The District grants the degrees of Associate in Arts and Associate in Science to those students who have completed the subject requirements for graduation and who have maintained a 2.0 cumulative grade point average in subjects completed. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations.

Students may be awarded a Certificate of Achievement upon successful completion of a minimum of 18 or more semester units of degree-applicable coursework designed as a pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education. All Certificates of Achievement require completion of an English Composition course. Skills certificates will be awarded to students who acquire a set of occupationally relevant skills through the successful completion of one or more courses as designated in the college catalog.

Legal Reference: *Education Code Section 70902(b)(3); Title 5 Sections 55060 et seq.*

Adopted: April 4, 1988
Revised: June 1, 1992
Revised: February 14, 2000
Revised: January 11, 2010
I. Associate of Arts Degrees

A. Requirements common to the Associate of Arts degrees:

1. A minimum of 60 degree applicable units, at least 12 of which must be completed in residence at Cabrillo College. (Exceptions to the residence requirement may be made by the Governing Board when it determines that an injustice or undue hardship would be placed on the student.) For the AA Degree/CSUGE, the 60 units must be transferable to CSU. For the AA Degree/IGETC, the 60 units must be transferable to CSU (if the student is transferring to CSU) or to UC (if the student is transferring to UC.)

2. A cumulative grade point average of 2.00 ("C") or better in a published curriculum that includes the general education requirements for the Standard AA as well as the AA/CSUGE degree. A cumulative grade point average of 2.4 is required for students transferring to UC and receiving the AA/IGETC in a published curriculum that includes the IGETC requirements.

3. Competency in math, reading, *multicultural studies, and written expression. The competency in Mathematics may be met by successful completion of intermediate algebra or equivalent or a higher level mathematics course with a grade of “C” or better. Successful completion must be verified by an official college transcript or by an appropriate score on the Cabrillo mathematics assessment. Written communication (Area A) must be completed with a “C” or better.

4. Only one English or ESL course below transferable freshman composition may be used toward the Associate Degree.

5. Except for the multicultural requirement, a course may be used to fulfill a general education requirement in one area only.

6. Up to two courses may be used to satisfy both the major and general education requirements. The unit value is counted only once toward the degree.

7. General Education courses from regionally accredited colleges or universities that have an equivalent at Cabrillo, will be used in the area that best serves the student; either the general education area designations of the original institution or the pattern offered by Cabrillo.

8. The Academic Council, a standing committee of the Faculty Senate, shall recommend changes in the requirements specified above.

9. The completion of a Standard Associate in Arts does not ensure that a student can transfer directly to a four-year college or university. Students interested in transferring should consult a counselor and the catalog of the institution to which transfer is intended.

10. No more than twelve (12) semester units may be credit ("CR") grades instead of letter grades. (These 12 units can be in addition to those courses regularly using Credit/No Credit only grading)

11. A BA/BS degree from a regionally accredited college or university will satisfy all general education and competency requirements for Cabrillo’s non-transfer AA and AS degrees, with the exception of the multicultural requirement, and program specific graduation requirements.

*The purpose of the Multicultural Studies requirement is to promote awareness, understanding, appreciation, and respect for under-represented ethnic cultures and nationalities—with an
emphasis on nonwestern cultures—and to help students link their personal experiences and their education with broader cultural perspectives.

Candidates for the AS or AA degree are required to complete a total of three units in multicultural studies courses selected from the general education list. These courses must focus on the study of ethnic minorities in the United States or nonwestern societies or cultures. The course used to fulfill the multicultural requirement may be double-counted in either the major or a general education area.

Multicultural studies courses will be identified in the college catalog under graduation requirements as well as on the Cabrillo College Associate Degrees general education lists.

B. Requirements for the Standard Associate in Arts (AA) Degree

1. General Education Requirements 30 units
   Area A: Communications and Critical Thinking 6 units
   Area B: Natural Science 6 units
   Area C: Humanities 6 units
   Area D: Social and Behavioral Sciences 9 units
   Area E: Lifelong Understanding Self-Development 3 units

2. Major – Required courses in the major 20 units

3. Math competency**

4. Electives 0-10 units
   **Math competency is defined as follows: The Mathematics Requirement may be met by successful completion of intermediate algebra or equivalent or a higher-level mathematics course with a grade of “C” or better. Successful completion must be verified by an official college transcript or by an appropriate score on the Cabrillo mathematics assessment.

C. Requirements for the Transferable Associate in Arts Degree/CSUGE:
1. General Education Requirements

***30 units

Area A: Communications & Critical Thinking

Area B: Natural Science & Mathematics

Area C: Humanities & Fine Arts

Area D: Social & Behavior Science

Area E: Lifelong Understanding & Self Development

***The 30 general education units must include all of Area A & B (transferable math)-students may wish to complete all 39 units of CSU GE before transfer. All of Area A (Communication and Critical Thinking) and Area B (Mathematics) must be completed with a grade of “C” or better.

2. Major

20 units

Students are encouraged to complete the lower division course work required by the school to which they plan to transfer. This information is available on the World Wide Web at www.assist.org or by consulting a counselor or the catalog of the transfer school.

3. Electives--must be transferable

0-10 units

D. Requirements for the Transferable AA Degree/IGETC

1. General Education (All IGETC general education courses must be completed with a “C” or better.)

Area 1a: English Communication

1b: Critical Thinking/

English composition

3 units
1c: Oral Communication  
(CSU only)  
3 units

Area 2: Mathematical concepts &  
Quantitative Reasoning  
3 units

Area 3: Arts & Humanities  
(at least one Arts and one Humanities)  
9 units

Area 4: Social & Behavioral Sciences  
(3 courses from at least 2 disciplines)  
9 units

Area 5: Physical & Biological Sciences  
(one from Physical & one from Biological-  
one must be a lab)  
7 units

Language Other Than English (UC Requirement Only)

Proficiency equivalent to two years of high school instruction in the same language. This requirement can be met at Cabrillo College by completing one semester of any of the following courses or a more advanced course:

Chinese 1, French 1, German 1, Italian 1, Japanese 1, Russian 1, Spanish 1, Sign Language Studies 1.

2. Major  
20 units

Students are encouraged to complete the lower division course work required by the school to which they plan to transfer. This information is available on the World Wide Web at www.assist.org or by consulting a counselor or the catalog of the transfer school.

3. Electives--must be transferable  
0-10 units

II. Associate of Science Degree

A. Requirements for the Associate of Science degree:
1. A minimum of 60 semester units, at least 12 of which must be completed in residence at Cabrillo College. (Exceptions to the residence requirement may be made by the Governing Board when it determines that an injustice or undue hardship would be placed on the student.)

2. A commutative grade point average of 2.00 ("C") or better in a published curriculum that includes the general education requirements.

3. Competency in math, reading, *multicultural studies, and written expression. The competency in math and written communication (Area A) must be completed with a “C” or better.

4. Only one English or ESL course below transferable freshman composition may be used toward the Associate Degree.

5. Except for the multicultural requirement, a course may be used to fulfill a general education requirement in one area only.

6. General Education courses from regionally accredited colleges or universities that have an equivalent at Cabrillo will be used in the area that best serves the student; either the general education area designations of the original institution or the pattern offered by Cabrillo.

7. The Academic Council, a standing committee of the Faculty Senate, shall recommend changes in the requirements specified above.

8. The completion of a Standard Associate in Science does not ensure that a student can transfer directly to a four-year college or university. Students interested in transferring should consult a counselor and the catalog of the institution to which transfer is intended.

9. No more than twelve (12) semester units may be credit ("CR") grades instead of letter grades. (These 12 units can be in addition to those courses regularly using Credit/No Credit only grading)

*The purpose of the Multicultural Studies requirement is to promote awareness, understanding, appreciation, and respect for under-represented ethnic cultures and nationalities—with an emphasis on nonwestern cultures—and to help students link their personal experiences and their education with broader cultural perspectives.

Candidates for the AS or AA degree are required to complete a total of three units in multicultural studies courses selected from the general education list. These courses must focus on the study of ethnic minorities in the United States or nonwestern societies or cultures. The course used to fulfill the multicultural requirement may be double-counted in either the major or a general education area.

Multicultural studies courses will be identified in the college catalog under graduation requirements as well as on the Cabrillo College Associate Degrees general education lists.

B. Requirements for Associate of Science (AS) Degree:

1. **General education requirement** 21 units

   Area A: Communications & Critical Thinking 6 units

   Area B: Natural Science 3 units
Area C: Humanities  3 units

Area D: Social & Behavioral Sciences  6 units

Area E: Lifelong Understanding & Self-Development  3 units

2. Major – Required courses in the major
30 units minimum

3. Math competency**

4. Electives  0-9 units

**Math competency is defined as follows: The Mathematics Requirement may be met by successful completion of elementary algebra or equivalent or a higher-level mathematics course with a grade of “C” or better. Successful completion must be verified by an official college transcript or by an appropriate score on the Cabrillo mathematics assessment

III. Certificate Of Proficiency
Requirements for the Certificate of Proficiency, unless otherwise indicated:
1. Completion of a minimum of 18 units in an occupational program area.
2. Completion of the courses listed for the Certificate of Proficiency in the college catalog.
3. A minimum of a 2.0 grade point average for the courses required for the Certificate of Proficiency.
4. Completion of an English course, with a “C” or better, selected from the General Education Area A: Written Communication.

IV. Skills Certificate
Requirements for the Skills Certificate:
1. Completion of fewer than 18 units of occupationally relevant courses
2. Completion of the course(s) listed for the Skills Certificate in the college catalog.
3. A minimum of a 2.0 grade point average in the course(s) required for the Skills Certificate.
Cabrillo College issues a new catalog yearly. The courses required for a specific degree or certificate may change from one catalog to the next, and often change during a student’s tenure. For the purposes of meeting graduation requirements based on catalog rights, students may elect to meet the requirements of either:

1. The catalog which was in effect at the time the student began his/her course work at Cabrillo or,
2. Any catalog that is or has been in effect during the time that the student has maintained continuous enrollment before graduation.

Students maintain catalog rights by continuous enrollment at Cabrillo College. Continuous enrollment is defined as completion of a least one course per academic year. Documented military or medical leave, not exceeding two years, will not be considered an interruption of enrollment.

VI. Requirements for A Second Associate Degree

Occupational Programs

To be eligible for multiple associate degrees within occupational programs at Cabrillo College, a student must satisfactorily complete all the requirements of the majors with at least a 2.0 grade point average. In general, multiple associate degrees cannot be awarded within one occupational program unless otherwise stated in the specific program description of this catalog. If the student has not been enrolled at Cabrillo College for two or more consecutive semesters, s/he will need to meet any new general education and major requirements in effect during the academic year in which s/he returns.

Transfer Programs

To be eligible for multiple associate degrees in transfer programs at Cabrillo College (or a combination of occupational and transfer program degrees), a student must satisfactorily complete all the requirements of the majors with at least a 2.0 grade point average. In addition, students must complete at least ten units in coursework specific to their major requirements (as per the suggested programs in the Cabrillo Catalog) that are not replicated in the major requirements for any other degree they seek or possess. If the student has not been enrolled at Cabrillo College for two or more consecutive semesters, s/he will need to meet any new general education and major requirements in effect during the academic year in which s/he returns.

VII. Course Unavailability

A student's academic progress toward a degree or certificate should not be impeded due to course unavailability. Therefore, if a course in a designated field of study has not been taught for three consecutive semesters, the program chair, or in her/his absence, the Division Dean, in consultation with the appropriate department representative, will stipulate another course in lieu of the course required for graduation.

VIII. Procedure for students with documented disabilities to substitute or waive graduation requirements.
Cabrillo College recognizes that a disability may preclude a student from demonstrating required math, reading and writing competencies or from completing course requirements necessary for an AA or AS degree in the same manner that nondisabled students are expected to. The college also recognizes the need to accommodate students with documented disabilities to the greatest extent possible without compromising a disabled student's course of study and without compromising the integrity of any student's degree.

Cabrillo College intends all of its graduates to master the competencies required by Title 5 of the California Education Code and to complete the courses required for graduation. The college recognizes that most disabilities that preclude a student from completing a course can be overcome by altering the method of course delivery and providing a combination of appropriate accommodations. Therefore, for most students with documented disabilities, the first level of accommodation will involve an attempt to complete the course with extra help: tutorial assistance, auxiliary aids, test accommodations, and a slower-paced version of the course are examples of the kinds of assistance Cabrillo College will extend to the student. For some students with a disability, such accommodations and alterations of course delivery will not be enough to enable him/her to complete the course. For these students, a course substitution will be individually considered under the conditions described below. Only in the most extreme cases will a course waiver be considered.

If a student with a disability has discovered that receiving extra help with a required course or altering the means of delivery of that course is insufficient to enable him/her to complete it or if the student can show that her/his disability is of such magnitude that any attempt at completing the course would be futile, that student may submit a petition to the chair of the Academic Council who will arrange for that student to meet with a sub-committee of the Academic Council to determine whether a course substitution or, in the last resort, a course waiver is more appropriate. A course substitution is permissible only if the committee determines that the course in question is peripheral to the student's course of study and that the student has no chance of completing the course even with all the appropriate accommodations the college can offer. A waiver will only be considered when there is evidence that the student has met the requirement for substitution and there are no viable alternatives determined by the subcommittee. ("Academic requirements that the district can demonstrate are essential to the program of instruction being pursued by the student or directly related to licensing requirements, will not be regarded as discriminatory." 34. C.F.R. 104 44(a)) Note: Students will be informed that substitution or waiver granted by Cabrillo College may not be recognized by a subsequent educational institution.

IX. Disability Waiver

1. A student seeking accommodations in completing a course due to a documented disability shall request assistance from the appropriate disabled student services (DSS) specialist. The student may present to the DSS specialist a previous assessment of her/his disability from an appropriate specialist (as determined by a Cabrillo College disability specialist) outside the Cabrillo College DSS staff and may or may not choose to participate in the college DSS program.

2. The DSS Specialist will assess and document the extent of the disability (considering whatever evidence, if any, the student presents from prior assessments of her/his disability).
Depending on the severity and educationally related functional limitations of the assessed disability, the specialist shall recommend appropriate accommodations, auxiliary aids, or alternative versions of the course in question. If the specialist concludes that the severity of the disability warrants a course substitution, or, in the most extreme cases, a course waiver (or, if the student believes s/he is sufficiently disabled but the specialist does not), s/he submits a petition to the chair of the Academic Council.

3. This subcommittee, entitled "The Academic Council Subcommittee for Special Academic Appeals," shall have the following constituency:
   a. An instructional administrator from the concerned academic area
   b. A contract instructor (preferably one who teaches the course in question) from the concerned academic area
   c. The Cabrillo College DSS specialist involved in the case
   d. If desired by the student, an advocate of the student's choice (non-voting)
   e. Cabrillo College's articulation officer (as needed for information and non-voting)
   f. Cabrillo College's registrar (as needed for information and non-voting)
   g. A representative from the Academic Council (preferably from the concerned academic area and non-voting)

This committee shall hear cases brought by disabled students seeking course substitutions or waivers under these conditions:
   a. The student, having made a good-faith effort to complete the required course in question and having availed him/herself of the accommodations recommended by the specialist, has been unable to satisfactorily complete the course
   b. The student and the appropriate Cabrillo DSS specialist agree that, due to the severity of the disability, even beginning the course with its accommodations is futile
   c. The student desires to appeal a Cabrillo DSS specialist's assessment that her/his disability is not sufficient to warrant a substitution or, in the most extreme cases, a waiver.

4. If the condition is "c" above, the first business of the committee will be to resolve the dispute. If the condition is "a", the committee must first decide if the student has made an earnest effort to complete the class. If the committee decides that the student has made an earnest effort, or if the condition is "b", the committee will determine if the course in question is essential to the student's individual course of study. If the committee decides it is, the substitution (or, in the most extreme cases waiver) request shall be denied to protect the integrity of the program and to protect the student's best interest in pursuing that program. If the course in question is found to be peripheral to the student's plan of study, the committee will seek to provide an appropriate course substitution. If no appropriate substitute course can be found, or, in the most extreme cases, if the committee concludes that a substitute course is inappropriate due to the severity of the disability, a waiver may be recommended to the subcommittee, again only if the course is found to be peripheral to the student's course of study. The committee's decisions will be determined by a simple majority vote.
5. The subcommittee will forward its decisions in writing to the student and to the Academic Council within two weeks of receiving the original written petition. If the student with a documented disability is dissatisfied with the committee's decision, s/he may appeal first to the Academic Council itself, then to the Cabrillo Faculty Senate, to the Superintendent/President of Cabrillo College, and finally to the District Governing Board. Barring unforeseen circumstances, the appeals timeline will be as follows:

a. Upon receiving an appeal, the Academic Council chair will ask the council to affirm or deny the appeal at its next meeting.

b. If the council rejects the appeal, the student may request the chair to forward it to the Faculty Senate president. The Faculty Senate will schedule a special meeting held on the same day of the week and at the same time as a regularly scheduled meeting (on the alternate week). This meeting shall be a single agenda meeting and will be held within one month of notification by the Academic Council chair. The final vote (without further discussion) shall be taken at the next Senate meeting to affirm or deny the student appeal.

c. If the Faculty Senate rejects the appeal, the student may ask the senate president to forward it to the Cabrillo College president who will act on the appeal as promptly as possible.

d. If the president rejects the appeal, the student may ask that s/he forward it to the Cabrillo College District Governing Board, who will act upon it as soon as possible.

Revised: June 1, 1992
Revised: May 1, 1995
Revised: November 2, 1998
Revised: February 14, 2000
Revised: December 4, 2000
Revised: July 18, 2003
Revised: August 4, 2003
Revised: October 4, 2004
GENERAL CURRICULUM

To fulfill essential components of the mission of Cabrillo College, the Governing Board recognizes and supports the offering of courses which meet the needs of the residents of the District. The college shall, therefore, develop curriculum for those who wish to transfer to four-year institutions; those who wish occupational training; those who need to make up for basic skills deficiencies; those who seek to overcome learning disabilities; and those who wish to pursue lifelong learning.

Transfer
The college shall offer courses and programs fulfilling requirements for admission to advanced standing in the University of California, California State University system, and many other public and private four-year institutions.

Occupational
The college shall strive to offer each student in an occupational program the opportunity to acquire the required job skills that will lead to employment. A student planning to enter an occupation or desiring to upgrade job skills shall enroll in one of the occupational curricula as described in the college catalog.

General Education
The college shall offer general education courses designed to give breadth and coherence to the student’s educational experience. General Education is that part of a student’s educational program which encompasses the common knowledge, appreciations, attitudes and skills needed to become effective as an educated person in our society. Thus, general education is complementary to, but different in emphasis and design from, specialized training for a job, for a profession, or for advanced study in a specific field of knowledge.

Basic Skills
The college shall offer remediation necessary for student success and retention. Basic skills courses shall be designed for students who are nearly college ready but exhibit skill deficiencies more than one level below freshman level English and/or math or reading skill.

Developmental Studies
The college shall offer courses designed to serve students with specific learning disabilities in order to assist them in succeeding in programs of study offered by the college. Placement in these classes shall be preceded by individual diagnostic testing and an Individual Education Plan shall be developed for each student.

Noncredit
The college may offer noncredit classes in subject areas that qualify for state funding and meet the requirements of Title 5 of the California Administrative Code. Courses may provide instruction in the following areas:

1. Parenting
2. Elementary and secondary basic skills
3. English as a second language
4. Citizenship for immigrants
5. Education programs for substantially handicapped persons
6. Short-term vocational programs with high employment potential
7. Home economics
8. Health and Safety
9. Courses for older adults

Course Numbering Systems
The course numbering system shall reflect the transfer status of courses and applicability towards the associate degree in conformity with Title 5 course standards classification.

Legal Reference: Education Code Sections 72801, 78201 and 84711; and Ca. Adm. Code,Title 5, Sections 51956, 51957, 51958, 55001 and 44002.

Adopted: April 4, 1988
Revised: January 9, 1995
 GENERAL CURRICULUM AR 3020

I. Course Numbering System

                         A.1-99

 I. Courses numbered 1 through 99 are baccalaureate level courses, carrying lower division credit at four-year colleges and universities. Courses numbered 1-99 will meet the title 5 course classification standards for credit, degree applicable courses. “Baccalaureate applicable” courses in the 1 through 99 series meet the following criteria:

1. The course is parallel to a lower division course offered at a California State University or University of California campus;
2. The course has procedural rigor and treats subject matter at a university level.

II. The transfer status of courses will be indicated following the course description in the college catalog and the schedule of classes in one of the following ways:

1. Transfer credit: CSU
2. Transfer credit: CSU; UC
3. Transfer credit: CSU, UC with limitations: (each limitation is stipulated in detail in both the catalog and schedule).
4. Transfer credit: CSU, UC with conditions: (each condition is stipulated in both the catalog and schedule).
5. Transfer credit CSU: UC pending review.

                         B.100-199

Courses numbered 100 though 199 are intended as associate degree level courses.

Some may transfer to four-year schools in certain occupational curricula. These courses meet the Title 5 course classification standards for credit, degree applicable courses.

                         C.200-299

Courses numbered 200 through 299 are nontransferable and are not intended as associate degree level courses. These courses will meet the Title 5 course classification standards for credit, non-degree applicable courses. These courses will not count in calculating the GPA.

                         D.500-599

Courses numbered 500-599 are noncredit courses. These courses will meet the Title 5 course classification standards for noncredit courses and are in the nine allowable areas of instruction.
In order to promote student success, the Cabrillo College Governing Board recognizes remedial (precollegiate basic skills) education as an essential and important mission along with the provision of English as a second language instruction. Pre-collegiate basic skills courses are defined as courses in reading, writing, computation, learning skills, study skills and English as a second language offered for nondegree credit. These courses are specifically designed to prepare students for successful completion of an associate degree, transfer, and certificate courses, and to meet the needs of underprepared students, so that the quality and rigor of the associate degree curriculum is protected.

The college will provide the full range of precollegiate basic skills instruction needed and sufficient sections thereof for students who demonstrate a need for such instruction and who intend to complete degree and certificate courses and/or programs. Identification of students in need of courses in these subjects will occur through the college assessment process. A student may challenge the requirement of any basic skills course which is not available to the student at enrollment.

Students can be required to enroll in basic skills courses if/when all of the following conditions are met:

a. The student has been comprehensively assessed using multiple measures and validated instruments
b. Local validation studies demonstrate that the instruction is related to success in a subsequent course
c. Sufficient sections of the course are available

A student cannot be required to pass a college or department exit test subsequent to completing basic skills courses and prior to enrollment in associate degree, transfer, or certificate courses.

Enrollment in precollegiate basic skills course work is limited to 30 semester units of instruction, except for students enrolled in English as a second language courses, or who are identified as having a learning disability. The 30-unit limit may be waived if students show significant, measurable progress toward the development of skills appropriate to their enrollment in college-level courses. Students needing additional remediation shall be referred to appropriate adult basic education programs or to appropriate community services. Students may be reinstated upon successful completion of appropriate remedial course work or upon demonstration of skill levels which will reasonably assure success in college courses.

The college will adopt and publish procedures for appeal and/or waiver of the unit limitation on enrollment in precollegiate basic skills courses. The development of policies and procedures will be undertaken in consultation with faculty and staff, including the Faculty Senate.

Adopted: July 6, 1992
A. Appeal and Waiver Procedures

1. A student seeking to waive or appeal the unit limitation on enrollment in precollegiate basic skills courses shall submit a petition to an academic counselor. The counselor shall meet with the student to review educational records and faculty progress reports and to develop an academic plan for the next semester. The counselor shall forward the student petition, the plan, student records, and faculty progress reports to the Dean of Student Services who shall forward them, with a recommendation, to the Academic Council subcommittee for student appeals.

2. If, after review of student records and faculty progress reports, the Academic Council finds the student has made consistent and significant progress but has not quite attained eligibility for college courses, the Academic Council may grant a waiver. The petition indicating the action taken by the Academic Council shall be given to the Registrar who shall notify the student of the decision on the waiver.

3. Permission to waive the 30-unit limit will permit the student to enroll in basic skills courses for a period not to exceed one semester and for a maximum of 10 basic skills units. A student may apply for additional waivers but may receive waivers for a total of not more than 15 units.

4. The student shall sign a form acknowledging his/her knowledge of the limitations of the waiver.

5. Once a waiver is approved, the student will not be barred from registering in basic skills classes up to the maximum unit limit approved.

6. If the waiver is denied, the Registrar shall refer the student to the appropriate adult education programs or community services.

7. A student may submit to the Registrar a petition for reinstatement upon the successful completion of course work or a community services program and/or appropriate scores on the Cabrillo College assessment tests. The Academic Council subcommittee on student appeals shall review the petition and grant or deny reinstatement on the basis of whether the student can demonstrate skill levels which will reasonably assure success in college level courses.

B. Tracking Enrollment in Precollegiate Basic Skills (Nondegree Credit Courses).

1. Basic skills instructors shall inform students of the 30-unit limit. An announcement shall appear in class schedules.

2. The Registrar shall track student enrollment in basic skills courses based on reports produced by computer services. Computer services shall report at first census all students with 20 or more units of precollegiate level course work including the basic skills courses in which the students are enrolled.

3. Admissions and records shall notify students with 20 or more units of precollegiate basic skills of their unit accumulation in basic skills, shall advise them of the policy on unit limitation, and shall recommend that they see a counselor to develop an educational plan.
4. Computer Services will modify the registration program to prohibit students who have reached the 30-unit limit from registering in any precollegiate basic skills class unless advised by Admissions and Records to admit the student.

5. Once students have reached the 30 unit limitation, admissions and records will notify them that they may not enroll in additional precollegiate basic skills courses and will advise them to see a counselor.

6. Students who have reached the 30-unit limit and want to continue enrollment in basic skills course work shall meet with a counselor. The counselor will review the student’s academic performance, develop an educational plan, and advise the student (1) to enroll in college level courses only, (2) to submit a petition for waiver, or (3) to enroll in an appropriate adult basic education program or appropriate community services program. In the event that a counselor is not available, the Registrar or her/his designee shall meet with the student to provide this recommendation.

7. Throughout the registration period, Computer Services will notify Admissions and Records of all students enrolled in excess of the 30-unit limit. Admissions and Records will review the status of these students and notify those ineligible to enroll that they will be removed from the class.

8. Students who have reached the 30 unit limit shall be barred from enrolling unless they submit a waiver form approved by the Academic Council.

C. Evaluation And Reporting
The college will regularly evaluate the effectiveness of pre-collegiate basic skills curricula in terms of specified student outcomes. Information will be reported on the effect of the remedial limit on students by sex, age, and ethnicity; success rates and attrition rates for students enrolled in precollegiate basic skills course work; rates at which students are referred to and enroll in adult noncredit instruction; rates at which students refer to adult noncredit instruction subsequently enroll in college level courses; term to term persistence rates for students; rates at which students directly enter employment after completing remedial course work; numbers of students exempted from the limitation; numbers of students receiving waivers; and the rate at which students are dismissed. The Director of Institutional Research with the support of Computer Services shall be responsible for collecting the data and preparing reports.

Legal References: Board of Governors Policies adopted January 1987, Matriculation Regulations Section 55502, and Course Standards Regulations Section 55002 (b).

Adopted: July 6, 1992
EXTERNAL ACCREDITATION  

The Cabrillo College Governing Board recognizes that in certain programs, in addition to the accreditation required for general college programs, accreditation by other appropriate agencies may be required or desirable. Prior approval by the Superintendent/President of the college must be obtained before applying or reapplying to the accrediting agency. The Board is committed to fulfilling the requirements and standards established by these agencies.

Legal Reference: Education Code Sections 78050 and 78051.

Adopted: March 6, 1989
EXTERNAL ACCREDITATION

A. Approval
The Superintendent/President shall approve the application to all organizations that accredit Cabrillo College programs and shall notify the Governing Board of these approved accrediting organizations.

B. Funding for accreditation
1. The year prior to any accrediting visitation and report preparation, the program director shall notify the division chair of the upcoming accreditation so that budget allocations may be requested in a timely fashion within regular budget procedures.
2. The director shall provide estimates of expenses, including fees required by the accrediting agency, and travel expenses of the accreditation team.
3. The division chair shall submit the request for funding through the regular budget proposal process. Payments will be made following standard college fiscal procedures.

C. Administrative supervision of the process
1. The program director shall report regularly to the division chair regarding status of the application for accreditation, the date, time, and duration of the team visit, and the number of team members.
2. No later than one year prior to the self study submission deadline, the program director shall submit the plan for the self study process including timelines, tasks, responsibilities, organization, and structure.
3. At least three months prior to the submission deadline, a draft of the accreditation self study shall be reviewed by the division chairperson, appropriate dean of instruction, and the Vice President, Instruction.
4. The division chair shall inform the appropriate dean or deans and the Vice President, Instruction of progress of the accreditation process.
5. The vice president, instruction and the superintendent/president shall sign the self study authorizing submission to the accrediting agency.
6. Meetings between team members and school officials shall be arranged as required by the accrediting agency and with the approval of the superintendent/president.

C. Recommendations of the accreditation team
1. The program director shall submit copies of accreditation team reports to the division chair, who shall forward them to the dean or deans and the Vice President, Instruction.
2. The program director shall submit a report describing actions taken or to be taken in response to recommendations in the accreditation report.
3. The program director shall submit appropriate requests through the division chair to secure funding, equipment, or services recommended by the accreditation report.
4. The program director shall submit an annual report on progress on meeting recommendations.
In accordance with California Administrative Code, Title 5, Section 55404 and the mission of Cabrillo College as stated in the College Catalog, the District offers to each individual participant in an occupational educational program the opportunity to acquire the required job skills that will lead to employment. A student planning to enter an occupation or desiring to upgrade job skills should enroll in one of the occupational curricula as described in the College Catalog. Students who complete graduation requirements are eligible to receive an Associate in Science degree. Students may qualify for a Certificate of Proficiency by completing selected courses in occupational areas totaling approximately thirty units and by meeting requirements listed in Board Policy 3010, Graduation Requirements. Certificate programs usually do not include the general education component, but may in the allied health occupations.

Legal Reference: Education Code Sections 52350 and 78201; and Ca. Adm. Code, Title 5, Section 55404.

Adopted: April 4, 1988
GENERAL EDUCATION

The Cabrillo College Governing Board recognizes that general education is an essential component of an Associate Degree and is designed to introduce students to a variety of means through which people comprehend the modern world. It is the philosophy of Cabrillo College that students should possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. Moreover, coherence and integration among these separate requirements should be stressed and the active involvement of students in examining values inherent in proposed solutions to problems should be fundamental. Educated persons should be able to use general education knowledge when evaluating and appreciating the physical environment, the culture and the society in which they live. General education should also promote self understanding and awareness, appreciation, and respect for diverse cultures.

The Cabrillo College Governing Board shall approve graduation requirements including general education requirements. In addition, the Governing Board shall approve the philosophy of general education and the criteria to determine which courses may be used to satisfy general education requirements. The Governing Board shall review, on a regular basis, the policy and criteria.

The Academic Council, a standing committee of the Faculty Senate, shall review the general education philosophy, criteria and requirements and make recommendations to the Faculty Senate. The Faculty Senate shall forward its recommendations to the Vice President, Instruction who recommends to the Governing Board.

Legal Reference: Ca. Adm. Code, Title 5, Section 55805.

Adopted: April 4, 1988
Revised: January 9, 1995
A. Adopted Criteria:

1. The following statements shall serve as the criterion for the inclusion of courses in the Cabrillo College general education pattern. Courses satisfying a general education requirement should be at the introductory level and should provide breadth in the subject area rather than specialization.

Area A. Communications and Critical Thinking

Instruction approved for fulfillment of the requirement in communication should concern itself with both the content and the form of communication, with both written and oral communication, and with a variety of relevant parameters defining the nature and purpose of communication. These parameters should include social, psychological, rhetorical, logical, interpretative and evaluative influences. Courses in this area should address the issues of effective versus ineffective communication, adequate versus simplistic, philistine and prejudiced versus informed and aware.

Instruction in critical thinking should be designed to achieve an understanding of the process of logical reasoning and should teach how to distinguish between valid and fallacious reasoning, between fact and judgment, and between belief and knowledge. Courses satisfying this requirement should enable the student to identify cogent and weak arguments and to appraise both the subject under study and interpretations and assessments of the subject. Either implicitly or explicitly, courses in this area should address the question of the relationship between emotion and thought when making or appraising a claim. The goal is to develop the student’s capacity to appreciate the essential role in life of discourse based on reason and to see the ways in which reason and emotion, rhetoric and logic can legitimately interact. Mathematics courses which satisfy this requirement should, in addition to teaching basic computational skills, encourage the understanding of basic mathematical concepts and of the process of quantitative reasoning.

Area B. Natural Science

Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors; namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world’s civilizations, not only as expressed in the past, but also in present times.

Area C. Humanities: The arts, literature, philosophy and foreign languages

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate their affective as well as cognitive physical faculties through studying great works of the human imagination, which could include active participation in individual aesthetic, creative experience.

Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student’s better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures where relevant.
Area D. Social and Behavioral Sciences
Instruction approved for fulfillment of this requirement should reflect the fact that human social, political and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts.

Area E. Lifelong Understanding and Self Development
Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that is an integral part of the study described herein.

Multicultural Studies Requirement
The purpose of the Multicultural Studies requirement is to promote awareness, understanding, appreciation, and respect for underrepresented ethnic and racial cultures and to help students link their personal experiences and their education with broad cultural perspectives. (This statement is taken from the original statement of purpose for the requirement - 1991)

2. The following statements shall serve as the criteria for proposing courses to CSU for inclusion in the CSU GE list and the Transferable AA Degree/CSUGE. This criteria is taken directly from Executive Order No. 595.

Area A. Communications and Critical Thinking
A minimum of nine semester units or twelve quarter units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy: the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

Area B. Natural Science & Mathematics
A minimum of twelve semester units or eighteen quarter units to include inquiry into the physical
universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors: namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world’s civilizations, not only as expressed in the past but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

**Area C. Humanities & Fine Arts**
A minimum of twelve semester units or eighteen quarter units among the arts, literature, philosophy and foreign languages.

Instruction approved for the fulfillment of this requirement should cultivate intellectual, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student’s better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.

**Area D. Social and Behavioral Sciences**
A minimum of twelve semester units or eighteen quarter units dealing with human social, political, and economic institutions and behavior and their historical background.

Instruction approval for fulfillment of this requirement should reflect the fact that human social, political and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to completion of the entire number of units required in one category.

**Area E. Lifelong Understanding & Self Development**
A minimum of three semester units or four quarter units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities.
Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that it is an integral part of the study described herein.

**Multicultural Studies Requirement**
(required for the AA not for transfer)
The purpose of the Multicultural Studies requirement is to promote awareness, understanding, appreciation, and respect for underrepresented ethnic and racial cultures and to help students link their personal experiences and their education with broad cultural perspectives. (This statement is taken from the original statement of purpose for the requirement - 1991)

Up to six semester units taken to meet the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) may be credited toward satisfying General Education-Breadth Requirements at the option of the campus.

3. The following statements shall serve as the criteria for proposing courses to UC/CSU for inclusion in the Intersegmental General Education Transfer Curriculum and the Transferable AA Degree/IGETC. These guidelines are consistent with the general education policies developed by the CSU General Education-Breadth Advisory Committee and the UC University Committee on Educational Policy (UCEP) and Board on Admissions and Relations the Schools (BOARS).

**Area 1: English Communication**
(3 courses; 9 semester, 12-15 quarter units)*
The English Communication requirement shall be fulfilled by completion of three semesters or nine units of lower-division courses in English reading and written composition (1 course), critical thinking-English composition (1 course), and oral communication* (1 course). Successful completion of the course in reading and written composition shall be prerequisite to the course in critical thinking-English composition. The second semester of English composition required by the University of California may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. Courses designed exclusively for the satisfaction of remedial composition cannot be counted towards fulfillment of the English composition requirement.

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to
reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. The minimal competence to be expected at the successful completion of instruction in critical thinking should be the ability to distinguish fact from judgment, and belief from knowledge, to use elementary inductive and deductive processes, and to recognize common logical errors or fallacies of language and thought.

*Students transferring to UC do not have to meet the oral communication requirement.

**Area 2: Mathematical Concepts and Quantitative Reasoning**
(1 course; 3 semester, 4-5 quarter units)
The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of Intermediate Algebra.* Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in statistics must emphasize the mathematical bases of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Because knowledge relevant to public and private decision making is expressed frequently in quantitative terms, we are routinely confronted with information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in Mathematical Concepts and Quantitative Reasoning is designed to help prepare students to respond effectively to these challenges.

*See the description of “Algebra 2,” Statement on Competencies In Mathematics Expected Of Entering Freshmen - 1988, revised February, 1988

**Area 3: Arts and Humanities**
(at least 3 courses; 9 semester, 12-15 quarter units) The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to develop an historical understanding of major civilizations and cultures, both Western and non-Western, and an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.

At least one course shall be completed in the Arts and one in the Humanities. Within the arts area, performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory and criticism. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

The Arts and Humanities historically constitute the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person. Our understanding of the world is fundamentally advanced through the study of Western and non-Western philosophy, language, literature, and the fine arts. Inclusion of the contributions and perspectives of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

**Area 4: Social and Behavioral Sciences**
(at least 3 courses; 9 semester, 12-15 units) The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with human social, political, and economic institutions and behavior in a minimum of two disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall ensure opportunities for students to develop understanding of the perspectives and methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

Courses in the Social and Behavioral Sciences allow students to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. Each of us is born into, lives and must function effectively within an environment that includes other individuals. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Area 5: Physical and Biological Science
(at least 2 courses; 7-9 semester, 9-12 quarter units) The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science and one in Biological Science, at least one of which incorporates a laboratory. Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

The contemporary world is influenced by science and its applications, and many of the most difficult choices facing individuals and institutions concern the relationship of scientific and technological capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

Language Other Than English*

Students shall demonstrate proficiency in a language other than English equal to two years of high school study. Those students who have satisfied the CSU or UC freshman entrance requirement in a language other than English will have fulfilled this requirement. This requirement may also be satisfied by demonstration of equivalent proficiency prior to transfer.

*Students transferring to CSU do not have to meet the requirement of a proficiency in a language other than English

Multicultural Studies Requirement
(required for the AA not for transfer)
The purpose of the Multicultural Studies requirement is to promote awareness, understanding, appreciation, and respect for underrepresented ethnic and racial cultures and to help students link
their personal experiences and their education with broad cultural perspectives. (This statement is taken from the original statement of purpose for the requirement - 1991)

4. The Academic Council shall recommend to the Faculty Senate any changes in the criteria to determine which courses may be used to satisfy general education requirements.

5. The Faculty Senate shall recommend the criteria to the Vice President, Instruction who will recommend to the Governing Board.

B. Changes to the List of Courses Satisfying General Education Courses for the Associate Degree (AA/AS), California State University General Education (CSUGE), and Intersegmental General Education Transfer Curriculum (IGETC)

1. The Academic Council shall annually review the lists of courses satisfying general education requirements.

2. Each fall and spring the Chair of the Curriculum Committee will forward to the Chair of the Academic Council the curriculum committee book. Changes affecting general education course listings for CSUGE and IGETC will be reviewed in consultation with the articulation officer.

3. Division representatives will be responsible for reviewing the courses within their divisions and recommending deletions based on the criteria listed in step # 4.

4. Deletion of courses from the general education list will be based upon the following criteria: (i) any course that has not been offered in six consecutive semesters
   (ii) any course that is inactivated or deleted by the Curriculum Committee
   (iii) any course in which the content or unit value has changed so substantially that the course no longer qualifies for general education.

5. Following review by the Academic Council, the Chair of the Academic Council will recommend deletions from the general education course listings to the President of the Faculty Senate.

C. Course Additions to the General Education Lists: Associate Degrees (AA/AS), California State University General Education (CSUGE), and Intersegmental General Education Transfer Curriculum IGETC

Instructors may propose that both new and existing courses be added to the general education lists for the AA/AS and may recommend that new and existing courses be added to CSUGE and IGETC. For new courses, instructors will follow steps 1 - 6; for existing courses, instructors will follow steps 3 - 4.

1. New course proposal forms will have a space for the course proposer to recommend that a course satisfy a specific general education area. The Curriculum Handbook will include criteria for each area of general education for the three general education lists as a guide for the proposer.

2. The articulation officer, who is a member of the Curriculum Committee and the Academic Council, will forward to the course proposer the general education proposal form for all three general education patterns. The articulation officer will act as a consultant regarding criteria and
procedures for submitting courses for inclusion in CSUGE and IGETC.

3. The instructor will submit a written statement to the Chair of the Academic Council indicating the area under which the course would fall for each general education list together with rationale to support the request. All requests must be signed by the appropriate division chair.

4. The request, together with a copy of the title 5 course outline, will then be given to the Chair of the Academic Council.

5. Instructors who want to propose existing courses for inclusion in any general education list should request the general education proposal from the articulation officer and then follow steps 3 and 4.

6. The Academic Council will review the request and invite the course proposer to attend a meeting if necessary.

7. The Chair of the Academic Council will notify the instructor of the Council’s decision.
8. Recommendations of the Academic Council for course additions will be forwarded to the President of the Faculty Senate.

9. The Faculty Senate will forward its proposals for deletions and additions to general education lists to the Vice President, Instruction, who will make recommendations to the Governing Board for inclusion in the next year’s catalog, schedule of classes, and official student handouts.

10. The Faculty Senate and the Vice President Instruction will direct the articulation officer to submit course additions and deletions for California State University General Education and the Intersegmental General Education Transfer Curriculum to the appropriate segmental and intersegmental committees each December as required.

11. The articulation officer will notify the Academic Council of the decisions of the CSUGE and the IGETC committees each May.

12. The Articulation Officer will update all general education information in the college catalog, schedule of classes, and official student handouts.

D. Additions to the Multicultural Studies List
(Associate Degree only)
1. Courses which are already identified as general education courses for the associate degree may be submitted to the Academic Council for inclusion in the list of courses which satisfy the Multicultural Studies Requirement.

2. Instructors who want to propose a course for the Multicultural Studies Requirement should obtain the appropriate form and criteria from the articulation officer. Instructors will then submit the completed form, together with a copy of the title 5 course outline, to the Chair of the Academic Council.

3. Once the request has been received by the Academic Council, steps 7 - 10 as indicated above will
be followed.

E. The Academic Council is a Committee of the Faculty Senate and its membership appears in the Faculty Senate Constitution.

- The Academic Council has the following membership:
- Vice-President of Instruction
- Director of A&R
- Two counselors
- Two members from each instructional division
- Two students
- Articulation Officer

The chairperson is appointed by the President of the Faculty Senate and is a voting member of the committee.

Revised: June 3, 1991
Revised: January 9, 1995
Revised: March 6, 1995
Revised: November 2, 1998
Revised: August 5, 2002
NONCREDIT COURSES

Changes are to be made in the first and last paragraph of the policy.

1) The Cabrillo College Governing Board authorizes the development and presentation of noncredit, FTES generating courses to meet the educational needs of specially defined student populations.

2) The development and maintenance of noncredit courses are coordinated by the Office of Instruction. Courses are approved by the Curriculum Committee and the Vice-President/Assistant Superintendent, Instruction following review and approval by the appropriate Division Chair.

Adopted: April 4, 1988
Revised: January 9, 1995
NONCREDIT COURSES
Noncredit courses are initiated by faculty. Following is a description of the sequence of activities.

1. A noncredit course proposal form is completed by the prospective instructor or another member of the sponsoring division or department.
2. The proposal is reviewed and approved by the division chair, the Curriculum Committee, and the Vice-President/Assistant Superintendent, Instruction.
3. The approved proposal is forwarded to the Chancellor’s Office for authorization to offer the course.
4. When authorization is gained, the course is included in an official file maintained in the Instruction Office.
5. Once a course is approved and filed in the Instruction Office, it can be repeated without further Curriculum Committee review.
6. Allocation of teaching units per semester for noncredit courses is made to each division.
7. Scheduling of all noncredit courses is done by division chairs during the semester prior to that in which the courses are offered.
8. Noncredit courses are listed in the regular Schedule of Classes.
9. In addition, instructors and division chairs may suggest supplementary methods of promoting individual courses.
10. Instructors of noncredit courses are evaluated according to the same policy that defines evaluation of other credentialed instructors.
11. A report of noncredit course activity is given to the Governing Board on an annual basis, and reports are filed with the Chancellor’s Office as required.

Revised: December 5, 1994
INDEPENDENT STUDY    BP 3070
The Cabrillo College Governing Board recognizes that the regular college curriculum, designed largely for classroom instruction and learning, may not meet the individual needs of all students. To provide students with the opportunity to develop and explore specific topics within a field of study, students may enroll in Special Studies courses. The college will also offer selected classes in an independent, individualized mode in order to serve those students unable to meet normal classroom schedules.

Independent study courses are those offered outside the traditional classroom environment which are under the supervision, control and evaluation of, but not necessarily in the immediate presence of, an appropriately credentialed instructor. Independent study courses will be approved by the Curriculum Committee through normal curriculum procedures and by the Office of Instruction according to California Administrative Code, Title 5 regulations. A description of independent study courses and methods of enrolling will be described in the college catalog.

Legal Reference: Education Code Sections 84500 through 84520; and Ca. Adm. Code, Title 5, Section 55300 through 55360.

Adopted: April 4, 1988
INDEPENDENT STUDY

A In order to meet the requirements of Title 5, Independent Study courses:
1. shall be transferable to the University of California or the California State University system.
2. shall have academic standards and procedures for evaluation of student progress the same as those applied to other credit courses in the college.
3. shall ensure instructors for these courses are accessible to students in a manner equivalent to that commonly available to students enrolled in regularly scheduled classes.
4. shall not exceed 125 students assigned to any one instructor of independent studies courses (except Distance Education courses). See Title V, 55352.
5. shall be taught by an instructor meeting minimum qualifications in the subject area.
6. shall be reviewed and evaluated in the same manner as traditional offerings.

B. Individualized Instruction:
1. Individualized instruction may be offered via television, radio, computer, interactive video and optical media, ITFS, satellite, videotext, video tape, audio tape, newspaper, self-paced study materials, textbooks and workbooks, or through any other appropriate methodologies.
2. Individualized instruction may be offered in any appropriate subject area and in any appropriate mode, based on the judgment of the faculty members concerned.
3. Students shall meet with the instructor of record at least 4 times per semester in a classroom setting for orientation, lecture, question sessions, examinations and other appropriate instruction activities.
4. A faculty member shall be assigned ongoing responsibility for individualized instruction and shall:
   a. be on duty in the Learning Center to offer tutorial assistance, technical assistance and appropriate referral to students enrolled in all individualized studies courses.
   b. develop and offer such courses and learning materials related to the courses in his/her own area of minimum qualification.
   c. assist other faculty members in developing courses and materials in teaching such courses.
   d. act as a resource person for all faculty in matters related to individualized study and allied equipment and materials.

C. Special Studies:
1. The Office of Instruction shall insure that:
   a. students enrolling in Special Studies courses do so under the supervision of a faculty member.
   b. a written record of course content is filed and followed.
   c. records of student progress are kept and reported according to established grading procedures.
   d. instructors provide student contact and guidance according to unit requirements and Title 5.
e. reporting of individual studies courses for apportionment meets Title 5 requirements.

f. independent studies courses and methods for enrollment are described in the College Catalogue.

D. Distance Education:
Distance Education is defined as: “Instruction in which the instructor and the student are separated by distance and interact through the assistance of communication technology.” In order to meet the requirements of Title 5, Distance Education courses:

1. shall be accepted toward an associate degree, and be transferable to the University of California or the California State University System, OR shall be non-transferable courses, or noncredit. Non-credit classes will cease to be taught through distance education on July 1, 2000 unless regulations are adopted by the Chancellor’s Office to extend.

2. shall be separately reviewed and approved by the Curriculum Committee.

3. shall be reviewed by the Governing Board following an annual report beginning no later than July 1, 1995.

4. shall, for all other purposes, follow all state regulations.

Reference: Title 5, 55316.5 revised; 55378 revised; 55317 revised; 55320; 55380 revised; 55322; 55352 revised; 55376 revised.

Revised: June 1995
EDUCATION & SERVICE LEARNING

In accordance with California Education Code and California Administrative Code, Title 5, it is the policy of Cabrillo College to provide a Cooperative Work Experience Education and Service Learning program. The program provides students with realistic learning experiences in a work setting. The work-based learning experiences are related to classroom-based instruction and are consistent with students’ educational goals. No student shall, on the basis of ethnic group identification, national origin, religion, age, sex, color, physical or mental disability or sexual orientation be subject to unlawful discrimination under this program.

Legal Reference: Education Code Section 78249; and California. Administrative Code, Title 5, Sections 55250 through 55257.

Adopted: April 4, 1988
Revised: January 10, 2000
COOPERATIVE WORK EXPERIENCE & SERVICE LEARNING PROGRAM

I. ADOPTION OF PLAN

The Cabrillo College District Board of Trustees has officially adopted this plan for the administration and operation of the Cooperative Work Experience Education and Service Learning Program subject to the approval by the Board of Governors of the California Community Colleges.

II. TYPES OF COOPERATIVE WORK EXPERIENCE EDUCATION AND SERVICE LEARNING

Cooperative Work Experience Education and Service Learning is a district-initiated and district-controlled program of education consisting of Career (Occupational) Work Experience Education, and General Work Experience Education.

A. Career Work Experience Education

Career Work Experience Education at Cabrillo College is supervised employment at an on-the-job learning station directly related to the student’s career goal, and along with on-campus lecture and laboratory courses, is an integral part of the students’ major.

B. General Work Experience Education

General Work Experience Education at Cabrillo College is an on-the-job educational experience designed to help students acquire desirable work habits, attitudes and career awareness. The job need not be related to the student’s educational program or career goal.

Service learning is offered as a form of General Work Experience Education. In addition to helping students acquire desirable work habits and attitudes, Service Learning job placements involve the student in activities that address human and community needs together with structured opportunities designed to promote student learning and development.

III. ORGANIZATIONAL PLANS

A. Parallel Plan

The Parallel Plan offers students the opportunity to work and attend college during the same semester.

B. Alternate Plan

The Alternate Plan offers students the opportunity to attend college full time one semester and work full time the following semester. Students may not be enrolled in more than one other class while participating in the Alternate Plan.

IV. COLLEGE CREDIT/GRADES

Cabrillo College shall grant credit to a student for the satisfactory completion of Cooperative Work Experience Education. The learning experience, the identified on-the-job learning objectives, and hours worked shall be utilized to support the units to be granted.

The student’s total units of Cooperative Work Experience Education cannot exceed 16 units during the student’s enrollment in California community colleges. A student cannot be concurrently enrolled in more than one Cooperative Work Experience Education program. Additional limitations
are as follows:

A. **General Work Experience Education**
   Under the Parallel Plan a student may earn a maximum of three units per semester up to a total of six units. Under the Alternate Plan a student may earn up to six units.

B. **Career Work Experience Education**
   Under the Parallel Plan a student may earn a maximum of four units per semester up to a total of 16 units. Under the Alternate Plan a student may earn a maximum of eight units per semester up to a total of 16 units.

C. **Unit Equivalents**
   Each 75 hours of paid work equals one unit. Each 60 hours of non-paid work equals one unit. Fractions of units may be awarded on a pro rata basis.

D. **Grades**
   Grades shall be awarded according to the Cabrillo College grading policy as stated in the Cabrillo College Catalog.

V. **STUDENT QUALIFICATIONS AND RESPONSIBILITIES**

To participate in the Cooperative Work Experience Education program, a student shall meet one of the following three criteria of the Education Code:

A. **Be an apprentice** as defined by the Labor Code Section 3077 who is enrolled in related or supplementary courses required of the apprenticeship programs.

B. **Be enrolled in the Parallel Plan.**
   1. During a regular semester be enrolled in a minimum of seven units including Cooperative Work Experience Education. Enrollment in an accredited secondary through four-year institution may meet this requirement.
   2. A student enrolled in summer session must be enrolled in at least one other course in addition to Cooperative Work Experience Education. Enrollment in an accredited secondary through four-year institution or equivalent course work may meet this requirement.

C. Be enrolled in the Alternate Plan. Concurrent enrollment will be limited to one other class.

In addition to meeting one of the criteria above, the student shall:

A. Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor/Coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.

B. Have on-the-job learning experiences that contribute to occupational or educational goals.

C. Maintain regular attendance at both college classes and work site.

D. Complete specific Cooperative Work Experience Education course requirements, which include but are not limited to:
   1. Enrolling in Cooperative Work Experience Education and other necessary course work.
2. Completing the Student Application, Learning Objectives and Performance Agreement, Time Card, and other forms or assignments.

E. If a student is self-employed, a person approved by the Instructor/Coordinator must be identified as the designated employer representative. This person shall agree in writing to assist the student to identify new or expanded on-the-job learning objectives, assist in the evaluation of these objectives, and validate the hours worked.

VI. COLLEGE RESPONSIBILITIES

The College will provide appropriate and continuous guidance for students throughout their enrollment in the Cooperative Work Experience Education program. The College personnel directly responsible for the Cooperative Work Experience Education program are the Program Coordinator and the Instructor/Coordinators.

A. Program Coordinator

  Working under the supervision of one or more of the Deans of Instruction, the Program Coordinator will coordinate the total Cooperative Work Experience Education program. Responsibilities include:
  1. Understanding federal, state, and local laws governing employment.
  2. Understanding federal, state, and College regulations governing Cooperative Work Experience Education.
  3. Advising and enrolling students in the Cooperative Work Experience Education program.
  4. Assisting in developing job workstations for Cooperative Work Experience Education students.
  5. Identifying Instructor/Coordinators to work with students enrolled in the program.
  6. Providing support to Instructor/Coordinators regarding program requirements.
  7. Working with the College counseling/career center/placement staffs.
  8. Maintaining necessary student and program records.
  9. Maintaining liaison with faculty and administration through committee participation.
  10. Maintaining good public relations and marketing the program to the campus and to employers.
  11. Working with occupational program advisory committees.
  12. Administering the Cooperative Work Experience Education budget.
  13. Serving as liaison between college, students, and employers.
  14. Evaluating the Cooperative Work Experience Education program.

The Program Coordinator may also serve as an Instructor/Coordinator.

B. Instructor/Coordinator

Cabrillo College will provide Instructor/Coordinators from full-time or adjunct faculty to work with students enrolled in the Cooperative Work Experience Education program. Qualified adjunct faculty may be hired from other institutions to develop the learning
contracts and make in-person consultations for a student that is out of the College’s geographical region, state, or in another country.

Responsibilities to students assigned to the Instructor/Coordinator include:
1. Assisting each student in completing enrollment forms.
2. Assisting each student in developing and validating learning objectives.
3. Advising students regarding their educational, occupational, and other job related matters.
4. Providing assurance that student workstations meet the criteria outlined in Approval of Workstations.
5. Safeguarding the student against any exploitation that is not in the best interest of the student.
6. Consulting with each student’s employer.
7. Making at least one on-site visit per semester or summer session to each student’s workstation.
8. Evaluating, with the advice of the employer, the learning objectives and work done by each student and awarding or recommending credit for work successfully completed.
9. Discussing the employer evaluation with the student.
10. Making a written evaluation of each student’s on-the-job progress and performance.
11. Maintaining and providing the Program Coordinator with documents required for student and program records.
12. Assisting with the development of job workstations for the Cooperative Work Experience Education program.
13. Cooperating with the student, employer, and College in every reasonable manner towards furthering the Cooperative Work Experience Education program.

C. Support Services
The College will provide adequate clerical and instructional services to support the operation of the program

D. Approval of Workstations
In selecting or approving a workstation for an individual student, the College shall observe the following criteria:
1. The employer or designated representative agrees with the intent and purposes of Cooperative Work Experience Education for students, agrees to fulfill the responsibilities outlined below and agrees to support the student’s approved on-the-job learning objectives.
2. The workstation offers a reasonable probability of continuous employment for the student during the work experience period of enrollment.
3. The employer will provide adequate supervision time, equipment, materials, and facilities to provide an appropriate learning environment.
4. The employer, as required by law, will provide adequate Worker’s Compensation insurance for paid students and comply with all applicable federal, state, and local laws and regulations.

VII. EMPLOYER RESPONSIBILITIES
Employers of Cooperative Work Experience Education students shall:
1. Instruct the student as to the rules and regulations of the employer’s business.
2. Provide adequate supervision time, equipment, materials, and facilities to assure a planned program of work experience for the student.
3. Provide the college with a written performance rating for each student employed.
4. Consult with the Instructor/Coordinator regarding any problem that may arise pertaining to the student’s on-the-job performance and behavior.
5. Provide adequate Worker’s Compensation insurance for paid students.
6. Verify the time that the student works.
7. Provide overall, desirable working conditions that comply with all applicable federal, state and local laws and regulations.

VIII. MAINTENANCE OF RECORDS

Cabrillo College shall maintain records that shall include:

1. The type of Cooperative Work Experience Education in which each student is enrolled.
2. A record of work permit issued, if applicable.
3. The employer’s verification of student hours worked and performance evaluation on the job.
4. Documentation by Instructor/Coordinators of consultations with the student and with the employer.
5. Documentation of grade/credit issued to the student.

Adopted: January 10, 2000
OCCUPATIONAL ADVISORY COMMITTEES  BP 3090

Cabrillo College shall have an occupational advisory committee for each occupational program. Membership appointments are made from professional and occupational fields. These committees assist in the organization of special occupational courses, advise on curriculum, provide assistance with staffing and equipment, aid in the placement of students, and provide a general liaison with employees in the various occupational fields for which the college offers training. Each committee acts in an advisory capacity and plays a very important role in the solution of problems. Advisory committee suggestions which involve policy matters are referred to the appropriate staff for consideration.

**Legal Reference:** Public Law 98-524

Approved: April 4, 1988
Revised: January 9, 1995
The Office of Instruction shall be responsible for the administrative coordination of these activities.

A. Occupational Education Advisory Committee
The general function of the occupational advisory committees is to advise college staff regarding occupational instructional programs and to ensure such courses and programs reflect current industry demands. Thus, in this vein, the Occupational Education Advisory Committee has the following responsibilities:

1. Serves as a communication channel
2. Suggests related and technical information
3. Recommends qualified personnel
4. Helps evaluate the program of instruction
5. Suggests ways for improving public relations
6. Assists in recruitment and placement
7. Informs of changes in labor market, specific needs and surpluses
8. Assesses program needs in terms of the entire community

B. Establishing Advisory Committees
1. A person selected as a member of an occupational advisory committee should be able to devote sufficient time and enthusiasm in order to contribute to the program.
2. Criteria for selection of representatives of the community should include the geographic and ethnic division of the District served by the college.
3. Representatives should be selected from highly respected businesses or industries served by the District. They may be owners, managers or persons employed in occupational areas. The employee representatives should be skilled individuals who are respected by their co-workers and active in their occupations. If organized labor is part of the occupation, efforts should be undertaken to ensure that it is represented on the committee.

C. Size
Occupational advisory committees function most effectively with five to fifteen members.

D. Selection and Screening Procedures
Prospective advisory committee members are screened and selected based on the following sequence of action:

1. Initial recommendation – Prospective committee members are recommended by teaching faculty, division chairpersons, administrative staff, or Governing Board.
2. Contact Person – The appropriate instructional administrator is responsible for contacting prospective committee members to confirm their willingness to serve.
3. Notification – After approval of the committee lists by the Dean of Instruction responsible for occupational education, the individual members are to be notified of appointment by the appropriate administrator.

E. Responsibilities of the Advisory Committee Chairperson
The chairperson’s conduct at advisory committee meetings will, to a large extent, determine the effectiveness of the committee. He or she will, of course, delegate many of his or her duties to the secretary or other members of the committee, but will still be responsible for the following functions:

1. Establishing meeting dates and notifying the committee members
2. Mailing the agenda prior to meetings (which will include date, time and place)
3. Planning committee functions
4. Preparing a suitable agenda
5. Typing minutes—general reference
6. Providing background information as necessary
7. Reproducing minutes or other materials
8. Mailing minutes to committee members and others
9. Reminding members of meetings by telephone as needed
10. Providing appropriate meeting place
11. Presiding at meetings
12. Undertaking necessary follow-ups
13. Providing reports as necessary
14. Maintaining necessary personal contacts with members
15. Assuring that physical needs are met
In accordance with California Education Code Section 72640, it is the policy of Cabrillo College to provide Study Travel Programs which shall include study travel/field study courses and semesters abroad. A study travel/field study course, usually short-term in length, is taught off-campus in order to present course content within a specific environment; a semester abroad program provides a full-term program of study offered at a site in a foreign country.

The college recognizes the movement of students across community, cultural, geographic, and national boundaries is an important and enriching element of post-secondary education and field study is a significant component of natural and social science curricula.

The purpose of Study Travel Programs is instruction which allows students to:

1. Develop international perspectives
2. Receive appropriate credit for courses meeting the same curriculum standards as courses conducted on campus
3. Experience and learn from a cross-cultural environment
4. Study course content within a biological, geographic, or cultural context

Study travel credit is awarded for educational achievement and performance within program objectives, not for visits and tourist activities. Credit awarded for participation in study travel courses is based on the same standards required for on campus courses.

Legal Reference: Education code Section 72640

Adopted: April 4, 1988
The Office of Instruction will provide administrative coordination and supervision for all programs, and will serve as the central point of access for information. Study Travel Program activities will be administered in accordance with the following regulations:

Program Development Implementation

A. Criteria For Program Development/Implementation

1. Courses to be offered must be listed in the College Catalog and comply with all state requirements and college policies.
2. Study Travel Program curricula must comprise a full course of study appropriate to the term that the program is offered.
3. Programs must include pre-departure orientation sessions for students. These sessions will include academic and cultural adjustment preparation so that students may more fully benefit from their experience.
4. Evidence must be provided that students’ educational experiences will be significantly enhanced by instruction in the off-campus environment.

B. Program Proposal

1. All initial proposals to schedule regularly offered classes for study travel must be reviewed by the appropriate department and division. A recommendation to schedule a study travel course shall be submitted to the appropriate administrator.
2. Initial proposals shall be submitted to the Instruction Office and the Study Travel Committee for review and conceptual approval.
3. The Instruction Office and the Study Travel Committee shall submit approved programs to the Superintendent/President for conceptual approval.
4. After approval by the Superintendent/President, the Instruction Office will coordinate with the instructor(s) the development of a detailed plan. The plan must include the following:
   a. Program or course description
   b. transportation and housing information
   c. background information about instructors expecting to implement the program
   d. course scheduling
   e. course or program prerequisites and screening procedure
   f. program evaluation procedures
   g. plan for dissemination of program information to the college community
   h. cost of the program to students
   i. preliminary schedule for implementation
   j. counseling functions before and during the program (semester abroad only)
   k. computation of direct/indirect program costs and income
5. A draft of the detailed plan shall be submitted to all division administrators in whose areas instruction is to be offered and to the Study Travel Committee for recommendations and endorsement.
6. The detailed plan which has been endorsed by the division(s) and Study Travel Committee shall be submitted to the Instruction Office for recommendation to the Superintendent/President who may recommend approval by the Governing Board.
C. Program Evaluation

1. Prior to conclusion of the program, students shall submit a written evaluation of the program, using the form developed by the Study Travel Committee and shall participate with faculty in a group evaluation session. Written evaluations shall be returned to the Instruction Office.

2. Following the conclusion of any Study Travel Program and the return of the participating students and faculty, a meeting will be held with the appropriate administrator to discuss the program. During this meeting, students and faculty evaluations of the program will be reviewed.

3. All Study Travel Program evaluations shall address the following:
   a. The successful completion of instruction of each of the courses included in the program.
   b. Particular accomplishments of the program as a whole and the individual accomplishments of participating students and faculty.
   c. Specific academic, logistical, and group dynamics of the program.
   d. An assessment of the professional growth of the faculty involved.
   e. An overall assessment of the program including recommendations for continuation and improvement.

4. The Study Travel Committee will review and discuss the faculty and student evaluations in conference with participating faculty.

Staffing

The study travel instructor must meet state and local minimum qualifications in the area of study and be a full-time or part-time instructor of the Cabrillo College District.

When the study travel assignment is in addition to the instructor’s regular load, compensation will be based on teaching units. Any extra remuneration generated from travel companies will be distributed to lower the cost or increase the quality of the Study Travel Program.

A. Selection Of Faculty Members

1. Interested faculty shall apply to their division administrator. The application shall note which curriculum approved courses the instructor would like to teach and is qualified to teach and include statements related to the following criteria. (In the case of a consortium program, the final selection of participating faculty will be made by the consortium).

2. The criteria for faculty assignment are as follows:
   a. subject matter expertise as required by the program of study
   b. the variety of courses a faculty member is able to teach (when appropriate)
   c. the balance that faculty member brings to the teaching team (when appropriate)
   d. experience demonstrating ability to work under unusual conditions
   e. experience demonstrating adaptability, flexibility, and self-sufficiency
   f. experience (where applicable) in study travel programs

B. Study Travel Committee

1. The Study Travel Committee shall, in coordination with the Instruction Office, participate in the:
   a. review and approval of study travel proposals
   b. review and approval of travel contractor
c. evaluation of study travel programs

d. development of policies for such programs

e. investigation and proposal of additional study travel programs

2. Members of the Committee:

(1) Division administrator (advisory)
Vice President, Instruction or designee, chair
Vice President, Business Services or designee (advisory)
Director of Community and Contract Education (advisory)
Director of Admissions and Records (advisory)

Three (3) faculty members appointed by the Faculty Senate President.

The committee should include some members who have previously participated in Study Travel Programs. Insofar as possible, faculty selected should represent the academic diversity of the college.

Program Requirements

1. To enroll in a Fall or Spring Semester Abroad Program, a student shall have successfully completed twelve units of college-level work. This unit requirement does not apply to Wintersession and Summer Study Travel.

2. Students in Study Travel program must be at least 18 years old, or an emancipated minor, or have a high school diploma or the equivalent, or have a parent or guardian accompany them on the program as an enrolled student. Students who do not meet the above program requirements may initiate a petition process through the office of the Dean of Instruction, Transfer and Distance Education.

3. Anyone under the age of 18 who enrolls in a Study Travel Program must have a signed Permission Statement from his/her parent or guardian.

4. Established college prerequisites for courses of Cabrillo College Study Travel Programs will be enforced. Catalog and schedule of classes contain prerequisite information.

5. Students shall sign and return to the District a statement acknowledging an understanding of the terms and conditions for participation.

6. Program participants shall sign a District waiver holding the District harmless for any and all problems or losses arising from the occasion of, or failure to provide non-instructional services by a travel contractor.

7. One month prior to departure, faculty shall submit to the Dean’s Office a General Release, Proof of Insurance, Physician’s Confidential Medical and Emergency Forms, Standards of Student Conduct form, Personal Health History form, and (if applicable) Parent Letter of Permission for Minor to Travel from for each student participating in the Study Travel Program and such other forms as may be required at the time.

8. Only registered students shall be allowed to participate in Study Travel Programs. Information about registration (and admission, if applicable) will be provided to students by the faculty. Students interested in financial aid will be referred to the Financial Aid Office.

9. Students shall be required to enroll in and maintain a stated minimum number of units for a Study Travel Program.
10. The residence status of international students shall be the responsibility of the student and not the college.

Fiscal Policies

A. Contractor Selection

1. All programs shall use travel contractors or government agencies for provision of non-instructional services.

2. Requests for Proposals (RFP) may be developed for submittal to contractors for bid. Prior to submittal the RFP shall be reviewed and approved by the Study Travel Committee.

3. Contractors for Study Travel and Community Education Tours must provide evidence of the following:
   a. experience in working with educational study travel programs.
   b. references from educational institutions with which the contractor has worked.
   c. policies which hold harmless and indemnify the District, its Governing Board, and its officers, employees or agents, for any and all problems or losses arising from the provision of or failure to provide non-instructional services by the contractor.
   d. extent to which the contractor relies on the use of sub-contractors and identification of those sub-contractors.
   e. evidence that the contractor, at its own cost, expense and risk, will defend all legal proceedings that may be brought against the District, the Board, its officers and employees or agents on any such liability, claim or demand and satisfy any resulting judgment that may be rendered.
   f. ability to secure and maintain, at the contractor’s expense, during the period of the contract, worker’s compensation, comprehensive liability insurance adequate to protect the contractor from claims for personal injury, including death and damage to property, which may arise from operations under this contract and guarantee against cancellation on advice of government agency. The policies so secured shall also name the District as additionally insured and shall include a combined single limit of not less than one million dollars ($1,000,000) for each occurrence.
   g. evidence that funds to be collected are deposited in a bonded trust account.

4. The Business Office and the Study Travel Committee shall review and approve the selection of a contractor.

5. Contractors shall be notified in writing of the decision made by the college.

6. Upon selection of a contractor, all contracts shall be coordinated through the responsible administrator.

B. Establishment of Program Cost

1. Subsequent to designation of a contractor and acceptance of bid, the responsible administrator shall establish a program per-student cost and submit it to the Vice President, Business Services for approval.

2. The program per-student cost shall be established at a level to include all contractor costs plus program operations, indirect costs, and student fees.

C. Refund Policies
1. The responsible administrator shall establish in writing the contractor refund procedures for each Study Travel Program. These procedures shall include specification of all refund penalties and shall be distributed to students as part of the terms and conditions document to be signed by them.

D. Financial Procedures

1. Collection of Program Fees: Travel charges will be collected by the contractor. Receipts are to be returned for all payments. The college will only collect state mandated enrollment fees.

2. Students interested in financial aid will be referred to the Financial Aid Office.

*Tours Not Approved Through The College*

Faculty leading tours not approved through this process shall not use any college materials, staff, or equipment in the promotion or operation of the tour. Further, the name of the college shall not be used in any way. If the faculty member refers to him/herself as a Cabrillo College instructor, there must be a disclaimer stating that the Study Travel Program has no affiliation with the college.

*Tours Sponsored Through Community Education*

The development, approval, promotion, and evaluation of Community Education tours require the same process as for study tours offered for credit, except for the processes related to granting of course credit. Both domestic and international tours may be offered under the sponsorship of Community Education. Usually less academically rigorous than study travel courses offered for credit, tours offered through Community Education are offered on a not-for-credit basis, in cooperation with the appropriate instructional division. Such tours usually are not listed in the Cabrillo College Catalog, but they are advertised to the general public through various means, including the Community Education Calendar. Leaders of Community Education-sponsored tours must demonstrate appropriate experience and background for conducting tours. Tour participants pay fees adequate to cover both the direct and indirect costs of the tours. The Director of Community and Contract Education reviews and recommends proposals for consideration by the Study Travel Committee and the Vice President, Instruction, who recommends final approval to the Governing Board.

Revised: December 7, 1992
Revised: June 5, 1995
Revised: June 3, 2002
BP 3110
Field Trips and Excursions

The Superintendent/President shall 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.

The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistent with the funding source. The expenses of instructors, chaperones, and other personnel traveling with students may also be paid from district funds.

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

Legal Reference: CA Code of Regulations (C.C.R.) Title 5, Section 55220

Adopted: April 4, 1988
Revised: January 11, 2010
FIELD TRIPS

1. Faculty will submit the class associated activity form to the Division Chairperson at least seven days in advance of the field trip date.

2. Requests for college transportation will be submitted on the transportation request form in accordance with the travel policy. Procedures for use of college transportation will also follow the travel policy.

3. Classes requiring travel in order to participate in scheduled competitions will have priority for the use of college vehicles.

4. Faculty are encouraged, when feasible, to have students provide their own transportation and meet at the field trip site.

5. A roster of students participating in the field trip must be on file in the Division Office before departure.

6. All participants on the field trip shall be registered students.

7. The instructor of record shall accompany students on a class associated field trip.

8. The field trip may be scheduled at any appropriate time, however, if attending a field trip will cause a student to be absent from another class, that student may not be required to take the trip unless arrangements mutually satisfactory to the student and the other instructor can be made for the missed work to be made up.
FIELD TRIPS

To furnish Cabrillo College students with knowledge and valuable educational experiences not available in the classroom, the Governing Board supports the use of field trips consistent with the objectives of the course. A field trip is defined as a class activity at a location other than the Aptos campus, the Watsonville Center, or other college off-campus facility. Courses given in their entirety in the field are designated “Study Travel” and are covered under BP 3100, Study Travel. “Athletic trips” are covered under the athletic trip policy.

Instructors will make field trip arrangements with the approval of their Division Chairs and the Vice President, Instruction. The college will provide or make available appropriate liability and medical insurance coverage for field trip participants. In compliance with the Education Code, no student shall be charged a fee to attend a field trip. No student shall be prevented from making a field trip nor shall a class be authorized to take a field trip if any student who is a member of the class will be excluded because of insufficient funds for costs other than incidental expenses.

Legal Reference: Education Code Sections 72640 and 72641.

Adopted: April 4, 1988
CURRICULUM PLANNING AND DEVELOPMENT  

BP 3120

Cabrillo College shall establish educational programs and courses of instruction to meet the goals and objectives of the college and to meet state requirements for approval. The Governing Board recognizes that the college curriculum will be dynamic in response to changes in teaching methodology, legal requirements, student needs, technology, and occupational opportunities. For this reason, the faculty and administration have the responsibility to engage in continuing review of college offerings for the purpose of revising, deleting or adding courses and programs as needed within the resources available.

The approval of the Governing Board is required for new programs and courses, for deletion of programs and courses, for inactivation and reactivation of courses and for modification of course units and hours.

The process for curriculum change is coordinated by the Curriculum Committee, a standing committee of the Faculty Senate composed of faculty, students, and administrators. The composition of the Curriculum Committee is determined by the mutual agreement of the Faculty Senate and the college administration and must be approved by the Governing Board.

The Curriculum Committee shall receive proposals for curriculum changes subject to prior review by the Division Committee on curriculum, instructional administrators, the Curriculum Committee Chair, and the College Articulation Officer. A list of curriculum changes approved by the Curriculum Committee together with the minutes of any relevant meetings shall be forwarded to the Faculty Senate for procedural review. Curriculum changes may be returned to the Curriculum Committee for reconsideration only if irregularities in policy and procedures have been detected. The Curriculum Committee forwards its recommendation to the Vice President, Instruction, who recommends to the Governing Board.


Adopted April 4, 1988
Revised April 1, 2002
Revised November 2005
I. Curriculum Committee
The Curriculum Committee, a standing committee of the Faculty Senate, coordinates curriculum development and review. Voting members include:
- One faculty member selected from each of the college’s 9 instructional divisions
- One counselor
- One librarian
- One chairperson from each instruction division and the Counseling Division
- Two students selected by the Student Senate
- Library/Learning Resources Director
- One faculty chairperson
There are five non-voting members as follows:
- Articulation Officer
- Vice President, Instruction
- Three Deans of Instruction
- Director of Community Education
The faculty chairperson is appointed by the Faculty Senate President.
The Curriculum Committee shall hold a consecutive series of meetings twice a year.

II. New Course Proposals and Changes to Existing Courses

A. Proposals may be submitted to the Curriculum Committee in the fall or spring semesters for implementation in the following semester.

B. Proposals are initiated by faculty members and require the endorsement of the division.

C. Before proposals are forwarded to the Curriculum Committee, they will be reviewed by the division chairperson, the appropriate Dean of Instruction, the Vice President, Instruction, the Articulation Officer, the Director of Library and Learning Resources, the Director of Computing Resources, and the chairperson of the Curriculum Committee. The reviewers will check for:
   1. Completeness and accuracy in filling out the form(s)
   2. Accurate numbering and credit status
   3. Accurate transferability information
   4. Hour (lecture/laboratory) and unit consistency
   5. Potential interdepartmental curricular conflicts
   6. Prerequisite appropriateness
   7. Hour (lecture/laboratory) and classroom activity consistency
   8. Compliance with Title 5 requirements
The originator will be asked to revise the proposal if information is incomplete, inappropriate, or inaccurate.

D. Once all reviewers have signed the proposal, it will be placed on the Curriculum committee agenda for information and action. At the first Curriculum Committee meeting, committee members may raise questions concerning course proposals. In the event that additional information is required, the originator or his/her representative may answer questions at the second scheduled meeting. There may be subsequent Curriculum Committee meetings as needed.
E. After originators have been given an opportunity to answer questions about proposals, at a second meeting, the Curriculum Committee votes on the proposal.

F. Course proposals reviewed by the Curriculum Committee are forwarded to the Faculty Senate for review and approval.

G. The Faculty Senate forwards its recommendation to the Vice President, Instruction.

H. The Vice President, Instruction recommends to the Governing Board and directs changes in the College Catalog and Class Schedule. Curriculum records are maintained in the Instruction Office.

### III. New Programs of Instruction

A. In an effort to insure an orderly and coordinated development of instructional programs that will service the needs of students and the community, attention will be given to the following considerations:

1. Clear demonstration of need
2. Consistency with overall college goals and objectives
3. Complete cost and income analysis
4. Appropriate location of program within division
5. Staffing implications
6. Adequacy of college support
7. Need for new facilities
8. Anticipated enrollment
9. Regional articulation

B. After tentative endorsement by the division, the department and the Office of Instruction will jointly develop and conduct a thorough needs assessment to determine whether a clear demonstration of need exists.

C. If the results of the needs assessment demonstrate a need for the program, a written proposal will be developed by the department and will provide necessary information listed in “A” above and all information required for State approval.

D. The new program proposal shall be approved by the division in which the program will be located and by the division Chair.

E. After approval by the division, if the proposal is for an occupational program, it shall be presented for regional college review and approval.

F. After approval by the regional college, proposals shall be submitted to the Curriculum Committee in the fall semester for implementation in the following year. They should be submitted on the appropriate form and by the deadline developed by the Curriculum Committee Chairperson and the Instruction Office.

G. Before new program proposals are forwarded to the Curriculum Committee, they will be reviewed by the Division Chairperson, the appropriate Dean of Instruction, the Vice President, Instruction, the Articulation Officer, the Director of Library and Learning Resources, the Director of Computing Resources, and the Chairperson of the Curriculum Committee. The originator will be asked to revise the proposal if information is incomplete, inappropriate or inaccurate. Once all reviewers have signed the proposal, it will be placed on the Curriculum Committee agenda for introduction and action. At the first Curriculum Committee meeting, in a consecutive series of meetings, committee
members may raise questions concerning the proposal. In the event that additional information is required, the originator or his/her representative may answer questions at the second scheduled meeting.

H. After originators have been given an opportunity to answer questions about proposals, they will be acted upon by a vote of the Curriculum Committee at the second Meeting.

I. New program proposals approved by the Curriculum Committee are forwarded to the Faculty Senate for review and approval.

J. The Faculty Senate forwards its recommendation to the Vice President, Instruction.

K. The Vice President, Instruction will ask the College Planning Council to review the proposal.

L. After review by the Faculty Senate and the College Planning Council, the Vice President, Instruction recommends to the superintendent/President who will recommend to the governing Board.

M. Following Governing Board approval, the Office of Instruction will submit to the Chancellor’s Office a request for approval of the program.

IV. Instructional Planning

A. Instructional Planning Process

College programs will participate in the instructional planning process once every six years. Discipline areas will be provided with information to assist them in planning. Data will include: weekly student contact hours, number of majors, retention rates, numbers of graduates, follow-up reports on graduates, employer information, and major internal and external trends, for example: employment and population trends, part-time/full-time trends, and other demographics.

The information will be supplemented by information gathered by the faculty through surveys of faculty and students, through curriculum review, and through study of the employment area and/or university curriculum. Based on this analysis, the discipline area will review and, if necessary, revise course outlines and requisites, and will develop an instructional plan that will be submitted to the Vice President, Instruction and the Council for Instructional Planning. This information will then become a part of budget and staffing proposals and the College Master Plan.

B. Cabrillo College Occupational Needs Assessment (CCONA)

1. A needs assessment will be conducted for each occupational program at least every four years or when conditions warrant it. The Instruction Office, in cooperation with the divisions, will establish the schedule for the assessments.

2. The occupational needs assessment instrument will be developed by the institutional researchers with the assistance of the appropriate department(s) or division(s).

3. A list of persons to receive the needs assessment developed through cooperation among the research office and appropriate department(s) and/or division(s) will be developed.

4. The survey will be distributed and returns summarized by the research office.

5. Once compiled, the results of the needs assessment will be shared with the department, the Division Chairperson, the appropriate Dean and the Vice President, Instruction.
6. The Division Chair will meet with the department head and/or members of the
department to discuss results. Action to be recommended might include: a)
curriculum changes, b) program maintenance, c) facility or staffing changes, d)
combinations of the above or other appropriate action.
7. The appropriate Dean and Division Chairperson then meet to recommend action to be
taken, or further research to be done, as a result of the needs assessment.
8. The discussions will result in a written plan to be submitted to the appropriate dean
and Vice President, Instruction for review and approval. It is recognized that the
results of the needs assessments are not sufficient to constitute a complete process of
program analysis. The results are intended to be used with other sources of
information to improve the program in question.

There are many other elements that should be considered. It is possible, for example, that the only
recommendation reached as a result of studying the needs assessment summary would be that other
information is required before any program changes or decisions can be made.

**Council for Instructional Planning**

Purpose: The purpose of Instructional Planning is to recognize quality and assist in the continuous
strengthening and improvement of the college academic program as well as the support services in
the instruction component. The process is designed to provide a rigorous examination of programs
and their outcomes, to develop new insights into program effectiveness, to suggest ways in which
programs can become more responsive to student and community needs, and to provide information
for resource allocation within departments and within the college. All programs and services will be
reviewed every five years. During the sixth year, which will coincide with the accreditation self
study, programs will usually not be reviewed but will be summarized. The order in which programs
will be reviewed is determined by the Council for Instructional Planning.

**Membership:** Division Chair Council augmented by 3 faculty senators, 1 classified representative,
1 student

**Meetings:** Monthly, or as needed.

**Agenda:** The agenda is prepared by the Vice President, Instruction. Agenda items may be
submitted in advance committee members.

**Minutes:** The committee chair will arrange for minutes to be taken and distributed.

Revised: May 3, 1999
CONTRACTUAL EDUCATION  

Cabrillo College recognizes that contractual education programs meet the continuing and developing needs of public agencies and private employers. The college may provide to public or private agencies, corporations, associations, or any other body or person, contractual education programs consistent with the mission of the college. Such contractual education programs may be offered for credit, non-credit, or not-for-credit; shall be outside of existing funding formulas for state reimbursement; shall provide for payment of all costs incurred by the college; and shall be recommended by the Office of Instruction for approval by the Governing Board.

**Legal Reference:** Education Code Sections 78020 through 78023.

Adopted: April 4, 1988
CONTRACTUAL EDUCATION

Contractual Education Programs shall be administered by the Office of Instruction through the appropriate division. Courses in these programs must follow the normal curriculum committee regulations.

Faculty in all credit and non-credit Contractual Education Programs shall be selected, hired, compensated, and evaluated according to the same approved Cabrillo College policies and procedures and exclusive faculty bargaining unit contract provisions as those for instructors teaching non-contractual credit courses.

Faculty teaching not-for-credit Contractual Education Programs shall be compensated in the same manner as faculty in the regular instructional program if the class meets the same standard as a class in the credit curriculum. Faculty teaching not-for-credit Contractual Education Programs shall be evaluated according to procedures specified in the contract between the college and the public or private entity.

The income generated by the Contractual Education Program shall be an amount equal to, but not less than, the actual costs, including administrative cost.

Each agreement for a Contractual Education Program shall be generated by the Office of Instruction, approved by the Governing Board, and signed by the Vice President, Business Services. The Instruction Office program technician shall generate the appropriate schedule change form, and distribute with it copies of the approved agreement to the Business Office and Admissions and Records Office. Admissions and Records personnel shall confer with faculty teaching the Contractual Education Program regarding in-class registration of students. The faculty shall return the completed registration materials to the Admissions and Records Office personnel who will officially register the students and give registration receipts to the Business Office. The Business Office shall bill the public or private entity at the completion of the course.
OCCUPATIONAL ADVISORY COMMITTEES

Cabrillo College shall have an occupational advisory committee for each occupational program. Membership appointments are made from professional and occupational fields. These committees assist in the organization of special occupational courses, advise on curriculum, provide assistance with staffing and equipment, aid in the placement of students, and provide a general liaison with employees in the various occupational fields for which the college offers training.

Each committee acts in an advisory capacity and plays a very important role in the solution of problems. Advisory committee suggestions which involve policy matters are referred to the appropriate staff for consideration.

Legal Reference: Public Law 98-524

Adopted: January 9, 1995
OFF-CAMPUS PROGRAMS

The Office of Instruction shall recommend course offerings to the divisions and shall provide administrative coordination and supervision. This program shall be administered in accordance with the following regulations:

I. Off-Campus Facilities:
   A. When reviewing possible off-campus facilities, primary consideration shall be cost and program needs.
   B. Available schools and other publicly owned buildings will be considered first as locations for off-campus classes.
   C. Churches and other facilities owned by non-profit organizations and normally used as public gathering places will be considered if publicly owned buildings are not available.
   D. When considering leasing, facilities that are privately owned or owned by profit-making organizations and/or not normally used as public gathering places, Board approval will be obtained.
   E. Liability will be reviewed by the Vice President, Business Services.

II. Program Development
   A. All courses shall be consistent with established curriculum development policies.
   B. Students and faculty will be surveyed regularly to provide information for planning.
   C. Information from student surveys and other community contacts will be provided to divisions in order to assist in determining offerings.

III. Personnel
   A. Faculty assignments will be arranged through the appropriate division.
   B. The Evening Program Administrator may assist in identifying qualified faculty.

Revised: January 9, 1995
EVENING AND WEEKEND PROGRAMS  BP 3150
Cabrillo College recognizes its responsibility to provide educational offerings during hours which will serve the needs of residents of the community, particularly the needs of working students. For that reason, the college will strive to offer a comprehensive offering of classes in the evening hours. Courses may be scheduled on Saturday or Sunday.

Courses taught in the evening program or on weekends are equivalent to courses taught in the day program in every respect, that is, in prerequisites, course content, number of total hours the course meets and student responsibilities. This policy shall be consistent with the curriculum development policy approved by the Governing Board. Evening courses are defined as courses that begin at 5:00 p.m. or later. Weekend courses are defined as those that begin at 5:00 p.m., or later, on Fridays, and/or are offered on Saturdays or Sundays.

Legal Reference: Education Code Sections 51944 through 51958.

Adopted: April 4, 1988
Revised: November 7, 1994
EVENING AND WEEKEND PROGRAM  

The Office of Instruction and/or the Evening Program Office shall assist the divisions in the development of course offerings and provide administrative coordination and supervision. This program shall be administered in accordance with the following regulations:

A. All courses offered shall be consistent with established curriculum development policies.

B. Information from student surveys and other community contacts will be provided to division chairs in order to assist in determining these offerings.

Revised: December 5, 1994
SPECIALLY FUNDED PROGRAMS

Programs at Cabrillo College which are funded through a grant external to the college general fund are defined as “specially funded programs.” Cabrillo College recognizes that specially funded programs offer opportunities for the expansion and enrichment of the curriculum and for direct aid to students. The college shall undertake carefully selected specially funded programs if they are consistent with the goals and objectives of the college and approved by the Governing Board.

Legal Reference: None

Adopted: April 4, 1988
SPECIALY FUNDED PROGRAMS
The Office of Instruction and/or Office of Student Services shall recommend and provide administrative coordination for the development and supervision of all Specially Funded Programs and shall serve as the central point of access for information. These programs shall be administered in accordance with the following regulations:

A. Program Development
1. Requests for Proposals (RFP) shall be disseminated to appropriate college departments and staff through Office of Instruction and/or Office of Student Services.
2. Grant proposals shall be written with the prior approval of the affected division(s), Office of Instruction and/or Office of Student Services, and Superintendent/President of the District and shall be submitted to the funding agency through the Office of Instruction and/or the Office of Student Services.
3. Business Services shall be consulted in the budget development of proposals.
4. The Faculty Senate President shall be notified of proposals.
5. During the submittal period, the Office of Instruction and/or Office of Student Services shall prepare and submit to the Superintendent/President of the District a Board information item describing the Specially Funded Program.
6. Upon notification of the award of the grant for the Specially Funded Program, the Office of Instruction and/or the Office of Student Services shall prepare and submit to the Superintendent/President a Board agenda action item recommending action on the Specially Funded Program. This item will include a description of the special grant funds and the required college matching funds.
7. Upon Board approval all necessary contracts will be signed and submitted to the funding agency.

B. Personnel Procedures
When appropriate, existing college staff will be utilized to meet the goals of the Specially Funded Program. At other times, additional temporary staff will be employed pursuant to Sections 87470, 87471 and 87482 of the California Education Code. Faculty employed under Specially Funded Programs are excluded from other employment in the District.

C. Program Implementation
1. Courses or services offered within the Specially Funded Program must comply with all state and/or federal requirements and District policies.
2. Specially Funded Programs shall be supervised and coordinated through the appropriate administrative unit in the same manner as those programs funded by the District general fund budget.

D. Budgeting Procedures
1. Specially Funded Program budgets shall include the maximum indirect cost allowable by the funding agency.
2. Specially Funded Program budgets and District match shall be included and separately identified in the budget of the coordinating college unit.
3. Specially Funded Program budgets shall be monitored in accordance with approved college procedures and the requirements of the funding agency.

E. Program Evaluation
Specially Funded Programs shall be evaluated in accordance with District policy and specifications of the particular grant.
MATRICULATION

Cabrillo College is committed to serving adults of all ages who can profit from instruction, and the college has a special responsibility to ensure equal access to postsecondary education. Cabrillo College provides transfer education, employment preparation instruction, continuing and community education and community services, as well as student support services to enable students to participate successfully in the programs of the college.

In carrying out these functions and responsibilities, Cabrillo College has an obligation to assist students in attaining their educational goals by providing information and guidance concerning the choices that are available to them.

Matriculation is a process which brings the college and the student into an agreement for the purpose of realizing the student’s educational objective. The agreement acknowledges responsibilities of both parties to attain those objectives through the college’s established programs, policies, and requirements.

On the college’s part, the agreement includes:
1. an admissions process
2. an orientation to college programs, services and procedures
3. pre-enrollment assessment and counseling
4. advisement/counseling for course selection
5. a suitable curriculum or program of studies
6. continuous follow-up on student progress
7. institutional research and evaluation

On the student’s part, the agreement includes:
1. a statement of educational intent
2. diligence in class attendance and completion of assigned course work
3. maintaining progress toward an educational goal

Legal Reference: California Education Code Section 78211.5

Adopted: April 4, 1988
MATRICULATION

In accordance with the Cabrillo College Matriculation Policy and requirements of the State of California, the administrative regulations for implementing the matriculation policy, as reflected in current program practices, are as follows:

A. General Administrative Regulations

1. The Cabrillo Community College District is committed to the protection of the individual rights of all students and shall ensure that no matriculation practice subjects any person to unlawful discrimination.

2. The Cabrillo Community College District shall take steps to ensure that the matriculation process is efficient so that students are not discouraged from participating in college programs.

3. The Cabrillo Community College District shall ensure the right of students to enroll in valid and necessary prerequisite and corequisite courses and shall allow students the right to appeal prerequisite and corequisite requirements based on policies described in AR #3180.

4. The Cabrillo Community College District shall not use any matriculation component or service in a manner that excludes students from access and admission to Cabrillo College.

5. Matriculation services shall be required for all new students except those:
   a. Who have earned a degree and are not seeking enrollment in mathematics.
   b. Who are taking six units or less and who are not seeking a degree or certificate and are not enrolling in mathematics or English.

B. Admission of Students to Cabrillo College

1. The admissions process of the college shall embrace the open access challenge of community colleges through the following:
   a. Applications shall be readily available to interested students, potential students, and community members, through the Admissions and Records Office, Watsonville Center, the county-wide distribution of the schedule of classes, recruitment materials, and through information packets delivered to local high schools.
   b. Applications shall be accepted in a timely manner, well in advance of each registration period for each academic term.
   c. The admissions process shall be sensitive and accommodating to language minority students and students with disabilities through activities such as:
      i. Admissions application and related materials translated for language minority students representing a significant service population.
      ii. Admissions procedures, staff selection, and staff training sensitive to the needs of language minority and disabled students.
      iii. Where appropriate, referral to other college service units and trained personnel with expertise in serving students with diverse language, cultural, and economic backgrounds or with physical and learning disabilities.

2. Information solicited from the student on the Application for Admission shall conform to the state MIS reporting requirements.

3. The registration process shall be conducted in an efficient manner such that potential students are not discouraged from enrolling at Cabrillo College. Efficiency is defined as
the benchmark standard of performance in registration procedures for comparable higher educational institutions. Efficiency shall be attained through a continuous process of improvement. Problem areas in registration shall be identified through an evaluation and performance measurement process.

4. Each student shall be required to complete a Student Update Form every semester as a part of the registration procedure. The Student Update Form shall solicit information to comply with state reporting requirements.

5. Student satisfaction with the admissions process shall be evaluated through a periodic matriculation student survey.

C. Assessment Services

1. Students shall be exempt from assessment services if they meet the criteria outlined previously in A.5. Otherwise, only those students who provide verification of the following criteria shall receive a waiver exemption for the assessment component activities:
   a. Placement recommendations from another college or university assessment testing program.
   b. Completion of equivalent courses from another college or university.
   c. Scores of 550 or better on the College Entrance Examination Board Achievement Tests or scores of 3,4, or 5 on the Advanced Placement Tests (Calculus or English Composition).
   d. Enrollment in the diagnostic assessment program at Cabrillo.

2. All students shall be encouraged to participate in assessment services, regardless of exemption status.

3. Assessment services at Cabrillo College shall be performed by a variety of departments including the assessment center, counseling, disabled student services, and relevant academic divisions. The college assessment testing process includes the use of multiple measures for course placement. Assessment tests are only one measure of skill level or proficiency in a particular academic area. The likelihood of an appropriate course placement is increased when more than one measure is used to determine a course placement. Course placement recommendations shall be determined by the use of multiple measure indicators. Multiple measurements indicators are defined as the following items:
   a. Cabrillo College assessment test scores
   b. Previous educational experience
   c. Recency of previous educational experience in subject area
   d. Academic load/number of units
   e. Hours of employment
   f. Alternative measurements from other comparable community college assessment programs, equivalent courses completed at another college or university, or standardized college placement tests, i.e., the College Entrance Examination Board Achievement Tests or the Calculus and English Advanced Placement Tests
   g. Other individual factors unique to each student.

4. Students, upon completion of the assessment testing process, shall have the right to waive their course placement recommendation. Students shall have the right to retake the
assessment test as the first step in the waiver process. Students shall also have the right to file a waiver form with a counselor to override the course placement recommendation. The student may override the placement recommendation by signing the waiver form and acknowledging that they choose to disregard the placement advice.

5. Cabrillo College shall use assessment instruments that have been approved by the Chancellor’s Office. These instruments shall be used in a manner consistent with the purposes for which they were designed. Additionally, Cabrillo College acknowledges its commitment: to validate local instruments according to matriculation standards; to ensure that assessment instruments are not culturally or linguistically biased; and that testing instruments, methods, or procedures do not have a disproportionate impact on any particular group of students.

6. Assessment testing shall be scheduled throughout the calendar year to facilitate registration opportunities for Cabrillo students. Tests shall be administered in appropriate environments by trained assessment center personnel. Further, testing shall be accomplished, in general, as a component of the matriculation process that additionally includes orientation, educational planning and advisement, plus an opportunity for priority registration through the early assessment/early registration program, within the same setting and time period.

7. Testing materials, including standardized tests, forms, answer sheets, prompts, writing samples, and draft materials remain the property of the college, and shall be kept for a minimum of three years.

8. Proposed changes in the assessment instruments used by the college and the determination of or changes in decision rules for the placement of students in appropriate courses will be reviewed in a process that includes representation of the following: the discipline or division for which the instrument is used, the assessment center staff, the director of institutional research, the matriculation coordinator, the computer services manager, and the chief instructional officer or a designated representative. Procedures for recommending approval and implementing changes shall include a review of the proposed changes by the matriculation committee and final approval by the Vice President, Instruction.

9. College counselors shall provide assessment services to students and potential students through both individual and group counseling, advising, and educational planning. These services shall include multiple measures in the determination of an assessment review recommendation for course placement. Refer to the Counseling/Advising section for elaboration of this component.

10. The college career center shall provide, among its services related to assessment, various aptitude and interest assessments to students. These opportunities shall be promoted through the college catalog, schedule of classes, community education publications, individual publicity flyers, and orientation sessions.

11. The Disabled Students Services (DSPS) program shall provide, among its services related to assessment, alternative assessment evaluation through the learning skills program and/or DSPS counselor evaluation. These services are provided as a point of first contact by students who seek such services through DSPS; by students who have been given the
option to seek DSPS assessment; or by students who have used assessment center services and been referred to DSPS for further evaluation.

12. Special assessment services shall also be provided to potential students who do not possess a high school diploma and who wish to apply for financial aid benefits. The special assessment services shall be provided to determine eligibility for financial aid as required by P.L. 102-26, the “ability to benefit” legislation.

13. Student satisfaction with the assessment component shall be evaluated on a periodic basis through a matriculation student survey.

D. Orientation
Counseling staff shall provide an orientation to newly matriculated students and to other interested students immediately following assessment testing. Among the information students shall receive during the orientation are the following:

1. An orientation outline that describes the overall process for students.
2. A video tour or an actual tour of the college that discusses campus grounds, programs and services on both the main campus and the Watsonville Center.
3. An orientation handbook that elaborates on program and service information and focuses on information most critical to the integration and success of new students at Cabrillo.
4. A copy of the current college catalog is provided to each student participating in the assessment, orientation, and educational planning process. This catalog provides the student with further information about the college programs, services, and course descriptions.
5. Verbal explanation and written references to student rights and responsibilities as contained in the Students Rights and Responsibilities Handbook and as reflected in institutional policy and regulations as outlined below.
   a. Students are responsible for:
      i. Declaring an educational goal within a reasonable amount of time.
      ii. Initiating registration activities, including the conformance to information requirements, in a timely manner.
      iii. Regularly attending classes and performing assigned work.
      iv. Seeking and/or responding to various service activities in support of educational success.
   b. Students have the right:
      i. To be informed about college board policy #6110 “Student Rights and Responsibilities”.
      ii. To be informed about college board policy #5040 “Nondiscrimination” and reference to the proper procedure for alleging discrimination, as detailed in administrative regulation #5040, Section E.
      iii. To challenge any prerequisite or corequisite based on one or more of the following grounds. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:
         (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 either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
(3) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;
(4) The student will be subject to undue delay in attaining the goal in his or her educational plan because the prerequisite or corequisite course has not been made reasonably available
iv. To challenge any of the matriculation requirements by first approaching a counselor or the staff of the matriculation/assessment center.
v. To file a grievance or a complaint, to have that grievance or complaint monitored through appropriate procedures, and to attain a timely resolution of the grievance or complaint.

6. Students who may benefit from alternative or additional orientations are provided information, assistance, and referral for these other orientation alternatives provided by DSPS, Extended Opportunity Programs and Services, English as a Second Language, International Students, Re-entry program, the Athletic department. In such cases where the student may need special orientation services, yet does not seek to be identified with a particular subgroup, specialized staff assistance is sought to provide this orientation.

7. Student satisfaction with the orientation component shall be evaluated on a periodic basis through a matriculation student survey.

E. Counseling/Advisement

1. Counseling/Advisement services shall be provided to all nonexempt matriculating students and to those exempt students seeking services. These services shall be presented in a variety of formats, by professionally educated and trained counselors. The formats shall include, but not be limited to, individual counseling sessions, group educational planning sessions, counseling and guidance course instruction, drop-in counseling, specialized counseling services, and special topic counseling presentations.

2. Counseling services related to matriculation shall generally emphasize course selection advisement, assessment evaluation, and educational planning as well as referral to other services where appropriate.

3. All first-time matriculated students shall participate in an initial educational planning session as a follow up to the group orientation. This planning session shall include an assessment review, based on multiple measures previously indicated in the Assessment Section (cross reference: Section C.3.)

4. The educational planning session shall also include the collection and review of the following student information:
   a. Student goal (may be identical or different from the original goal selected on the application for admission).
   b. Placement test results.
   c. High School graduation status and recency.
   d. Anticipated work hours.
   e. Initial semester plan with both counselor and student acknowledgement that course recommendations are based on multiple indicators.
f. Agreement by student to seek follow-up counseling services related to long-term educational plan, prior to registration for subsequent semester.

g. Categories of information provided to student, e.g., graduation requirements, transfer requirements, support services, etc.

F. Student Follow-Up Component

The following students shall receive follow-up services, in the manner indicated, as part of established practice and procedures.

1. All first-time, newly matriculated students will sign a statement on their educational plan that they will seek counseling prior to the subsequent semester.

2. Students enrolled in basic skills classes are provided both a student and/or instructor review, early in the semester, to determine interest in or need for available tutorial or other possible services that might be critical to their on-going success.

3. All students, as part of the registration process, are asked to self-identify any needs, services, or program information that they might seek. Each of these students receives relevant information through the mail as part of the college commitment to provide information and to meet the needs of students.

4. Students who have remained as “undecided on goal” after orientation/educational planning sessions, are identified mid-point in the semester and invited to a workshop or referred to Counseling & Guidance courses, as a means by which to assist them in the identification of a more defined educational goal.

5. Students whose final semester record indicates either an academic or progress deficiency are determined to be on probation and receive a strong written recommendation to see a counselor at their earliest convenience and in advance of the upcoming registration. After academic or progress dismissal students are required to submit a written petition to a counselor for re-entry to the college.

6. Special follow-up occurs in areas that have identifiable populations such as Extended Opportunity Programs and Services (EOPS), Financial Aid, Athletics, English as a Second Language, transfer-oriented students, Women’s re-entry, basic skills, and progress/academic probation students.

7. Students who have been identified, through an early alert system, as “at risk” for academic difficulties, will be referred to academic or other support services as necessary. These students will be monitored to evaluate their progress and to determine if additional support activities are required.

G. Coordination and Training

1. All faculty and staff at Cabrillo College shall be provided with training to enhance the provision of matriculation services. The Vice President, Instruction, in consultation with the Dean of Student Services, shall be responsible for developing and implementing a training program for faculty and staff in the six component areas of matriculation:
   a. Admissions
   b. Orientation
   c. Assessment
   d. Counseling/Advisement
   e. Follow-up
f. Research and Evaluation

2. Training shall consist of activities such as in-house workshops, flex day workshops, consultant seminars, special staff meetings, subcommittee meetings, professional conferences, etc.

3. Coordination refers to the process of ensuring that all matriculation components are integrated with other matriculation components and with other college processes and programs. Goals and objectives for each component shall be reviewed by matriculation staff, administrators, as well as by members of the matriculation committee to assure the compatibility of these objectives.

4. Training activities shall be evaluated on a periodic basis through formative evaluation activities.

H. Research and Evaluation

The college shall establish and maintain a program of research and evaluation that includes activities in all of the following areas:

1. Evaluate matriculation activities and services.

2. Determine the reliability and validity of all non-standardized or locally developed assessment instruments.

3. Verify the accuracy of placement decision rules and the predictive validity of assessment instruments for the student population of Cabrillo.

4. Examine the possibility of disproportionate impact as a result of assessment testing and course placement.

5. Collect demographic, usage, and performance data on all students, but particularly matriculated students.

6. Evaluate the impact of matriculation on student success.

7. Examine all assessment procedures and instruments to ensure that linguistic or cultural bias has been minimized or eliminated.

8. Conduct student surveys to determine the needs of students as well as their self-reported level of satisfaction with matriculation services.

9. Disseminate research results to the college and to the community.

Adopted: April 4, 1994
REQUISITES: PRE- AND CO-REQUISITES

The Cabrillo Community College District adopts the following policy in order to provide for the establishment, review, and challenge of prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. It is recognized that, if these prerequisites, co-requisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two concerns.

Adopted: April 4, 1988
Revised: May 7, 1998
I. College Policies and Procedures -
Prerequisites, Co-requisites, Advisories on Recommended Preparation and Other Limitations on Enrollment.

A. Information in the Catalog and Schedule of Classes

The college shall provide the following explanations both in the college catalog and in the schedule of classes:

1. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment, which have been established.

2. 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 will include the specific process including any deadlines, the various types of challenges that are established in law, and any additional types of challenge permitted by the college.

3. 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.

B. Challenge Process

The college shall establish a process by which 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 class 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 reserve a seat for the student and resolve the challenge within five (5) academic calendar workdays. If the challenge is upheld or the District fails to resolve the challenge within the five (5) academic calendar workday period, the student shall be allowed to enroll in the course. 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 student registers for that subsequent term.

2. Grounds for challenge shall include the following:
   a. Those grounds for challenge specified in Section 55201(e) of Title 5 as follows:
      Any prerequisite or co-requisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:
      (1) The prerequisite or co-requisite has not been established in accordance with the District’s process for establishing prerequisites and co-requisites;
      (2) The prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
(3) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or co-requisite;
(4) The student will be subject to undue delay in attaining the goal in his or her educational plan because the prerequisite or co-requisite course has not been made reasonably available;
b. 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 Student Educational Plan.
c. The student seeks to enroll in a course which 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.

3. The college shall formally establish a challenge process including:
   a. Who makes the determination of whether the challenge is valid. For challenges concerning academic qualifications, the initial determination should be made by the division chair or designee, and someone who is knowledgeable about the discipline, preferably someone qualified to teach in the discipline but, when possible, not the person who is the instructor of the section in which the student wishes to enroll.
   b. 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. For challenges not involving qualifications, in which one person has determined the challenge validity, an opportunity for appeal has been established. Appeals shall go forward to the Vice President, Instruction.

C. Curriculum Review Process

The curriculum review process at each college shall at a minimum be in accordance with all of the following:
1. The curriculum committee and its membership have been established in a manner mutually agreeable to the college administration and the Faculty Senate pursuant to BP and AR 3120.
2. Requisites are to be established through the college-wide Curriculum Committee. The Curriculum Committee shall recommend requisites for all entry-level degrees, for certificate courses, and for each level of a basic skills curriculum to the Faculty Senate. The Faculty Senate shall forward its recommendations to the Vice President, Instruction who will review and recommend the requisites to the Superintendent/President and Governing Board for approval.
3. Prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment are to be established according to the following:
   a. Following the procedures outlined in AR 3120, 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
       the 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 syllabus and outline of record, tests,
           related instructional materials, course format, type and number of
           examinations, 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.
   (B) The prerequisite or co-requisite meets the scrutiny specified in one of the
       following: II.A.1.a through II.A.1.g 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 pursuant to BP and AR 3120.
   (A) 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.
   (B) 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.
   (C) A course which should have a prerequisite or co-requisite as provided in
       (a) or (b) 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; (Section 55002)
       or
[2] Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.

b. The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified in I.C.3.a.(1)-(4).

D. Program Planning
As a regular part of each department’s program planning process or at least every six years, the faculty shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and is still in compliance with all other provisions of this policy and with the law. A recommendation regarding the prerequisite, co-requisite, and advisories shall be made to the curriculum committee within one year of completion of the program planning process.

E. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment
Implementation of prerequisites, co-requisites, and limitations on enrollment must be done. An attempt shall be made to enforce all conditions a student must meet to be enrolled in the class 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 as to whether the student has met the condition.

F. Instructor’s Formal Agreement to Teach the Course as Described
The college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught 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 co-requisite. The process shall be established by consulting collegially with the Faculty Senate and Cabrillo College Federation of Teachers.

II. 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. (See II.B below.)

A. Prerequisites and Co-requisites
1. Levels of Scrutiny
   Prerequisites and co-requisites must meet the requirements of at least one of the following subsections:
   a. 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 of 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.

b. 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.

c. Courses in Communication or Computation Skills
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:

1) 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

2) Research is conducted as provided in II.A.1.g.

3) 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 in I.C.3 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.

d. 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 or enforced in subsequent semesters until the problems are resolved, and sufficient data exists to establish the cut scores. In such a case, the collection of this data shall be done in the manner prescribed in II.A.1.g of this policy in addition to other requirements of law as stated in the “Standards, Policies and Procedures for Evaluation of Assessment Instruments Used in the California Community Colleges”. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.

The requirements of this subdivision related to collection of data shall not apply when:

1) four-year institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite; or
2) the prerequisite or co-requisite is required for enrollment in a program, that program is subject to approval by a state agency other than the Chancellor’s Office and both of the following conditions are satisfied:
   (a) colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or co-requisite for the same program; and
   (b) the district establishing the prerequisite or co-requisite conducts an evaluation to determine whether the prerequisite or co-requisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the District shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the District will take to correct the disproportionate impact.

e. 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.

f. 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:
(1) 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
(2) The prerequisite is that the student possess what is necessary to protect his or her health and safety and the health and safety of others before entering the course.

g. 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:
(1) 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.
(2) Data are gathered according to sound research practices in at least one of the following areas:
   (A) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or co-requisite is necessary.
   (B) 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 class, or other indicators that the student was or was not ready to take the course.
(C) Comparison of students’ performance at any point in the course with completion of the proposed prerequisite or co-requisite.
(D) 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 in II.A.1.d.

(3) The standard for any comparison done pursuant to II.A.2.(a)-(d) 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. Research personnel, discipline faculty, and representatives of the academic senate, if appropriate, shall develop the research design, operational definitions, and numerical standards. 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.

(4) If the curriculum committee has determined as provided in I.C.3.a.(4).(a) or (b) 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:
(A) All other requirements for establishing the prerequisite or co-requisite have already been met; and
(B) 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.
(C) Prerequisites and co-requisites that are exempt from review at the time they are, or were, established, as provided in Section 55201(d), are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed. (See I.D above.)

2. Additional Rules
Title 5, Section 55202 specifies additional rules that are to be considered part of this document.
  a. Prerequisites, co-requisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.
  b. Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.
  c. The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or an assessment using multiple measures, and any assessment instrument used shall be selected and used in accordance with the provisions of Subchapter 6 (commencing with Section 55500) of Chapter 6 of this Division.
d. If a prerequisite requires pre-collegiate skills in reading, written expression, or mathematics, the governing board of a district shall ensure that pre-collegiate basic skills courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.

e. Whenever a co-requisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the co-requisite. A co-requisite shall be waived as to any student for whom space in the co-requisite course is not available.

f. No exit test may be required to satisfy a prerequisite or co-requisite unless it is incorporated into the grading for the prerequisite or co-requisite course.

g. The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite; provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or co-requisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course if the applicable enrollment fees are promptly refunded. Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or the student code of conduct.

B. 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 I.C above.

C. 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 as part of program planning. The following requirements must also be met in order to establish these particular limitations on enrollment.

1. 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:

a. For any certificate or associate degree requirement that can be met by taking this course, there is another course or courses that satisfy the same requirement;

b. 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.

c. Limitations on enrollment established as provided for performance courses shall be reviewed during program planning or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically underrepresented 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. (See also Sections 55502(e) and 55512.)

2. 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.

3. 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 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 which 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.

Revised: June 1, 1998
To assist students in meeting their educational goals and to fulfill the college’s goal of offering courses and programs transferable to four-year colleges and universities, the Cabrillo College District recognizes the importance of articulation of its courses and programs. Moreover, the District acknowledges the importance of articulation with district high schools as feeder schools of the college.

It is, therefore, the policy of the college to foster articulation activities with four-year colleges and universities and with local high schools. Under the direction of the Office of Instruction, course articulation agreements with these institutions will be maintained and promoted. Articulation information will be developed by the Articulation Officer, published in the college catalog, and distributed to the counseling faculty and to students.

*Legal Reference: Adm. Code, Title 5, Section 51022(b).*

Adopted: April 4, 1988
Revised: Fall, 2003
Revised: April 5, 2004
Articulation With The University Of California
Articulation with the University of California system is established through the UC Office of the President which publishes a Transfer Course Agreement for each of California’s Community Colleges. This agreement specifies which Cabrillo College courses are accepted by the University of California on a system wide basis. Annually the college’s Articulation Office shall review and submit proposed changes to the University. Additionally, articulation agreements may be accomplished with individual campuses on a course-to-course and/or major preparation basis through the Articulation Officer. Faculty shall submit course outlines to the Articulation Officer for this purpose. These agreements shall be maintained and reviewed annually. The Articulation Officer will collect and disseminate this information to students and faculty through the College Catalog, the Transfer and Articulation website and other printed materials.

Cabrillo college students may register for lower division courses designed for those who wish to explore their interests in military affairs or in becoming commissioned officers in the United States Air Force, Army, or Navy. Courses are conducted at the University of California, Berkeley. Credit is granted through the university and will be recorded toward the A.A. or A.S. degree at Cabrillo College upon receipt of a UC grade report.

Articulation With The California State University System
Cabrillo College shall maintain an articulation agreement with the California State University Chancellor’s Office which specifies Cabrillo College courses meeting transfer requirements for the California State University system. Cabrillo College shall update each semester a list of baccalaureate courses and forward this information to the ASSIST Coordination Site. A college catalog specifying baccalaureate level courses along with a list of curricula changes shall be sent annually to the California State Universities Chancellor’s Office. Further, with cooperation from each of the campuses of CSU, course-to-course and/or major preparation agreements shall be established through the Articulation Officer. These agreements shall be maintained and reviewed annually. A General Education Requirement Agreement shall be developed by the Cabrillo College Academic Council in accordance with California State University Executive Order 595. Information regarding articulation with the California State University system and its campuses will be collected and disseminated in the same manner as information from the University of California system.

California Articulation Number (CAN)
Cabrillo College shall also participate in the California Articulation Number (CAN) project where possible. Faculty members shall submit course outlines to the Articulation Officer for this purpose. It is the responsibility of the Articulation Officer to pursue this articulation option. CAN numbers will identified in the College Catalog.

Articulation With High Schools In The District
Cabrillo College shall participate in an Articulation Council with membership consisting of representatives from the college and the various High School Districts within the area. The purpose of this council shall be to encourage dialogue between college instructors and their counterparts in the high schools, dissemination of information concerning college programs and
services, and recruitment of students to Cabrillo College. Official records of this council, including articulation agreements, shall be the responsibility of the Schools Outreach Coordinator.

Membership of the council shall consist of the Vice President and two Deans of Instruction, Dean of Student Services, a faculty member chosen by the Faculty Senate, the Articulation Officer from the college, the Schools Outreach Coordinator plus one representative from each district office and from each high school.

Revised: April 6, 1992
Revised: Fall, 2003
Revised: April 5, 2004
(Approved by Academic Council: 12-1-03 Approved: Faculty Senate on 3-2-04)
OPEN ENROLLMENT

The Cabrillo College Governing Board recognizes its mission to help students overcome barriers to education. The college shall, therefore, admit any person possessing a high school diploma or equivalent or any person 18 years of age or older who is capable of profiting from instruction. The admission of students under 18 years of age and not possessing a high school diploma is covered in the special students policy.

It is the policy of the District that, unless specifically exempted by statute, every course section or class the average daily attendance of which is to be reported for state aid wherever offered and maintained by the District, shall be fully open to enrollment and participation by any student who has been admitted to the college and who meets such prerequisites and selection procedures as may be established under the California Administrative Code, Title 5 Regulations.

A statement of the open enrollment policy will appear in the college catalog.

**Legal Reference:** Education Code Section 76000.

Adopted: April 4, 1988
In order that all concerned parties may be advised as to the level of achievement attained by students in their course work, the Cabrillo College Governing Board, in accordance with the California Administrative Code, Title 5, establishes the following grading policy.

1. Changes in grading policies, standards and regulations will be recommended to the Faculty Senate by the Academic Council, a standing committee of the Faculty Senate. The Faculty Senate shall recommend to the Vice President, Instruction who recommends to the Governing Board.

2. The instructor of the course shall determine the grade awarded to each student. The instructor’s determination is final in the absence of mistake, fraud, bad faith, or incompetence.

3. Grade equivalents will be published in the college catalog.

4. Accomplishment in courses will be indicated by seven evaluative symbols:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Definition</th>
<th>Per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Passing (less than Satisfactory)</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0</td>
</tr>
<tr>
<td>CR</td>
<td>Credit (At least satisfactory—equivalent to a “C”—units awarded not counted in grade point average)</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>No Credit (Less than satisfactory or failing—units not counted in grade point average)</td>
<td></td>
</tr>
</tbody>
</table>

5. Grades earned in non degree applicable courses shall not be included in calculating the grade point average.

6. The Governing Board authorizes the use of the following non-evaluative symbols:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Definition</th>
<th>Grade Points and Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>0</td>
</tr>
<tr>
<td>RD</td>
<td>Report Delayed</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0</td>
</tr>
<tr>
<td>MW</td>
<td>Military Withdrawal</td>
<td>0</td>
</tr>
</tbody>
</table>
Legal Reference: Ca. Adm. Code, Title 5, Sections 55750, 55753, 55758 and 55760.
Adopted: April 4, 1988
Revised: June 1, 1992
Revised: March 3, 2003
GRADES AND GRADEPOINTS

Controls and conditions for use of non-evaluative symbols:

1. Incomplete “I” symbol:
When a student has done passing work and has had regular attendance for at least 75% of the course but because of illness or other unforeseeable, emergency, and justifiable reasons, is unable to take the final examination or otherwise complete the course, the grade of “I” may be recorded.

The condition for removal of the “I” and the grade assigned in lieu of its removal shall be stated by the instructor in a written record which shall be given to the student with a copy filed with the registrant. A student may not clear an “I” grade by re-enrolling in the course.

A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has elapsed.

An “I” may not be made up later than one year from the end of the semester in which it was assigned. A student may petition to the instructor or division, with a copy sent to the Admissions and Records Office for a time extension due to unusual circumstances.

Instructors have the sole responsibility for granting or changing all grades in courses. If instructors are no longer available, “I” grades may be completed only by division chairs based on grade records and subsequent evaluation. The “I” shall not be used in calculating units attempted or for grade points.

2. In Progress “IP” symbol:
The “IP” symbol shall be used only in those courses which extend beyond the normal end of the academic term. It indicates that a substantive grade must await the completion of the course.

The appropriate final evaluative grade and unit credit shall be assigned and appear on the student’s record for the term in which the course is completed. The student must re-enroll in the same course until course completion.

If a student enrolled in an “open entry/open exit” course is assigned an “IP” at the end of an attendance period and does not re-enroll during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade). This grade shall be recorded on the student’s permanent record for the course.

3. Report delayed “RD” symbol:
The “RD” symbol may be assigned only the Registrar where there is a delay in reporting the grade of a student and shall be replaced by a grade as soon as possible.

4. Withdrawal “W” symbol:
No notation (“W” or other) shall be made on the academic record of a student who withdraws from a course during the first four (4) weeks or 30% of the course, whichever is less.

Beginning with the fifth week of a semester and through the sixth week, a student who withdraws from a full-term course will receive a “W” grade. The course name and number and this grade will appear on his/her permanent record.

Beginning with the seventh week of a semester and through 75% of the term, the instructor of a student who withdraws from a full-term course may issue the student a “W”, an “NC”, or “F” grade. The course name and number and the grade will appear on the student’s permanent record.

If the withdrawal from school between the 30% and 75% mark is due to extenuating circumstances such as verified cases of accidents, illnesses, or other circumstances beyond the
student’s control, the instructor will use discretion in granting the student an “NC” “F”, or “W”
grade. Short-term courses follow the same formula.
    After 75% of any course has elapsed, no “W” will be issued.
    Any exceptions to this policy may be addressed to the Academic Council via petition which
must have a counselor’s recommendation.

5. Excessive “I”, “W”, “IP”, and “RD”
Excessive “I”, “W”, “IP”, and “RD” symbols shall not be used in calculating grade point averages,
but excessive “I” and “W” shall be used as factors in progress probation and dismissal procedures.

6. Military Withdrawal “MW” Symbol:
The “MW” shall be assigned only for students who are members of an active or reserve military
service, and who receive orders compelling a withdrawal from courses. Upon verification of such
orders, the symbol may be assigned at any time after the period established by the Governing Board
during which no notation is made for withdrawal.
    The “MW” shall not be counted in progress probation and dismissal calculations. “W”的
received during the period of January 1, 1990 and the adoption of this policy, and which meet the
definition of “MW” may be changed to “MW”s.

Revised: March 2, 1992
Revised: March 6, 1995
CREDIT/NO CREDIT GRADING

The purpose of credit/no credit grading is to provide an appropriate method of evaluating those courses that are taught for the purpose of establishing a minimum level of proficiency in a subject area, to evaluate skill or performance subjects where fine gradations of achievement are not meaningful, or to accommodate the student whose purpose in taking a class would be better served by this grading procedure. This system is not intended to be used by students in their major courses unless courses are only offered in the credit/no credit mode.

Legal Reference: Ca. Adm. Code, Title 5, Section 55752.

Adopted: April 4, 1988
CREDIT/NO CREDIT GRADING

In accordance with the Cabrillo College policy on credit/no credit grading, the administrative regulations for implementing the policy are as follows:

1. Courses taught only by the credit/no credit grading system shall be so indicated in the Class Schedule and the College Catalog.

2. A credit/no credit grade may be arranged between the student and the instructor in any course with the permission of the instructor. The student must elect this option no later than the end of the first 30% of the term.

3. Courses taken by credit/no credit are disregarded in determining a student’s grade point average but shall be considered in progress probation and dismissal.

4. No more than 12 units of course work taken by the credit/no credit grading system may be applied toward fulfillment of requirements for the A.A. or A.S. degrees. These 12 units may be in addition to units completed in courses regularly using the credit/no credit only grading system.

5. A credit grade is equivalent to a passing grade of “C” or better, indicating satisfactory completion of course requirements.
Cabrillo College shall provide opportunities for student enrichment and recognition through an honors program. The purpose of the honors program shall be to:

1. Promote academic excellence
2. Benefit students of exceptional academic preparation, ability, creativity, or motivation
3. Enhance faculty enthusiasm through close involvement in the teaching of such students

Honors designated course work shall extend or deepen a student’s knowledge of a particular field by presenting an opportunity for the student to pursue learning beyond the scope of existing courses. In this way, honor students will be challenged and encouraged to realize more fully their potentials and abilities. In accordance with the college curriculum process, faculty will develop honors courses within their respective disciplines.

Legal Reference: None

Adopted: April 4, 1988
Adopted: July 11, 1994
Revised: January 11, 2010
In accordance with the Cabrillo College Honors Policy, honors opportunities shall be made available to students and faculty.

I. Responsibilities

A. The Faculty Senate Honors Coordinator is responsible for recommending guidelines and format for honors proposals and for the review of honors proposals.

B. The Admissions and Records Office is responsible for collecting Honors-Option and Subject 22 reports and properly indicating honors work on transcripts.

C. The Honors Coordinator provides necessary information to faculty and students, chairs the Honors Committee, maintains liaison with Honors Programs in other colleges and tracks the progress of honor students toward special recognition.

D. Students and faculty mentors together develop honors proposals.

II. Guidelines and Procedures

The honors-option is available to highly qualified students in all degree level courses. A list of eligible courses shall be developed by each department, and approved by the division and maintained in the Instruction Office.

Honors Special Studies (Subject 22) is the format for honors coursework to extend or deepen a student’s knowledge of a particular field. Subject 22 is a separate course and is entered as such, with a letter grade, on the transcript. It is an appropriate choice when the material to be studied is over and above the content of existing courses.

Subject 22 procedures are already established and are unchanged except for the addition of “Honors” in the course title.

A. The Honors-Option is available only to outstanding, highly motivated students with a record of superior performance. It is the responsibility of the student to provide records to the instructor to support his/her eligibility.

B. Honors work in a course presupposes more intensive or more extensive study. A written agreement between instructor and student must be made to substantiate this more individualized involvement with the course material. (See D and E below.)

C. Because the student must demonstrate such involvement, a high grade for regular work does not in itself warrant the awarding of the honors designation. However, an “A” performance in the regular requirements of the course is expected of students who earn the honors designation.

D. The agreement between instructor and student to undertake an Honors-Option project must be reached in writing on the form entitled “Honors-Option Agreement.” At the end of the semester, instructors report those students who have satisfactorily completed the Honors-Options. The final grade report must be accompanied by the completed agreements which will be reviewed by the Coordinator and the Faculty Senate.

III. Record Of Honors Coursework

Students who complete the process outlined above will have the “Honors” designation appended to the course grade on the transcript. During the following semester, the Honors Coordinator will review the reports and make suggestions to facilitate future projects.
Students who earn “honors” in four or more courses (either Honors-Option or Honors Special Studies) spread over three or more disciplines may apply by letter to the Honors Coordinator for “President’s Scholar” honors. An overall GPA of 3.25 in 60 units or more, 80% of which are transferable, will also be required for this award.

Any department on campus may establish guidelines to award “Departmental Honors” to their students.

The award designations will be noted on the student’s transcript and diploma. Special recognition will be given to President’s Scholars and Departmental Honors graduates through the local press and at graduation. The Honors Coordinator will offer a letter for any honors student detailing the student’s participation in the honors program.

Revised: June 4, 1994
FINAL EXAMINATIONS

A final examination or other appropriate graded activity shall be administered for all credit courses by the course instructor. At least five days per semester shall be allocated for the administration of final examinations. Days dedicated to the administration of final examinations are part of the required 175 instructional days for certificated staff.

Legal Reference: None

Adopted: April 4, 1988
The final examination timetable and room assignment shall be prepared by the Office of Instruction and shall be included in each semester’s Schedule of Classes. Consecutive final examination time slots will be separated by at least ten minutes. The final examinations timetable and room assignment shall be adhered to for all courses except for courses in which the Vice President, Instruction, prior to the beginning of the final examination period, approves an alteration.

Final examinations for semester-length classes are scheduled for 3 hours. For short-term and late-starting courses, arrangements for final examinations will be determined independently between the division involved and the Office of Instruction. Open entry courses for which there are no normally scheduled final examinations shall continue their usual classroom activity during final examination week but at a time determined by the final examination schedule.
The Cabrillo College Governing Board recognizes the merit in awarding credit by examination to those students who present evidence of equivalent experiences that can be validated and meet the course requirements set by the department where the credit is requested.

**Legal Reference:** Ca. Adm. Code, Title 5, Section 55753

Adopted: April 4, 1988
Revised: Fall, 2003
Cabrillo College recognizes that some of its students will have acquired the skills and knowledge imparted in Cabrillo courses before matriculating at Cabrillo. Such students may attempt to secure credit through examination rather than through regular course enrollment. Credit by examination is not available for courses completed at Cabrillo or elsewhere. Credit by exam is available to certify knowledge acquired primarily outside of academic institutions or to certify that the standards of articulated community college courses with area high schools and/or Regional Occupational Programs (ROP) have been met. Because the course experience is so central to higher education, credit by exam is limited to 12 units. Credit for community college courses articulated with area high schools and/or ROP programs is not limited to the 12-unit rule because these courses contain a classroom component.

Credit by examination may be granted to any student if all the following conditions are met:

1a. The course is listed in the current Cabrillo College Catalog although not every course may be credited by examination. A course to be credited by exam must be currently available AND be on a list of appropriate courses kept in the office of the Vice President, Instruction. Separate examinations shall be conducted for each course for which credit is to be granted and grading shall be according to the regular grading scale approved by the governing board. Units for which credit is given through Credit by examination shall not be counted in determining the 12-unit in residence required for an associate’s degree.

2a. Students who fulfill specific requirements under formal articulation agreements with area high schools and/or Regional Occupational Programs (ROP) may be granted credit without taking further examinations at Cabrillo College and without completing units in residence (see section IIa below). High School Articulation agreements must be approved and signed by the following:

   I. The high school principal
   II. The Cabrillo College Vice-President, Instruction
   III. The Cabrillo College Division Dean
   IV. The ROP Director, where appropriate
   V. The discipline faculty at the high school and Cabrillo College
   VI. The Cabrillo College Articulation Officer

   Or

2b. The student receiving the credit is currently registered in class(es), is in good standing (2.00 grade point average), and has completed a minimum of 12 units at Cabrillo College. In special circumstances involving sequential courses in a transfer program or involving certain requirements in an occupational program, a student may appeal to the Council to set aside the 12-unit requirement. Units for which credit is awarded by examination shall not be counted in determining the 12-semester hours residence toward an AA/AS degree, nor are they considered part of a semester load.

3. The number of units to be granted is not greater than that listed for the course in the Cabrillo College Catalog.
4. Credit has not been granted previously at the same or more advanced level if the course is in a departmental sequence based on prerequisites. Furthermore, a student may seek credit for only one course in a sequence of courses. Thus, under normal circumstances, a student would not seek credit by examination for an entire series or a whole program. A student may, however, seek credit by examination for a single course in a sequence, and, if successful, be granted credit for that course and, therefore, be assumed capable of whatever skills and knowledge that course embodies, as well as its prerequisite courses.

5. A student shall not seek credit by exam in order to improve a grade. Only one credit by exam attempt per course is allowed.

**PROCESS**

Ia. The nature and content of credit by examination shall be determined by faculty in the discipline that normally teaches the course. The faculty shall determine that the examination adequately measures mastery of the course content. Faculty may accept an examination conducted at a location other than the community college for this purpose. Each division will develop and maintain a list of courses for which credit by examination is appropriate. The division will provide a course outline for the proposed credit by examination course which should fully delineate what knowledge or skills a student would be expected to demonstrate on the examination.

IIa. High school students currently enrolled in articulated courses at area high schools may file an application for admission with the Cabrillo College Schools Outreach office. Upon successfully meeting the standards for credit by examination as set forth in the articulation agreement, a student may fill out a petition for credit. The petition for credit and required verifications should be filed with the Cabrillo College Schools Outreach Office for processing.

Or

IIb. All currently enrolled students (excluding concurrently enrolled high school students) seeking credit by examination will go first to any Cabrillo College District Admissions and Records office to obtain the credit by examination form. The student will then go to the relevant division office to obtain the credit by examination procedure and the course outline of the target course. S/he will then petition the division dean in writing to seek credit by examination and will articulate in the petition why her/his qualifications make the attempt appropriate. The student will next go to Admissions and Records, pay the fee, and present the receipt to the instructor before the examination is administered. Tasks to be complete for credit by examination will, of course, vary from course to course, but the academic rigor required by the credit by examination process will always equal the demands of the course as it is normally taught.

III. Whether or not the student’s examination for credit is successful, that student shall pay the same fee for the units attempted that s/he would pay were s/he in the course. The fee is waived for high school students petitioning for credit by examination for articulated high school courses.
IV. The instructor shall report the credit by examination result to the records office. The student’s grade shall be recorded on her/his transcript, even if it is substandard. If a student wishes a “credit” grade, that must be made clear before the exam.

The student’s academic record shall be clearly annotated to reflect that credit was earned by examination.

Approved: April 7, 1997
Revised: Fall, 2003
(Approved by Academic Council on 12-1-03 and by Faculty Senate on 3-2-04)
Revised: May 3, 2004
Cabrillo College will grant college credit toward an AA/AS degree to students who earn scores of 3, 4, or 5 on advanced placement examinations given by the College Entrance Examination Board. Students must send an official copy of the AP result to Cabrillo if it is not posted on their official high school transcript. It is the responsibility of the student to see a counselor and petition for the AP result to be posted to their Cabrillo College transcript. AP exams, the date taken and scores will be listed on the student’s transcript.

To use AP results for completion of GE areas for transfer using either the IGETC or SCU GE, the student must request GE Certification from Cabrillo upon transfer. To determine how AP credits will be used at the 4-year school for major preparation, please consult the catalog of the transfer school or see the Cabrillo College Articulation Officer or the Transfer Center Director. Duplicated credit will not be granted to students who have AP scores and take the equivalent college course. Credit will be granted for general education certification according to the following list.
Art (History)
Biology
Chemistry
Economics: Macro
Economics: Micro
English: Lang/Comp
English: Lit/Comp
French: Language
French: Literature
German Language
Gov’t & Politics: U.S.
History: European
History: U.S.
Latin: Vergil

Latin: Literature

Mathematics: Calc AB
Mathematics: Calc BC
Music Theory
Physics B
Physics C (M)
Physics C (EM)
Psychology
Spanish: Language
Spanish: Literature
Statistics
The following restrictions apply:

1. **Students may use only one AP exam in English to satisfy one IGETC requirement.**
2. *Students who have AP scores in Biology, Chemistry, Math (BC exam) or Physics must see the Articulation Officer or the Transfer Center Director to determine prerequisite satisfaction. All Physics exams combined receive a maximum of 5.33 units of credit at UC.*
3. The Critical Thinking area (Area 1B-IGETC & Area A3-CSU-GE) **cannot** be met by AP exams.
4. The receiving institution may grant more credit than indicated above. For information on unit credit and how AP credit is used for major preparation, please consult a counselor.
5. For use in transfer to private institutions, students must refer to the catalog of the school to which they plan to transfer.

5/4/98

Revised: 3/03/03
ADVANCED PLACEMENT

Students requesting advanced placement because of an external examination may be considered under the following conditions:

1. Transfer students will be subject to the regulations of the institution to which they are transferring as to acceptance or rejection of external examinations for credit towards the baccalaureate degree.

2. Information on advanced placement will be available in the Counseling Division, division offices, and the Cabrillo College Catalog.

3. Credit will be granted to students who earn scores of 3, 4, or 5 on advanced placement examinations given by the College Entrance Examination Board.

4. Advanced Placement results will be posted to a student’s academic record at the request of the student. Associate degree, certificate and transfer general education requirements will be met according to the current Cabrillo College catalog.

5. Waivers from Cabrillo College’s assessment test will be given to students scoring 3, 4, or 5 on the corresponding Mathematics and English advanced placement examinations.

5/4/98
Revised: 2/10/03
STUDENT ATTENDANCE  BP 3270

Attendance shall be recorded and kept by faculty in accordance with the rules and regulations of the California Education Code.

A student is expected to be in attendance at all times in classes and laboratories. A student who has been absent because of illness is responsible for making personal contact with the instructor of each class missed. An absence due to illness does not relieve the student from the responsibility of making up all work missed. It is the responsibility of the student to obtain information concerning missed assignments and to see that they are completed and turned in.

A faculty member may drop a student from class when absence is excessive or when the student does not attend the first class meeting.

Legal Reference: Education Code Sections 76300, 78204 and 78205.

Adopted: April 4, 1988
Excessive Absence

Class hours of absence are considered excessive when they total more than the number of hours a full-term class meets during each week of a 16-week semester. This applies proportionately to short-term day, evening, summer, wintersession, and weekend classes. For example, if a student is absent for more than three hours in a summer class that, when scheduled as a full-term class during a fall or spring semester, meets for three hours per week, the student’s absence can be considered excessive, irrespective of the number of class meetings missed.

Excessive absence from class as defined in the above paragraph will constitute reason for an instructor to drop a student from that class. However, it is the student’s responsibility to officially withdraw from classes by published deadlines to avoid failing grades.

For online classes, absence is defined as failing to turn in homework, post messages, maintain email contact with instructor or otherwise complete required activities as noted in the course syllabus.

Attendance at First Class Meeting

Students who do not attend the first class meeting may be dropped and their seats filled by other students. If a student is unable to attend the first class meeting, it is his/her responsibility to notify the instructor personally or in writing.

For online classes, students may be dropped who do not complete the required orientation OR contact their instructor by the end of the day published as the start date of the class.

Revised: August 2007
Governing Board: August 6, 2007
A. Except for the following specified cases, repetition of courses at Cabrillo College will not be allowed. One of the following conditions must be present for the repetition to be allowed.

1. **Substandard Grades:**
   A student may repeat a course in which a substandard grade was received. Substandard grade is defined as D, F, or NC. Grades awarded for courses repeated under the above circumstances shall be entered on the student’s record insuring a true and complete academic history and the previous grades and units will be disregarded in the computation of grade point averages. A course may be repeated only once without an approved petition to the Academic Council.

2. **Satisfactory Grades:**
   Under special circumstances, a student may request to repeat a course once for which a satisfactory grade has been recorded (a grade of A, B, C, or Credit). This repetition will be permitted with written permission of the Superintendent/President or his/her designee. Grades awarded for courses repeated under these conditions shall not be used in calculating a student’s grade point average at Cabrillo College, and will not be used by four-year colleges and universities to calculate the units or grade point average for admission purposes. Students may repeat courses for which they received satisfactory grades under the following circumstances:
   a) When the student’s previous grade is, at least in part, the result of extenuating circumstances and if the student secures written permission to repeat the course from the affected division.
   b) When a student needs to update his/her knowledge of course material due to a significant lapse of time since the course was completed.
   c) When the course is required for recertification or relicensing every two to four years as determined by an outside agency.

3. **Repeatable Courses:**
   A. The college shall identify courses in the catalog that are repeatable up to a maximum of three times beyond the first enrollment on the basis that the course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons:
   a) Active participatory experience in individual or group assignments is the basic means by which learning objectives are obtained.
   b) Skills or proficiencies are enhanced by supervised repetition and practice within class periods. See course descriptions to determine transferability to UC and CSU.
   c) Course repetition limitations are applied per course in visual and performing arts disciplines if the course is in the transfer curriculum. For all other activity courses, the repetition limitation applies to the subject matter. (Extended repetition of certain music courses as designated in the catalog may be permitted for music majors)

4. **Section 504:**
   Repetition is permitted to meet the requirements of Section 504 of the 1973 Rehabilitation Act, 29, USC Section 794.
5. Credits From Previously Attended institutions:

In determining how courses taken at previously attended colleges or universities will be used for an AA/AS degree at Cabrillo College, course repetition policies implemented by the previously attended institution will be honored.

Students will not be allowed to earn unit or grade credit for a Cabrillo College course that is the same in content as a course taken at a previously attended college or university, and for which the student has earned academic credit. Content equivalencies will be determined by the Cabrillo College Articulation Officer.

B. When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.


Adopted: April 4, 1988
Revised: July 11, 1994
Revised: July 1, 1996
Revised: February 2, 2004
COURSE REPETITION

In accordance with the Cabrillo College policy for Course Repetition and requirements of the State of California, the current administrative regulations for implementing the policy are as follows:

A student may repeat a course in which a grade lower than a “C” has been received. The new grade will be entered on the transcript, and the previous grade will not be considered when determining grade point average. Thus, units will not be counted twice.

A student may not receive credit or grade points for a sequential course which is prerequisite to a course for which he/she had already received college credit. However, in cases involving multiple-path prerequisites leading to a course for which the student has received credit, he/she may subsequently enroll for credit in the prerequisite class not originally taken. (Multiple-path prerequisites are indicated by the use of the word “or” in the College Catalog descriptions.)

Courses which can be repeated shall be identified by the college-wide Cabrillo College Curriculum Committee and shall be so designated in the College Catalog. The Catalog will indicate the total number of allowable repetitions or total number of units allowed or both. Repeatable courses are skills courses or courses in which course content differs each time it is offered and which active participation in the individual or group study is the basic means by which the learning objectives are attained.

For purposes of repeatability a skills course is one in which the primary focus is to develop and enhance abilities to use a learned physical task effectively and readily and in which supervised repetition and practice within class periods enhance these abilities.

The Vice President, Instruction will recommend repeatable courses to the Superintendent/President and Governing Board for approval. The Curriculum Committee and the Vice President, Instruction have the responsibility to determine that repeatable course offerings meet the above criteria.

Students enrolled in non-repeatable courses or repeating courses in excess of what is stated in the College Catalog will be officially (administratively) dropped from those courses.

Additionally, courses may be repeated for credit after a student has received a grade of “C” or better if one of the following conditions occurs:

1. A significant lapse of time (two or more years) has occurred from the beginning of the last semester of enrollment in the course or from the beginning of the last semester of enrollment in the last course taken in a repeatable series. Repetition shall be permitted only upon petition of the student and with written permission of the District Superintendent or authorized representative. Any such additional repetition can occur only once per course.

2. The course is required for recertification or relicensing every two to four years as determined by a outside agency.

The grade received for courses repeated under the above two conditions shall be entered on the student’s record. The grades and units awarded during the first or earliest enrollment in the course will be disregarded when calculating grade point average.

3. There is an extenuating circumstance and the student has secured written permission from the Superintendent’s designee, which shall be the division administrator and one faculty member from the affected department.
4. The grade received for courses repeated under condition #3 above shall not be counted in calculating a student’s grade point average.
   When any course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible insuring a true and complete academic history.

Course repetition will be permitted for disabled students under the following circumstances:

A. When continuing success of the student in other general and/or special classes is dependent on additional repetitions of a specific special class;

B. When additional repetitions of a specific special class are required for the student to meet the performance criteria of that class;

C. When additional repetitions of a specific special class are essential to completing a student’s preparation for enrollment into other courses which meet the requirements of a student’s educational objectives. Grades and units will count for repetitions when meeting the above conditions.

Repetitions of adaptive physical education are allowed, provided the student participates in at least one additional credit course that is not a physical education class and that is within the general offerings of the college, and if the student makes progress towards the stated education goal as documented in the Individual Educational Plan. Students may enroll in adoptive physical education for credit a total of four times. Subsequent repetitions must be offered as non-credit classes. Grades and units will count at most, four times.

Revised: December 7, 1992
Board Approval: January 12, 2004
Auditing Credit Courses and Auditing Fees

Students who have exhausted the legally allowed number of repetitions may audit selected credit courses without earning units or grades. No apportionment is collected by the college for audited contact hours.

The fee for auditing courses shall be no more than that allowed by statute. Students enrolled in classes to receive credit for ten (10) or more semester credit units shall not be charged a fee to audit three or fewer semester units per semester.

No student auditing a course shall be permitted to change his or her enrollment to receive credit for the course.

Priority in class enrollment shall be given to students enrolled in the course for credit towards a degree or certificate.

Legal Reference: CA Education Code Section 76370

Adopted: June 4, 1990
Revised: January 11, 2010
AUDITING CREDIT COURSES

Auditing credit courses is defined as student participation in a credit course for which no units or grade is received and for which no designation is given on the student’s transcript. The auditing option is available for course repetition when a student has completed the legally permissible number of repetitions for a course.

A new course is approved as permissible for the audit option at the time it is presented to the curriculum committee. Existing courses are recommended for approval for auditing upon review and approval by the division sponsoring the course and recommendation through the regular curriculum approval process.

A student may audit a course under the following conditions:

1. The course is approved in advance as one of the credit courses for which auditing is permissible.
2. The student who wishes to audit the course has no other option available by which to enroll in the course.
3. The minimum course enrollment of regularly enrolled students has been met.
4. All regularly enrolled students have been given priority, so that the student who wishes to audit is not replacing a regularly enrolled student or causing the course enrollment to exceed the maximum announced class size.
5. The instructor of the course agrees to accept the student on an audit basis.
6. The instructor establishes with the student the minimum performance and attendance standards for participation in the course.
7. No student auditing a course shall be permitted to change his or her enrollment in that course to receive credit for the course.

The process for designating eligible students and completing enrollment is the following:

1. The student obtains a Request to Audit form from the Admissions and Records Office or from the Community Education Office.
2. Upon completion of the form, the student secures the signature of the instructor, takes the form to the Community Education Office, and pays in full the required fees.
3. If the student is already enrolled in other credit courses, she/he pays a per-unit enrollment fee for the audited course, plus any health and transportation fees required by an increase in the total number of units. If the student is enrolling only in audited course(s), then she/he pays transportation and health fees in addition to the enrollment fee. The student also pays any materials fees for the course as specified by the department involved. Students enrolled in classes to receive credit for 10 or more semester credit units shall not be charged a fee to audit three or fewer semester units per semester.

The auditing fee shall not exceed $15.00 per unit per semester.
4. The revenue generated by the class fee covers the direct and indirect costs incurred by Community Education and other offices involved. The health and transportation fees are transferred to the appropriate general fund accounts. Materials fees are transferred to the department purchasing the supplies.
5. When the student has completed the above steps, she/he may attend class on a conditional basis until the end of the late registration period. At the end of the period, when it is
confirmed that all students who wish to enroll as regular students have done so, then the student will be considered a permanent member of the course.

6. If regularly enrolled students have filled all available spaces in the course by the end of the late registration period, then the applicant for auditing will be dropped from the course. Full refund of applicable fees will be made in that case.

7. Students who receive notification that they have no more options to repeat a course may request to audit the course and follow the above procedures.

The Vice President/Assistant Superintendent, Instruction establishes the procedures for course auditing in consultation with the Dean, Division Chairs, Coordinator of Community Education, the Registrar and other College members. The option to audit a specific class is revocable at any time when it is deemed by the Vice President/Assistant Superintendent, Instruction to be in the District’s best interest.

Revised: December 5, 1994
LEARNING RESOURCE MATERIALS SELECTION AND RETENTION  BP 3300

Recognizing that education is more than exposure through lectures and other classroom experiences to the knowledge, ideas and values of society, and that the full range of exploration of the fields of knowledge includes classroom learning, self directed study and reading, and individualized instructional resources, it is the policy of the Governing Board that the college shall make available in the library and in the learning center well-rounded collections of print and non-print learning materials which provide to students and staff:

1. curriculum support
2. general information
3. personal and recreational reading
4. materials for professional growth
5. cultural enrichment

The selection and retention of learning resource materials is the responsibility of the College Librarian, with the approval of the Superintendent/President under authorization of the Governing Board. The College Librarian will be aided by the faculty, administration, staff and students in determining items for addition to and deletion from the collections.

Legal Reference: Education Code Sections 1800 and 18172.

Adopted: April 4, 1988
LEARNING RESOURCE MATERIALS SELECTION AND RETENTION

1. Responsibility for Selection
   a. The College Librarian has operational responsibility for selection of learning materials, but as subject experts the teaching faculty have primary responsibility for the selection of materials in their subject areas.
   b. Faculty members are encouraged to suggest materials in their own areas of expertise and to make recommendations for materials for the development of the whole collection.
   c. The faculty of the library and related areas are responsible for the selection of reference and general materials appropriate to the aims of the college and the curriculum.

2. General Criteria for Selection of Materials
   a. Known needs and interests of programs within the current curriculum.
   b. Anticipated needs and interests relating to materials purchased for the development of new courses. Attention is paid to the changing nature of the curriculum.
   c. Reference and research sources designed to support existing programs. An up-to-date reference collection is to include the standard works in the major fields of knowledge.
   d. Materials which focus on topics not directly related to the curriculum but which are important to the educational function of the college. These materials form a collection of representative works of high caliber which satisfy broad informational and cultural needs and arouse intellectual curiosity and the development of critical thinking.
   e. A basic collection of resources designed to aid the professional staff in their teaching, administrative and support duties.

3. Specific Criteria for Selection of Materials
   In purchasing materials, the following specific criteria are considered:
   a. Known or potential use by the college community
   b. Permanent value to the collection
   c. Availability of materials in other local or regional libraries or media centers (i.e. MOBAC, UCSC and SCCOE)
   d. Reputation of author
   e. Timeliness or permanence of the materials
   f. Relevance of subject matter to the mission of the college
   g. Availability of materials on the subject
      h. Inclusion of the title in recognized bibliographies and indexes
      i. Authoritativeness
      j. Quality of the publisher/producer
      k. Price

4. Priority Ranking of Materials
   Books
   In general, the following factors will contribute to a low priority ranking which will usually result in an item not being purchased.
a. Another edition of the title is already in the collection. The extent of revision and the existence of new titles influence the decision to select a new edition.

b. Cabrillo College does not aim for a collection of rare books or first editions, *per se*. Such items should meet the general selection criteria.

c. Because of the repetition of information included in them and because they are often quickly outdated, textbooks are not normally ordered. Textbooks will be considered only if they represent the only and best source of information in the field. Except in extraordinary cases, no textbook in current use on campus is purchased for the collections.

d. Only one copy of each item will normally be ordered as the collection is stronger with a variety of materials rather than with many copies of the same item. However, additional copies may be justified on the basis of timeliness, a class related purpose or demonstrated need.

e. Research materials not needed for student assignments or at a level significantly above those of the Cabrillo College curriculum will.

f. No general materials will be purchased in languages which are not taught in the college except in extraordinary cases.

**Periodicals and Newspapers**

a. Periodicals and newspapers are to provide current information which has not yet or may not appear in book form.

b. Access to new theories, discoveries and trends should be available through general, trade and professional journals.

c. Priority of periodical and newspaper purchases will go to those titles which:
   1) meet curricular needs
   2) meet the interests of students and faculty
   3) are indexed in the standard indexes
   4) are of reasonable cost/benefit to the college
   5) are not readily available in nearby libraries

**Non-print Materials**

a. Non-print materials are to provide information in a variety of formats for class and individualized instruction and for personal development.

b. Non-print materials should be of appropriate format.

c. Priority for non-print purchases will go to those items which are:
   1) compatible with available equipment
   2) of reasonable life expectancy
   3) of comparable cost with other formats
   4) likely to be used frequently
   5) appropriate to any planned changes in instructional technology

**5. Selection Aids**

Reviews are used within the framework of the general and specific criteria.

a. Selection aids for books include:
1) General reviewing journals such as Booklist, Library Journal, Choice and New York Times Book Review.
2) Established general periodicals
3) Scholarly journals in the disciplines
4) Standard buying guides

b. Selection aids for non-book materials include:
   1) Periodicals such as Media and Methods
   2) Indexes such as NICEM and AV Online
   3) Reference sources such as Video Source- book

6. College Archives
The Archives of Cabrillo College consist of the publications of the college, including catalogs, periodicals, handbooks, reports, yearbooks, brochures, minutes of the Governing Board, the division chairs and Faculty Senate. Materials about the college and its history will also be kept in the Archives.

7. Intellectual Freedom
Cabrillo College subscribes to the Library Bill of Rights (See Appendix II). The college attempts to keep a representative selection of materials on subjects that contribute to the academic progress and the needs of students and faculty. Materials representing different points of view on controversial issues provide an opportunity for open thought and communication. The fact that an item is in the Cabrillo College collection does not suggest an endorsement of the contents of the item by the Cabrillo College District.

In the event of a request for reconsideration of materials by a member of the college or a member of the public, the College Librarian shall:

a. Ask the person requesting reconsideration to complete the “Request for Reconsideration of Print and Non-print Materials” form. (See Appendix I)
b. Convene a Review Committee to include 1) a member of the Library staff, 2) member(s) of the teaching faculty from appropriate subject area(s), and 3) a student representative
c. The Review Committee will examine the material in question, using the Request for Reconsideration form as a guide in applying selection criteria and policies
d. The Review Committee will submit a written recommendation to the College Librarian
e. The College Librarian will inform the party requesting reconsideration of the recommendation of the Review Committee
f. The person requesting reconsideration may appeal the Review Committee’s decision through the following stages:
   1) Vice President, Instruction
   2) Superintendent/President
   3) Governing Board
g. no action will be taken on the questioned material until a final decision has been reached at a level from which there is no appeal.

Discarding (Weeding) of Materials
a. The objective of weeding is to maintain a collection which meets the criteria outlined above.
b. Responsibility for discarding materials rests with the College Librarian.

c. Advice of appropriate faculty members shall be sought when weeding and discarding materials.

d. Criteria for withdrawal of materials include:
   1) physical condition
   2) obsolescence of information in the materials
   3) replacement by a later edition or version
   4) excess number of duplicate copies
   5) lack of storage space for materials
   6) insufficient use

e. Materials withdrawn by reason of poor condition will be replaced if they meet selection criteria and are available.

f. Withdrawn materials will be disposed of by sale or gift to other non-profit agencies.

9. Gifts

a. Gifts of materials or money will be accepted provided they comply with these policies and regulations, the provisions of Board Policy 1280, and provided there are no restrictions attached to such gift.

b. No commitment to accept gifts shall be made by anyone except the College Librarian. All such offers made indirectly shall be referred to the College Librarian.

c. In regard to the donation of books,
   1) the College Librarian shall have the prerogative to refuse gift books which do not meet selection criteria. Where necessary, the College Librarian’s decision shall be subject to review by the Superintendent/President.
   2) it shall be made clear to the donor that a) the library will determine the classification, housing and circulation policies of all gifts as with purchased items, b) the library retains the right to dispose of duplicates and unneeded materials as it sees fit, c) the College Librarian shall not assign a value to the donation for tax or any other purpose.
Cabrillo College recognizes the importance of providing appropriate print, non-print and software resources in support of the instructional program. The Governing Board also recognizes that violations of Federal Copyright Law contribute to increased costs and reduce incentives for the development of good educational programs. Therefore, in an effort to discourage violation of the copyright law and to prevent such illegal activities from occurring in facilities utilizing equipment under college control, it is the policy of Cabrillo College to adhere to the print, non-print and computer software provisions of the United States Copyright Law.

District employees will be informed that they are expected to adhere to section 117 of the 1976 Copyright act as amended, governing use of copyright materials.

Supervisors are responsible for establishing practices which will enforce copyright law.

Employees found to be in willful infringement of the law may be subject to disciplinary action.

In no case shall any employee or student use Cabrillo College equipment for duplication or playback which might prevent or circumvent the sale of materials by the copyright owner.

The Vice President, Business Services, or designee is designated as the only individual who may sign license agreements for Cabrillo College purchases. All licensing agreements signed by the Vice President, Business Services, or designee shall have prior approval of the Superintendent/President or the program administrator of the program requesting the license.

In the absence of the determination and advice or in the event that permission has not been first requested by the faculty member, no defense or indemnification by the college shall be provided to a faculty or staff member who knowingly infringes the copyright law.

Legal Reference: Title 17, United States Code, [1/1/1978]; and amendments to Section 117 of Title 17 per Public Law 96-517 [12/12/1980].

Adopted: April 4, 1988
I. Printed Materials

A. Permitted - No restriction

1. Published works which were never copyrighted. Anyone may reproduce without restriction works that were never copyrighted. If there is no indication a work has been copyrighted at the front of the book, periodical, etc. (indicated by a letter “c” in a circle, the word “Copyright” or the abbreviation “copr.”) there are no restrictions as to the number of copies nor uses one may make of the work.

2. Published works whose copyrights have expired. Anyone may reproduce without constraint published works whose copyrights have expired. All copyrights dated earlier than 1908 have expired. Copyrights dated 1908 or later may have expired because the initial period of copyright protection is for 28 years. It is safest to assume that material dated 1908 or later is still protected and one is advised to seek permission from the publisher before copying these materials.


B. Permitted - With limitations

Instructors and others may reproduce copyrighted material for classroom use and for research without securing permission and without paying royalties when the circumstances amount to what the law calls “fair use,” i.e. copying items for such purposes as filling in missing information or for bringing materials up to date; but fair use is a multifaceted concept and has still not been defined by the courts. The spirit and letter of these guidelines should be observed.

1. Single Copies. For teaching, including preparation, and for scholarly research, any instructor may make, or have made, a single copy of:
   • a chapter from a book
   • an article from a journal
   • a short story, essay, or poem
   • a graph, chart, drawing, cartoon, diagram or picture in any of those works

2. Multiple Copies. For one time distribution in class to students, an instructor may make, or have made, multiple copies if he or she:
   • makes no more than one for each student; and
   • includes the notice of copyright (writes it on the first sheet or copies the page on which it appears); and
   • is selective and sparing in choosing poetry, prose, and illustrations; and
   • makes no charge to the student beyond the actual cost of the photocopying.

2.2 Multiple copies for one time distribution in class may be made of the following:
   • A complete poem if less than 250 words
   • an excerpt from a longer poem, but not to exceed 250 words
   • a complete article, story or essay of less than 2500 words
   • an excerpt from a larger printed work not to exceed 10 percent of the whole or 1000 words, whichever is less
   • one chart, graph, diagram, drawing, cartoon or picture per book or magazine issue.
NOTE: Spontaneity is to be considered as a factor for permission for duplication: (1) the copying is at the instance and inspiration of the individual instructor; and (2) the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

C. Prohibited
1. Copying more than one work or two excerpts from a single author during one class term.
2. Copying more than three works from a collective work or periodical volume during one class term.
3. More than nine sets of multiple copies for distribution to students in one class term.
4. Copying used to create or replace or substitute for anthologies or collective works.
5. Copying of “consumable” works such as workbooks, standardized tests, answer sheets, etc.
6. Copying shall not:
   (a) substitute for the purchase of books, publishers’ reprints or periodicals;
   (b) be directed by higher authority;
   (c) be repeated with respect to the same item by the same teacher from term to term.

NOTE: These prohibitions do not apply to current news magazines and newspapers.
7. Copying for Profit. Fair use extends only to nonprofit copying. Instructors should not charge students more than the actual cost of photocopying and should not make copies for students who are not in their own classes, without obtaining permission. Publishers have recognized that fair use extends to classroom copies made and distributed by a commercial copy center.
8. Unpublished Works. One should obtain permission from owners of unpublished works in order to copy from them. The law gives copyright protection to unpublished works from the time they are created.

D. Procedure
1. When an instructor (or person requested by an instructor) desires to copy material that is prohibited, the individual doing the copying must secure written permission from the copyright owner using the Request for Authorization to Duplicate Copyrighted Material form or a letter covering all items of the form. (See Appendix I)
2. The form and the letter from the copyright owner granting permission shall be kept on file by the originator for as long as the material is being used, plus three years. A copy of the form and the letter granting permission shall also be retained in the division office.

II. Sheet And Recorded Music
A. Permitted
1. Emergency copies for an imminent performance are permitted, provided they are replacing purchased copies and replacement is planned.
2. Multiple copies (one per pupil) of excerpts not constituting an entire performance unit or more than 10 percent of the total work may be made for academic purposes other than performances.
3. Purchased sheet music may be edited or simplified provided the character of the work isn’t distorted or lyrics added or altered.

4. A single copy of a recorded performance by students may be retained by the department and/or individual teacher for evaluation or rehearsal purposes.

5. A single copy of recordings of copyrighted music owned by the department for constructing exercises or examinations and retained for the same use.

B. Prohibited

1. Copying to replace or substitute for anthologies or collections.
2. Copying from works intended to be “consumable”.
4. Copying to substitute for purchase of music.
5. Copying without inclusion of copyright notice on the copy.

C. Procedure

1. When an instructor (or person requested by an instructor) desires to copy material that is prohibited, the individual doing the copying must secure written permission from the copyright owner using the Request for Authorization to Duplicate Copyrighted Material form or a letter covering all items of the form. (See Appendix I)

2. The form and the letter from the copyright owner granting permission shall be kept on file by the originator for as long as the material is being used, plus three years. A copy of the form and the letter granting permission shall also be retained in the division office.

III. Audiovisual Works

A. Permitted

1. Creating a slide or overhead transparency series from multiple sources as long as creation does not exceed 10 percent of the photographs in one source, unless that source (book, filmstrip, magazine) forbids photographic reproduction.

2. Creating a single overhead transparency from a single page of a “consumable” workbook.

3. Reproducing selected slides from a series if reproduction does not exceed 10 percent of total nor excerpting “the essence.”

4. Excerpting sections of a film for a local videotape (not to be shown over cable) if excerpting does not exceed 10 percent of total nor contain “the essence” of the work.

5. Stories or literary excerpts may be narrated on tape and duplicated, as long as similar material is not available for sale.

6. Video programs marked “For Home Use Only” that are purchased or rented may be used in educational “face-to-face” teaching activities provided its use is an integral part of the college’s systematic instructional plan.

B. Prohibited

1. Duplication of tapes unless reproduction rights were given at time of purchase.
2. Reproduction of musical works or conversion to another format (e.g., record to tape).
3. Reproduction of commercial “ditto masters,” individually or in sets (including multimedia kits) if available for sale separately.

4. Reproduction of any audiovisual work (film, filmstrip, videotape) in its entirety.

5. Conversion from one medium format to another (e.g., film to videotape) unless permission is secured.

C. Procedure

1. When an instructor (or person requested by an instructor) desires to copy material that is prohibited, the individual doing the copying must secure written permission from the copyright owner using the Request for Authorization to Duplicate Copyrighted Material form or a letter covering all items of the form. (See Appendix I)

2. The form and the letter from the copyright owner granting permission shall be kept on file by the originator for as long as the material is being used, plus three years. A copy of the form and the letter granting permission shall also be retained in the division office.

IV. Off-air Video Recording

A. Permitted

1. A commercial broadcast, or one by a Public Broadcast System, may be recorded off-air simultaneously with transmission and retained by a nonprofit educational institution for 45 calendar days after date of recording providing its use is an integral part of the college’s systematic instructional plan. (See C below)

2. Off-air recordings (in IV.A.1 above) may be used once by an individual teacher for relevant educational classroom activities and once for necessary reinforcement during the first ten (10) consecutive school days after recording provided its use is an integral part of the school’s systematic instruction plan.

3. After the first 10 school days, recordings may be used up to the end of the 45-day retention period for instructor evaluation purposes only (e.g., to determine if the program should be purchased by the department).

4. Such recordings may be made only at the request of and used by individual instructors. No broadcast program may be recorded more than once for the same teacher.

5. Such recordings need not be used in their entirety but may not be altered or edited. The recording, however, must include the copyright notice on the program as recorded.

B. Prohibited

1. Off-air recording in anticipation of instructor requests.

2. Using the recording for instruction after the 10-day use period.

3. Holding the recording for weeks or indefinitely because:
   a. units requiring the program concepts aren’t taught within the ten-day use period.
   b. an interruption or technical problem delayed its use.
   c. another instructor wishes to use it, or any other assumed “legitimate” educational reason.

4. Use of college owned equipment for making or playing back copies that are not legally acquired.
5. Copying recordings and tapes bearing a copyright symbol or containing a statement prohibiting duplication. This includes the making of an archival copy.

C. Procedure
The following procedures were developed using the Guidelines for Off-Air Recording of Broadcast Programming for Educational Purposes, as recommended by the House Subcommittee on Courts, Civil Liberties and Administration of Justice.

Request for videotaping must be submitted to Audio Visual Services (AV) at least one day (24 hours) in advance and in writing (use request form). AV cannot record programs in anticipation of requests. If the capacity of the system is reached, instructors may elect to record off-air programs on home VCR units, i.e. your own VCR, a friend’s or associate’s VCR, etc. These recordings will be treated in the same manner as those recorded by AV. The requested program will be recorded on 3/4” videocassette or 1/2” VHS as specified.

The cassette will then be cataloged and labeled (including a clearly identified 45 day erase date). Notice will be sent to the instructor at that time, and a certified letter seeking permission to retain will be sent to the license holder. Should no response or letter of denial be received in 30 days, we will assume permission to retain in our video library is granted. If permission to retain is denied, the faculty member will be advised by AV. The instructor may then elect to acquire a limited licensure. The AV media clerk will assist in finding the best source. Once division budgetary approval is obtained the request will be processed through AV in the same manner as ordering a 16mm film. Upon receipt of approval, the cassette will be re-cataloged as a permanent part of the library. The letter of approval will be filed along with the date of airing, requesting instructor, etc.

Instructor will then be notified of the clearance. Arrangements can then be made to have working copies made on VHS tape. In general, no more than 2 copies per instructor will be made; one for classroom use, and one for assignment to the ILC. Should one of these copies become unusable, the damaged copy must be returned before a new copy will be made. The original master will remain in AV, and will not be available for check-out. (This is to insure that a high quality original will always be available.) Furthermore, instructors must supply AV with blank VHS tapes, available from Small Stores. Video programs marked “For Home Use Only” that are purchased or rented may be used in educational “face-to-face” teaching activities provided its use is an integral part of the college’s systematic instructional plan.

V. Computer Software

A. Permitted

1. Making or authorizing the making of another copy of a computer program provided:
   a. that such a new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and it is used in no other manner, or
   b. that such new copy or adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program shall cease to be rightful.

2. Cabrillo College employees will be expected to adhere to the provisions of Public Law 96-517, Section 7 (b) which amends Section 117 of Title 17 of the United States Code to allow for the making of a back-up copy of computer programs. This states that:
a. “... it is not an infringement for the owner of a computer program to make or authorize the making of another copy or adaptation of that computer program provided:
   (1.) that such new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner.
   (2.) that such new copy and adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful”.

c. Software used on a disk sharing system will be made secure from copying.

B. Prohibited
   1. Creation of any new copies of copyrighted programs for any purpose other than the two permitted above.
   2. Creation of new copies while using a disk-sharing or network system.
   3. Use of college-owned equipment for making illegal copies.

C. Procedure
   1. When an instructor (or person requested by an instructor) desires to copy material that is prohibited, the individual doing the copying must secure written permission from the copyright owner using the Request for Authorization to Duplicate Copyrighted Material form or a letter covering all items on the form. (See Appendix I)
   2. The form and the letter from the copyright owner granting permission shall be kept on file by the originator for as long as the material is being used, plus three years. A copy of the form and the letter granting permission shall be retained in the division office.

VI. Staff Training
   A. A reminder of the provisions of copyright law will be sent to staff members annually in the fall semester. Other programs, workshops and training will be provided as needed.
   B. The Vice President, Instruction, the College Librarian, the Bookstore Manager, and the Support Services Coordinator may be used as resource people on questions relating to copyright compliance.

APPENDICES

Appendix I:

Obtaining Publisher Permission
When it is necessary that you request permission, you should communicate complete and accurate information to the copyright owner. The American Association of Publishers suggests that the following information be included in a permission request letter in order to expedite the process:
   1. Title, author and/or edition of materials to be duplicated.
   2. Exact material to be used, giving amount, page numbers, chapters, and if possible, a photocopy of the material.
   3. Number of copies to be made.
   4. Use to be made of duplicated materials.
   5. Form of distribution (classroom, newsletter, etc.)
6. Whether or not material is to be sold.
7. Type of reprint (ditto, photography, offset, typeset, video, audio).

The request should be sent, together with a self-addressed return envelope to the permissions department of the publisher in question. (Check with the library if you having difficulty locating an address.) Because this is a time consuming process, you are advised to allow enough lead time to obtain permission before the materials are needed. A sample “Permission Letter” is attached.

Appendix II:
Definitions Taken From The American Association Of Publisher Guidelines On Photocopying.

Brevity

1. Poetry:
   (a) A complete poem if less than 250 words and if printed on not more than two pages, or
   (b) from a longer poem, an excerpt of not more that 250 words.

2. Prose:
   (a) Either a complete article, story or essay of less than 2,500 words, or
   (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

   (Each of the numerical limits stated in 1 and 2 above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

3. Illustration:
One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

4. “Special” works:
Certain works in poetry, prose or in “poetic prose” which often combines language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety.

   Paragraph “ii” above notwithstanding such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

5. Spontaneity:
   (a) The copying is at the instance and inspiration of the individual teacher, and
   (b) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

6. Cumulative Effect
   (a) The copying of the materials is for only one course in the college in which the copies are made.
   (b) Not more than one short poem, article story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
(c) There shall not be more than nine instances of such multiple copying for one course during one class term.

(The limitations stated in “a” and “b” above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

Appendix: III

A Statement Regarding Fair Use:
Cabrillo College is cognizant of the fact that the copyright law which took effect in January, 1978, allows educators “fair use” based on the following four factors (Section 107):

1. Purpose and character of the use (The use must be for an educational purpose)
2. Nature of the copyrighted work (Textbooks have a bigger market than a videotape)
3. Amount of work used (Usually there is a 10 percent limit)
4. Effect of the use upon the potential market for or value of the copyrighted work. (Sales)

Assuming the use is for classroom instruction, the next criterion applied is “nature of the work.” These policies and regulations explain what is permissible for each of the following formats: print, sheet and recorded music, audiovisual works, computer software, and video duplication off-air and from videocassette recorder to videocassette recorder. Generally, copying should not exceed 10 percent of the total work nor excerpt the creative “essence” of the work (e.g. The two-minute time-lapse metamorphosis scene from the “Monarch Butterfly” is the essence of this film.)

Occasionally there is a special note on some materials specifically prohibiting reproduction of any kind. Permission to use any part of such works must be secured in writing from the author or the producer.
LIBRARY MEZZANINE

The mezzanine areas of the Cabrillo College Library shall be used as reading and study areas.

Any book storage facilities on the mezzanine shall be book shelves attached to the masonry (exterior) walls only. No freestanding book stacks will be placed on the mezzanine floors.

Other loads to be placed on the mezzanine shall consist of tables, chairs, and low furniture-type book racks similar to office furniture and averaging no more than 50 pounds per square foot of floor load.

**Legal Reference:** None

Adopted: April 4, 1988
CABRILLO COLLEGE INSTRUCTIONAL MATERIALS

Cabrillo College may require students enrolled in credit and non-credit courses and programs to provide certain instructional and other materials including, but not limited to textbooks, tools, equipment and clothing, if:

1. The instructional and other materials are used in the production of an “end product” that has continuing value to the student outside the classroom, or

2. The instructional and other materials required for the class have a continuing value to the student outside of the classroom.

In accordance with the California Administrative Code, Title 5, Section 59402 (b) and (d), this policy shall be published in each edition of the Cabrillo College Catalog.

Legal Reference: Ca. Adm. Code, Title 5, Sections 59402 and 59404.

Adopted: April 4, 1988
Safety glasses, deemed to be appropriate by industry standards, shall be required to be worn during activities in all courses in which the student, teacher or visitor, in a classroom situation, is engaged in or observing an activity in which the presence of hazardous substances is likely to cause injury to the eyes. The safety concerns for an activity requiring such protection shall be identified by persons charged with supervision of the activity. Such protection shall be provided by the District, at no cost.

The District may provide safety glasses for purchase by individuals who choose to do so at cost.

*Legal Reference: CA Education Code Sections 32030 through 32034*

Adopted: April 4, 1988
Revised: January 11, 2010
The Cabrillo College Governing Board shall annually adopt the college calendar. The calendar shall show the beginning and ending dates of instruction, legal and negotiated holidays, number of teaching days, vacation periods, and other pertinent dates.

The Academic Calendar shall consist of 175 days of instruction. Within requirements of the California Education Code, a specific number of instruction days can be designated as possible flexible calendar staff development days. It is at the discretion of the Governing Board whether there will be any flexible calendar staff development days.

**Legal Reference:** Education Code Sections 7900, 79001, 79020, 79021, 79022, 79023 through 79027.5, 79028 and 84890 through 84896.

Adopted: April 4, 1988
In accordance with the Cabrillo College calendar policy and requirements of the State of California, the current administrative regulations for implementing the policy are as follows:

I. After reviewing the recommendations for a college calendar from the appropriate administrative components of the college, the Superintendent/President shall recommend to the Governing Board a calendar that will meet the requirements of the law as well as the needs of the community, students, program of instruction and collective bargaining agreements.

II. If the Governing Board decides to use the flexible calendar format, the number and scheduling of the staff development days for each academic year shall be negotiated by the District and the faculty exclusive bargaining agent.

III. The regulation for professional development and flexible calendar scheduling are set forth in the Agreement Between Cabrillo Community College District and Cabrillo College Federation of Teachers.
DISABLED STUDENT SERVICES BP 3600

The Cabrillo College Governing Board recognizes the need for the establishment of a disabled student services program. The purpose of this program will be to provide supportive services and special instruction for disabled individuals whose disability necessitates such supportive services to assure access to the regular programs of Cabrillo College.

These supportive services and special instruction are to be made available to those students who demonstrate the potential to benefit from the regular programs of the institution. Students who meet criteria established by federal and state regulations will be eligible for assistance from the disabled student services program.

The primary goal of the disabled student services program is the fostering of mainstreaming, independent living, and maximum integration of the qualified disabled individuals into the educational, social, and economic community.

In accordance with the California Administrative Code, Title 5, the Cabrillo College Governing Board has established a Disabled Student Services Program.

Legal Reference: Education Code Sections 71020, 78600 and 84850; and Ca. Adm. Code, Title 5, Sections 56000 through 56088.

Adopted: April 4, 1988
DISABLED STUDENT SERVICES

The Disabled Student Services Program shall be administered by the Office of Instruction in accordance with the following guidelines:

**Admission Requirements**

1. Students entering the Disabled Student Services Program (DSS) are to have a physical disability verified by an appropriate professional and/or physician.

2. Students entering the Learning Disabilities Program must complete diagnostic tests qualifying the student for support services conducted by a certificated Learning Disabilities (LD) Specialist.

3. Students participating in special programs and services offered through the DSS Program are required to complete an intake interview with a DSS counselor and/or program specialist.

4. New incoming DSS students are required to take a designated counseling course taught by a member of the DSS counseling staff.

5. All medical, registration, and disability verification forms need to be completed prior to participation in classes or services provided by counseling staff.

6. Cabrillo College DSS staff shall not provide individual attendant care. Such care is the responsibility of the student and/or other non-college service agencies.

7. Students should possess the ability to comprehend questions, follow directions, and demonstrate the potential to profit from special programs.

8. Students are expected to follow the Student Code of Conduct established by the college and refrain from behaviors which offend or deny the personal rights or safety of others. Students should demonstrate annual measurable academic progress. Failure to do so may result in the termination of services.

9. Students are to assume personal responsibility for taking any medications.

10. When students are unable to attend a class, they should call the appropriate office to inform the instructor, and, if using on-campus transportation and/or campus assistance (tutorials, etc.), students are to notify these offices. Failure to do so may result in dismissal from class, and the termination of on-campus transportation.

**Registration:**

Priority registration will be provided for students who are documented as being disabled and enrolled in the DSS Program. This registration will follow basic guidelines established by the Admissions and Records Office, such as alphabet alignments, application guidelines, waiver, fee deferments, and fee payments.

**Attendance:**

1. Instructors shall drop students automatically who do not show up to class by the end of the second week of each semester. It is the student’s responsibility to call when they are unable to attend class.

Attendance policies will be established by each individual specialist/instructor. Other attendance issues shall follow general college guidelines.
2. Upon evaluation, if it is determined that a class is not appropriate for a student, the instructor may recommend the student be sent to the Director of DSS, the Dean of Students, be dropped, or denied future enrollment in that class. This determination will be based on Title 5 Regulations regarding enrollment in Special Programs.

**On-Campus Transportation**

1. On-campus transportation services for disabled students will be provided on a first-come first-served basis. The Program Assistant for the DSS Program will arrange all on-campus transportation schedules, and make reasonable efforts to accommodate individual student needs.

2. Students must contact the Program Assistant at least 24 hours in advance when there are changes in transportation needs.

3. Transportation may be cancelled due to driver’s absence or technical difficulties with carts.

4. In order to arrange transportation for finals week, students will be required to turn in their schedules one (1) week in advance. Later requests may be denied.

5. In order to make on-campus transportation services as efficient as possible, it is important that each student adhere to the above listed policies and procedures. Failure to comply three (3) times shall result in the student being automatically dropped from the transportation schedule.

**On-campus Assistance (supportive services)**

1. Qualification for assistance will be determined based on individualized evaluation by DSS staff and Program Assistant.

2. Qualification for assistance for Learning Disabled Students will be determined by an LD Specialist.

3. On-campus assistance will not be provided to students who are not officially enrolled at Cabrillo College.

4. On-campus assistance will be limited to those students having the greatest need and on the availability of student or part-time staff and assistants.

**Specialized Services**

1. Reader Services: Reader services will be provided to visually impaired students by the State Department of Rehabilitation. Reader services are also available to appropriate Learning Disabled students.

2. Notetakers: Students will recruit their own notetakers from their classes. Notetakers will be paid a flat rate determined by the DSS office. Notetakers will use a copying machine provided in the DSS office to duplicate their notes. Students utilizing notetaking services must attend class.

3. Interpreters: Interpreters will be provided for the hearing impaired through the DSS office. Timely evaluations of student’s interpreting needs will be conducted by the coordinator of deaf services.

4. Equipment Loans:
a. Equipment shall only be loaned to students who are officially enrolled in classes and/or by DSS staff approval.
b. Wheelchairs shall not be loaned to students for any purpose or activity which is not school sponsored.
c. Students shall forfeit their rights to future equipment loans if equipment is abused or equipment is not returned at the appropriate time and place.

5. Tutors: Qualified students shall apply for tutorial assistance through Tutorial Services. If formal arrangements cannot be made through Tutorials, supplemental arrangements may be made through the DSS Office. Students should be concurrently enrolled in DS 255.

6. Test Proctoring: This service shall be provided to qualified students, only if arrangements are made one week prior to the test with the Program Assistant. The student must secure permission from the instructor prior to using this service. Failure to comply with above procedures may result in the termination of service.

7. Transcription Services:
   a. Service must be required by class instructor.
   b. Student’s disability must preclude student from being able to utilize typewriter or computer assisted word processing.
   c. All work must be handwritten or computer generated; no editing will be done (includes spelling, commas, etc.); duplicating is the student’s responsibility; pages must be numbered; papers must have clear instructions regarding formatting.

8. Adapted Activity Services:
   a. After an evaluation of the student’s functional abilities, therapeutic aides will be provided for students enrolled in Adaptive Physical Education. When necessary the student-aide ratio may be 1 to 1, however, the ratio provided depends on the availability of aides.
   b. Aides must be enrolled in PE 11. Aides passing P.E. 11 with a grade of B or better may be paid for services.

**Student’s Rights and Responsibilities:**

1. Students with concerns regarding services should seek a remedy through the Office of Instruction. This process should be initiated through a counselor.

2. Students admitted to the DSS Program shall follow prescribed college procedures as outlined in the Student’s Rights and Responsibilities Policy.