

Ventura College Academic Senate

Agenda

Thursday, March 7, 2013

1:30-3:30 pm

Multidiscipline Center West (MCW) – 312

- I. Call to Order
- II. Public Comments
- III. Acknowledgement of Guests
 - a. David Bransky (Facilitator for Study Session on VCCCD Ed. Master Plan – Time certain: 2:15 pm)
- IV. Approval of minutes
 - a. February 21, 2013
- V. Study Sessions
 - a. Accreditation – News and Updates (Cont'd)
 - b. VCCCD Educational Master Plan Planning Session
- VI. Action Items
 - a. Distance Education Handbook (Second Reading)
 - b. BP/AP 4300 – Field Trips (Second Reading)
 - c. Ventura College Academic Senate Standard Operating Procedures (Second Reading)
 - d. BP/AP 4025 – Philosophy and Criteria for Associate Degree and General Education (First Reading)
 - e. AP 4260 – Prerequisites and Corequisites (First Reading)
 - f. AP 5030 – Fees (First Reading)*
 - g. BP/AP 5013 – Students in the Military (First Reading)
 - h. BP/AP 5015 – Residence Determination (First Reading)
 - i. BP/AP 5020 – Nonresident Tuition (First Reading)
 - j. AP 5055 – Priority Enrollment (First Reading)
 - k. AP 6305 – Reserves (First Reading)*
- VII. President's Report
 - a. Consultation Council report
 - b. Administrative Council report
 - c. DCHR, DCAA, ITAC reports
- VIII. Senate Subcommittee reports
 - a. Curriculum Committee report
 - b. One Book, One Campus Committee report
 - c. Other Senate Committees reports
- IX. Campus Committee reports
 - a. College Planning Council report
 - b. Department Chair's & Coordinator's Meeting report
 - c. Campus Committees reports
- X. Adjournment

*First and Second Reading Requested

According to Title 5, Section 53200, each California Community College shall have an Academic Senate, an organization of faculty whose primary function is to make recommendations with respect to academic and professional matters.

“Academic and Professional matters” means the following policy development and implementation matters that cover the following areas:

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| 1. Curriculum, including establishing prerequisites. | 6. College governance structures, as related to faculty roles. |
| 2. Degree and certificate requirements. | 7. Faculty roles and involvement in accreditation processes. |
| 3. Grading policies. | 8. Policies for faculty professional development activities. |
| 4. Educational program development. | 9. Processes for program review. |
| 5. Standards or policies regarding student preparation and success. | 10. Processes for institutional planning and budget development. |

AND Other academic and professional matters as mutually agreed upon.

Ventura College Academic Senate

March 7, 2013

IV. a. Approval of Minutes

Minutes

Ventura College Academic Senate
Minutes
Thursday, 21 February 2013 **MCW-312**

I. Call to Order

This meeting was called to order at 1:40 p.m. The following senate members were present:

Chen, Albert—Social Sciences, Arts and Humanities
Enfield, Amanda—English and Learning Resources
Forde, Richard—Career and Technical Education
Haines, Robbie—Senate Secretary
Hendricks, Bill—Social Sciences, Arts, and Humanities
Horigan, Andrea—Social Sciences, Arts, and Humanities
Kim, Henny—English and Learning Resources
Mitchell, Nancy – Career & Technical Education
Muñoz, Paula—Student Services
Parker, Jennifer—Career and Technical Education
Pauley, Mark—Senate Treasurer
Rose, Malia—Mathematics and Sciences
Sandford, Art—PE/Athletics, Communication Studies, Foreign Languages, and ESL
Sezzi, Peter—Senate President

II. Public Comments

Muñoz reported that OC procured a separate bus for VC students to attend the March in March demonstration, so their transportation will be easier. Faculty advisors may still be needed. Application forms are at EOPS.

III. Acknowledgement of Guests

No guests were present.

IV. Approval of Minutes, 7 February 2013

Pauley motioned to approve these minutes, Horigan seconded. Discussion ensued: Muñoz noted that she had abstained in the vote relating to graduation requirements. A change in wording to the letters of recommendation opinion was suggested and accepted. The motion carried 12–0–1 with Mitchell abstaining.

V. Study Sessions

- a. VC Presidential Search Screening Criteria and Questions (Cont'd)
Criteria and questions were discussed, as were desirable traits in a candidate. Sezzi informed Senators of the state of the recruiting project.
- b. VCCCD Educational Master Plan Planning Process & Implementation
Consensus was reached that Senate will go over the questions associated with this topic in a study session at the next meeting. That study session will be moderated by Asst Dean David Bransky by Senators' consent.
- c. Accreditation—News and Updates
Sezzi distributed a copy of the letter announcing ACCJC's accreditation-related actions and he informed Senators of our new accreditation reaffirmation.

VI. Action Items

- a. Distance Education Handbook (Second Reading)
This matter will be discussed at a future meeting.
- b. BP/AP 4030—Academic Freedom (Second Reading)
Sandford motioned to approve this document, Muñoz seconded. The motion carried unanimously.

- c. BP/AP 4100—Graduation Requirements for Degrees and Certificates (Second Reading)
Muñoz motioned to approve this document, Haines seconded. The motion carried unanimously.
- d. AP 4240—Academic Renewal (Second Reading)
Muñoz motioned to approve this document, Haines seconded. The motion carried unanimously.
- e. BP/AP 4025—Philosophy and Criteria for Associate Degree and General Education (First Reading)
This document was still not ready for Senate consideration.
- f. BP/AP 4300—Field Trips (First Reading)
Haines motioned to approve this document, Horigan seconded. The motion carried unanimously.
- g. Ventura College Academic Senate Standard Operating Procedures (First Reading)
Sezzi introduced this document as an attempt to create norms or best practices for the operation of the Academic Senate. He suggested that it should be reviewed at the beginning of each year and all Senators should get a hard copy of it at the beginning of their terms. There was general consensus that this was a good idea. Sandford motioned to approve this document, Muñoz seconded. The contents of the document were briefly discussed as were the comparisons between these norms and formal Senate Bylaws. The motion carried unanimously. Senators also provided suggestions for additional topics to be added to this document.

VII. President's Report

- a. Board of Trustees meeting report
Sezzi described this meeting, with a special focus on how on the very day when we received a hard copy of the letter from ACCJC reaffirming our accreditation two Board members demonstrated how precarious it is to stay accredited and why we must be vigilant to maintain our liberty and off sanction. Invitations to Board members were discussed.
- b. Administrative Council Report
Sezzi reported that this group met the previous day and he reported on FTES goals and the number of students reporting intention to transfer to CSU. It was opined that divisions should generate their own strategies for increasing FTEs, because different disciplines have different needs and constraints. Faculty webpages were discussed, as were strategies for keeping them current.
- c. DCAS, ITAC Reports
DCAS: Sezzi discussed several policies that were discussed at DCAS and he asked if Senators would like any of them placed on a future Senate agenda. Consensus was reached that two of these ("Fees" and "Reserves") will be addressed as first and second reading at a future Senate meeting.
ITAC: Sandford reported on the proceedings of this meeting. The IT department wants Course Studio (CS) to be phased out in favor of Desire to Learn for web enhanced courses. CS is moving to a new version so anyone faculty use it will have to learn a new system if we were to stick with it so it seems prudent to have D2L be the new system that faculty learn rather than another version of CS. The differences between web-enhanced, hybrid, and fully online courses were discussed, as was the Curriculum committee backlog in approving courses for being web-enhanced.

VIII. Senate Subcommittee reports

- a. Curriculum Committee Report
Sezzi informed Senators of this committee's backlog of work to do in a short period of time. He reported that a proposed course was not acted on—there was disagreement on details of the course, and no action was taken. Sezzi will act as Curriculum co-chair next term.

b. One Book, One Campus Committee Report

Sezzi informed Senators of the upcoming activities associated with this year's book Mary Roach's *Packing for Mars*. The library is providing free loaner copies of this year's book. The plan is to use this same book for next fall as well and move One Book, One Campus to a year long event, spanning spring to fall semesters.

c. Other Senate Committees Reports

No reports were made.

IX. Campus Committee Reports

a. BRC report

Sandford reported that no additional cuts are anticipated. VC is currently low on FTES, largely because of the removal of extra-large classes. The need for a competent enrollment strategy was discussed.

b. Campus Committees Reports

No additional reports were made.

X. Adjournment

This meeting adjourned at 3:20 p.m.

Ventura College Academic Senate

March 7, 2013

V. a. Study Session:

Accreditation – News and Updates (Cont'd)

VCCCD Accreditation Midterm Report Timeline
Proposed by DCAP 14Jan2013, Revised

This timeline addresses the following:

- Research/writing of responses for District Recommendations and Planning Agendas
- Release date of first draft of District responses to Colleges for incorporation and input
- Deadline for input, editing and release of final draft of District responses to Colleges
- Release date of final draft of Midterm Report to College community for input
- Board First Reading
- Board Second Reading and Approval
- Submission of Midterm Report to ACCJC

January 2013	Assignment of Responsibilities for District Recommendation and Planning Agendas
	Determination of format for District Planning Agenda Responses
	Information and evidence-gathering
March 15, 2013	Present First Draft and list of evidence to DCAP
	Distribution First Draft of responses to Colleges for incorporation into College Reports
April 2012	Draft of complete Midterm Reports presented at Colleges
	Colleges to determine local distribution method
	Colleges to determine internal feedback and revision dates
May 1, 2013	Proposed changes to District Planning Agenda responses presented and discussed at DCAP
May 15, 2013	Language for District Recommendations and Planning Agendas finalized and re-routed to Colleges for incorporation into Final Draft of Midterm Report
June 25, 2013	Board Planning Retreat: Present Final Draft of Midterm Report for Board information

VCCCD Accreditation Midterm Report Timeline
Proposed by DCAP 14Jan2013, Revised

August 2013	Final Draft of Midterm Report presented at Colleges one last time
September 10, 2013	Board of Trustees First Reading of the Midterm Reports
October 8, 2013	Board of Trustees Second Reading and Approval of the Midterm Reports
October 15, 2013	Colleges submit Midterm Report and supporting documentation to ACCJC.

Draft ACCJC Focused Mid-term Report District Planning Agendas Responses 2/28/2013

District Planning Agendas	Responsible Party	Responses
The Human Resources Department will develop an equal employment opportunity plan based on the Model Equal Employment Opportunity Plan provided by the California Community Colleges Chancellor's Office. The plan will contain specific plans and procedures for ensuring equal employment opportunity. [Standard IIIA.4(b)]	VC of Human Resources	The Ventura County Community College District Equal Employment Opportunity Plan was adopted by the Board of Trustees on November 9, 2010 (AP 3420).
The Chancellor will provide more staff information to Trustees regarding the broader District needs and implications of staff recommendations in order to diminish fractional or narrowly focused decision-making. [Standard IVB.1(a)]	Chancellor	The Chancellor provides the Board of Trustees a weekly report that addresses district and college matters. The Chancellor's Update, distributed to employees/students, is now provided to the Board of Trustees and includes governance committees meeting summaries.
The employees will be surveyed again to assess the degree to which the implementation of Board Policy 2434 has diminished the perception that the Board can occasionally stray from its policy role into operational matters. [Standard IVB.1(b)]	Director of Administrative Relations	An annual formal communications survey was developed and implemented in fall 2012 through the District Council on Accreditation and Planning.
The Board will designate a review cycle to ensure that all policies and procedures continued to be revised in a timely manner. [Standard IVB.1(e)]	Director of Administrative Relations	Implemented and ongoing. A two-year policy/procedure review cycle was adopted by the Board of Trustees in March 2011. All Board Policies and Administrative Procedures have entered the cycle of review.
Board education will continue in the form of orientations, training sessions, and conference attendance. [Standard IVB.1(f)]	Chancellor	The Board of Trustees has established an annual calendar of professional development activities, conference attendance opportunities, and training sessions.
The survey of the Board will be distributed in July 2010, in accordance with established procedure. The data will be compiled in August 2010, and an agendized discussion of the findings will take place in September 2010. [Standard IVB.1(g)]	Chancellor, Director of Administrative Relations	Each year the Board conducts a self-evaluation and holds an agendized discussion of the findings.
An administrative procedure will be developed to support the implementation of Board Policy 2715 Board of Trustees Code of Ethics. [Standard IVB.1(h)]	Chancellor	Implemented and ongoing. An administrative procedure to support Board Policy 2715 (Board Ethics) was developed and adopted.

Draft ACCJC Focused Mid-term Report District Planning Agendas Responses 2/28/2013

<p>The Board will communicate its expectations of educational excellence and integrity by adopting more and strengthened policies in the following areas: associate degree and certificate credit requirements; credit hour limits for associate degrees and career certificates; discontinuance of programs and courses for which have not been regularly offered. [Standard IVB.3(a)]</p>	<p>Chancellor</p>	<p>Completed. The identified expectations were communicated through the Board's planning agenda. Steps were taken by the college constituent groups to adhere to these expectations.</p>
<p>The Board will develop a policy and procedural mechanism to review tenure recommendations where disagreements exist between College administration and tenure committees. [Standard IVB.3(a)]</p>	<p>Chancellor, Cabinet</p>	<p>Article 11.1.E of the collective bargaining agreement identifies the steps involved in resolving disagreements about tenure recommendations. There can be no formal separate policy or procedural mechanism outside of the steps identified in the collective bargaining agreement.</p>
<p>In order to enhance the effective operation of the colleges, the District Human Resources Division will review its HR Toolbox for strengthened and consistent user-friendly guidelines in approaching standard employment activities, such as hiring, employee classification, and evaluation. [Standard IVB.3(a)]</p>	<p>VC of Human Resources</p>	<p>The Human Resources Department reviews the electronic toolbox (HR Tools) on an ongoing basis to ensure the toolbox contains necessary and up-to-date materials. Since August 2010, approximately 68% of the documents in HR Tools were updated or are new.</p>

Draft ACCJC Focused Mid-term Report District Planning Agendas Responses 2/28/2013

<p>The Human Resources Division will establish and keep reasonable timelines for basic, ongoing, and repetitive functions, such as recruitment and testing, evaluation, and termination. [Standard IVB.3(a)]</p>	<p>VC of Human Resources</p>	<p>The Director of Employment Services/Personnel Commission approves recruitment and examination schedules for all classified selection processes to ensure eligibility lists are produced within an approximate five to six week time frame.</p> <p>The Director of Employment Services/Personnel Commission facilitates the hiring process for academic management positions which includes reviewing and approving committee activity calendars as proposed by the committees to ensure adherence to the administrative procedure.</p> <p>The Director of Employment Services/Personnel Commission develops a schedule each fall semester to assist college management with planning as it relates to the hiring of full-time faculty for the upcoming academic year.</p> <p>Employee evaluation schedules are determined by collective bargaining agreement provisions, Personnel Commission rules, and other District procedures. For example, evaluation procedures for faculty are described in the AFT contract in Article 11 for full-time, tenure-track instructors and in Article 12 for all other faculty members; Personnel Commission Rule 192 requires classified employees to be evaluated after the end of each fiscal year.</p> <p>To ensure that the colleges stay current with their evaluations, the Human Resources department periodically provides information to college administrators regarding</p>
<p>By Spring 2011, a data driven program review system for assessing all District services, DTRW, and DCSL will be implemented. [Standard IVB.3(b)] and [Standard IVB.3(g)]</p>	<p>Chancellor, Vice Chancellors</p>	<p>A program review model for district services will be implemented in 2013. District councils are assessed each year through surveys of their membership.</p>
<p>The Board will adopt strengthened academic and program standards through collegial consultation with the Academic Senates informed by local administrative perspectives. [Standard IVB.3(e)]</p>	<p>Chancellor, Academic Senate Presidents</p>	

Draft ACCJC Focused Mid-term Report District Planning Agendas Responses 2/28/2013

<p>Recommendations from the three independent colleges pertaining to faculty academic and professional matters will contain comment from appropriate campus administrators and Presidents regarding the adequacy of proposals. [Standard IVB.3(e)]</p>	<p>Chancellor, College Presidents, Academic Senate Presidents</p>	<p>Completed. Recommendations to the Board now contain a space for comment from appropriate campus administrators and presidents.</p>
<p>Administrative oversight of faculty proposals within DCSL and DTRW will be strengthened by assessing them for overall effectiveness in meeting student needs. Academic matters taken to the Board for action will contain the primary recommendation of the Academic Senate and the College President or her designee, such as the Executive Vice President of Student Learning. [Standard IVB.3(e)]</p>	<p>Chancellor, College Presidents, Academic Senate Presidents</p>	<p>Completed. Proposals from the District Technical Workgroups for instruction and student services now are routed through the new District Council on Academic Affairs (DCAA), which in turn makes recommendations to Chancellor's Cabinet. If the membership of Chancellor's Cabinet is in disagreement, feedback is given to DCAA and the Board of Trustees is informed of the reasons for the disagreement.</p>
<p>The BoardDocs system will be fully implemented by the end of the fall 2010 semester. [Standard IVB.3(f)]</p>	<p>Director of Administrative Relations</p>	<p>Completed. The BoardDocs system has been fully implemented. A assessment on effectiveness will be conducted in Spring 2013.</p>
<p>The Office of Administrative Relations will conduct a publications audit, develop an annual report to the community or other signature publication, and create a district-wide newsletter. [Standard IVB.3(f)]</p>	<p>Director of Administrative Relations</p>	<p>Following completion of a publications audit, the annual publication was eliminated due to cost and an online, annual digital magazine "MOtiVate" is under development through Marketing and Public Relations. A news/announcements channel was established following implementation of the employee/student portal, and an updated district-wide news channel will be launched with the implementation of the redesigned district/college websites in fall 2013.</p>
<p>An online style guide will be developed for employee access and use. [Standard IVB.3(f)]</p>	<p>Director of Administrative Relations</p>	<p>Following the integration of marketing, all District-wide marketing materials are designed and formatted for appropriate style through Marketing and Public Relations, eliminating the need for an online style guide.</p>

Draft ACCJC Focused Mid-term Report District Planning Agendas Responses 2/28/2013

<p>The Office of Administrative Relations will assess approaches to providing technical support necessary to maintain technological communications. [Standard IVB.3(f)]</p>	<p>Director of Administrative Relations</p>	<p>Technology tools were implemented to streamline communications, including the Intranet portal for employees/students allowing for posting of news/events/announcements and regularly-scheduled OmniUpdate software training offered through Information Technology to support portal and website activities. Findings of a fall 2012 website survey indicate the existing websites/portals are adequate but in need of updating, particularly in the area of navigation. District/college websites and portals are currently under redesign for implementation by fall 2013.</p>
<p>District governance bodies covered by the Brown Act will post meeting agendas and minutes on the District website for public access. [Standard IVB.3(f)]</p>	<p>Director of Administrative Relations</p>	<p>Governance committees covered by the Brown Act have been instructed to post their agendas and minutes on the district or college websites.</p>

Ventura College Academic Senate

March 7, 2013

V. b. Study Session:

VCCCD Educational Master Plan

From President Robin Calote's email # 100 on Fri, Feb 22:

Master Plan Focus Group Discussions: As part of the district master planning process, facilitated focus group discussions will be held both on campus and throughout the district during the month of March. Representative groups (College Planning Council; Administrative Council; the three Senates; the College Foundation Board) will be involved, as will the members of the district's Community Advisory Board. Topics covered will include the following:

- In light of increased state and national emphasis on student completion, what might be done in order to create clear pathways to degrees, certificates, and transfers?
- In light of proposed unit caps and penalties for unsuccessful course attempts, what might be done in order to decrease course withdrawals and failing grades?
- Is there anything about our relationship with our educational partners that could be improved or that needs to change?
- In light of rapid technological advancements and increased options available for students on both the state and national level, what do we need to do to remain competitive in the online arena?
- What should the relationship of the three colleges in our district be to each other?
- What must we do to retain organizational vitality?
- What could the district and its three colleges do to better meet community needs?

The results from the focus groups held at the three colleges and the district will be shared and synthesized at a larger district focus group that will be held in April. Through this process, overarching goals and objectives will be drafted for incorporation into a district master plan for Board consideration and adoption. The action steps associated with this plan will be developed by district governance committees and by the individual colleges during the fall 2013 semester.

**Ventura County Community College District
Master Planning, Completion Calendar**

(Draft 2, January 15, 2013)

When	Who	What
January 2013	DCAP, Consultation Council	Identify research questions
February 2013	IRAC	Compile demographics, economic projections, enrollment data, employment data; compile reports that support the research questions
February 2013	DCAP	Identify campus/site facilitators
February 2013	Robin Calote	Orient facilitators
February 2013	DCAP, Consultation Council, Board of Trustees	Identify groups for focus interviews
March 2013	Facilitators	Conduct focus group meetings; identify strengths, weakness, opportunities, and threats; synthesize the findings
March 2013	Robin Calote	Draft chapters on history, mission, planning assumptions, planning process, data summaries
April 2013	External Facilitator	Hold facilitated large-group dialogue with Consultation Council, Planning Councils from each site, and campus/site facilitators to: share focus group findings; identify overarching goals that will address the challenges and opportunities
May 2013	Robin Calote	Summarize results of large-group dialogue; consolidate with the chapters on history, mission, planning parameters, planning process, and data summaries in first draft of educational master plan
May 2013	Consultation Council	Review draft of master plan; suggest modifications as necessary; share modified draft with campus and district constituency groups.
June 2013	Board of Trustees	Discuss draft report at annual Board Planning Meeting; identify desired modifications; provide additional thoughts about overarching goals.
June 2013	Jamillah Moore	Identify editor or project manager to complete the District Master Plan document
July 2013	Consultant or Internal Employee	Complete the second draft of the District Master Plan document
August 2013	Constituency Groups	Share second draft with the sites; collect feedback and share with the consultant
August 2013	Consultant, Consultation Council	Finalize the master plan
September 2013	Board	Adopt master plan

Ventura College Academic Senate

March 7, 2013

VI. b. Action Item:

BP/AP – Field Trips

Book VCCCD Board Policy Manual
Section Chapter 4 Academic Affairs
Title BP 4300 FIELD TRIP AND EXCURSIONS
Number BP 4300
Status Active
Legal Title 5, Section ~~55450~~ 55220
Adopted February 16, 2006

The Chancellor shall, in consultation with the Academic Senates, establish procedures that regulate the use of District funds for student travel and attendance at conferences and other activities that are performed as a class assignment or co-curricular activity.

No district funds shall be used to support student expenses for out-of-state field trips or excursions unless the expenses are paid with auxiliary, grant or categorical program funds if the funds are used consistently with the statutory, regulatory, or contractual conditions applicable to the expenditure of such funds. The expenses of instructors, chaperons, and other personnel traveling with students may be paid from district funds.

Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus.

See Administrative Procedure 4300.

Book VCCCD Administrative Procedure Manual
Section Chapter 4 Academic Affairs
Title AP4300 FIELD TRIPS AND EXCURSIONS
Number AP 4300
Status
Legal Title 5, Section 55220
Adopted

The District may conduct field trips and excursions that are officially recognized and approved by the District, in connection with courses of instruction or college-related social, educational, cultural, athletic or musical activities to and from places in California, or any other state, the District of Columbia, or a foreign country for students.

The District shall engage instructors, supervisors, and other personnel as may be necessary for such excursions or field trips who desire to contribute their services over and above the normal period for which they are employed by the District.

The District may, at the discretion of the College President or designee, transport students, instructors, supervisors or other personnel by use of District equipment, contract to provide transportation, or arrange transportation by the use of other equipment.

When District equipment is used, the District shall obtain liability insurance, and if travel is to and from a foreign country, the liability insurance shall be secured from a carrier licensed to transact insurance business in the foreign country.

The District may pay expenses of instructors, chaperones and other personnel participating in a field trip or excursion. Expenses of students participating in a field trip or excursion may not be paid with District funds unless the expenses are paid with auxiliary, grant or categorical program funds if the funds are used consistently with the statutory, regulatory, or contractual conditions applicable to the expenditure of such funds.

No student shall be prevented from making a field trip or excursion which is integral to the completion of the course because of lack of sufficient funds.

All persons making a field trip or excursion shall be deemed to have waived all claims against the District for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking such trips and all parents or guardians of minor students shall sign a statement waiving such claims.

All students and staff participating in field trips or excursions shall at all times adhere to the standards of conduct as stated in Board Policy 5500, and to other District policies and procedures regulating student conduct.

Standard operating procedures are available under Business Tools.

Ventura College Academic Senate

March 7, 2013

VI. c. Action Item:

VC Academic Senate Standing Operating Procedures

Ventura College Academic Senate
Standard Operating Procedures
February 2013

What follows below are the Ventura College Academic Senate Standard Operating Procedures (SOPs). These SOPs are used to complement the Senate's adopted Constitution and By-Laws, both of which may be found online at the Senate website: www.venturacollege.edu/acsen. SOPs are used to define and operationalize Senate business, especially formal actions taken during Senate meetings. The remainder of this document is arranged alphabetically by topic.

Acknowledgment of Guests: Given that Senate Council meetings are governed by the Brown Act, our meetings are open to any and all. Invited guests of the Senate Council shall be acknowledged at the start of the meeting or at the time of their arrival at the Senate, as is the case for agendaized "Time Certain" guests. As is appropriate and necessary and as a mark of acknowledgement, the Senate shall memorialize in its minutes those Ventura College faculty in attendance who are not Senators. See *Also* Public Comments.

Action Items: Concerns that require the Senate Council to take a formal action to approve shall be presented as Action Items. The standard practice for the adoption of Action Items shall be to have two readings –i.e., a first and second reading—at two separate Senate Council meetings. First and second reading Action Items shall be clearly indicated on the agenda as such. In the process of Agenda Development, it shall be at the discretion of the Senate President and/or Senate Executive Committee, to determine if Action Items placed on the agenda shall be presented as one reading only items or as first and second reading items. Absence of clearly indicating that an Action Item is a first or second reading shall signify that an item shall only require one reading. Any Senator or Officer (other than the Presiding Officer) may request that items that have been placed a one reading only item come back as a second reading at a future Senate meeting.

The adoption of Board Policies (BPs), Administrative Procedures (APs), college and/or district handbooks or manuals shall always have two readings. Any item that is presented for first reading may be moved for approval as both a first and second reading at the discretion of any Senator or Officer (other than the Presiding Officer). The Senator or Officer (other than the Presiding Officer) who seconds the motion shall have to assent to accepting the presentation of the motion as a first and second reading. In the rare case where an action item has been moved as a first and second reading that then fail for a lack of a second, the Presiding Officer shall first ask the Senator or Officer who originally moved the Action Item is s/he is willing to move the item as a first reading only. Items that normally require first and second readings that require timely adoption may be presented to the Council as a first reading with an indication that a first and second reading of said item is requested.

The Secretary shall record by name in the minutes which Senator or Officer (other than the Presiding Officer) moves and seconds an action item. Once a motion to approve an Action Item has been made, the Presiding Officer shall then call for a second. A motion shall fail for lack of a second. If a second to a motion is made, the Presiding Office shall then ask if there is any discussion. Upon seeing no one desirous of further debate, the Presiding Officer shall ask the Senate Council to vote on the motion on the floor. The Secretary shall record the final tally of a vote.

Positions taken via affirmative vote on Action Items, Resolutions and/or Motions approved by the Senate Council may only be reconsidered by super majority vote of a subsequent Senate Council.

Adjournment: A Senate Council meeting shall be adjourned at the time specified on the agenda, or later—but only with the consent of the Senators present.

Agenda Development: Any faculty member may request for an item to be included on a future Senate agenda. Ordinarily, the authority for the creation of the Senate’s agenda shall rest with the Senate Executive Committee. The final say on if an item shall be agendaized for discussion or possible action shall rest with the Senate Council.

Agendas: The Agenda of the Senate shall be posted no later than 72 hours prior to the start of any Senate meeting or as stipulated by current law. The agenda shall be posted both online at www.venturacollege.edu/acsen and in the Administration Building “Sponsored Programs” posting area.

Approval of Minutes: Approval of Minutes shall be regular part of Senate agendas and shall be undertaken as the first actionable order of business; minutes shall only require one reading unless the Council moves and seconds via a super-majority votes that the Minutes be substantively reworked for presentation at a future Senate meeting. *See Also Minutes.*

Awards: Each spring the Senate Exec will make a call for faculty to nominate fellow faculty for the following Senate awards: Service to Students, Service to Faculty, Service to College, Service to Community. There are no restrictions on how many times an individual may win an award or on the status of the faculty member (i.e., part or full time may be nominated). The Senate Exec shall tally the nominations and declare the winners of the awards no later than the final Senate Council meeting of the academic year. A formal presentation of the award shall occur on Mandatory Flex Day in the subsequent fall. Additionally, at the discretion of the current Academic Senate President, one additional award for extraordinary service may be awarded on behalf of the Senate.

Call to Order: The Senate will be called to order no sooner than the time specified on the agenda, or when quorum is established, whichever comes first.

Campus Committee Reports: Each regularly scheduled Senate meeting shall contain as a standing item a chance for a report out on pertinent campus committees. The Presiding Officer shall call upon the person in attendance at the Council meeting to debrief the body on what has occurred at any given campus meeting since the last Senate meeting and/or report from a given committee. *See Also District Committee Reports; Senate Subcommittee Reports.*

District Committee Reports (See President’s Report)

Dues: All faculty—including all part and full time faculty—are members of the Academic Senate. Dues are voluntary and are assessed in the fall of each academic year. Dues confer no special privileges but are used primarily in support of Senate scholarships. The college supports the Senate by paying our membership dues to the statewide Academic Senate as well as by providing a modest travel and supplies budget, as well as reassigned time to the Senate Officers.

Exec (See Senate Executive Committee)

First Readings (See Action Items)

Guests (See Acknowledgment of Guests)

Minutes: The Secretary of the Senate is responsible for the accurate recording of the business of the Senate Council as well as the custody of the draft minutes. Other than for recording who was present at a meeting, the names of Senators shall only be included in the minutes to indicate when an individual moved and/or seconded a motion and at other extraordinary times when an individual Senator may otherwise so request or the full Senate Council demand that his/her name be appended to a particular given statement. Draft minutes shall be posted online on the Senate

website when the agenda for the next Senate meeting is posted; a final engrossed copy shall replace the draft copy upon approval by the Council. See *Also* Approval of Minutes.

Motions: Any Senator or Officer (other than the Presiding Officer) may motion, or move, that the Senate approve an agenzized Action Item or otherwise take a stance/position on an agenzized topic being discussed at a Senate meeting. Motions must be seconded before discussion may occur. During discussion of a motion, the Presiding Officer shall ensure that all Senators, Officers, Acknowledged Guests and other faculty present shall have time to discuss the matter. At the discretion of the Presiding Officer, time devoted to any one topic or by any one speaker may be abridged in order to accommodate the interests of other speakers and/or the remainder of the agenda. Typically, the Presiding Officer will do this by stating how much time remains in the meeting, how long debate as elapsed and/or which other speakers have not yet had the opportunity to speak. As with all actions undertaken by the Presiding Officer, any Senator or Officer may question the Ruling of the Chair if s/he feels that the Presiding Officer has unfairly limited debate. See *Also* Resolutions.

President's Report: Each regularly scheduled Senate meeting shall contain as a standing item a chance for the Senate President to report out on his/her involvement, observations and participation in/from local Governing Board, district and campus committees. IN the absence of the Senate President, the Presiding Officer (or other most logical alternate person in attendance) shall communicate the President's Report, if any is available. See *Also* Campus Committee reports; District Committee reports.

Presiding Officer: The Senate Officer who is officiating a meeting, normally the President. In the absence of the President (and in descending order), the Presiding Officer shall be the Vice-President, Treasurer, Secretary. In the highly unlikely event that no Officer is present, the Council shall be deemed to be meeting as a Committee of the Whole and its first order of business shall be to determine a Presiding Officer for that meeting.

Program Discontinuance: As stated under "Section II. Recommendation Group Review and Analysis" in VCCCD Administrative Procedure (AP) 4021, a recommendation group (RG) must be identified for the purposes of Program Discontinuance. As stipulated in AP 4021 and given that the Senate Council must vote on any recommendations made by the RG, the Ventura College Academic Senate chooses the College Planning Council (CPC) to function as our RG as the CPC is "an existing standing committee with majority faculty representation." Prior to any recommendation made by the RG, the college's Executive Team (President, Executive Vice-President and Vice-President of Business Services) must publicly announce their intentions for programs they are considering for discontinuance via the issuance of the Ventura College Planning Parameters in advance of that academic year's program review process.

Public Comments: This shall be the first item on any Senate agenda, as the Senate Council—as well as its subcommittees—is governed by the Brown Act. Public comments speakers may be anyone—Senators, Officers, any faculty member, classified staff, student or administrator or even members of the general public. Those who take advantage of Public Comments should indicate when they address the Council if they are discussing an agenzized item or an item of general concern. As a Brown Act governed body, the Senate Council may only take action and really only should entertain discussion on agenzized items. The Council shall limit Public Comments to no more 1/8 of its total agenzized meeting time and in no case more than five (5) speakers per topic and three (3) minutes per speaker.

Quorum: As defined by the Senate By-Laws, Sec. III, Art. 5 a quorum of the Senate Council "shall be a simple majority. In case of a vacancy in a representation position, the Council quorum shall be considered reduced by one until such vacancy is filled by the division."

Readings (See Action Items)

Resolutions: Formal, written motions that are presented to the Senate Council for approval. Resolutions shall ordinarily be presented as first and second reading action items. Upon approval by the Council, Resolutions shall be posted on the Senate website, www.venturacollege.edu/acsen. Beginning with the Academic Year 2009-2010, all resolutions are listed on the Senate website are done so in the following format: First year of Academic Year - Resolution Number (Resolution Title) [e.g., [Resolution 2012-2](#) (Reaffirmation of our Adoption of the American Association of University Professors (AAUP) Statement on Professional Ethics)]. See Also Motions.

Scholarships: The Senate has an endowed student scholarship entrusted with the VC Foundation. Each year an additional scholarship drive may occur in order to augment this endowed scholarship.

Second Readings (See Action Items)

Senate Council: Defined in the prefatory matter of the VC Academic Senate Constitution as the “elected representative body of the Academic Senate,” the Senate Council is the faculty of Ventura College, in body assembled. As stipulated in Title 5, every California community college will have an Academic Senate. All Ventura College faculty are members of its Academic Senate. However, the Senate Council is comprised solely of Senate Officers and Senators, with non-voting student liaisons appointed by the Associated Student Government (ASG) of Ventura College. While any faculty member may attend and participate at Senate Council meetings, only Senator Officers and Senators may make/second motions and vote.

Senate Executive Committee: As defined by the prefatory matter of the Senate Constitution, the “elected officers of the Senate Council, including a president, vice-president, secretary, and treasurer.” Interchangeable with Senate Executive or Senate Exec.

Senate Officers: The Officers of the Senate are President, Vice-President, Treasurer and Secretary. The perspective of Senate Officers shall be to represent the entire campus view and not as “pocket votes” for departments, divisions, etc. When noted in the minutes as being present at a Senate meeting, the positions that these Senator Officers hold shall be noted after their names.

Senate Subcommittee Reports: Each regularly scheduled Senate meeting shall contain as a standing item a chance for a report out on pertinent Senate Subcommittees. At a minimum, each Senate meeting shall have agendized a report from the Curriculum Committee. The Presiding Officer shall call upon the Chair of a Senate subcommittee (or the most logical alternate person in attendance) to debrief the body on what has occurred at a given Senate subcommittee meeting since the last Senate meeting and/or the last report from a given subcommittee. See Also Campus Committee reports; District Committee reports.

Senator: As defined by the prefatory matter of the Senate Constitution, “members of the Academic Senate.” In other words, a Senator is an elected divisional representative on the Senate Council. When noted in the minutes as being present at a Senate meeting, the divisions that these Senators represent shall be noted after their names.

Study Sessions: All items that require open-ended discussion shall be agendized as study sessions. No motion is necessary to open or close a study session and the intent shall be to explore a topic more fully by engaging in discursive dialogue. Any Senator or Senate Officer (other than the Presiding Officer) may make a motion for the Senate to take a position based on the discussion that occurs during or as a result of a Study Session. Also, any Senator or Senate Officer (other than the Presiding Officer) may move to direct the Senate Exec to take the input garnered during a Study Session to formulate a more formal position (either by agendizing an additional Study Session, Motion or Resolution) for the Senate Council to consider adopting at a subsequent meeting. See Also Motion; Resolution.

Voting: All actionable items shall only require a majority vote (i.e., 50% of the Senators present +1) unless the Constitution, By-Laws or these Standard Operating Procedures otherwise dictate. When stipulated that a super majority vote is required, this shall mean a 2/3 vote of the Senator Council.

Ventura College Academic Senate

March 7, 2013

VI. d. Action Item:

**BP/AP 4025 Philosophy and Criteria for Associate
Degree and General Education**

DRAFT

Book VCCCD Board Policy Manual

Section Chapter 4 Academic Affairs

Title BP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION

Number BP 4025

Status Active

Legal [Title 5, Section 55805](#)

[Accreditation Standard II.A.3](#)

Adopted February 16, 2006

Last Reviewed June 19, 2012

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

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

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

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

In ~~the~~ establishing or modifying a general education program, ways shall be sought to create ~~coherence~~ [cohesion](#) 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 [Accreditation Standard II.A.3](#)

[Title 5, Section 55063](#)

[Title 5, Section 55062](#)

[Title 5, Section 55061](#)

Adopted July 14, 2009

Last Reviewed June 19, 2012

Philosophy and Criteria for Associate Degree

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

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

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

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

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

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

Philosophy and Criteria for General Education

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

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

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

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

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

- (A) Natural Sciences: A minimum of 6 units including one course in Biological Sciences and one course in Physical Science.
- (B) Social and Behavioral Sciences: A minimum of 6 units including one course in American History/Institutions and one course in other Social and Behavioral Science.
- (C) Humanities: A minimum of 6 units including one course in Fine Arts/Performing Arts and one course in any other Humanities.
- (D) Language and Rationality: A minimum of 6 units including one course in English Composition and one course from Communication/Analytical Thinking.

Additional District requirements may be met by courses in the previous General Education areas.

- (E) Health/Physical Education and Kinesiology: No unit minimum. One Health Education course and one Physical Education Activity course.
- (F) Ethnic/~~Women's~~ Gender Studies: Students selecting an Associate in Arts degree in General Studies must complete a course ~~a minimum of 3 units~~ in Ethnic/~~Women's~~ Gender Studies.

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

(A) Natural Sciences

Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general Education requirement in Natural Sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific methods, and encourage an understanding of the relationship between science and other human activities.

(B) Social and Behavioral Sciences

Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in Social and Behavioral Science, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and an appreciation of how societies and social subgroups operate.

(C) Arts and Humanities

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

(D) Language and Rationality

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

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

(E) Health/Physical Education and Kinesiology

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

(F) Ethnic/Gender Studies

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

Elements of the review process will 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.

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

Completion of the District College General Education pattern shall be required for all Associate degrees except: ~~W~~when prohibited by legislated transfer degrees (**Associate in Art for Transfer and Associate in Science for transfer**) that require completion of CSU GE-Breadth and/or IGETC and forbid additional District **graduation** 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. **However, additional Minimum Title 5 General Education and District graduation requirements of Health/Physical Education and Kinesiology and Ethnic/Gender Studies still apply.**

Last Modified by Laurie Nusser on July 2, 2012

Ventura College Academic Senate

March 7, 2013

VI. e. Action Item:

AP 4260 Prerequisites and Corequisites

AP 4260 – Prerequisites and Corequisites

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

Determinations about prerequisites and corequisites shall be made **only** on a course-by-course or program-by-program basis, including those establishing communication and computational skill requirements (*per Title 5 §55003(a) and (j), respectively*).

By August 1 of each year, MiraCosta College will report to the Chancellor's Office the prerequisites and corequisites that were established during the prior academic year. The report will specify the level of scrutiny used to determine whether the prerequisite and corequisite was necessary and appropriate for achieving the purpose for which it was established (*per Title 5 §55003(i)*).

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

The college shall identify prerequisites, corequisites, and advisories on recommended preparation in the college catalog, each semester's schedule of courses, and the course outline of any course for which they are established (*per Title 5 §55003(h)*).

A. Establishing Prerequisites and Corequisites

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

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

B. Levels of Scrutiny

The levels of scrutiny required for establishing prerequisites, corequisites, and advisories on recommended preparation are content review **or** content review with statistical validation (*per Title 5 §55003(a)*).

1. Content review is a rigorous, systematic process conducted by discipline faculty that identifies the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course (*per Title 5 §55000(c)*). At a minimum, content review shall include the following (*per ASCCC*):
 - a. Careful review of the course outline of record (COR) for the target course
 - b. Review of syllabi, sample exams, assignments, instructional materials, and grading criteria for the target course
 - c. Using the CORs of both the target and proposed prerequisite course, identification of required skills/knowledge students must have prior to enrolling in the target course and matching those skills/knowledge to the proposed prerequisite course
 - d. Documentation that verifies the above steps were taken.
2. Statistical validation is a compilation of data according to sound research practices that shows a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite (*per Title 5 §55003(f)*). When this level of scrutiny is used, the college shall follow the guidelines specified in Title 5 §55003(g).

C. Exemptions from Scrutiny

A prerequisite or corequisite shall be exempt from scrutiny if it satisfies any of the following criteria (*per Title 5 §55003(e)*):

1. It is required by statute or regulation; or
2. It is part of a closely related lecture-laboratory course pairing within a discipline; or
3. It is required by four-year institutions; or
4. Baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.

D. Curriculum Review Process

The Courses and Programs Curriculum Committee (CPCC) Committee is responsible for the curriculum review process, and its membership is determined in a manner that is mutually agreeable to the college administration and the academic senate [*per Title 5 §55002(a)(1)*]. C & P reviews and approves the establishment of prerequisites, corequisites, and advisories on recommended preparation only upon the recommendation of the academic senate except that the academic senate may delegate this task to CPCC without forfeiting its rights or responsibilities under Title 5 §§53200-53204.

When content review is used to establish prerequisites or corequisites in reading, written expression, or mathematics for degree-applicable courses not in a sequence, CPCC will do all of the following:

- Provide training to CPCC members on the establishment of corequisites/prerequisites

- Inform faculty about the regulations regarding the establishment of corequisites/prerequisites using content review
 - Direct faculty to the Office of Institutional Research to do the following: a) identify courses that may increase the likelihood of student success with the establishment of a prerequisite or corequisite; b) prioritize which courses should be considered for the establishment of new corequisites or prerequisites; c) monitor any disproportionate impact that may occur based on the establishment of a prerequisite or corequisite
 - Assure through communication with the Office of Instruction that prerequisite courses, corequisite courses, and courses that do not require prerequisites or corequisites, whether basic skills or degree-applicable courses, are reasonably available.
1. **Standards for Approval of Prerequisites and Corequisites.** CPCC will review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course. CPCC will also review the course outline to determine if success in the course is dependent upon communication or computation skills, in which case the course shall require as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively (*per Title 5 §55002(a)(2)(D) and (E)*). If a course requires precollegiate skills in reading, written expression, or mathematics, MiraCosta College will do the following (*per Title 5 §55003(l)*):
 - a. Ensure these courses and sections are offered with reasonable frequency
 - b. Monitor progress on student equity in accordance with Title 5 §54220 as follows:
 - The college will conduct an evaluation to determine if the prerequisite has a disproportionate impact on student success.
 - Where there is disproportionate impact on any group of students, the college will, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.
 2. **Periodic Review of Prerequisites and Corequisites.** Using an appropriate level of scrutiny, MiraCosta College will review all established CTE course and program prerequisites, corequisites, and advisories every two years to ensure they remain necessary and appropriate; all other established course and program prerequisites, corequisites, and advisories will be reviewed every six years (*per Title 5 §55003(b)(4)*).
- E. Challenging Corequisites and Prerequisites
- Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived when space in the corequisite course is not available (*per Title 5 §55003(m)*).
- A student may challenge any prerequisite or corequisite on by submitting a challenge form at the time of registration to the Admissions and Records Office. The student will be enrolled in the requested class if space is available. The Committee on Exceptions will review the challenge, and the student will be notified of the committee's decision within five working days per AP 5052. If the challenge is denied, the student will be dropped from the class and refunded all applicable fees (*per Title 5 §55003(o)*).

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

1. The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites
2. The prerequisite or corequisite is in violation of Title 5 §55003
3. The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner
4. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite
5. The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available.

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.

COR Addendum Form B: Requisites and Advisories

Course: _____

Check One: Proposed Co/Prerequisite

Proposed Advisory

Title 5 requires Courses and Programs committee members to scrutinize prerequisites, corequisites, and advisories on recommended preparation when they are established and during the Course Outline of Record (COR) review process.

Section 1: Reason for Co/Prerequisite or Advisory –Check one and complete its related sections as directed.

Advisory or co/prerequisite course ensures students have the knowledge and skills that are necessary for success in this course, and it increases the likelihood students will receive a satisfactory grade. **Complete section 2 or 3.** Title 5 allows faculty to establish a prerequisite or corequisite based on **Content Review** alone (Section 2) or **Content Review with Statistical Validation** (Section 3).

Co/prerequisite course is required by a four-year public institution (no further validation is required):

UC/CSU campus	Comparable Course , Prefix and Number	Requisite Course, Prefix, and Number	Catalog Year
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Co/prerequisite course is part of a closely related lecture/lab pairing within a discipline (no further validation is required).

Co/prerequisite course is required by the following statute or regulation (no further validation is required):

 Co/prerequisite course is necessary to protect the health or safety of the student or others. Describe how the co/prerequisite provides this protection. **Complete section 2.**

Section 2: Content Review

2A. Content Review

List the **exit skills** of the prerequisite (or advisory) course that represent the **entry skills** necessary (or strongly recommended) for success in this course, **or** list the skills students need to acquire

through simultaneous enrollment in the corequisite course. This information should be obtained from the performance objectives section of the co/prerequisite or advisory COR.

Prerequisite or advisory: Upon entering this course, the student should be able to do the following:

Corequisite: The student needs to acquire the following skills through simultaneous enrollment in the corequisite course:

2B. Departmental Validation

Departments are required to validate the establishment of prerequisites, corequisites, and advisories on recommended preparation through discussion and review of the following documents:

- Course Outline of Record for prerequisite, corequisite, or advisory and target course
- Sample assignments and exams for target course
- Sample syllabi for target course

Department has followed this process? Please check appropriate box:

Yes

No

Section 3: Content Review with Statistical Validation

3A. Content Review

List the **exit skills** of the prerequisite course that represent the **entry skills** necessary (or strongly recommended) for success in this course, **or** list the skills students need to acquire through simultaneous enrollment in the corequisite course. This information should be obtained from the performance objectives section of the co/prerequisite COR.

Prerequisite: Upon entering this course, the student should be able to do the following:

Corequisite: The student needs to acquire the following skills through simultaneous enrollment in the corequisite course:

3B. Statistical Validation

This section requires data collection to show that a student is highly unlikely to succeed in this course without the co/prerequisite. A co/prerequisite may be established for not more than two years while research is being conducted to make a final determination.

Statistical validation of a co/prerequisite requires research. Data should be developed by research personnel, discipline faculty, and/or the Academic Senate to determine at least one of the following:

- The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or corequisite is necessary
- Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or corequisite
- Comparison of students' performance at any point in the course with completion of the proposed prerequisite or corequisite
- 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.

Department has followed this process?

Yes

No

Please check appropriate box and submit report in an attached document to the Courses and Programs Committee.

The collection of data shall not apply under the following circumstances:

Colleges in at least six different districts have previously satisfied the data collection requirements for the same prerequisite or corequisite for the same program.

And

The Office of Institutional Research has conducted an evaluation to determine if the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age, or disability. If disproportionate impact is found, MiraCosta College will develop and implement a plan to correct the disproportionate impact.

Department has followed this process?

Yes

No

Please check appropriate box and submit report in an attached document to the Courses and Programs Committee.

Ventura College Academic Senate

March 7, 2013

VI. f. Action Item:

AP 5030 Fees

VCCCD Administrative Procedure Manual
Chapter 5 – Student Services
AP 5030 – Fees

Legal Education Code Sections 70902(b)(9), 76300, 66025.3; Title 5, Section 51012;
Student Fee Handbook, California Community College Chancellor’s Office

Required fees include:

- Enrollment (E.C. 76300; 5 CCR 58500-58509)

A per unit enrollment fee of \$46 shall be charged each student enrolled per term or session. Enrollment fees will be waived for low income students who demonstrate eligibility according to income standards established by the Board of Governors. Concurrent high school students are exempt from enrollment fees with certain limits.

- Nonresident tuition with these permissive exemptions (E.C. 76140, 76140.5):
 1. All nonresident students enrolling for 6 or fewer units; or
 2. A student who is a citizen and resident of a foreign country who demonstrates financial need

In addition to the enrollment fees of \$46 per unit, nonresident students are assessed tuition fees at a rate of \$250 per unit. For 2013-14 that rate will be \$230 per unit. AB 540 added Education Code Section 68130.5 which provides for exemption of these fees for students who met certain criteria, such as graduating from or having attended a California high school for more than three years.

Fees authorized by law include:

- Non-District physical education facilities (E.C. 76395)
- Noncredit courses (E.C. 76385)
- Community service courses (E.C. 78300)
- Auditing of courses (E.C. 76370)
Persons auditing a course shall be charged a fee of not more than \$15.00 per unit per semester. Students enrolled in classes to receive credit for 10 or more semester credit units shall not be charged this fee to audit three or fewer units per semester.
- Instructional materials (E.C. 73365, 81457, 81458; 5 CCR 59400-59408)

- Athletic insurance (E.C. 70902(b)(9))
- Cross-Enrollment with CSU or UC (E.C. 66753)
- Health (E.C. 76355)
The District charges a mandatory health fee for both full-time and part-time students at an amount as defined by Education Code 76355. The current health fee is \$19 for the Fall and Spring semesters and \$16 for the Summer session.
The following students are exempted from payment of the fee:
 - Students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization.
 - Students who are attending a community college under an approved apprenticeship training program.
- Parking (E.C. 76360)
A parking fee will be assessed per term to students to park on District property parking lots for automobiles and motorcycles as stipulated in Education Code Section 76360. The current parking permit fees are as follows.

<u>Item</u>	<u>Fall/Spring Semester</u>	<u>Summer Session</u>
<u>Automobile</u>	<u>\$50.00</u>	<u>\$25.00</u>
<u>BOGW students</u>	<u>\$30.00</u>	<u>\$25.00</u>
<u>Motorcycle</u>	<u>\$30.00</u>	<u>\$25.00</u>
<u>Ridesharing/Carpooling*</u>	<u>\$35.00</u>	<u>\$15.00</u>

*To encourage ridesharing and carpooling, the parking permit fee shall not exceed thirty-five dollars (\$35) per Fall and Spring semesters and fifteen dollars (\$15) per Summer semester for a student who certifies that he or she regularly has two or more passengers commuting to the community college with him or her in the vehicle parked at the community college

- Transportation (E.C. 76361, 82305.6)
- Student representation (E.C. 76060.5; 5 CCR 54801-54805)
A \$1 fee per semester shall be collected at the time of registration and used solely by the Associated Students to advocate and lobby city, county, state and/or federal government in support of issues of interest to the student body at large. Students may refuse to pay the fee for religious, political, financial, or moral reasons.
- Student Center (E.C. 76375; 5 CCR 58510)

A Student center fee of \$1 per unit, up to a maximum of \$10 per student per fiscal year, will be assessed for the purpose of financing, constructing, expanding, remodeling, refurbishing and operating a Student Center.

- Copies of student records (E.C. 76223)
The District shall charge a reasonable amount for furnishing copies of any student record to a student or former student. No charge shall be made for furnishing up to two official transcripts of students' records, or for two verifications of various records. There shall be no charge for searching for or retrieving any student record. The current fee to the student or former student, after having provided the first two transcripts free of charge, for processing transcript requests is \$3.00 per transcript (\$5.00 per transcript for expedited). Students may access their unofficial transcripts free of charge through the student web portal (MyVCCCD) or request from the Admissions Office for a fee of \$1.00 per transcript.
- Dormitory (E.C. 81670)
- Child care (E.C. 79121 et seq., 66060)
- Nonresident capital outlay (E.C. 76141)
Education Code section 76141 authorizes community college districts to charge all nonresident students a capital outlay fee. The current fee is \$14 per semester unit.
- Nonresident application processing (E.C. 76142)
Education Code Section 76142 permits the governing board of each community college district to establish a processing fee for international nonresident applicants. The current fee is \$50 per applicant.
- Credit by Examination (E.C. 76300; 5 CCR 55050)
Fees charged for credit by examination offered pursuant to Title 5, section 55050 are optional fees for service. Persons applying to earn credit by examination will be charged a fee equal to the per unit enrollment fee established per Education Code 76300. The current fee is \$46 per unit.
- Use of facilities financed by revenue bonds (E.C. 81901(b)(3))
- Refund processing (5 CCR 58508)
Section 58508 of Title 5 of the California Code of Regulations permits districts to retain a maximum \$10 from enrollment fees as a refund processing fee. Refunds of the enrollment fee, health fee, non-resident tuition and other fees associated with registration shall be made to eligible students who file a refund request by the published deadline. VCCCD enrollment fee refund requests are subject, once a semester, to the withholding of a \$10.00 administrative fee.
- Telephone/Internet registration (E.C. 70902(a))

Districts that provide the optional service of telephone or Internet registration may charge students who choose to use this service a nominal use fee under the authority of Education Code section 70902(a). The current remote registration fee is \$2.00 per semester.

- Physical fitness test (E.C. 70902(b)(9))
- Instructional Tape Lease/Deposit (E.C. 70902(b)(9))
- Credit Card Use (E.C. 70902(b)(9))
- International Student Medical Insurance (E.C. 70902(b)(9))

Prohibited fees include:

- Late application (CCCCO Student Fee Handbook)
- Add/drop (CCCCO Student Fee Handbook)
- Mandatory student activities (CCCCO Student Fee Handbook)
- Student Identification Cards (CCCCO Student Fee Handbook)
- Student Body Organization (CCCCO Student Fee Handbook)
- Nonresident application (CCCCO Student Fee Handbook)
- Field trip (5 CCR 55450, 55451)
- For dependents of certain veterans (E.C. 66025.3)
- For dependents of certain victims of the September 11, 2001, terrorist attacks (CCCCO Student Fee Handbook)
- For certain recipients of the Medal of Honor and certain children of the recipients of the Medal of Honor (E.C. 66025.3)
- Required or funded services (CCCCO Student Fee Handbook)
- Refundable deposits (CCCCO Student Fee Handbook)
- Distance education (other than the statutorily authorized enrollment fee) (CCCCO Student Fee Handbook)
- Mandatory mailings (CCCCO Student Fee Handbook)
- Rental of practice rooms (CCCCO Student Fee Handbook)
- Apprenticeship courses (E.C. 76350)
- Technology fee (CCCCO Student Fee Handbook)
- Late payment fee (5 CCR 58502, 59410)
- Nursing/healing arts student liability insurance (5 CCR 55234)
- Cleaning (CCCCO Student Fee Handbook)
- Breakage (CCCCO Student Fee Handbook)
- Test proctoring (CCCCO Student Fee Handbook)

Other fees/fines:

The District may assess and collect other fees/fines that are not prohibited by statute or law, such as parking fines and library fines.

Collection and refund of fees (within published refund deadlines) include:

- The District shall collect fees to be collected when enacted by the Legislature following registration by the student
- The District shall refund fees collected in error
- The District shall refund fees ~~because~~ that are refundable because of a reduction in the educational program of the District
- The District shall refund fees that are refundable because of the student's reduction in units or withdrawal from an educational program
- The District shall refund fees that are refundable because of changes in law or regulation authorizing and establishing enrollment fees
- The District shall provide notice to students of availability of exemptions from certain mandatory and authorized fees

Ventura College Academic Senate

March 7, 2013

VI. g. Action Item:

BP/AP 5013 Students in the Military

BP 5013 Students in the Military

Reference:

Education Code Sections 68074, 68075, 68075.5; Title 5, Section 55758, 54041, 54042, 54050, 58620

~~The colleges of the Ventura County Community College District shall provide services for students in the Military for the purpose of furthering equality of educational opportunity and academic success. The purpose is to bring the student and the district into agreement regarding the student's educational goal through the district's established programs, policies, procedures and requirements.~~

The ~~VCCCD Board of Trustees~~ Chancellor shall establish procedures defining enrollment priorities, limitations, and processes for students in the Military in compliance with federal and state law.

AP 5013 STUDENTS IN THE MILITARY

References:

Education Code Sections 68074, 68075, and 68075.5;
Title 5 Sections 55023, 55024, 54041, 54042, 54050, and 58620;
Military and Veterans Code Section 824

Tuition and Fees for Military Personnel and Dependents

Active duty military personnel and their dependents, military veterans and their dependents are subject to the same criteria and regulations regarding the establishment of California residency as other non-resident students. The information provided herein refers to the assignment of California residency based on active-duty or discharged veteran status solely for the purposes of determining the tuition and fees for eligible service members, former service members and their dependents.

A student who is a member of the Armed Forces of the United States stationed in this state on active duty is entitled to resident classification only for the purpose of determining the amount of tuition and fees.

If that member of the Armed Forces of the United States who is in attendance at an institution is thereafter transferred on military orders to a place outside this state where the member continues to serve in the Armed Forces of the United States, he or she shall not lose his or her resident classification so long as he or she remains continuously enrolled at that institution.

A student who is a natural or adopted child, stepchild, or spouse who is a dependent of a member of the Armed Forces of the United States stationed in this state on active duty is entitled to resident classification only for the purpose of determining the amount of tuition and fees.

If that member of the Armed Forces of the United States, whose dependent natural or adopted child, stepchild, or spouse is in attendance at an institution, (1) is thereafter transferred on military orders to a place outside this state where the member continues to serve in the Armed Forces of the United States, or (2) is thereafter retired as an active member of the Armed Forces of the United States, the student dependent shall not lose his or her resident classification so long as he or she remains continuously enrolled at that institution.

Military Veteran Exception:

A community college student who was a member of the Armed Forces of the United States stationed in this state on active duty for more than one year immediately prior to being discharged shall be exempt from paying nonresident tuition for up to one year if he or she files an affidavit with the community college stating that he or she intends to establish residency in California as soon as possible.

The one year exemption provided in paragraph (1) shall be used while the student lives in this state and within two years of being discharged.

A former member of the Armed Forces of the United States who received a dishonorable or bad conduct discharge shall not be eligible for an exemption pursuant to this section.

A student claiming the residence classifications provided for in this procedure must provide a statement from the student's commanding officer or personnel officer providing evidence of active duty assignment to California and the date of the assignment to California. ~~and that the assignment to active duty in California is not for educational purposes.~~ A student claiming the residence classifications provided for here for the dependent of military personnel shall provide a statement from the military person's commanding officer or personnel officer that the military person's active duty station assignment is in California ~~on active duty~~ as of the residence determination date, or has been transferred outside of California on active duty after the residence determination date, or that the military person has retired from active duty after the residence determination date. (Title 5 Sections 54041; 54042)

Note that the residency status conferred under this section does not entitle students to the full benefits of classification as a California resident. Students will need to petition for reclassification to California resident status as soon as they are eligible to do so.

~~Withdrawal Policies for Members of the Military~~ Military Withdrawal Based on Orders

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

Students requesting military withdrawal must present a petition for withdrawal and a copy of the military orders, ~~or other acceptable documentation,~~ which ~~verifies~~ verify the dates and location of military assignment that compelled or compels withdrawal from classes. Other types of verifying documentation may be considered only if orders are unavailable providing they verify the dates and location of military assignment that compelled or compels withdrawal from classes. Military withdrawal may be requested at any time upon the student's return to college.

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

The student will be eligible to receive a full refund for all fees paid in the term for which the military withdrawal was granted. The cost of books and supplies may be eligible for refund pursuant to the policies and procedures of the campus bookstore.

Credit for Military Educational Training

The colleges of the Ventura County Community College District will recognize and grant credit to service personnel for formal educational training completed in the United States armed forces provided such credit is not a duplication of work taken previously.

Service personnel may be allowed credit for formal service school courses offered by the United States military service recommended in the Guide to the Evaluation of Educational Experiences in the armed services of the American Council on Education. The credit allowed will be based upon the recommendations specified in the Guide.

Students must submit an official transcript of military education to the Registrar's Office for evaluation of military credit. ~~The maximum amount of credit which may be allowed toward satisfaction of college requirements shall be 12 units.~~ All military credit will be posted to the student's transcript as units earned.

Priority Registration for Military Veterans

Military veterans will be accorded level one priority registration in compliance with state and federal law.

Veterans' Administration Education Assistance Programs

The colleges of the Ventura County Community College District are approved to process claims for students who are eligible to receive educational benefits under various Veterans' Administration Education Assistance Programs.

Ventura College Academic Senate

March 7, 2013

VI. h. Action Item:

BP/AP 5015 Residence Determination

Book VCCCD Board Policy Manual

Section Chapter 5 Student Services

Title BP 5015 RESIDENCE DETERMINATION

Number BP 5015

Status Active

Legal Education Code Sections 68040; 76140; Title 5, Sections 54000, et seq.

Adopted April 18, 2006

Students shall be classified at the time of each application for admission or registration as a resident or nonresident student.

~~A resident is any person who has been a bona fide resident of California for at least one year on the residence determination date. The residence determination date shall be the day immediately preceding the first day of a semester or summer session for which the student applies to attend.~~

~~Residence classification shall be made for each student at the time applications for admission are accepted or registration occurs and whenever a student has not been in attendance for more than one semester. A student previously classified as a nonresident may be reclassified as of any residence determination date.~~

The Chancellor shall enact procedures to assure that residence determinations are made in accordance with Education Code and Title 5 regulations.

See Administrative Procedure 5015.

Revised ~~10/28/12~~ 11/14/12

AP 5015 Residence Determination

References:

Education Code Sections 68000 et seq. and 68130.5;
Title 5 Sections 54000 et seq.

Note: *This procedure is **legally required** except as noted. Districts may insert their local practices here. The following is provided as an illustrative example.*

Residence Classification – Residency classification is the responsibility of the Registrar's Office and shall be determined for each student at the time of each registration application for admission and whenever a student has not been in attendance for more than one semester. Residence classifications are to be made pursuant to California Education Code and Title 5 Administrative Code. and in accordance with the following provisions:

- ~~A residence determination date is that day immediately preceding the opening day of instruction for any session during which the student proposes to attend.~~

~~Residence classification is the responsibility of the Registrar's Office.~~

~~Students ~~must~~ shall be notified of residence determination within 14 calendar days of submission of application.~~

Rules Determining Residence

- ~~A student who has resided in the state for more than one year immediately preceding the residence determination date is a resident.~~
- ~~A student who has not resided in the state for more than one year immediately preceding the residence determination date is a nonresident.~~

~~The residence of each student enrolled in or applying for enrollment in any class or classes maintained by this District shall be determined in accordance with the Education Code which states that every person has, in law, a residence. In determining the place of residence, the following rules are to be observed:~~

- ~~Every person who is married or eighteen years of age, or older, and under no legal disability to do so, may establish residence.~~
- ~~A person may have only one residence.~~
- ~~A residence is the place where one remains when not called elsewhere for labor or other special or temporary purpose and to which one returns in seasons of repose.~~

27 February 2013 revision_Registrars

DTRW-SS review 1.24.13

DCAA review 2.28.13 – sent for Academic Senate Review 3.06.13

- ~~A residence cannot be lost until another is gained.~~
- ~~The residence can be changed only by the union of act and intent.~~
- ~~A man or a woman may establish his or her residence. A woman's residence shall not be derivative from that of her husband.~~
- ~~The residence of the parent with whom an unmarried minor child maintains his/her place of abode is the residence of the unmarried minor child. When the minor lives with neither parent, the minor's residence is that of the parent with whom the last place of abode was maintained, provided the minor may establish his/her residence when both parents are deceased and a legal guardian has not been appointed.~~
- ~~The residence of an unmarried minor who has a parent living cannot be changed by the minor's own act, by the appointment of a legal guardian, or by relinquishment of a parent's right of control.~~

Determination of Resident Status

~~A resident is a student who has been a bona fide resident of the state for one year prior to the residence determination date. A bona fide resident is a person whose residence is in California as determined above except:~~

- ~~A student who is a minor and remains in this state after the parent, who was previously domiciled in California and has established residence elsewhere, shall be entitled to retain resident classification until attaining the age of majority and has resided in the state the minimum time necessary to become a resident, so long as continuous attendance is maintained at an institution.~~
- ~~A student who is a minor and who provides evidence of being entirely self-supporting and actually present in California for more than one year immediately preceding the residence determination date with the intention of acquiring a residence therein, shall be entitled resident classification until he/she has resided in the state the minimum time necessary to become a resident.~~
- ~~A student who has not been an adult for one year immediately preceding the residence determination date for the semester for which the student proposes to attend an institution shall have the immediate premajority-derived California residence, if any, added to the post-majority residence to obtain the one year of California residence.~~
- ~~A student holding a valid credential authorizing service in the public schools of this state, who is employed by a school district in a full-time position requiring certification qualifications for the college year in which the student enrolls in an~~

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DCAA review 2.28.13 - sent for Academic Senate Review 3.06.13

~~institution, shall be entitled to resident classification if each student meets any of the following requirements:~~

- ~~○ He/she holds a provisional credential and is enrolled in courses necessary to obtain another type of credential authorizing service in the public schools.~~
- ~~○ He/she holds a credential issued pursuant to Education Code Section 44250 and is enrolled in courses necessary to fulfill credential requirements.~~
- ~~○ He/she is enrolled in courses necessary to fulfill the requirements for a fifth year of education prescribed by subdivision (b) of Education Code Section 44259.~~
- ~~○ A student holding a valid emergency permit authorizing service in the public schools of this state, who is employed by a school district in a full-time position requiring certification qualifications for the academic year in which the student enrolls at an institution in courses necessary to fulfill teacher credential requirements, is entitled to resident classification only for the purpose of determining the amount of tuition and fees for no more than one year. Thereafter, the student's residency status will be determined under the other provisions of this procedure.~~
- ~~A student who is a full time employee of the California State University, the University of California or a community college, or of any state agency or a student who is a child or spouse of a full-time employee of the California State University, the University of California or a community college, or of any state agency may be entitled to resident classification, until the student has resided in the state the minimum time necessary to become a resident.~~
- ~~A student who is a natural or adopted child, stepchild, or spouse who is a dependent of a member of the armed forces of the United States stationed in this state on active duty shall be entitled to resident classification. If the member of the armed forces of the United States later transferred on military orders to a place outside this state, or retires as an active member of the armed forces of the United States, the student dependent shall not lose his or her resident classification until he/she has resided in the state the minimum time necessary to become a resident.~~
- ~~A student who is a member of the armed forces of the United States stationed in this state on active duty, except a member of the Armed Forces assigned for educational purposes to a state-supported institution of higher education, is entitled to resident classification only for the purpose of determining the amount of tuition and fees.~~

- ~~A student who was a member of the armed forces of the United States stationed in this state on active duty for more than one year immediately prior to being discharged from the armed forces is entitled to resident classification for the length of time he/she lives in this state after being discharged up to the minimum time necessary to become a resident.~~
- ~~A student who is a minor and resides with his or her parent in a district or territory not in a district shall be entitled to resident classification, provided that the parent has been domiciled in California for more than one year prior to the residence determination date for the semester, quarter or term for which the student proposes to attend.~~
- ~~A student who is a native American is entitled to resident classification for attendance at a community college if the student is also attending a school administered by the Bureau of Indian Affairs located within the community college district.~~
- ~~A student who is a federal civil service employee and his or her natural or adopted dependent children are entitled to resident classification if the parent has moved to this state as a result of a military mission realignment action that involves the relocation of at least 100 employees. This classification shall continue until the student is entitled to be classified as a resident, so long as the student continuously attends an institution of public higher education.~~
- ~~A student who resides in California and is 19 years of age or under at the time of enrollment, who is currently a dependent or ward of the state through California's child welfare system, or was served by California's child welfare system and is no longer being served either due to emancipation or aging out of the system, may be entitled to resident classification until he/she has resided in the state the minimum time necessary to become a resident.~~
- ~~A student who lives with a parent who earns a livelihood primarily by performing agricultural labor for hire in California and other states, and the parent has performed such labor in this state for at least two months per year in each of the two preceding years, and the parent resides in this District and the parent of the student has claimed the student as a dependent on his state or federal personal income tax return if he/she has sufficient income to have personal income tax liability shall be entitled to resident classification.~~

Residency Determination for Military Personnel and Dependents

Consult BP/AP 5013 "Students in the Military" for information regarding residency determination as applied to active-duty military personnel and their dependents.

Reclassification – A student previously classified as a non-resident may be reclassified as of any residence determination date upon submission of a Request for Residency

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DCAA review 2.28.13 – sent for Academic Senate Review 3.06.13

~~Reclassification and adequate documentation to support that California residency has been established. A residence determination date is that day immediately preceding the opening day of instruction for any session during which the student proposes to attend.~~

~~Petitions~~ Requests for Residency Reclassification are to be submitted to the appropriate office as identified above. Written documentation ~~may~~ will be required of the student in support of the reclassification request.

~~Petitions~~ Reclassification requests must be submitted prior to the semester for which reclassification is to be effective. Extenuating circumstances may be considered in cases where a student failed to petition for reclassification prior to the residency determination date. In no case, however, may a student receive a non-resident tuition refund after the date of the first census.

Comment [J1]: During my training, Elias said that there is no deadline for a student to submit their documentation to clear their residency. As long as they have resided long enough and provide the documentation, we could change their residency at any time in the term.

~~A questionnaire to determine financial independence must be submitted with the petition is included in the request for reclassification. Determination of financial independence is not required for students who were classified as non-residents by the University of California, the California State University, or another community college District (Education Code Section 68044). The determination that a student is not financially independent will weigh against a request for reclassification.~~

A student shall be considered financially independent for purposes of residence reclassification if the applicant meets all of the following requirements:

- Has not and will not be claimed as an exemption for state and federal tax purposes by his/her parent in the calendar year prior to the year the reclassification application is made;
- Has not lived and will not live for more than six weeks in the home of his/her parent during the calendar year the reclassification application is made.

~~A student who has established financial independence may be reclassified as a resident if the student has met the requirements of Title 5 Sections 54020, 54022, and 54024.~~

~~Failure to satisfy all of the financial independence criteria listed above does not necessarily result in denial of residence status if the one year requirement is met and demonstration of intent is sufficiently strong.~~

Financial dependence in the current or preceding calendar year shall weigh more heavily against finding California residence than financial dependence in the preceding second and third calendar years. Financial dependence in the current or preceding calendar year shall be overcome only if (1) the parent on whom the student is dependent is a California resident, or (2) there is no evidence of the student's continuing residence in another state.

~~The Registrar's Office will make a determination, based on the evidence and notify the student not later than 14 days of receipt of the petition for reclassification.~~

~~Students have the right to appeal according to the procedures above below.~~

Non-Citizens – The District ~~will~~ may admit any non-citizen who is 18 years of age or a high school graduate.

If non-citizens are present in the United States ~~illegally~~ without lawful immigration status or with any type of temporary visa, they will be classified as non-residents and charged non-resident tuition unless they meet the exceptions contained below.

Non-citizens who are undocumented or are present in the U.S. in an immigration status that does not allow them to establish residency here may become eligible for California residency once they take steps to change their immigration status to one that does allow the establishment of U.S. and California residency, and are able to meet all other requirements for California residency.

If, for at least one year and one day prior to the start of the semester in question, a non-citizen has possessed any immigration status that allows him/her to live permanently in the United States and she or he meets the California residency requirements, the student can be classified as a resident.

A student who is without lawful immigration status may be exempted from payment of non-resident tuition pursuant to AB540 provided they submit verifiable documentation to certify that ~~classified as a resident~~ if he or she meets the following requirements:

- high school attendance in California for three or more years;
- graduation from a California high school or attainment of the equivalent thereof;
- registration for classes not earlier than the fall semester or quarter of 2001-2002;
- the filing of an affidavit that the student has filed an application to legalize his/her immigration status, or will file an application as soon as he or she is eligible to do so.
- 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.

~~The initial residency classification will be made at the time the student applies for admission. Students may file residency questionnaire forms through the third week of the semester to request a review of their residency status. Final residency determination is made by the Registrar's Office. Students may appeal the decision.~~

Right To Appeal – Students who have been classified as non-residents have the right to a review of their classification (Title 5 Section 54010 (a)). Any student, following a final decision of residence classification by the Registrar's Office may make written appeal to the Dean of Student Services or designee within 30 calendar days of notification of final decision by the college regarding classification.

Appeal Procedure – The appeal is to be submitted to the appropriate dean, ~~which must forward it to the [designate, such as Chief Student Services Officer]~~ within five working days of receipt. ~~Copies of the original application for admission, the residency questionnaire, and evidence or documentation provided by the student, with a cover statement indicating upon what basis the residence classification decision was made, must be forwarded with the appeal.~~ The appeal must include a cover letter indicating the student's rationale, and the documented, verifiable evidence as to why his or her residency classification is incorrect.

The appropriate dean shall review all ~~the~~ applicable records including the application for admission (may be a copy of the student's online admission application), the residency reclassification request form and supporting documentation, and ~~has the right to~~ may request additional information from either the student or the Admissions Registrar's Office.

Within 30 calendar days of receipt, the appropriate dean shall send a written determination to the student. The determination shall state specific facts on which the appeal decision was made.

Ventura College Academic Senate

March 7, 2013

VI. i. Action Item:

BP/AP 5020 Nonresident Tuition

Book VCCCD Board Policy Manual

Section Chapter 5 Student Services

Title BP 5020 NONRESIDENT TUITION

Number BP 5020

Status Active

Legal Education Code Sections 68050, 68051, 68052, 68130, 76141

Adopted April 18, 2006

Consolidation

~~Nonresident students shall be charged nonresident tuition for all units enrolled.~~

~~No later than February 1 of each year, the Chancellor shall bring to the Board for approval an action to establish nonresident tuition for the following fiscal year. The fee shall be calculated in accordance with guidelines contained in applicable state regulations and/or the California Community College Attendance Accounting Manual.~~

The Chancellor shall establish procedures regarding the charging, collection, waiver, and refunds of nonresident tuition.

~~The Chancellor is authorized to implement a fee to be charged only to persons who are both citizens and residents of foreign countries pursuant to existing law to students who are not residents of California, including persons who are classified as international students. The Board finds and declares that this fee does not exceed the amount expended by the district for capital outlay in the preceding year divided by the total FTES in the preceding fiscal year.~~

~~**Students' self-certification may serve as proof of high school attendance and graduation (or its equivalent).** Students' self-certification may serve as proof of high school attendance and graduation (or its equivalent). No later than February 1 of each year, the Chancellor shall bring to the Board for approval an action to establish international student tuition for the following fiscal year. The fee shall be calculated in accordance with guidelines contained in applicable state regulations and/or the California Community College Attendance Accounting Manual.~~

~~Students who would otherwise be charged this fee shall be exempt if they demonstrate that they are a victim of persecution or discrimination in the county of which they are a citizen and resident, or if they demonstrate economic hardship. Students shall be deemed victims of persecution or discrimination if they present evidence that they are citizens and residents of a foreign country and that they have been admitted to the United States under federal regulations permitting such persons to remain in the United States. Students shall be deemed to have demonstrated economic hardship if they present evidence~~

~~that they are citizens and residents of a foreign country and that they are receiving Aid to Families with Dependent Children, Supplemental Income/State Supplementary benefits, or general assistance.~~

See Administrative Procedures 5020.

Revised ~~4/28/12~~ 11/14/12

Book	VCCCD Administrative Procedure Manual
Section	Chapter 5 Student Services
Title	AP 5020 NONRESIDENT TUITION
Number	AP 5020
Status	UNDER REVIEW
Legal	Education Code Sections 76140 et seq.
Adopted	April 14, 2009

1. Nonresident Tuition

The nonresident and capital outlay surcharge fees will be set by the VCCCD Board of Trustees no later than February 1 of each year. The calculation will reflect the expense of education in the preceding fiscal year according to the Budget and Accounting Manual.

Students who are not residents of California, including persons who are classified as international students, for one year prior to the first day of the term will be charged nonresident tuition and a capital outlay surcharge at the Board-approved rate per semester unit unless they are exempted by statute. All N nonresident students must pay nonresident tuition in addition to the California Community College enrollment mandatory fees.

2. Reclassification to California Resident

~~Any student who believes that he/she should be reclassified as a resident student has the responsibility to request a change of classification in the Admissions Office prior to registration and in accordance with AP 5015~~

~~A student who believes that he or she should be reclassified as a resident student has the responsibility to request a change of classification in Residency Reclassification Request to the Admissions Office prior to registration and~~

Students may be considered for reclassification to California resident status if they have resided in California for no less than one year and one day immediately preceding the term for which residency is requested; and are able to present verifiable documentation to support the actions that express their intent to establish California residency.

A student previously classified as a non-resident may be reclassified as of any residence determination date upon submission of a Request for Residency Reclassification and adequate documentation to support that California residency has been established in accordance with AP 5015.

3. Exceptions to Payment of Nonresident Tuition

~~Military Resident Exception: Non-resident U.S.:~~

A student who is a member of the Armed Forces of the United States stationed in this state on active duty is entitled to resident classification only for the purpose of determining the amount of tuition and fees.

If that member of the Armed Forces of the United States who is in attendance at an institution is thereafter transferred on military orders to a place outside this state where the member continues

to serve in the Armed Forces of the United States, he or she shall not lose his or her resident classification so long as he or she remains continuously enrolled at that institution.

A student who is a natural or adopted child, stepchild, or spouse who is a dependent of a member of the Armed Forces of the United States stationed in this state on active duty is entitled to resident classification only for the purpose of determining the amount of tuition and fees.

If that member of the Armed Forces of the United States, whose dependent natural or adopted child, stepchild, or spouse is in attendance at an institution, (1) is thereafter transferred on military orders to a place outside this state where the member continues to serve in the Armed Forces of the United States, or (2) is thereafter retired as an active member of the Armed Forces of the United States, the student dependent shall not lose his or her resident classification so long as he or she remains continuously enrolled at that institution.

Military Veteran Exception:

A community college student who was a member of the Armed Forces of the United States stationed in this state on active duty for more than one year immediately prior to being discharged shall be exempt from paying nonresident tuition for up to one year if he or she files an affidavit with the community college stating that he or she intends to establish residency in California as soon as possible.

The one year exemption provided in paragraph (1) shall be used while the student lives in this state and within two years of being discharged.

A former member of the Armed Forces of the United States who received a dishonorable or bad conduct discharge shall not be eligible for an exemption pursuant to this section.

Civil Service Employee Exception:

A student who is a federal civil service employee and his/her natural or adopted dependent children are entitled to resident classification only for the purpose of determining tuition and fees if the parent has moved to this state as a result of a military mission realignment action that involves the relocation of at least 100 employees. This classification shall continue until the student is entitled to be classified as a resident, so long as the student continuously attends an institution of public higher education.

AB540 California High School Graduate Attendance and Graduation Exception:

Students without lawful immigration status and U.S. citizens who are not residents of California may be entitled to exemption from nonresident tuition if they meet all of the following criteria:

- who attended high school in California for three or more years
- graduated from a California high school or attained the equivalent
- filed an affidavit stating that they have filed or will file an application to legalize their immigration status as soon as possible

- are exempt from nonresident tuition. Students without lawful immigration status must file an affidavit stating that the student has filed an application to legalize their immigration status, or will do so as soon as possible. Students' self-certification may serve as proof of high school attendance and graduation (or its equivalent). 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.

Nonimmigrant alien students (students who are present in the U.S. on a nonimmigrant visa) are not eligible for this exemption.

Eligibility for an AB540 exemption does not result in the student being classified as a California resident.

September 11, 2001 Exception:

If an individual who was killed in the terrorist attacks on the World Trade Center in New York City, the Pentagon in Washington, D.C., or the crash of United Airlines Flight 93 was a resident of California on September 11, 2001, or if their dependent was a resident on that date and if they meet the financial need requirement for the Cal Grant A Program, the dependents of this individual may be exempt from nonresident tuition. If the dependent is a spouse, the exemption applies until January 1, 2013. If the dependent is a child, the exemption applies until the person reaches the age of 30.

A student who remains in this state after his or her parent, who was theretofore domiciled in California for at least one year immediately prior to leaving and has, during the student's minority and within one year immediately prior to the residency determination date, established residence elsewhere, shall be entitled to resident classification until he or she has attained the age of majority and has resided in the state the minimum time necessary to become a resident, so long as, once enrolled, he or she maintains continuous attendance at an institution.

Care and control exception for minors:

A student shall be entitled to resident classification if, immediately prior to enrolling at an institution, he or she has lived with and been under the continuous direct care and control of any adult or adults, other than a parent, for a period of not less than two years, provided that the adult or adults having control have been domiciled in California during the year immediately prior to the residence determination date. This exception shall continue until the student has attained the age of majority and has resided in the state the minimum time necessary to become a resident, so long as continuous attendance is maintained at an institution.

Exception for minor dependents of California resident parent:

Notwithstanding Section 68062, a student who (a) has not been an adult resident of California for more than one year and (b) is either the dependent child of a California resident who has had residence in California for more than one year prior to the residence determination date, or has a parent who has both contributed court-ordered support for the student on a continuous basis and has been a California resident for a minimum of one year, shall be entitled to resident classification. This exception shall continue until the student has resided in the state the minimum time necessary to become a resident, so long as continuous attendance is maintained at an institution.

Bureau of Indian Affairs exception:

A student who is a graduate of any school located in California that is operated by the United States Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School, shall be entitled to resident classification. This exception shall continue so long as continuous attendance is maintained by the student at an institution.

A student who is a native American is entitled to resident classification for attendance at a community college if the student is also attending a school administered by the Bureau of Indian Affairs located within the community college district. As used in this section, "native American" means an American Indian.

Public School Credentials exception:

A student holding a valid credential authorizing service in the public schools of this state who is employed by a school district in a full-time position requiring certification qualifications for the college year in which the student enrolls in an institution is entitled to resident classification if that student meets any of the following requirements:

- (1) He or she holds a provisional credential and is enrolled at an institution in courses necessary to obtain another type of credential authorizing service in the public schools.
- (2) He or she holds a credential issued pursuant to Section 44250 and is enrolled at an institution in courses necessary to fulfill credential requirements.
- (3) He or she is enrolled at an institution in courses necessary to fulfill the requirements for a fifth year of education prescribed by subdivision (b) of Section 44259.

(b) Notwithstanding any other provision of law, a student holding a valid emergency permit authorizing service in the public schools of this state, who is employed by a school district in a full-time position requiring certification qualifications for the academic year in which the student enrolls at an institution in courses necessary to fulfill teacher credential requirements, is entitled to resident classification only for the purpose of determining the amount of tuition and fees for no more than one year. Thereafter, the student shall be subject to Article 5 (commencing with Section 68060).

Exception for employee of state agency or institution assigned to work out of state:

A student who is a full-time employee of an institution or of any state agency who is assigned to work outside of the state, or a student who is a child or spouse of a full-time employee of an institution or of any state agency who is assigned to work outside of the state, may be entitled to resident classification, as determined by the governing boards, until he or she has resided in the state the minimum time necessary to become a resident.

Amateur Student Athlete exception:

Any amateur student athlete in training at the United States Olympic Training Center in Chula Vista is entitled to resident classification for tuition purposes until he or she has resided in the state the minimum time necessary to become a resident. "Amateur student athlete," for purposes of this section, means any student athlete who meets the eligibility standards established by the national governing body for the sport in which the athlete competes.

Federal civil service employee exception:

A student who is a federal civil service employee and his or her natural or adopted dependent children are entitled to resident classification at a California community college if the parent has moved to this state as a result of a military mission realignment action that involves the relocation of at least 100 employees. This classification shall continue until the student is entitled to be classified as a resident pursuant to Section 68017, so long as the student continuously attends an institution of public higher education.

It shall be the responsibility of the California Community Colleges, the California State University, and the University of California to certify qualifying military mission realignment actions under this section.

Exception for minors who emancipate from or age out of California child welfare system:

A student who currently resides in California and is 19 years of age or under at the time of enrollment, who is currently a dependent or ward of the state through California's child welfare system, or was served by California's child welfare system and is no longer being served either due to emancipation or aging out of the system, may be entitled to resident classification until he or she has resided in the state the minimum time necessary to become a resident.

Other Exemptions

Other limited exemptions from non-resident tuition may be authorized. Eligibility for exemption shall be approved by the campus Vice President of Business Services or his or her designee.

4. Payment

Fees must be paid in full at the time of registration, or payment arrangements must be made using the district-approved payment plan option.

5. Refunds

The same refund guidelines apply as those for other registration fees. Courses must be dropped by the refund deadlines for each semester/session to generate a fee credit or refund. Nonresident Tuition is refunded at a rate of 100% for classes that are dropped by the 10% withdrawal deadline, and at a rate of 50% for classes that are dropped by the 20% withdrawal deadline. No fee credits or refunds are issued for withdrawals that occur after the 20% withdrawal deadline.

Ventura College Academic Senate

March 7, 2013

VI. j. Action Item:

AP 5055 Priority Enrollment

VCCCD Administrative Procedure Manual

Chapter 5 Student Services

Title: AP 5055 ENROLLMENT PRIORITIES

Legal: [California Education Code, Section 66025.8 et. seq.](#); [Title 5 Section 58106](#)

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 to matriculated students in good standing in the following order:

1. Active military, military veterans, foster youth, former foster youth as defined by statute, EOPS students, DSPS students, CalWORKS students,
2. CalWORKS students, verified student athletes in their second semester who have met with a designated athletics counselor
3. Continuing students with 45-75 units* (waivers for majors exceeding 75 units may be requested through the Counseling Department)
4. Continuing students with 30-44 units*
5. Continuing students with 15-29 units*
6. Continuing students with 1-14 units*
7. Newly matriculated students and returning students with less than 76 units
8. New students who have not gone through matriculation
9. Open registration for all students (except "9." below), including students with 76+ units (unless granted a waiver under item 2 above)
10. 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

Ventura College Academic Senate

March 7, 2013

VI. k. Action Item:

AP 6305 Reserves

VCCCD Administrative Procedure Manual
Chapter 6 – Business and Fiscal Affairs
AP 6305 – Reserves
Adopted: October 13, 2009
Last Reviewed: September 25, 2009

In order to ensure fiscal stability and sustainability of the District by maintaining adequate reserves for cash requirements, long-term commitments, and unanticipated expenditures and/or reduction in revenues, the District shall maintain the following reserves:

- General Fund Unrestricted-Designated Reserve - State Required Minimum
 - In accordance the State Chancellor's Office Accounting Advisory FS 05-05: Monitoring and Assessment of Fiscal Condition, the State Chancellor's Office requires a minimum unrestricted general fund balance of 5 percent. The Tentative and Adoption Budgets will adhere to this requirement.
- General Fund Unrestricted-Designated Reserve - Revenue Shortfall Contingency.
 - The General Fund Unrestricted-Designated Reserve - Revenue Shortfall Contingency will be used to cover unanticipated mid-year revenue shortfalls. The amount of this reserve will be set by the Board each year as part of the budget development process.
- General Fund Unrestricted Reserve - Unallocated
 - The Unallocated Reserve is the remaining ending balance after the reserve requirements above have been met, less the amount approved for budget carryover.

As articulated in Board Policy 6200 – Budget Preparation, the budget shall be balanced. Therefore, the Board has adopted a policy that there shall be no deficit budgeting during the development of the annual budget. However, any remaining ending balances left at the three College sites and the District Office will be rolled into the subsequent year's budget for each respective site and should be used for one-time expenses. The percent of expenditures allowed to be carried forward into the subsequent year will be set by the Board as a part of the budget development process.

While these Unallocated Reserve dollars are a part of year-end balance and they are therefore one-time dollars, they should be utilized for one-time expenses or used as one-time seed money for programs that must subsequently be included in institutional budgets.

During times of serious fiscal exigency, the Board may approve the use of the Unallocated Reserves for transitional purposes (requires 2/3 vote).