <[kengelsen@vcccd.edu](mailto:kengelsen@vcccd.edu)>, Pam Kennedy-Luna <[PLuna@vcccd.edu](mailto:PLuna@vcccd.edu)>, Gloria Arevalo <[garevalo@vcccd.edu](mailto:garevalo@vcccd.edu)>

**Subject: Re: Enrollment Priorities Regulations Adopted**

Bea:

I think there is a significant amount of confusion here over what has happened in the past, what happened last Thursday and what we need to do going forward.

First, last year, then DCSL researched the best way to revise the Enrollment Priorities for the district. After studying enrollment patterns and how many students were in the pipeline with varying amounts of units, DCSL adopted a priority system modeled loosely after Santa Monica College's model. The goal of this revision was not only to update the current Board policy, but also to help students to graduate in a more timely manner by giving higher priority to students who were close to graduating rather than basing it on the total number of units completed (and this after all of the mandated groups had their priority registration). AP 5055 was vetted by all three Academic Senates, DCSL, the Board Policy Committee, and it was accepted by the Board in Spring.

Of note is the fact that AP 5055 lists the first priority group as follows: EOPS, DSPS, Military Vets, Foster Youth and CalWORKS. However, Vets and Foster Youth should have been listed first because they are mandated as the first priority in Ed Code. Then, we should have listed EOPS and DSPS because they are in the second priority group per Title 5, a detail we missed. CalWORKS was a local decision for inclusion in the priority groups. The Fall 2012 enrollment priorities were assigned according to this version of AP 5055.

Over the summer, the Board of Governors approved the new Enrollment Priorities for our system

which are currently being vetted by the Department of Finance. These new priorities, which stemmed in part from the Student Success Task Force Recommendations, again listed Priority Groups 1 and 2 per Ed Code and Title 5, but it went further in adding the 100 unit limit for all students, being matriculated and being in good academic standing as part of retaining priority status. It also clarified that the 100 unit limit and good academic standing pertained to all priority groups, and it specifically stated that groups 1 and 2 could only be collapsed if a college or district could guarantee that they had sufficient capacity to meet all Vet and Foster Youth needs at the same time as EOPS and DSPS. The confusion here is that this requirement wasn't new, it was just more clearly articulated. As well, colleges were told that they had until Fall 2014 to phase the priorities in, especially the notification of the potential loss of priority and an appeals process to have that priority reinstated.

So, most of what I have described must be discussed by DTRW-SS, DCAA, the Academic Senates, the Board Policy Committee and ultimately accepted by the Board. That entire process is slated for this academic year and we are awaiting guidelines from the Chancellor's Office to complete this process.

However, in the meantime, it has become clear that our current AP 5055 is not truly compliant. My understanding of this comes directly from reading the relevant documents, but also from two encounters with Vice Chancellor Barry Russell who has twice said that the two groups can only be collapsed if we have sufficient capacity. Unfortunately, we do not have the capacity to be compliant at Oxnard; therefore, even while the revisions to AP 5055 are being discussed through the shared governance process, it is still incumbent upon us to follow the law. That was the context in which I raised this issue, and it was suggested by other people in the room last week that the best way to solve this quickly since Spring registration is coming up so quickly was to separate the groups by only 24 hours.

So, yes, this entire process should be and will be formally vetted. However, if I know that a process we have in place is not compliant, I can't ignore it, especially when the remedy is a short 24 hour delay, a bandaid of sorts.

Until Paula and Ana's emails arrived, I had no idea that this information had not been shared with them, and I apologize for them finding out this way. However, the law is the law and we must follow it....and adjust our practices accordingly. I assure you that the long-term solution will be properly vetted and it will part of the larger AP 5055 discussion as it should be.

I hope I have answered your questions.

Thanks  
Erika

Dr. Erika Endrijonas  
Executive Vice President  
Oxnard College

Sent from my iPad

On Oct 16, 2012, at 4:43 PM, "Beatriz Herrera" <[BHerrera@vcccd.edu](mailto:BHerrera@vcccd.edu)> wrote:

Erika,

Thank you for responding to my previous emails. I promise that this is my last email on this issue. It is quite a complex issue and it appears that it will require further follow-up from those more directly involved. At this point I have no idea what is approved by the Board and not approved. But here are my parting thoughts on it:

I understand that the issues need to be addressed but I am confused as to what group creates/decides policy and what group creates/decides procedure(s). To me, the role of the DTRW-SS and its function--- as it relates to setting policy---- is that it does not set policy but rather it is a workgroup to iron out details of proposed ideas. Then its work (outcomes of the workgroup) goes through a vetting process to DCAA then to the campus Senates then to the District Chancellor's Consultation (and if they approve) it finally goes to the Board for approval.

Perhaps I am the only one but I don't see that the DTRW-SS completed this cycle of the shared-governance process for the items being discussed. I am glad Peter Sezzi is included in this email because he can let us know what is the actual role of DTRW-SS and what decision-making authority it has on approving policy and procedure(s).

I've attempted to add all DTRW-SS committee members on this email (not sure I got all of them) as I am referencing the committee and I want them to know exactly what are my concerns. Don't want anyone to misquote me or misinterpret what I am stating in my emails. It's better to have it out in the open.

Thank you for your time.

Bea

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**66025.8.** (a) The California State University and each community college district shall, and the University of California is requested to, with respect to each campus in their respective jurisdictions that administers a priority enrollment system, grant priority in that system for registration for enrollment to any member or former member of the Armed Forces of the United States, and who is a resident of California, who has received an honorable discharge, a general discharge, or an other than honorable discharge, and to any member or former member of the State Military Reserve, for any academic term attended at one of these institutions within four years of leaving state or federal active duty. A former member of the Armed Forces of the United States or the State Military Reserve who received a dishonorable discharge or a bad conduct discharge is not eligible for priority registration for enrollment pursuant to this section.

(b) (1) For the purposes of this section, "Armed Forces of the United States" means the Air Force, Army, Coast Guard, Marine Corps, National Guard, Naval Militia, Navy, and the reserve components of each of those forces, including the California National Guard.

(2) As used in this section, "member or former member of the Armed Forces of the United States" includes, but is not necessarily limited to, any student who is called to active military duty compelling that student to take an academic leave of absence.

**66025.9.** (a) The California State University and each community college district shall, and the University of California is requested to, with respect to each campus in their respective jurisdictions that administers a priority enrollment system, grant priority in that system for registration for enrollment to a foster youth or former foster youth.

(b) For purposes of this section, "foster youth" means a person who is currently in foster care, and "former foster youth" means a person who is an emancipated foster youth and who is up to 24 years of age.

(c) This section shall remain in effect only until January 1, 2017, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2017, deletes or extends that date.



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

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

See [Administrative Procedure 5055](#).

Last Modified by Laurie Nusser on March 14, 2012





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

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

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

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

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

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

**Primary Semesters:** fall and spring

Last Modified by Laurie Nusser on March 14, 2012

**DCAA**

**October 25, 2012**

**AGENDA ITEM #7**

Policies and Administrative Procedures

2 Year Review Cycle for Accreditation

Deadline March 2013

**VCCCD Policy/Procedure Tracking (gray-shaded items require review within current two-year review cycle ending 3/31/13)**

Board Policy	Responsible	Accreditation Standard	CC League Update	Originally Adopted:	Committee Recommendation	Chancellor's Cabinet	Policy Committee	Consultation Council (Bot agenda/review)	Most Recent Board Approval "Last Reviewed"	BoardDocs x Reviewed Current Cycle	Notes/History
<b>Chapter 4 – Academic Affairs</b>											
<b>BP 4010: Academic Calendar</b>	PP			2/16/06	Pres Cncl 8/15/11	8/29/11	9/8/11	9/30/11	10/11/11 02/16/06	x <sup>^</sup>	PP approved 8.16.11; move forward (reaffirm) Check w/PP for input per Pres Cncl Mtg 8.15.11 PP approved 8.16.11; move forward (no changes)
<b>AP 4010: Academic Calendar</b>	PP			6/23/09	Pres Cncl 8/15/11 DCSL 3/26/09 2/26/09	8/29/11 4/20/09 3/30/09	9/8/11 5/14/09	9/30/11 6/12/09	10/11/11 6/23/09	x <sup>^</sup>	Check with PP for input per Pres Cncl Mtg 8.15.11
<b>BP 4020: Program, Curriculum, and Course Development</b>			9/13/11	2/16/06					02/16/06	x	
<b>AP 4020: Program, Curriculum, and Course Development</b>		II.A	9/13/11	5/12/09	DCSL 2/26/09, 3/26/09	3/30/09 4/20/09	05/19/11	06/09/11	06/21/11	x <sup>^</sup>	<b>Reviewed in cycle; back under review by committee.</b>
<b>BP 4021: Program Discontinuance</b>				03/08/11		11/28/11	1/25/12 02/10/11	2/3/12 2/25/11	2/14/12 03/08/11	x <sup>^</sup>	Approved BOT 2/14/12 10.13.11 DCSL WIP on AP 4021. No changes to BP to date. To Gaither 8/17/11 Reviewed @ Admin Council Retreat – Gaither to work with EVPs, Academic Senates/Committees

**VCCCD Policy/Procedure Tracking (gray-shaded items require review within current two-year review cycle ending 3/31/13)**

Board Policy	Responsible	Accreditation Standard	CC League Update	Originally Adopted	Committee Recommendation	Chancellor's Cabinet	Policy Committee	Consultation Council (BoT agenda/review)	Most Recent Board Approval "Last Reviewed"	BoardDocs x Reviewed Current Cycle^	Notes/History
											Approved BOT 2/14/12
<b>AP 4021 : Program Discontinuance</b>					DCSL 11/10/11 10/13/11 9/8/11 2/26/09, 3/26/09 4/23/09	11/28/11	1/25/12	2/3/12	2/14/12	x^	DCSL reviewed 10/13/11, revised. Draft returning to campus constituents for review, feedback. Return to November 10 DCSL mtg to take action. Would then move to Policy Committee, Consultation Council, Board for action. 8/17/11 To Gather
<b>BP 4022: Program and Course Approval</b>				6/23/09			5/14/09	6/12/09	06/23/09	x	To be reviewed at Admin Council Retreat 8/11/11 PC 5/19/11: Returned to DCSL/Ramiro.
<b>AP 4022: Program and Course Approval</b>				5/12/09	03/26/09	3/30/09	5/14/09	5/1/09	05/12/09	x	PC 5/19/11. Returned to DCSL/Ramiro. Board approval 6/19/12
BP 4025: Philosophy and Criteria for Associate Degree and General Education		II.A.3		2/16/06	DTRW 4/12/12 Pres Cncl 8/15/11	4/24/12	5/15/12	6/7/12	6/19/12	x^	Taking to Cabinet 4/2012 for alignment.

**VCCCD Policy/Procedure Tracking (gray-shaded items require review within current two-year review cycle ending 3/31/13)**

Board Policy	Responsible	Accreditation Standard	CC League Update	Originally Adopted:	Committee Recommendation	Chancellor's Cabinet	Policy Committee	Consultation Council (BOT agenda/review)	Most Recent Board Approval "Last Reviewed"	BoardDocs Reviewed Current Cycle <sup>a</sup>	Notes/History
AP 4025: Philosophy and Criteria for Associate Degree and General Education		II.A.3		7/14/09	DTRW 4/12/12 3/8/12 DCSL 1/12/12 Pres Cncl 8/15/11	4/24/12  3/28/11	5/15/12	6/7/12	6/19/12	x <sup>a</sup>	Will need to return in future related to General Ed Taking draft recommended by DTRW 4/12/12 to Cabinet 4/24/12 – Title 5 Change Requirements AP went to Cabinet 3/28/11, was not discussed, no returned, Informed DCSL 1/12/12. 1/4/12 Shannon Davis OC Articulation Officers requested status. She will provide draft at 1/12/12 DCSL mtg.
BP 4030: Academic Freedom		II.A.7		4/18/06	Pres Cncl 8.15.11	5/26/09	9/8/11	7/2/09	7/14/09	x	Pulled 9/11 PC meeting for further review. Also need to add "See Administrative Procedure 4030" to BP.
AP 4030: Academic Freedom		II.A.7		7/14/09	Pres Cncl 8.15.11 DCSL 4/23/09 3/26/09	5/26/09	9/8/11 6/25/09	7/2/09	07/14/09	x	Pulled 9/11 PC meeting for further review

**VCCCD Policy/Procedure Tracking (gray-shaded items require review within current two-year review cycle ending 3/31/13)**

Board Policy	Responsible	Accreditation Standard	CC League Update	Originally Adopted	Committee Recommendation	Chancellor's Cabinet	Policy Committee	Consultation Council (BoT agenda/review)	Most Recent Board Approval "Last Reviewed"	BoardDocs x Reviewed Current Cycle <sup>^</sup>	Notes/History
<b>BP 4040: Library Services</b>		II.C		2/16/06	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11 02/16/06	x <sup>^</sup>	
<b>AP 4040: Library and Other Instructional Support Services</b>		II.C		7/14/09	Pres Cncl 8.15.11 DCSL 3/26/09 4/23/09	8/29/11	9/8/11	9/30/11	10/11/11 07/14/09	x <sup>^</sup>	
<b>BP 4050: Articulation</b>				2/16/06	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11 02/16/06	x <sup>^</sup>	
<b>AP 4050: Articulation</b>		II.A.6.a		5/12/09	Pres Cncl 8.15.11 DCSL 3/26/09, 2/26/09	8/29/11	9/8/11	9/30/11	10/11/11 05/12/09	x <sup>^</sup>	
<b>BP 4060: Delineation of Functions Agreements</b>				2/16/06	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11 02/16/06	x <sup>^</sup>	
<b>AP 4060: Delineation of Functions Agreements</b>				7/14/09	Pres Cncl 8.15.11 DCSL 4/23/09 3/26/09	8/29/11	9/8/11	9/30/11	10/11/11 07/14/09	x <sup>^</sup>	

**VCCCD Policy/Procedure Tracking (gray-shaded items require review within current two-year review cycle ending 3/31/13)**

Board Policy	Responsible	Accreditation Standard	CC League Update	Originally Adopted:	Committee Recommendation	Chancellor's Cabinet	Policy Committee	Consultation Council (Bot agenda/review)	Most Recent Board Approval "Last Reviewed"	BoardDocs x Reviewed Current Cycle^	Notes/History
<b>BP 4070: Auditing and Auditing Fees</b>				2/16/06	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10.11.11 02/16/06	x^	
<b>AP 4070: Auditing and Auditing Fees</b>				5/12/09	Pres Cncl 8/15/11 DCSL 3/26/09, 2/26/09	8/29/11	9/8/11	9/30/11	10.11.11 5/12/09	x^	
<b>BP 4100: Graduation Requirements for Degrees and Certificates</b>				2/16/06	DCSL 4/12/12 Pres Cncl 8/15/11	Email 4/12/12 8/29/11	4/18/12 9/8/11	4/27/12	5/8/12 02/16/06	x^	Cabinet to review via email as time sensitive -- Clare emailed Cabinet 4/12/12 -- DCSL recommended 4/12/12 -- language for catalog Pulled 9/8/11 at PC mtg per President Eddinger. Move forward to Chancellor's Cabinet for review 8.29.11

**VCCCD Policy/Procedure Tracking (gray-shaded items require review within current two-year review cycle ending 3/31/13)**

Board Policy	Responsible	Accreditation Standard	CC League Update	Originally Adopted	Committee Recommendation	Chancellor's Cabinet	Policy Committee	Consultation Council (BoT agenda/review)	Most Recent Board Approval "Last Reviewed"	BoardDocs x Reviewed Current Cycle <sup>^</sup>	Notes/History
AP 4100: Graduation Requirements for Degrees and Certificates				6/16/10	DCSL 4/12/12 Pres Cncl 8/15/11	Email 4/12/12 8/29/11	4/18/12 9/8/11	4/27/12 6/09/11	5/8/12 06/21/11	x <sup>^</sup>	Cabinet to review via email as time sensitive -- Clare emailed Cabinet 4/12/12 -- DCSL recommended 4/12/12 -- language for catalog Pulled 9/8/11 at PC mtg per President Edinger. Move forward to Chancellor's Cabinet for review 8.29.11
BP 4101: Independent Study				6/23/09	Pres Cncl 8.15.11	8/29/11 4/20/09	9/8/11 5/14/09	9/30/11 6/12/09	10/11/11 6/23/09	x <sup>^</sup>	
AP 4101: Independent Study				5/12/09	Pres Cncl 8.15.11 DCSL 3/26/09, 2/26/09	8/29/11 4/6/09	9/8/11 4/16/09	9/30/11 5/1/09	10/11/11 5/12/09	x <sup>^</sup>	
AP 4102: Occupational/Vocational Technical Programs			9/13/11	7/14/09	DCSL 4/23/09 3/26/09	5/26/09	6/25/09	7/2/09	7/14/09	x	Approved BOT mtg 10.11.11 (proposed)
BP 4103: Work Experience				10/11/11	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11	x <sup>^</sup>	8/29/11 BP draft. Move to PC 9/8/11. Per Pres Cncl 8/15/11, need BP for standalone AP



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AP 4103: Work Experience				7/14/09	Pres Cncl 8.15.11 DCSL 4/23/09 3/26/09	8/29/11 5/26/09	9/8/11 6/25/09	9/30/11 7/2/09	10/11/11 7/14/09	x^	
BP 4104: Contract Education				10/11/11	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11	x^	Approved BOT mtg 10.11.11 (proposed) 8/29/11 BP draft. Move to PC 9/8/11. Per Pres Cncl 8/15/11, need BP for standalone AP
AP 4104: Contract Education				12/14/10	Pres Cncl 8.15.11	8/29/11 11/29/10	9/8/11 11/11/10	9/30/11 12/3/10	10/11/11 12/14/10	x^	
BP 4106: Nursing Program	JM			10/11/11	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11	x^	Approved BOT mtg 10.11.11 (proposed) Provide BP (standalone) AP at 8.29.11 Chancellor's Cabinet. No exists.
AP 4106: Nursing Program				12/14/10	Pres Cncl 8.15.11	8/29/11 11/29/10	9/8/11 11/11/10	9/30/11 12/3/10	10/11/11 12/14/10	x^	
BP 4110: Honorary Degrees				2/16/06	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11 02/16/06	x^	

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AP 4110: Honorary Degrees				12/14/10	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11	x <sup>A</sup>	
BP 4220: Standards of Scholarship				2/16/06	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11	x <sup>A</sup>	
AP 4220: Standards of Scholarship – Delegation				12/14/10	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11	x <sup>A</sup>	Approved BOT mtg 10.11.11 (proposed)
BP 4222: Remedial Coursework	JM			10/11/11	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11	x <sup>A</sup>	Provide BP (standalone) AP at 8.29.11 Chancellor's Cabinet.
AP 4222: Remedial Coursework				12/14/10	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11	x <sup>A</sup>	
BP 4225: Course Repetition For Substandard Grades				2/16/06	DCSL 4/12/12 Pres Cncl 8/15/11	4/24/12	5/15/12	6/7/12	6/19/12	x <sup>A</sup>	To Cabinet Review 4/24/12; DCSL recommended AP 4/12/12. BP alignment

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Board Policy	Responsible	Accreditation Standard	CC League Update	Originally Adopted:	Committee Recommendation	Chancellor's Cabinet	Policy Committee	Consultation Council (BOT agenda/review)	Most Recent Board Approval "Last Reviewed"	BoardDocs x Reviewed Current Cycle <sup>a</sup>	Notes/History
AP 4225: Course Repetition			9/13/11	6/16/10	DCSL 4/12/12 3/8/12 2/9/12 1/12/12 12/8/11	4/24/12	5/15/12	6/7/12	6/19/12	x <sup>a</sup>	To Cabinet Review 4/24/12; DCSL recommended 4/12/12  3/8/12 DCSL Registrars new draft  1/12/12 S. Bricker revising. Tabled at DCSL to Feb mtg. Provided League Update  Approved BOT mtg 10/11/11 (proposed)  Provide BP with AP at 8.29.11 Chancellor's Cabinet.  No exists
BP 4226: Multiple and Overlapping Enrollments	JM			10/11/11	Pres Cncl 8/15/11	8/29/11	9/8/11	9/30/11	10/11/11	x <sup>a</sup>	
AP 4226: Multiple and Overlapping Enrollments				12/14/10	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11	x <sup>a</sup>	
BP 4227: Course Repetition Absent Substandard Academic Work					DCSL 04/12/12	4/24/12	5/18/12	6/7/12	6/19/12	x <sup>a</sup>	Approved BOT mtg 6/19/12  Going to Cabinet 4/24/12 --no exists -- need BP DCSL  Cabinet to review 4/24/12 -- 4/12/12 DCSL recommended  Registrars new draft 3/8/12 DCSL  Tabled at 1/12/12 DCSL mtg to Feb DCSL mtg
AP 4227: Course Repetition Absent Substandard Academic Work				6/16/10	DCSL 4/12/12 3/8/12 2/9/12 1/12/12 12/8/11  Pres Cncl 8.15.11	4/24/12	5/18/12	6/7/12	6/19/12	x <sup>a</sup>	

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Board Policy	Responsible	Accreditation Standard	CC League Update	Originally Adopted	Committee Recommendation	Chancellor's Cabinet	Policy Committee	Consultation Council (BoT agenda/review)	Most Recent Board Approval "Last Reviewed"	BoardDocs x Reviewed Current Cycle <sup>^</sup>	Notes/History
<b>BP 4230: Grading and Academic Record Symbols</b>				2/16/06	DCSL 4/12/12 Pres Cncl 8.15.11	4/24/12 8/29/11	5/18/12 9/8/11	6/7/12 9/30/11	6/19/12 10/11/11	x <sup>^</sup>	Taking to Cabinet 4/24/12 – per DCSL 4/12/12, alignment Approved BOT mtg 10/11/11 (treaffirm)
<b>AP 4230: Grading and Academic Record Symbols</b>				5/12/09	DCSL 4/12/12 3/8/12 2/9/12 1/12/12 DCSL 12/8/11 3/26/09 2/26/09 Pres Cncl 8.15.11	4/24/12 8/29/11	5/15/12 9/8/11	6/7/12 9/30/11	6/19/12 10/11/11	x <sup>^</sup>	To Cabinet for Review 4/24/12 – DCSL recommended 4/12/12 S. Bricker, Registrar revising, tabled from Jan DCSL mtg to Feb. 2012 Accepted BOT mtg 10/11/11 (no changes)
<b>BP 4231: Grade Changes</b>				10/11/11	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11	x <sup>^</sup>	Approved BOT mtg 10/11/11 (proposed) Provide BP with AP at 8.29.11 Chancellor's Cabinet. No exists
<b>AP 4231: Grade Changes</b>				6/16/10	Pres Cncl 8.15.11	8/29/11 6/16/09	9/8/11 6/9/10	9/30/11 6/4/10	10/11/11 6/16/10	x <sup>^</sup>	Accepted BOT mtg 10/11/11 (no changes)

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Board Policy	Responsible	Accreditation Standard	CC League Update	Originally Adopted:	Committee Recommendation	Chancellor's Cabinet	Policy Committee	Consultation Council (Bot agenda/review)	Most Recent Board Approval "Last Reviewed"	BoardDocs x Reviewed Current Cycle^	Notes/History
<b>BP 4232: Pass/No Pass</b>				10/11/11	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11	x^	Approved BOT mtg 10/11/11 (proposed) Provide BP with AP at 8.29.11 Chancellor's Cabinet. No exists
<b>AP 4232: Pass /No Pass</b>				6/23/09	Pres Cncl 8/15/11 3/26/09 DCSL 3/8/12	8/29/11 4/20/09 3/26/12	9/8/11 5/14/09 4/18/12	9/30/11 6/12/09 4/27/12	10/11/11 6/23/09 5/8/12	x^	
<b>BP 4235: Credit by Examination</b>				2/16/06	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11 2/16/06	x^	
<b>AP 4235: Credit by Examination</b>				7/14/09	DCSL 3/8/12 Pres Cncl 8/15/11	3/26/12 8/29/11 11/1/10	4/18/12 9/8/11 11/11/10	4/27/12 9/30/11 12/3/10	5/8/12 10/11/11 12/14/10	x^	DCSL recommended to Cabinet 3/8/12; Cab approved 3/26/12. Per Shannon Davis, OC, DCSL recommended to Cabinet 3/20/11; no record in Cabinet. Shannon provided correct draft to 3/8/12 DCSL.
<b>BP 4240: Academic Renewal</b>				6/23/09	Pres Cncl 8.15.11	8/29/11	9/8/11 5/14/09	9/30/11 6/12/09	10/11/11 6/23/09	x^	

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AP 4240: Academic Renewal				6/23/09	DCSL 4/12/12 3/8/12 1/12/12 Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11	x^	Angelica Gonzalez, VC, DCSL – too restrictive? – having college counselors review and return to DCSL 9/2012.
BP 4250: Probation, Disqualification, and Readmission				2/16/06	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11	x^	
AP 4250: Probation				6/16/10	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11	x^	
AP 4255: Disqualification and Dismissal				6/16/10	DCSL 4/12/12 Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11	x^	Registrars revising/DCSL Accepted BOT mtg 10/11/11 Move forward to Chancellor's Cabinet for review 8.29.11

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Board Policy	Responsible	Accreditation Standard	CC League Update	Originally Adopted:	Committee Recommendation	Chancellor's Cabinet	Policy Committee	Consultation Council (BOT agenda/review)	Most Recent Board Approval "Last Reviewed"	BoardDocs Reviewed Current Cycle <sup>a</sup>	Notes/History
BP 4260: Prerequisites and Co-requisites				2/16/06	Pres Cncl 8.15.11	8/29/11	9/8/11		02/16/06	x	Per 10/13/11 DTRW mtg, BP 4260 does not require changes. Hold to move forward until work on AP completed. Pulled per DTRW mtg 9/8 Move forward to Chancellor's Cabinet for review 8.29.11
AP 4260: Prerequisites and Co-requisites			9/13/11	6/16/10	Pres Cncl 8.15.11	8/29/11 6/16/09	9/8/11 6/9/10	6/4/10	6/16/10	x	DTRW – working on AP Distributed 9/13/11 League update to DTRW 10/13/11. Work returns to Curriculum Committees, then to Academic Senates, back to DTRW Pulled per DTRW mtg 9/8 Move forward to Chancellor's Cabinet for review 8.29.11
BP 4300: Field Trips and Excursions	SJ			2/16/06					02/16/06	x	BP refers to AP 4300.
AP 4300: Field Trips and Excursions					DCSL 3/26/09, 2/26/09	4/6/09 (pending form)					
BP 4400: Community Services Programs				2/16/06	Pres Cncl 8.15.11	8/29/11	9/8/11	9/30/11	10/11/11 02/16/06	x <sup>^</sup>	

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AP 4400: Community Services Programs				6/16/10	Pres Cncl 8.15.11	8/29/11 6/16/09	9/8/11 6/9/10	9/30/11 6/4/10	10/11/11 6/16/10	x <sup>^</sup>	To BOT mtg 10/11/11. (Updated language para 2.) Fix language, paragraph 2, then provide with BP 4400 at Chancellor's Cabinet for review 8.29.11
BP 4500: Student News Media					Pres Cncl 8/15/11	8/29/11	9/8/11				Pulled at 9/8/11 PC meeting for further review.
AP 4500: Student News Media				6/16/10	Pres Cncl 8/15/11	8.29.11 6/16/09	9/8/11 6/9/10	6/4/10	6/16/10	x	To BOT mtg 10/11/11 (proposed)
BP 4610: Instructional Service Agreements					Pres Cncl 8/15/11	8.29.11	9/8/11	9/30/11	10/11/11	x <sup>^</sup>	Per Presidents Council 8.15.11, do BP for standalone AP
AP 4610: Instructional Service Agreements				6/16/10	Pres Cncl 8.15.11	8/29/11 6/16/09	9/8/11 6/9/10	9/30/11 6/4/10	10/11/11 6/16/10	x <sup>^</sup>	



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Chapter 5 - Student Services											
BP 5010: Admissions and Concurrent Enrollment			9/13/11	4/18/06	DCSL 4/12/12 Admin Cncl 11/7/11				04/18/06	x	Per DCSL 4/12/12, BP exists, no AP. S. Bricker provided draft AP. P. Sezzi/ VC Academic Senate to review and return 9/2012.  Take BP forward for alignment when ready.  BP, with League update, provided to DCSL 1/12/12. Registrars reviewing.  Clare – 9/13/11 League Update
AP 5010: Admissions			9/13/11		DCSL 4/12/12 3/8/12 1/12/12  Admin Cncl 11/7/11  DCSL 2/26/09 1/22/09	3/23/09 3/16/09 3/9/09					Per DCSL 4/12/12, BP exists, no AP. S. Bricker provided draft AP. P. Sezzi/ VC Academic Senate to review and return 9/2012.  3/8/12 Tabled. Registrars revising.  Provided draft from L. Galvan to DCSL 1/12/12 with League update. Registrars reviewing.  11/4/11 L. Galvan provided hard copy. L. Nusser retyped.  11/3/11 P. Sezzi looking for AP.  Clare – contacted R. Calote re: electronic version AP 5010. Went to Cabinet on 3/23/09. Did not advance. (Eileen/Robin)  Clare – 9/13/11 League Update

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AP 5013: Students in the Military			9/13/11		DCSL 4/12/12 3/8/12						Provided S. Bricker, Registrar AP League version on 4/4/12 – copied Peter Sezzi.  Provided P. Sezzi w/League version on 3.21.12  Shannon Davis, OC requested AP need/gave League version to her 2/29/12 brown mail – no VCCCD AP exists.  Clare – 9/13/11 League Update  Provided League version to S. Bricker 4/4/12. Registrars to work on AP.
BP 5015: Residence Determination				4/18/06	DCSL 4/12/12 Admin Cncl 11/7/11				04/18/06	x	Gave League version to S. Bricker 4/4/12. Registrars to work on AP.  11/4/11 L. Galvan has hard copy. L. Nusser to rekey.  Clare following up with Robin Calote regarding electronic version AP 5010. Went to Cabinet 3/23/09 (Eileen/Robin)
AP 5015: Residence Determination					DCSL 4/12/12 1/22/09 2/26/09	3/9/09, 3/16/09 3/23/09					

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BP 5020: Nonresident Tuition			4/12/12	4/18/06	DCSL 4/12/12				04/18/06	x	4/12/12 Provided S. Bricker new League version of 4/12/12 4/4/12 Provided S. Bricker BdDocs version.
AP 5020: Nonresident Tuition			4/12/12	4/14/09	DCSL 4/12/12 1/22/09	2/2/09	3/12/09	4/3/09	04/14/09	x	4/12/12 Provided S. Bricker new League version of 4/12/12 4/4/12 Provided S. Bricker BdDocs version. Per 11/7/11 Admin Council, for S. Johnson's review
BP 5030: Fees				6/19/08					06/19/08	x	
AP 5030: Fees				4/14/09		2/2/09	3/12/09	4/3/09	04/14/09	x	
BP 5035: Withholding of Student Records				4/18/06					04/18/06	x	Also need to add "See Administrative Procedure 5035" language to BP.
AP 5035: Withholding of Student Records				4/14/09		2/2/09	3/12/09	4/3/09	04/14/09	x	
BP 5040: Student Records, Directory Information, and Privacy				11/03/09			10/15/09		11/03/09	x	
AP 5040: Student Records, Directory Information, and Privacy					DCSL 5/11/11 3/11/11 1/22/09 2/26/09	6/6/11 3/9/09, 3/16/09, 3/23/09 (not yet rcmnded)					Went to DCSL in 3/11 and 5/11, then Cabinet on 6/6/11.
BP 5050: Matriculation				4/18/06					04/18/06	x	
AP 5050: Matriculation				4/14/09		2/2/09	3/12/09	4/3/09	04/14/09	x	

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<b>BP 5052: Open Enrollment</b>				4/18/06					04/18/06	x	
<b>AP 5052: Open Enrollment</b>				4/14/09	DCSL 1/22/09	2/2/09	3/12/09	4/3/09	04/14/09	x	
<b>BP 5055: Enrollment Priorities</b>				4/18/06	DCSL	12/12/11	2/15/12	3/2/12	3/13/12 04/18/06	x <sup>^</sup>	

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AP 5055: Enrollment Priorities				4/14/09	DCSL 1/12/12 12/8/11 11/10/11	1/30/12 12/12/11 11/28/11 2/2/09	2/15/12 3/12/09	3/2/12 4/3/09	3/13/12 04/14/09	x^	Accepted BOT 3/13/12.  Vetted 3x between Cabinet/DCSL w/written rationale; PC Chair did not accept alternate version. DCSL can return item with evidence of existing problem for athletes.  Developed/reviewed/revise at DCSL and Cabinet over series of meetings. Scheduled for PC 2/15/12 and 3/13/12 Bd Mtg approval. Differing opinions between DCSL/Cabinet re: priority for athletes. DCSL members Lori Bennett (MC), Karen Engelsen (OC), and Peter Sezzi (VC) gathering data on athletes' issues to report back to DCSL/Cabinet.  1/30/12 – Cabinet made one change – DCSL objected. No change agreed upon by Cabinet.  12/12/11 Cab reviewed MC/VC rationale. Not accepted. Can provide evidence/data of existing problem for athletes. Provided written rationale to Gather.  AP on 10/13/11 DCSL agenda as "old business" related to signed AB 194 foster youth plus student athletes. CalWorks students included w/state-mandated groups first grouping, veterans leg review needed. Tabled to Nov mtg.

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BP 5110: Counseling				4/18/06					04/18/06	x	
AP 5110: Counseling				4/14/09		2/2/09	3/12/09	4/3/09	04/14/09	x	
BP 5120: Transfer Center				4/18/06					04/18/06	x	
AP 5120: Transfer Center				4/14/09		2/2/09	3/12/09	4/3/09	04/14/09	x	
BP 5130: Financial Aid				4/18/06					04/18/06	x	
AP 5130: Financial Aid			9/13/11	4/14/09	DCSL 1/22/09	2/2/09	3/12/09	4/3/09	04/14/09	x	
BP 5140: Disabled Students Programs and Services				4/18/06					04/18/06	x	Also need to add "See Administrative Procedure AP 5140" language to BP.
AP 5140: Disabled Students Programs and Services				4/14/09	DCSL 1/22/09	2/2/09	3/12/09	4/3/09	04/14/09	x	
BP 5150: Extended Opportunity Programs and Services				4/18/06							Also need to add "See Administrative Procedure AP 5150" language to BP.
AP 5150: Extended Opportunity Programs and Services					DCSL 1/22/09	3/30/09, 2/20/09 (not approved)	3/12/09				
BP 5200: Student Health Services				4/18/06					04/18/06	x	Also need to add "See Administrative Procedure AP 5200" language to BP.
AP 5200: Student Health Services					DCSL 1/22/09	2/2/09					
BP 5205: Student Accident Insurance				4/18/06					04/18/06	x	Also need to add "See Administrative Procedure AP 5205" language to BP.
AP 5205: Student Accident Insurance					DCSL 1/22/09	2/2/09					

VCCCD Policy/Procedure Tracking (gray-shaded items require review within current two-year review cycle ending 3/31/13)

Board Policy	Responsible	Accreditation Standard	CC League Update	Originally Adopted:	Committee Recommendation	Chancellor's Cabinet	Policy Committee	Consultation Council (Bot agenda/review)	Most Recent Board Approval "Last Reviewed"	BoardDocs x Reviewed Current Cycle	Notes/History
BP 5210: Communicable Disease				4/18/06					04/18/06	x	
AP 5210: Communicable Disease						2/2/09					BP refers to AP 5210.
BP 5300: Student Equity				4/18/06					04/18/06	x	
AP 5300: Student Equity					DCSL 1/22/09	2/2/09					BP refers to AP 5300.
BP 5400: Associated Students Organization				4/18/06					04/18/06	x	
AP 5400: Associated Students					DCSL 1/22/09	2/2/09					BP refers to AP 5400.
BP 5410: Associated Students Elections				4/18/06					04/18/06	x	
AP 5410: Associated Students Elections					DCSL 1/22/09	2/2/09					BP refers to AP 5410. Tie in Associated Student Handbook of Election Standard Operating Practices, if appropriate.
BP 5420: Associated Students Finance				4/18/06					04/18/06	x	Based on 3/17/11 email (Robin/Eileen) and 3/23/09 Cab notes.
AP 5420: Associated Students Finance					DCSL 1/22/09 2/26/09	3/9/09 3/16/09 3/23/09					AP?
BP 5500: Standards of Conduct		II.A		4/13/10					04/18/06	x	
AP 5500: Standards of Conduct		II.A				2/2/09					BP refers to AP 5500.
AP 5520: Student Discipline Procedure				6/16/10	DCSL 1/22/09 2/26/09				6/16/10	x	
AP 5530: Student Rights and Grievances				6/16/10		2/2/09			6/16/10	x	

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Board Policy	Responsible	Accreditation Standard	CC League Update	Originally Adopted	Committee Recommendation	Chancellor's Cabinet	Policy Committee	Consultation Council (BoT agenda/review)	Most Recent Board Approval "Last Reviewed"	BoardDocs x Reviewed Current Cycle <sup>^</sup>	Notes/History
BP 5550: Speech: Time, Place, and Manner				4/18/06					04/18/06	x	AP?
BP 5570: Student Credit Card Solicitation				4/18/06					04/18/06	x	BP refers to AP 5570.
AP 5570: Student Credit Card Solicitation					DCSL 1/22/09	2/2/09		1/30/09	2/10/09		
BP 5700: Athletics				2/10/09		12/1/08 12/8/08				x	
AP 5700: Athletics				6/23/09	DCSL 1/22/09	4/27/09 4/6/09 3/2/09 2/2/09	5/14/09	6/12/09	6/23/09	x	

**Committee/Group Key:**

Admin Cncl = District Administrative Council  
 DCAA = District Council on Academic Affairs  
 DCAS = District Council on Administrative Services  
 DCHR = District Council on Human Resources  
 DCSL = District Council on Student Learning  
 DTRW = District Technical Review Workgroup  
 DTRW-1 = District Technical Review Workgroup – Instruction  
 DTRW-SS = District Technical Review Workgroup – Student Services  
 PC = Policy Committee  
 Pres Cncl = Presidents Council

**Responsible Party Key:**

JM = Jamillah Moore, Chancellor (effective 8/1/12)  
 JM = James Meznik, former Chancellor (through 6/30/12)  
 SJ = Sue Johnson, Vice Chancellor, Business and Administrative Services  
 PP = Patricia Parham, Vice Chancellor, Human Resources  
 PE = Pam Edinger, President, Moorpark College  
 RD = Richard Duran, President, Oxnard College  
 RC = Robin Calote, President, Ventura College  
 CG = Clare Geisen, Director, Administrative Relations, Chancellor's Office, VCCCD

**Notes:**

Recommended Actions: Pulled into Board Minutes; Subject Pulled from Short Agenda. Revised/Approved/Reaffirmed  
 Gray Shading = Not Yet Reviewed Within Current Review Cycle (03/2011-03/2013); No Shading = Reviewed Within Current Review Cycle (03/2011-03/2013)  
 Reviewed Policies/Procedures can return for further review/revisions during current review cycle.