



Curriculum Committee Agenda

VIA CONFERZOOM

Date/Time: Tuesday, September 1, 2020 - 3:00 p.m.

Call information:

Join from PC, Mac, Linux, iOS or Android:

<https://cccconfer.zoom.us/j/6631981863>

**Or iPhone one-tap (US Toll): +16699006833,6631981863# or
+13462487799,6631981863#**

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 346 248 7799 (US Toll)

+1 253 215 8782 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 663 198 1863

International numbers available: <https://cccconfer.zoom.us/u/acYOR3APtu>

Or Skype for Business (Lync):

<SIP:6631981863@lync.zoom.us>

Curriculum Committee Agenda

VIA CONFERZOOM

Tuesday, September 1, 2020 at 3:00pm

ALL COURSES/PROGRAMS IDENTIFIED IN THE ATTACHMENTS WILL BECOME EFFECTIVE FALL 2021 UNLESS OTHERWISE NOTED.

I. ROLL CALL (Quorum is 10 out of 18 voting members)

VOTING MEMBERS		
Faculty co-chair/Interim Articulation Officer	<input type="checkbox"/> Michael Bowen (MB)	
Technical Review Chair	<input type="checkbox"/> Michael Callahan (MC)	
Academic Senate President	<input type="checkbox"/> Dan Clark (DC)	
AFT Rep.	Vacant	
Career Education I Division	<input type="checkbox"/> Kelly Wellman (KW)	<input type="checkbox"/> Nicole Falco (NF)
Career Education II Division	<input type="checkbox"/> Dorothy Farias (DF)	<input type="checkbox"/> John Clark (JC)
College Outcome Group Representative	<input type="checkbox"/> Asher Sund or Aurora Meadows (AS)	
English & Math Division	<input type="checkbox"/> Peter Yi (PY)	(Vacant)
Health, KIN, ICA, Performing & Visual Arts Division	<input type="checkbox"/> Jeff Fischer (JF)	<input type="checkbox"/> Krenly Guzman Gonzalez (KG)
Library, Languages, Behavioral & Social Sciences Division	<input type="checkbox"/> Rubisela Gamboa (RG)	<input type="checkbox"/> Maline Werness-Rude (MWR)
Librarian	<input type="checkbox"/> Peter Sezzi (PS)	
Sciences Division	<input type="checkbox"/> Gabriela Wood (GW)	<input type="checkbox"/> Hafez Alawdi (HA)
Student Services Division	<input type="checkbox"/> Mario Rivera (MR)	<input type="checkbox"/> Gema Espinoza Sanchez (GS)
NON-VOTING MEMBERS		
CIO co-chair	<input type="checkbox"/> Jennifer Kalfsbeek-Goetz	
ASVC Rep. (ASVC President)	<input type="checkbox"/> (Vacant)	
Dean	<input type="checkbox"/> Tim Harrison	<input type="checkbox"/> Dan Kumpf
Dean	<input type="checkbox"/> Lisa Putnam	<input type="checkbox"/> Felicia Dueñas
Dean	<input type="checkbox"/> Lynn Wright	<input type="checkbox"/> Marcelo Vazquez
Dean	<input type="checkbox"/> Debbie Newcomb	<input type="checkbox"/> Phil Briggs
Academic Data Specialist	<input type="checkbox"/> Olivia Long	
Academic Data Specialist	<input type="checkbox"/> Felicia Torres (Kelly Denton)	
Recorder/Curriculum Technician	<input type="checkbox"/> Sarah Ayala / Tisa Medrano	
Distance Education Liaison	<input type="checkbox"/> Sharon Oxford	
Registrar	<input type="checkbox"/> Gaby Asamsama-Acuña	

- II. **ADOPTION OF THE PROPOSED AGENDA (Discussion/Action)**
- III. **INTRODUCTIONS, AND PUBLIC COMMENTS (Information)¹**
 - A. **Introduction of New Curriculum Committee Members and Guests**
- IV. **APPROVAL OF MINUTES: May 5, 2020 (Discussion/Action)**
- V. **POLICY AND PROCESS (Information or Discussion/Action)**
 - A. **Curriculum Deadlines (Discussion/Action; see attachment) – M. Bowen, O. Long**
 - B. **Curriculum Committee Meeting Schedule (Discussion/Action; see attachment) – M. Bowen**
 - C. **Spring 2021 potential DE Addenda (Discussion/Action) – J. Kalfsbeek-Goetz, D. Farias (on behalf of TADA workgroup), M. Bowen**
 - 1. **≈120 courses identified as likely candidates for Spring 2021 updates**
 - 2. **Distinguishing spring DE updates from Fall/Summer**
 - 3. **Effective date? Spring 2021?**
 - D. **Faculty Resolution Regarding DE Approval (Discussion/Information) – M. Bowen**
 - E. **Backlog of Programs from AY 19-20 (Discussion/Action) – M. Bowen, D. Farias (on behalf of TADA workgroup)**
 - F. **Banner Sync Issue (Discussion) – M. Bowen, M. Callahan, J. Kalfsbeek-Goetz**
 - G. **Priority 1 courses from AY 19-20 and AY 20-21 and issues with ADT updates (Discussion/Action) – D. Farias (on behalf of TADA workgroup)**
 - H. **Creation/Dissemination of quick reference materials that can be used for minor COR updates (Discussion) – D. Farias (on behalf of TADA workgroup)**
Link to Curriculum Handbook:
<https://mbowenc.000webhostapp.com/curriculum/docs/Ventura%20College%20Curriculum%20Handbook%202020.docx>
 - I. **Delegation of Curriculum Committee members to create working teams to assist in Curriculum Committee duties/tasks/backlog (Discussion/Action) – D. Farias (on behalf of TADA workgroup)**
 - J. **Curriculum Committee Goals for AY 20-21 (Discussion/Action) – M. Bowen, D. Farias (on behalf of TADA workgroup)**
 - 1. **Election of Curriculum Co-Chair (October deadline)**
 - 2. **Other Goals**
 - K. **New Program Forms: CP-3, CP-4, NP-3, NP-4 (Discussion/Action; see attachments) – M. Bowen, M. Callahan**
 - L. **Curriculum Committee Training (Discussion) – M. Bowen**

¹ Five minutes is allotted to any member of the public who wishes to address the curriculum committee, with a maximum of twenty minutes per topic aggregated for all speakers, unless extended by vote of the committee. At the request of any speaker proposing to address a specific agenda item, the committee may also vote to permit that speaker's comments to be deferred until the meeting progresses to that topic.

- VI. **REQUISITES: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
 - A. None
- VII. **DISTANCE EDUCATION: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment) – TIME CERTAIN 3:45 p.m.**
 - A. DE Blanket Addendum “DE ONLY” Courses, Summer and Fall 2020: Courses will be effective Summer 2020 (see additional attachment)
- VIII. **MINIMUM QUALIFICATIONS (Discussion/Action)**
 - A. None
- IX. **CONSENT AGENDA: CURRICULAR PROPOSALS FOR APPROVAL (Action; see attachment)**
 - A. None
- X. **SECOND READING COURSES: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
 - A. None
- XI. **SECOND READING PROGRAMS: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
 - A. None
- XII. **FIRST READING:**
 - A. **CURRICULAR PROPOSALS REQUIRING SECOND READING (Discussion/Action; see attachment)**
 - 1. None
 - B. **CURRICULAR PROPOSALS NOT REQUIRING SECOND READING (Discussion/Action; see attachment)**
 - 1. None
 - C. **PROGRAMS: (Discussion/Action; see attachment)**
 - 1. New: A.S. Automotive Career Education
- XIII. **ADMINISTRATIVE CHANGES (Discussion/Action)**
 - A. MT V04/DRFT V04 (approved 4/21/20), MT V07 (approved 5/5/20): effective dates changed from Fall 2021 to Fall 2020
 - B. BIOL V10 (co-listed course ESRM V01 was approved 3/31/20, but BIOL V10 was not listed)
- XIV. **PHILOSOPHY AND GENERAL EDUCATION CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action)**
 - A. P&GE Meeting Date: 9/22
 - B. Additions to local AA/AS GE list: requested by host department:
 - 1. HED V20 (B2), HED V22 (B2), HIST V47/AES V47 (B2), KIN V13 (E2), KIN V33 (E2), KIN V81 (E1)

C. Removal from local AA/AS GE list: requested by host department:

1. **ANAT V01**

XV. REPORTS (Information)

A. Co-Chairs

B. Articulation

1. **Final CSUGE-B and IGETC check sheets for Counseling**
2. **Recent C-ID submissions:**
 - i. **ART V03 for ARTH 140 (co-listed course AES V10 already approved)**
 - ii. **AES V03 for SJS 120 (co-listed course CHST V03 already approved)**
3. **Recent C-ID Approvals:**
 - i. **AG V61 for AG-AS 104**

C. Board of Trustees/ DTRW-I

D. Subcommittees/Workgroups

1. **TADA Workgroup – M. Bowen, D. Farias**

E. New Curriculum Approvals at the State (CCCCO): Fall 2020 Update – S. Ayala

1. **All Fall 2020 credit and noncredit courses approved and active**
2. **Fall 2020 Programs approved and active: AS-T MATH (revision), COA Veterinary Assistant (new), AS Veterinary Technology (new), AA-T Social Justice Studies, Chicano Studies (new), COA Basic Law Enforcement (revised)**
3. **Fall 2020 Programs pending approval at the State: AS Advanced Manufacturing (new), AS-T Plant Science (new), COA Plant Science (new), COCN Basic Law Enforcement (noncredit/new)**

XVI. DISCUSSION/INFORMATION (Information or Discussion/Action)

A. Updated Title 5 Index Spreadsheet (Information; see attachment) – M. Bowen

B. Acronym Excerpt from Curriculum Handbook (Information; see attachment – M. Bowen

C. Proposed Program Submission Excerpt from Curriculum Handbook (Information; see attachment) – M. Bowen

D. Interim Articulation Officer, Michael Bowen (Information) – M. Bowen

XVII. GENERAL ANNOUNCEMENTS AND REQUESTS FOR FUTURE AGENDA ITEMS

NEXT MEETING
Tuesday, September 15, 2020 – via zoom

Written materials relating to a Curriculum Committee meeting item that are distributed to at least a majority of the Curriculum Committee members less than 72 hours before a noticed meeting and that are public record not otherwise exempt from disclosure will be available for inspection at Ventura College located at 4667 Telegraph Road, Ventura, CA 93003 or at the Curriculum Committee meeting.

Pursuant to the Federal Americans with Disabilities Act, if you require any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to the office of:
Dr. Jennifer Kalfsbeek-Goetz, Vice President Academic Affairs
Ventura College - 4667 Telegraph Road - Ventura, CA 93003 - (805) 289-6464



Curriculum Committee Minutes - **DRAFT**

Multidisciplinary Center—West 312 (MCW-312)

Tuesday, May 05, 2020 at 3:00pm

ALL COURSES/PROGRAMS IDENTIFIED IN THE ATTACHMENTS WILL BECOME EFFECTIVE FALL 2021 UNLESS OTHERWISE NOTED.

Called to order: 3:00 p.m.

I. ROLL CALL (Quorum is 9 out of 17 voting members)

VOTING MEMBERS		
Faculty co-chair	<input checked="" type="checkbox"/> Michael Bowen	
Articulation Officer	<input checked="" type="checkbox"/> Thao Brabander	
Technical Review Chair	<input checked="" type="checkbox"/> Michael Callahan	
Academic Senate President	<input checked="" type="checkbox"/> Dan Clark	
AFT Rep.	Vacant	
Career Education I Division	<input type="checkbox"/> Kelly Wellman	<input checked="" type="checkbox"/> Nicole Falco
Career Education II Division	<input checked="" type="checkbox"/> Dorothy Farias	<input type="checkbox"/> John Clark
College Outcome Group Representative	<input type="checkbox"/> Asher Sund/Aurora Meadows	
English & Math Division	<input type="checkbox"/> Peter Yi	(Vacant)
Health, KIN, ICA, Performing & Visual Arts Division	<input checked="" type="checkbox"/> Jeff Fischer	<input type="checkbox"/> Maline Werness-Rude
Library, Languages, Behavioral & Social Sciences Division	(Vacant)	(Vacant)
Librarian	<input checked="" type="checkbox"/> Peter Sezzi	
Sciences Division	<input checked="" type="checkbox"/> Chloe Branciforte	<input checked="" type="checkbox"/> Jennifer Garner
Student Services Division	<input checked="" type="checkbox"/> Mario Rivera	<input checked="" type="checkbox"/> Gema Espinoza Sanchez
NON-VOTING MEMBERS		
CIO co-chair (Interim)	<input checked="" type="checkbox"/> Jennifer Kalfsbeek-Goetz	
ASVC Rep. (ASVC President)	<input type="checkbox"/> Michael Shouten	
Dean	<input type="checkbox"/> Tim Harrison	<input type="checkbox"/> Dan Kumpf
Dean	<input type="checkbox"/> Lisa Putnam	<input checked="" type="checkbox"/> Felicia Dueñas
Dean	<input type="checkbox"/> Lynn Wright	<input type="checkbox"/> Marcelo Vazquez
Dean	<input checked="" type="checkbox"/> Debbie Newcomb	<input type="checkbox"/> Phil Briggs
Academic Data Specialist	<input checked="" type="checkbox"/> Olivia Long	
Academic Data Specialist	<input checked="" type="checkbox"/> Kelly Denton	
Recorder/Curriculum Technician	<input checked="" type="checkbox"/> Sarah Ayala	
Distance Education Liaison	<input checked="" type="checkbox"/> Sharon Oxford	
Registrar	<input type="checkbox"/> Gaby Asamsama-Acuna	

Guests: Deanna Hall (CD), Crystal Kallik (BUS), Laz Salinas (CJ)

II. ADOPTION OF THE PROPOSED AGENDA (Discussion/Action)

Because we have such a volume of discussion on the DE proposals, MB proposes we discuss the small amount of curriculum first.

M. Bowen called for a motion to approve the agenda, but skip to discussions of curriculum first.

Motion by: C. Branciforte

Seconded by: N. Falco

Discussion: None

Final resolution: Motion approved

Yes: ALL M. Bowen, T. Brabander, C. Branciforte, M. Callahan, D. Clark, N. Falco, J. Garner, M. Rivera, P. Sezzi

No: None

Voting Tally:

<i>MB</i>	<i>TB</i>	<i>MC</i>	<i>DC</i>	<i>KW</i>	<i>DF</i>	<i>AS</i>	<i>PY</i>	<i>JF</i>	<i>PS</i>	<i>CB</i>	<i>MR</i>	<i>NF</i>	<i>JC</i>	<i>MWR</i>	<i>JG</i>	<i>GES</i>
<i>aye</i>	<i>aye</i>	<i>aye</i>	<i>aye</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>aye</i>	<i>aye</i>	<i>aye</i>	<i>aye</i>	<i>n/a</i>	<i>n/a</i>	<i>aye</i>	<i>n/a</i>

Recorder’s Note: D. Farias, J. Fischer and G. Espinoza-Sanchez arrived after the agenda vote.

III. INTRODUCTIONS, AND PUBLIC COMMENTS (Information)¹

A. None

IV. APPROVAL OF MINUTES: (Discussion/Action)

M. Bowen called for a motion to approve the minutes from the 04/21/20 meeting.

Motion by: N. Falco

Seconded by: P. Sezzi

Discussion: None

Final resolution: Minutes from the 4/21/20 meeting approved as presented

Yes: M. Bowen, T. Brabander, C. Branciforte, M. Callahan, D. Clark, G. Espinoza-Sanchez, N. Falco, D. Farias, J. Fischer, J. Garner, M. Rivera, P. Sezzi

No: None

Voting Tally:

<i>MB</i>	<i>TB</i>	<i>MC</i>	<i>DC</i>	<i>KW</i>	<i>DF</i>	<i>AS</i>	<i>PY</i>	<i>JF</i>	<i>PS</i>	<i>CB</i>	<i>MR</i>	<i>NF</i>	<i>JC</i>	<i>MWR</i>	<i>JG</i>	<i>GES</i>
<i>aye</i>	<i>aye</i>	<i>aye</i>	<i>aye</i>	<i>n/a</i>	<i>aye</i>	<i>n/a</i>	<i>n/a</i>	<i>aye</i>	<i>aye</i>	<i>aye</i>	<i>aye</i>	<i>aye</i>	<i>n/a</i>	<i>n/a</i>	<i>aye</i>	<i>aye</i>

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V. POLICY AND PROCESS (Information or Discussion/Action)

A. Blanket DE Addendum/ Plan from Moorpark College (see attachment) – M. Bowen, J. Kalfsbeek Goetz

Attachments include contribution from Dorothy Farias and Chloe Branciforte - a proposed plan to work on the DE courses as well as the backlog. Thank you.

JKG – no new developments in the requirements.

C. Branciforte –We looked at Moorpark’s plan and adapted it to VC. Some of the local language and dates may have to be adjusted. This is a really good place to start. Other stuff we worked on was just general tracks – what are the best and simplest solutions, and what are the best ways to go about it?

Missing information in courses are going to have to be updated at some point – that is included in Track B. Dorothy and Chloe recommend track B, but Faculty would have to help on this as well over the summer. Are there enough faculty that want to be involved? Funding needed for compensation.

Excel document included information which may be helpful as people are going through the courses.

Documents were discussed via screen share. Dorothy explained Track A (only working on DE addendum only – courses may be kicked back, may not withstand an audit) and Track B (working on DE courses AND course updates – two birds, one stone). We can link these to our backlog – some of these courses are part of programs needed updating. Courses can be divided by divisions, then departments to break up the large number.

N. Falco: Found it challenging to review courses that she did not teach, would have to ask other faculty. Do we have a system for these kinds of hiccups?

D. Farias: DE addendum can be set up as a template for a copy/paste process.

C Branciforte: Can add all this info into the excel document to assist Faculty. Also a formula to calculate the hours.

M. Bowen – was happy to see the participation of Dorothy and Chloe, and their attendance at the Tech Review meeting on this topic. Want to publically thank them for their participation. Would love to see this kind of participation from committee members moving forward.

JKG: Can we discuss on ways we can make this happen? Does the group like this proposal/plan of action? Who will be doing what? What are we expecting from the Faculty helpers of this project?

D. Farias: Envisioning those that are willing to do it, get an idea of who that is, pick a track, divide courses by division. Dorothy has offered to do CT1 and CT2 – will pull courses. May through June – roll through all those courses – cut and paste DE addendum from Sharon Oxford. Meet as workgroups after you complete your division, then meet with the Michaels. In the interim, Michael B. and Michael C. can be doing the technical portion/the heavy lifting with more time to devote to it in the summer. On the program side, determine how we can best assist them in the review (check courses, documents, etc).

N. Falco: Nicole and Stephanie in Business are willing to help. It’s such a big chunk and would be a large amount for Business, but willing to work on it.

D. Hall: To clarify, courses that were given to department chairs for priority to update because they are up for a regular review but are already approved for DE is not what we first need to focus on. Focus first on emergency DE approvals for Covid19 authorization, second priority then becomes the regular priority updates. Is this correct or am I off base? What is our timeline?

MB: Prioritizing Distance Ed aspect would be the best idea – group agreed.

T. Brabander: Is there any room for us to get training on the technical review of courses and programs? Can we take this as an opportunity to teach faculty about this? Could create less of a burden on the Technical Review team to avoid backlog from happening again.

MB: Great idea – anyone that would like to know more about the process, we can have a zoom meeting.

D. Farias: Workgroups could also be a way to learn this information since they would be meeting with Michael B and Michael C in this process.

JKG: Things to keep in mind. Funds that we have to pay for the work will be coming out of the emergency fund. Would have to create a budget for the DE Addenda work. Anything additional wouldn't be coming out of that pot. Maybe that work is reserved for Michael B and Michael C?

Would have to look at this budget vs the amount of people involved in the course review project.

We have 7 curriculum committee meetings in the Fall – how many do we bring to each meeting (DE only) for review? What does that look like for workload?

D. Clark: Any considerations for extra contractual work? Do we have to bring AFT into this?

JKG: Can be done as professional expert work. It has been discussed and will get approved quickly. Not closed to involving AFT, but that may add a more challenging layer than needed.

If we have more people doing this than just 2 or 3, are we worried about consistency?

N. Falco: Agree with point of consistency, but if we are going to follow the timeline set in the proposal, we need to have more people working on this. Willing to take the risk of some inconsistency for having more people helping on the project.

J. Garner: This could be a great model for the future of the Curriculum Committee. This could be an important development of the Michaels being more quality control rather than the only ones doing the nuts and bolts work.

M. Bowen: Maybe we can take the first 15 courses and review them together – like on the job training if the group thinks that will work better and be more effective. Powerpoint, zoom, ok too – open to options.

C. Branciforte – would be a good opportunity to use the excel spreadsheet – not to have M. Bowen just tell them what's wrong, but to discuss it on the spreadsheet so helpers can take notes. Can be used as a fallback when they are on their own.

JKG: How many hours do we think we are attributing for each class for this work?

D. Farias: Depends – is course already there and you're doing minor things to it, with the DE template – maybe an hour to an hour and a half per class as a conservative estimate. If you're starting from scratch, then probably double that time. Shouldn't have too many of those in this group, but some may have slipped through.

M. Bowen – thinks it's best there are 2 layers of review.

P. Sezzi – we should break it down to one item at a time. Focus on DE addendum. If we are following a template, it shouldn't take that long. Can have less experienced technical reviewers doing the basic review, adding the template. We are going to have to put these courses on different tracks.

Plan is to have reviewers review, and Michael B and Michael C be the second line of defense.

3 hour "norming" session before getting started would be a good idea.

A dozen people? Less, more? Probably 1 or 2 people per division.

Are there any people today interested in helping? Replied yes: Peter Sezzi, Chloe Branciforte, Jennifer Garner, Dorothy Farias, Nicole Falco, Gema Sanchez, Michael Bowen, Thao Brabander.

350 courses, approx. 50 courses per person, plus training time.

Group agrees on the method and the amounts. Group agreed on Plan B of the proposal – looking at DE and any other missing information.

Chloe to send JKG all the documents.

Deanna Hall: How can the Dept Chairs help the committee with this addendum to try to make the work a little easier?

Answer: If you know if there is a class on the schedule for the fall that does not have the appropriate DE please let the group know. Make sure they have current textbooks (within 5 years).

Something that could be useful from each department of a general contact that can be reached over the summer with any questions. Having that information up front would be helpful.

M. Bowen cannot start working on this until May 15th – after classes and grades are turned in.

JKG: can send a message to the chairs, but she needs to know what the group wants her to say.

Email should include: List of courses within their purview, and areas in which they can help us (point of contact, textbooks, organize, look at things before hand before group jumps in).

B. Lessons Learned from Fall/ Plan of Action for Program Backlog (see attachments) – M. Bowen

Item not discussed alone, but was in part connected to Item A above.

C. Credit By Exam (see attachment to be distributed via email) – T. Brabander

Thao was informed of some changes.

UC values cannot be changed, CSU columns cannot be changed. Mainly concerned about columns for VC.

Changes to courses in Math, Computer Science, Chemistry and Foreign Language

Question: Do the departments agree on this? Answer: Yes, she has spoken to them.

Question: Does General Counseling know? Answer: Thao spoke with them about this in Spring, but received no consensus.

Thao would like these versions of the charts to go into the catalog.

M. Bowen called for a motion to approve the charts presented

Motion by: C. Branciforte

Seconded by: N. Falco

Discussion: None

Final resolution: Charts approved as presented

Yes: M. Bowen, T. Brabander, C. Branciforte, M. Callahan, D. Clark, N. Falco, D. Farias, J. Fischer, J. Garner, P. Sezzi

No: None

Abstain: G. Espinoza-Sanchez, M. Rivera

Voting Tally:

MB	TB	MC	DC	KW	DF	AS	PY	JF	PS	CB	MR	NF	JC	MWR	JG	GES
aye	aye	aye	aye	n/a	aye	n/a	n/a	aye	aye	aye	abst	aye	n/a	n/a	aye	abst

D. Discipline Blurbs in Catalog – M. Bowen

Item not discussed due to time.

E. Election of Curriculum Co-Chair/Appointment of Technical Review Chair – M. Bowen

Reminder – This coming October, we will have the next election for Curriculum Co-Chair. Anyone interested in becoming Michael’s successor, please think about it.

VI. REQUISITES: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)

A. None

VII. DISTANCE EDUCATION: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)

A. New Proposal: GEOG V08

M. Bowen called for a motion to approve the Distance Education proposals

Motion by: N. Falco

Seconded by: C. Branciforte

Discussion: None

Final resolution: Approved

Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, G. Espinoza-Sanchez, N. Falco, D. Farias, J. Fischer, J. Garner, M. Rivera, P. Sezzi

No: None

Abstain: T. Brabander

Voting Tally:

MB	TB	MC	DC	KW	DF	AS	PY	JF	PS	CB	MR	NF	JC	MWR	JG	GES
aye	abst	aye	aye	n/a	aye	n/a	n/a	aye	aye	aye	aye	aye	n/a	n/a	aye	aye

VIII. MINIMUM QUALIFICATIONS

A. None

IX. CONSENT AGENDA: CURRICULAR PROPOSALS FOR APPROVAL

(Discussion/Action; see attachment)

A. Updates: GEOG V06, GEOG V16

B. Inactivations: GEOG V24 (same as GIS V24), GIS V24 (same as GEOG V24)

M. Bowen called for a motion to approve all of the Consent Agenda proposals

Motion by: P. Sezzi

Seconded by: C. Branciforte

Discussion: none

Final resolution: Consent Agenda proposals approved

Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, G. Espinoza-Sanchez, N. Falco, D. Farias, J. Fischer, J. Garner, M. Rivera, P. Sezzi

No: None

Abstain: T. Brabander

Voting Tally:

MB	TB	MC	DC	KW	DF	AS	PY	JF	PS	CB	MR	NF	JC	MWR	JG	GES
aye	abst	aye	aye	n/a	aye	n/a	n/a	aye	aye	aye	aye	aye	n/a	n/a	aye	aye

X. SECOND READING COURSES: CURRICULAR PROPOSALS FOR APPROVAL

(Discussion/Action; see attachment)

1. Revision: EAC N132, MT V07

M. Bowen called for a motion to approve the Second Reading proposals

Motion by: M. Rivera

Seconded by: N. Falco

Discussion: None

Final resolution: Second Reading courses approved

Yes for EAC N132: M. Bowen, T. Brabander, C. Branciforte, M. Callahan, D. Clark, G. Espinoza-Sanchez, N. Falco, D. Farias, J. Fischer, J. Garner, M. Rivera, P. Sezzi

Yes for MT V07: M. Bowen, C. Branciforte, M. Callahan, D. Clark, G. Espinoza-Sanchez, N. Falco, D. Farias, J. Fischer, J. Garner, M. Rivera, P. Sezzi

No: None

Abstain: T. Brabander (for MT V07)

Voting Tally:

MB	TB	MC	DC	KW	DF	AS	PY	JF	PS	CB	MR	NF	JC	MWR	JG	GES
aye	aye (EAC N132) abst (MT V07)	aye	aye	n/a	aye	n/a	n/a	aye	aye	aye	aye	aye	n/a	n/a	aye	aye

**XI. SECOND READING PROGRAMS: CURRICULAR PROPOSALS FOR APPROVAL
(Discussion/Action; see attachment)**

1. None

**XII. A. FIRST READING: CURRICULAR PROPOSALS REQUIRING SECOND READING
(Discussion/Action; see attachment)**

1. None

B. FIRST READING: CURRICULAR PROPOSALS NOT REQUIRING SECOND READING (Discussion/Action; see attachment)

1. Revision: GEOG V08

C. FIRST READING: PROGRAM PROPOSALS FOR APPROVAL

1. None

M. Bowen called for a motion to approve the First Reading proposals

Motion by: M. Rivera

Seconded by: C. Branciforte

Discussion: None

Final resolution: First reading courses approved

Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, G. Espinoza-Sanchez, N. Falco, D. Farias, J. Fischer, J. Garner, M. Rivera, P. Sezzi

No: None

Abstain: T. Brabander

Voting Tally:

MB	TB	MC	DC	KW	DF	AS	PY	JF	PS	CB	MR	NF	JC	MWR	JG	GES
aye	abst	aye	aye	n/a	aye	n/a	n/a	aye	aye	aye	aye	aye	n/a	n/a	aye	aye

XIII. ADMINISTRATIVE CHANGES (Discussion/Action)

A. ESRM V02: Recommended Preparation removal; Approved at 3/31/20 Curriculum Committee Meeting. Entered in COR in error.

Host department asked us to make this change. Approved a revision to this course at the 3/31/20 meeting. We looked back in the records and the recommended prep was added by AO for C-ID approval, but it is not required, and department would like it removed from the COR even though it is a part of the C-ID descriptor for the course.

M. Bowen called for a motion to approve the Administrative Changes

Motion by: M. Rivera

Seconded by: C. Branciforte

Discussion: None

Final resolution: Administrative Change approved

Yes: M. Bowen, T. Brabander, C. Branciforte, M. Callahan, D. Clark, G. Espinoza-Sanchez, N. Falco, D. Farias, J. Fischer, J. Garner, M. Rivera, P. Sezzi

No: None

Voting Tally:

MB	TB	MC	DC	KW	DF	AS	PY	JF	PS	CB	MR	NF	JC	MWR	JG	GES
aye	aye	aye	aye	n/a	aye	n/a	n/a	aye	aye	aye	aye	aye	n/a	n/a	aye	aye

XIV. PHILOSOPHY AND GENERAL EDUCATION CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action)

A. None

XV. REPORTS (Information)

A. Co-Chairs

B. Articulation/C-ID

C. Board of Trustees/ DTRW-I

D. Subcommittees/Workgroups

E. New Curriculum Approvals at the State (CCCCO) – S. Ayala

1. None

XVI. DISCUSSION/INFORMATION (Information or Discussion/Action)

A. Results from Curriculum Committee Annual Evaluation Survey – M. Bowen

Item postponed due to time.

XVII. GENERAL ANNOUNCEMENTS AND REQUESTS FOR FUTURE AGENDA ITEMS

Question: Is someone on CC going to send us information on our DE project?

Answer: Michael B or Sarah to send out information to the CC as we go along.

NEXT MEETING

September 1, 2020 - 3:00 PM

Location: TBA

Written materials relating to a Curriculum Committee meeting item that are distributed to at least a majority of the Curriculum Committee members less than 72 hours before a noticed meeting and that are public record not otherwise exempt from disclosure will be available for inspection at Ventura College located at 4667 Telegraph Road, Ventura, CA 93003 or at the Curriculum Committee meeting.

Pursuant to the Federal Americans with Disabilities Act, if you require any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to the office of:

Dr. Jennifer Kalfsbeek-Goetz, Interim Vice President Academic Affairs
Ventura College - 4667 Telegraph Road - Ventura, CA 93003
(805) 289-6464

DEADLINES

Type	Submission Deadline (CIM)	Final Reading Deadline
Major Revisions to credit courses and programs ALL Noncredit courses and programs	Monday, September 14, 2020	Tuesday, October 20, 2020
NEW credit courses and programs	Monday, October 5, 2020	Tuesday, November 3, 2020
Minor Revisions and Updates to credit courses and programs	Monday, December 7, 2020	Tuesday, January 19, 2021

Ventura College 2020-2021 Curriculum Committee Calendar

Curriculum Committee/Trainings: 3pm – via Zoom (MCW 312) Tech Review: 2pm – via Zoom (LRC 125) P&GE: 3pm – via Zoom (MCW 312)

AUGUST						
SU	MO	TU	WE	TH	FR	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER						
SU	MO	TU	WE	TH	FR	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER						
SU	MO	TU	WE	TH	FR	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER						
SU	MO	TU	WE	TH	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER						
SU	MO	TU	WE	TH	FR	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

	First Day of Semester
	Curriculum Committee Meetings
	Tech Review Meetings
	P&GE Meeting
	Training
	Holidays
	Deadlines

Important Reminders:

August 2020

17: First Day of the Semester

September 2020

7: Labor Day

14: Deadline: Major revisions to courses and programs must be submitted
All Noncredit courses and programs must be submitted

October 2020

5: Deadline: All new credit courses and programs must be submitted

November 2020

26-29: Thanksgiving Holiday

December 2020

7: Deadline: Minor revisions and updates to credit courses and programs must be submitted.

24 – Jan 1: Winter Holiday

January 2021

11: First Day of the Semester

February 2021

12-15: President's Day Holiday

March 2021

29 – April 2: Spring Break

May 2021

20 – Graduation

JANUARY						
SU	MO	TU	WE	TH	FR	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY						
SU	MO	TU	WE	TH	FR	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH						
SU	MO	TU	WE	TH	FR	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL						
SU	MO	TU	WE	TH	FR	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY						
SU	MO	TU	WE	TH	FR	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Ventura College
Office of Student Learning

CREDIT DEGREE OR COA - INFORMATION FORM

PROPOSAL ATTRIBUTES

Department:

Division:

Proposal Type:

Updates Only: Indicate area/s of the program that are being proposed for change/s.

Program Title:

Program Goal:

Program Award:

PROGRAM SUMMARY

TOP Code & Desc.:

(Refer to TOP-SIC Crosswalk)

CIP Code & Desc. :

(Refer to TOP-SIC Crosswalk)

Effective Start: (mm-yy)

Review Date:

The 1st review after local approval (CTE: 2 yrs; Others: 5 yrs)

PROGRAM DETAILS / UNITS AND HOURS

Distance Education:

Percentage of the entire program which will be able to be completed online.

Employment Potential:

For CTE programs; choose source used to estimate potential employment.

Core Courses

Total Core Courses:

Total Core Hours:

-

Elective Courses

Total Elective Courses:

Total Elective Hours:

-

Units for Degree or COA

Minimum:

(ADT is 60 units)

Maximum:

(ADT is 60 units)

Units for Major/Area of Emphasis

Minimum:

(ADT is 18 units)

Maximum:

Program Completion:

Non-ADTs only: Weeks required to complete the program; a semester is 17.5 weeks.

Registrar/Admissions:

Any special application requirements or scheduling that need the Registrar's review?

PROGRAM RESOURCE REQUIREMENTS

Where will the program be offered?

Faculty Workload:

FTEF (Estimate the FTEF that will be dedicated to teaching courses in this program each year.)

Additional Resources Necessary to Offer the Program

Faculty Positions:

Provide the number of identified new positions, both FT and PT - Consult with area Dean.

Classified Positions:

Provide the number of identified new positions, both FT and PT - Consult with area Dean.

Equipment: \$

Estimate cost of new equipment necessary for the program - Consult with area Dean et al.

Facilities: \$

Estimate cost of any necessary new / remodeled facilities – Consult with F, M & O Director.

Library: \$

Estimate cost of additional library acquisitions – Consult with the college Librarian.

Software/IT: \$

Estimate cost of any software licensing and/or IT expenses – Consult with IT Supervisor.

Miscellany: \$

Estimate any substantive costs, not reflected in the items above; explain below.

Total Cost: \$

0 Sum of above cost estimates is performed automatically.

Grant/Contribution:

Is a grant or an in-kind contribution expected to cover some or all of the above costs?

Annual Completers:

Estimated annual number of students getting degree/COA after program fully established.

Gainful Employment:

COA only: Will program prepare students for gainful employ in a recognized occupation?

Ventura College
Office of Student Learning

CREDIT DEGREE OR COA - APPROVAL FORM

Proposal Type

Requestor Information

Department:

Division:

Faculty Originator

Email Address

Phone Number

Program Information

Program Title:

Purpose or Justification

(Briefly state the reason/s for development *or* update and provide supporting documentation if applicable.)

Department Review of Proposal

This proposal was reviewed and discussed by the department on the following date: _____

Number of full-time (FT) faculty in the department: _____

Number and percentage of FT department faculty who approved the proposal: _____ %

(A simple majority, 51% or greater, is required for the proposal to receive departmental approval.)

Approval Signatures (Append an additional Approval Signatures sheet if more space is required)

Signatures of the following individuals attest to their approval of the proposal:

_____ Originator	_____ Date	_____ Department Chair	_____ Date
_____ Department Faculty	_____ Date	_____ Department Faculty	_____ Date
_____ Department Faculty	_____ Date	_____ Department Faculty	_____ Date
_____ Department Faculty	_____ Date	_____ Department Faculty	_____ Date
_____ Department Faculty	_____ Date	_____ Department Faculty	_____ Date
_____ Department Faculty	_____ Date	_____ Department Faculty	_____ Date
_____ Department Faculty	_____ Date	_____ Department Faculty	_____ Date
_____ Department Faculty	_____ Date	_____ Department Faculty	_____ Date
_____ Division Dean	_____ Date	_____ Vice President of Academic Affairs	_____ Date

NONCREDIT PROGRAM - INFORMATION FORM

PROPOSAL ATTRIBUTES

Department:

Division:

Proposal Type:

Updates Only: Indicate area/s of the program that are being proposed for change/s.

Program Title:

Program Goal:

Program Award: Noncredit Program (NIL)

Noncredit Program Type:

PROGRAM SUMMARY

TOP Code & Desc.:

(Refer to [TOP-SIC Crosswalk](#))

CIP Code & Desc. :

(Refer to [TOP-SIC Crosswalk](#))

Effective Start: (mm-yy)

Review Date:

The 1st review after local approval (CTE: 2 yrs; Others: 5 yrs)

PROGRAM DETAILS / HOURS

Distance Education:

Percentage of the entire program which will be able to be completed online.

Employment Potential:

For CTE programs; choose source used to estimate potential employment.

CDCP Eligibility Criteria:

Core Courses

Total Core Courses:

Total Core Hours:

Elective Courses

Total Elective Courses:

Total Elective Hours:

Program Completion:

Non-ADTs only: Weeks required to complete the program; a semester is 17.5 weeks.

Registrar/Admissions:

Any special requirements (e.g., Nursing) or scheduling needing Registrar's review?

PROGRAM RESOURCE REQUIREMENTS

Where will the program be offered?

Faculty Workload:

FTEF (Estimate the FTEF that will be dedicated to teaching courses in this program each year.)

Additional Resources Necessary to Offer the Program

Faculty Positions:

Provide the number of identified new positions, both FT and PT - Consult with area Dean.

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Equipment: \$

Estimate cost of new equipment necessary for the program - Consult with area Dean et al.

Facilities: \$

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Estimate cost of any software licensing and/or IT expenses – Consult with IT Supervisor.

Miscellany: \$

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Total Cost: \$

Sum of above cost estimates is performed automatically.

Grant/Contribution:

Is a grant or an in-kind contribution expected to cover some or all of the above costs?

Annual Completers:

Estimated annual number of students getting certificate after program fully established.

Gainful Employment:

Will program prepare students for gainful employ in a recognized occupation?

Ventura College
Office of Student Learning

NONCREDIT PROGRAM- APPROVAL FORM

Proposal Type

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Department:

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Email Address

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_____ Department Faculty	_____ Date	_____ Department Faculty	_____ Date
_____ Department Faculty	_____ Date	_____ Department Faculty	_____ Date
_____ Department Faculty	_____ Date	_____ Department Faculty	_____ Date
_____ Department Faculty	_____ Date	_____ Department Faculty	_____ Date
_____ Department Faculty	_____ Date	_____ Department Faculty	_____ Date
_____ Department Faculty	_____ Date	_____ Department Faculty	_____ Date
_____ Department Faculty	_____ Date	_____ Department Faculty	_____ Date
_____ Department Faculty	_____ Date	_____ Department Faculty	_____ Date
_____ Division Dean	_____ Date	_____ Vice President of Academic Affairs	_____ Date

Course ID	Co-List-1	Co-List-2
ACE V70		
ACT V05		
ACT V25		
AES V02A	HIST V45	
AES V02B	HIST V55	
AES V40A	HIST V43	
ANAT V01		
ANTH V36	CJ V36	
ANTH V90		
ARCH V10		
ARCH V22		
ARCH V25		
ARCH V31		
ARCH V32		
ARCH V33		
ARCH V40		
ARCH V41		
ATET N108		
AUTO V11		
AUTO V12		
AUTO V27		
AUTO V27L		
AUTO V33		
AUTO V33L		
AUTO V34		
AUTO V34L		
AUTO V38		
AUTO V38L		
AUTO V42		
AUTO V43		
AUTO V43L		
AUTO V96		
BIOL V01L		
BIOL V12		
BIOL V29		
BIOL V29L		
BUS V02		
BUS V97		
CD V04L		
CD V66		
CD V66L		
CD V96		
CDL V01		
CHEM V01A		
CHEM V01AL		
CHEM V01B		

CHEM V01BL		
CHEM V12A		
CHEM V12AL		
CHEM V20L		
CHEM V21		
CHEM V21L		
CHEM V30		
CHEM V30L		
CHEM V90		
CJ V36	ANTH V36	
COMM V01		
COMM V03		
COMM V10		
COMM V12		
COMM V16		
CS V15		
CT V50		
CT V66		
CT V72		
CT V79		
CT V95		
CT V96		
DANC V01		
DM V10		
DM V10L		
DM V12		
DM V12L		
DM V30		
DM V30L		
DM V34L		
DM V42		
DM V42L		
DRFT V03		
DRFT V14A		
DRFT V18		
DRFT V41		
DRFT V42		
EMS V10L		
ENGL V02		
ENGL V11A		
ENGL V11B		
ENGL V29A		
ENGL V34		
ENGR V01		
ENGR V02		
ENGR V12		
ENGR V14		

ESL V05RW		
ESL V06RW		
GEOG V02		
GEOG V05		
GEOG V22	GIS V22	
GERM V01		
GERM V02		
GIS V22	GEOG V22	
HED V01		
HED V71		
HED V73		
HED V76		
HIST V43	AES V40A	
HIST V45	AES V02A	
HIST V55	AES V02B	
HIST V59		
ICA V04		
ICA V05		
ICA V06		
ICA V07		
ICA V13		
ICA V23		
ICA V24		
ICA V30A		
ICA V30B		
ICA V31A		
ICA V31B		
ICA V69		
INTR V95		
ITAL V01		
ITAL V02		
JAPN V01		
JAPN V02		
KIN V33		
KIN V80		
KIN V85		
LS V07		
LS V25		
MUS V02BL		
MUS V02C		
MUS V02CL		
MUS V02D		
MUS V02DL		
MUS V03		
MUS V10		
MUS V11		
MUS V13		

MUS V14A		
MUS V14B		
MUS V14C		
MUS V15		
MUS V17		
MUS V21A		
MUS V21B		
MUS V21C		
MUS V22A		
MUS V22B		
MUS V22C		
MUS V24A		
MUS V24B		
MUS V24C		
MUS V24D		
MUS V34		
MUS V36		
MUS V37		
MUS V39		
MUS V45		
MUS V46		
MUS V47		
PHYS V02AL		
PHYS V03A		
PHYS V03AL		
PHYS V04		
PHYS V04L		
PHYS V05		
PHYS V05L		
PM V01		
PSY V04S		
PSY V25		
SL V10A		
SL V10B		
SL V10C		
SOC V05		
SPAN V01		
SPAN V03		
SS V03		
THA V05A		
THA V05B		
THA V06A		
THA V06B		
THA V21		
THA V22A		
THA V22B		
WEL V01		

WEL V03		
WEL V04		
WEL V13A		
WEL V13B		
WEL V14A		
WEL V14B		
WEL V20		
WEL V30		
WS V10		
WS V11		
WS V12		
WS V13		
WS V14		
WS V15		
WS V22		
WS V25		

Ventura College Curriculum Committee
Curricular Proposals for 09/01/2020

CONSENT AGENDA: COURSES													NONSUBSTANTIAL CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation ¹ , P=Prereq ¹ , C=Coreq ¹ , RP=Recom. Prep. ¹ ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BOT								
		Blanket DE Addendum "DE only" courses (see additional attachment)	CR		Update	DE only			Sum 2020			No								
SECOND READING: COURSES													SUBSTANTIAL CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation ¹ , P=Prereq ¹ , C=Coreq ¹ , RP=Recom. Prep. ¹ ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BOT								
		None																		
SECOND READING: PROGRAMS													SUBSTANTIAL CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation ¹ , P=Prereq ¹ , C=Coreq ¹ , RP=Recom. Prep. ¹ ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BoT								
		None																		
FIRST READING: COURSES REQUIRING SECOND READING													SUBSTANTIAL CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation ¹ , P=Prereq ¹ , C=Coreq ¹ , RP=Recom. Prep. ¹ ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BoT								
		None																		
FIRST READING: COURSES NOT REQUIRING SECOND READING													SUBSTANTIAL CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation ¹ , P=Prereq ¹ , C=Coreq ¹ , RP=Recom. Prep. ¹ ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BoT								
		None																		
FIRST READING: PROGRAMS													CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	AWARD TYPE	DISCIPLINE:TITLE	CR NC	UNITS	PROPOSAL TYPE	COMMENTS			EFFECTIVE			BOT								
	A.S.	Automotive Career Education	CR		New	Add to catalog			Fall 2021			Yes								

ADMINISTRATIVE CHANGES												
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS		CHANGE				EFFECTIVE		
	BIOL V10	Introduction to Environmental Issues	CR	3		Course is co-listed with ESRM V01, which was approved at the 3/31 CC meeting. BIOL V10 was not listed with that approval being co-listed.				Fall 2021		
	DRFT V04 (same as MT V04)	Measurements and Computations	CR	3		Effective date changing from Fall 2021 to Fall 2020 to accommodate program submission				Fall 2020		
	MT V04 (same as DRFT V04)	Measurements and Computations	CR	3		Effective date changing from Fall 2021 to Fall 2020 to accommodate program submission				Fall 2020		
REQUISITE APPROVALS												
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	REQUISITE TYPE	REQUISITE TEXT	SOURCE			EFFECTIVE		
		None										
DISTANCE EDUCATION APPROVALS												
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/REV	DE TYPE		SOURCE			EFFECTIVE		
		Blanket DE Addendum "DE only" courses (see additional attachment)	CR							Sum 2020		
MINIMUM QUALIFICATIONS												
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/REV	"P" - Primary MQ, "A"= additional MQ, "C" - required certifications		SOURCE			EFFECTIVE		
		None										
** END OF LIST **												



Program Narrative

Associate in Science in Automotive Career Education

The proposed Ventura College 6-tier stackable certificate system provides students with multiple pathways for employment within the automotive industry. The certificates are closely aligned with common job specialties and categorizations and program internship requirements ensure that work experience is acquired as increasingly higher skill set certificates are awarded. Occupations related to this program include (but are not limited to); Automotive Maintenance Technician, Automotive Service Technician, Automotive Repair Technician, Automotive Master Technician, Automotive Specialty Technician, and First Line Supervisors of Mechanics, Installers, and Repairers.

The program emphasizes critical thinking skills, practical hands-on skills, safety, and employability (soft) skills throughout the curriculum which is reinforced by nationally recognized instructor-led modular certificate programs such as NC3 (National Coalition of Certification Centers) sponsored Snap-On Industry certification for On-Car Brake Lathes, Digital Multimeters, Mitchell ProDemand (a repair and service information database), SP2 safety training (an industry standard automotive safety program), and T-TEN (Toyota's Technician Training and Education Network) Manufacturer level certification. Students can continue their education by pursuing a 2-year ASE Education Foundation (formerly NATEF, National Automotive Technicians Education Foundation) program certificate, and/ or a 2-year Associates of Science (AS) degree in Automotive Career Education (ACE). Additionally the program offers non-core courses that prepare students for a California State Smog licensing exam and entry into the field as a vehicle Smog Inspector.

While the main focus of the program is to place students in career positions within regionally located automotive repair facilities, students who do not wish to pursue a working career as an Automotive Technician and who do not meet the internship hours requirements have the option of acquiring the Maintenance Certificate, 2-Year ASE Education Foundation Certificate, and the 2-Year AS degree.

Item 1. Program Goals and Objectives

The goal of the Ventura College Automotive programs is to provide students with qualified certificates of achievement that demonstrate their preparedness to perform specialized skill sets that are aligned with current automotive industry technician positions. In order to achieve this the Automotive Career Education program has established a sequence of 6 stackable certificates that provide students with multiple career pathway opportunities. The program competencies have been developed in partnership with T-TEN (Toyota's Technician Training and Education Network) and the local automotive advisory group, aligned with and accredited under Master ASE Education Foundation program standards and the California Bureau of Automotive Repair (BAR) Smog Program.



T-TEN is a non-profit group under the ASE (Automotive Service Excellence) umbrella and is comprised of community college and vocational automotive programs ran by automotive educators from across the nation working in partnership with Toyota, Lexus, and regional dealerships to provide an accelerated career path.

It should be noted that the current Ventura College automotive program places a high number of students into jobs, especially over the last 3 years as recently evidenced by earning a Strong Workforce Bronze Star for post college outcomes of a 58% increase in earnings. The ACE program will replace the current program AUTO program and expand upon its success.

ACE AS Degree:

Associate in Science in Automotive Career Education

- a) The Associate in Science in Automotive Career Education program certificate provides technical skills preparation for inspection, service, and repair of all major automotive systems. Students who wish to further their career options within the automotive industry, and students who do not pursue employment within the industry as an automotive technician can achieve a degree with transfer options. The program emphasizes critical thinking skills, safety and hands-on practical application, and employability skills throughout the program. Students pursuing transfer and further degree options will attain an “emphasis/specialty in automotive technology” in correlation with their chosen educational pathway.
- b) Automotive Career Education AS Degree Outcomes:
 - 1) Identify and describe automotive system theory and operation.
 - 2) Perform maintenance service procedures in a timely manner and to industry standards.
 - 3) Practice safety in the repair and service associated with automotive systems.
 - 4) Using a systematic approach, determine the proper method of testing to be performed on automotive systems.

Program(s) Occupational Preparedness:

The design of the proposed certificate structure is consistent with the mission of Ventura College as stated below:

Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.



Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

The college is dedicated to enhancing the lives of students, developing their potential and improving the economic future of both students and the community. This program will enable students to develop their critical thinking skills, increase employability skills, and contribute to increasing success for the industry for which they will work. The stackable Certificate of Achievement Programs are in alignment with the mission of the college.

The Associate in Science in Automotive Career Education is designed and intended to prepare students for careers with job titles that include the following:

- Automotive Maintenance Technician
- Automotive Service Technician
- Automotive Repair Technician
- Automotive Diagnostic Technician
- Automotive Master Technician
- Automotive Service Advisers
- Automotive Supervisors / Lead Technician

The program has a requisite structure and requires students begin the program with the ACE V11 Vehicle Maintenance course. Students identify their personal goals and objectives in the Vehicle Maintenance course and receive counseling to guide them on the correct pathway. From there a cohort system is established to align student goals with multiple program competencies.

Item 2. Catalog Description

Associate in Science in Automotive Career Education

The Associate in Science in Automotive Career Education provides technical preparation in the skills required to maintain, inspect, service, repair, and diagnose vehicles and is suitable for students wishing to further their education and career opportunities. Students who pursue the degree option can benefit from the combination of hands-on, skills competency based education combined with general education and work experience. Further education can be pursued through transfer opportunities. Four-year degree programs can benefit automotive technicians and students who are pursuing related fields such as technical writing, engineering and manufacturing, business, and education.



Item 3: Program Requirements

A. Program Requirements

Course ID	Title	Units
ACE V11	Vehicle Maintenance	3
ACE V12	Automotive Electrical Systems I	4
ACE V13	Automotive Engine Repair	4
ACE V21	Automotive Brakes	4
ACE V22	Automotive Steering & Suspension	4
ACE V23	Automotive Electrical Systems II	4
ACE V31	Automotive AC & Heating	4
ACE V32	Automotive Engine Management	4
ACE V33	Automotive Manual Transmissions and Transaxles	4
ACE V41	Automotive Automatic Transmissions and Transaxles	4
ACE V42	Automotive Engine Driveability	4
Total		43

B. Plan of Study

The following Plan of Study is a sample only. Students may satisfy General Education requirements by completing any course approved for a specific GE Area. The semester order in which students satisfy the different GE Areas may also vary from the sample plan.

Required Major Units: 43 - 43

Ventura College General Education Units: 29 - 33

Total Units for the Degree: 72 - 76

Year 1		
Fall Semester		Units
ACE V11	Automotive Vehicle Maintenance	3
ACE V12	Auto Electrical Systems I	4
ACE V13	Automotive Engine Repair	4
ENGL V01A	English Composition (GE Area D1 - Writing Competency course)	4
KIN V10	Aerobic & Strength Training (or other GE Area E2 course)	1
Total		16
Spring Semester		
ACE V21	Automotive Brake Systems	4
ACE V22	Auto Steering & Suspension Sys	4
ACE V23	Auto Electrical Systems II	4
HIST V56	US History Since 1877 (or other GE Area B1 course)	3
HED V01	Health and Wellness (or other GE Area E1 course)	3
Total		18



Summer Semester		
BUS V30	Introduction to Business (or other GE Area B2 course)	3
AST V01	Elementary Astronomy (or other GE Area A2 course)	3
Total		6
Year 2		
Fall Semester		
ACE V31	Auto Heating and AC Systems	4
ACE V32	Automotive Engine Management	4
ACE V33	Manual Transmissions	4
MATH V03	Intermediate Algebra (or other GE Area D2 / Math Competency course)	5
Total		17
Spring Semester		
ACE V41	Automatic Transmissions	4
ACE V42	Automotive Engine Driveability	4
MUS V07	History of Jazz (or other GE Area C2 course)	3
ART V51A	Beginning Ceramics I (or other GE Area C1 course)	3
ANTH V01	Biological Anthropology (or other GE Area A1 course)	3
Total		17
Total Degree		74

Recommendation of Automotive – T-Ten Advisory Committee

On April 13, 2018 the Ventura College Automotive – T-Ten Advisory Committee met and was presented with a finalized proposal of the program and participated in a vote to move forward with the proposal. The vote passed unanimously. The proposal that was voted on included the new program name to be established and all certificates and degrees under that program.

Item 4. Master Planning

The Automotive Technology Program has been present at Ventura College for decades. As the program has grown in size and the curriculum updated to meet new industry standards and technology, multiple pathways for employment within the industry were developed. These pathways depend upon students moving through the program in cohorts and taking the courses in the required sequence. To make this effective the program needs both prerequisites and corequisites in place, which it currently does not require. Additionally, the course numbering needs to be arranged so that is easily identifiable to incoming students and the courses need to be aligned with the California Course Descriptors. The new Ventura College Automotive Career Education (ACE) Program corrects all of these conditions and will result in a substantial increase to the number of employed students with increased income, certificates awarded, and program completers.



The Ventura College Mission states “Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills.” The new Ventura College ACE program focuses on workforce preparation, associate degree and certificate completion and primarily serves to meet two of the five goals set forth in the 2017 – 2023 Master Educational Plan:

- **Goal 1:** Increase the success of our students while closing equity gaps
 - **Objective 7:** Ensure that all Workforce Preparation programs meet student employment goals set by the State of California.
- **Goal 2:** Increase our community’s access to transfer, workforce preparation, and basic skills education

Item 5. Enrollment and Completer Projections

The Ventura College Automotive program has undergone a realignment of its courses and sequencing over the last four school years. This process involved implementing a true four-semester rotational schedule with a repeatable sequence designed to guarantee students the opportunity of program completion within two academic years (21 months). In the fall of 2018 the final scheduling corrections were made allowing for two cohorts of 24 students each to move through the program. Four cohorts of students exist at any given time and student attrition is accounted for by accepting additional students which accommodates both part-time and special-population students; this makes the cohort size a variable between 24 and 29 students, or 96 – 116 at any given time. While full-time students are ideal so that each cohort moves through the program in a two year cycle, it is not required as part time and special population’s pathways must be accommodated to meet both industry and educational needs.

The schedule of classes was developed originally on a previous curriculum model which had different courses with different units and hours. As these units and hours, and course sequencing have been standardized, the Automotive Department has also worked in conjunction with its accrediting agencies and regional employers to develop a new schedule to better meet industry demand. The new schedule is expected to provide students and employers with a better schedule management system leading to higher enrollment and completion rates. It however should also be noted that currently the program fills to capacity, additional enrollments will be a factor of growth as the program is already very successful in course enrollment and success rates. The 2-3 Day Schedules do not show the placement of ACE V11 as ACE V11 runs once each semester and is the starting point for the program.



Ventura College 2-3 Day Schedule for ACE Program:

Fall Semester (1st and 3rd Semester students)

Day	Monday	Tuesday	Wednesday	Thursday	Friday					
8am	V34 - V13 Engines 4 units 140 Hours 17.5 weeks 35 days Cohort 1	V27 - V12 Electrical 1 4 Units 140 Hours 17.5 Weeks 35 Days Cohort 2	V34 - V13 Engines 4 units 140 Hours 17.5 Weeks 35 Days Cohort 1	V27 - V12 Electrical 1 4 units 140 hours 17.5 weeks 35 Days Cohort 2	V42 - V32 Eng. Perf 1 4 Units 140 Hours 17.5 Weeks 35 Days Cohort 1	V38 - V31 AC / Heat 4 Units 140 Hours 17.5 Weeks 35 Days Cohort 2	V42 - V32 Eng. Perf 1 4 Units 140 Hours 17.5 Weeks 35 Days Cohort 1	V38 - V31 AC / Heat 4 Units 140 Hours 17.5 Weeks 35 Days Cohort 2	V33 - V33 Man Trans 4 Units 140 Hours 17.5 Weeks 17.5 Days Cohort 1	V43 - V23 Electronics 4 Units 140 Hours 17.5 Weeks 17.5 Days Cohort 2
9am										
10am										
11am										
12pm										
1pm	V27 - V12 Electrical 1 4 Units 140 hours 17.5 Weeks 35 Days Cohort 1	V34 - V13 Engines 4 units 140 hours 17.5 weeks 35 days Cohort 2	V27 - V12 Electrical 1 4 units 140 hours 17.5 weeks 35 Days Cohort 1	V34 - V13 Engines 4 units 140 hours 17.5 weeks 35 days Cohort 2	V38 - V31 AC / Heat 4 Units 140 Hours 17.5 Weeks 35 Days Cohort 1	V42 - V32 Eng. Perf 1 4 Units 140 Hours 17.5 Weeks 35 Days Cohort 2	V38 - V31 AC / Heat 4 Units 140 Hours 17.5 Weeks 35 Days Cohort 1	V42 - V32 Eng. Perf 1 4 Units 140 Hours 17.5 Weeks 35 Days Cohort 2		
2pm										
3pm										
4pm										
5pm										

Spring Semester (2nd and 4th semester students)

Day	Monday	Tuesday	Wednesday	Thursday	Friday					
8am	V47 - V42 Driveability 4 units 140 Hours 17.5 weeks 35 days Cohort 1	V30 - V41 Auto Trans 4 Units 140 hours 17.5 Weeks 35 Days Cohort 2	V47 - V42 Driveability 4 units 140 Hours 17.5 weeks 35 Days Cohort 1	V30 - V41 Auto Trans 4 units 140 hours 17.5 Weeks 35 Days Cohort 2	V26 - V21 Brakes 4 Units 140 hours 17.5 Weeks 35 Days Cohort 1	V28 - V22 Steer/Susp 4 Units 140 hours 17.5 Weeks 35 Days Cohort 2	V26 - V21 Brakes 4 Units 140 hours 17.5 Weeks 35 Days Cohort 1	V28 - V22 Steer/Susp 4 Units 140 hours 17.5 Weeks 35 Days Cohort 2	V43 - V23 Electronics 4 Units 140 Hours 17.5 Weeks 17.5 Days Cohort 1	V33 - V33 Man Trans 4 Units 140 hours 17.5 Weeks 17.5 Days Cohort 2
9am										
10am										
11am										
12pm										
1pm	V30 - V41 Auto Trans 4 Units 140 hours 17.5 Weeks 35 Days Cohort 1	V47 - V42 Driveability 4 units 140 Hours 17.5 weeks 35 days Cohort 2	V30 - V41 Auto Trans 4 units 140 hours 17.5 Weeks 35 Days Cohort 1	V47 - V42 Driveability 4 units 140 Hours 17.5 weeks 35 days Cohort 2	V28 - V22 Steer/Susp 4 Units 140 hours 17.5 Weeks 35 Days Cohort 1	V26 - V21 Brakes 4 Units 140 hours 17.5 Weeks 35 Days Cohort 2	V28 - V22 Steer/Susp 4 Units 140 hours 17.5 Weeks 35 Days Cohort 1	V26 - V21 Brakes 4 Units 140 hours 17.5 Weeks 35 Days Cohort 2		
2pm										
3pm										
4pm										
5pm										

Note: The core programs run during a day schedule. Elective coursework is not reflected as part of the program as those courses are not part of the stackable certificate, or 2-year COA / AS course sequencing requirements.



The new 2-3 day schedule better accommodates student needs by matching scheduling with employment opportunities. Furthermore, the schedule staggers student cohort groups so that first semester students who are employed benefit from fourth semester

students who are employed, pairing stronger students with more experience with those who have little to no experience. This method provides a peer to peer experience at the student's place of employment. It is important to note that the Automotive Department programs currently and historically have been successful in placing a large number of technicians into regional automotive facilities and students often move through the program as a cohort in both the educational and employment arena.

The Automotive Department and its Faculty have tracked and conducted their own analysis of data available through the schools web portal and by means of intercollege collaboration. The attached tables identify student seat capacities, census enrollments, contact hours, FTES (Full Time Equivalent Student) and FTEF (Full Time Equivalent Faculty) calculations and productivity as well as projected data for the new Ventura College ACE program.

Fall 2017 FTES/FTEF Numbers Based on Department Analysis

Course No.	CRN	Seat Cap	Contact Hours	Census Enrollment	Term Length	FTES	FTES to \$	WSCH	FTEF (Faculty Load)	Productivity
V10	75024	24	3.5	22	17.5	2.56667	12123.907	77	0.1666	462.1848739
V11	70437	24	3.5	27	17.5	3.15	14879.34	94.5	0.1666	567.2268908
V11	71632	24	3.5	25	17.5	2.91667	13777.167	87.5	0.2	437.5
V12	70318	24	2	27	17.5	1.8	8502.48	54	0.0666	810.8108108
V12	71995	24	2	28	17.5	1.86667	8817.3867	56	0.1333	420.1050263
V27	72007	24	2	28	17.5	1.86667	8817.3867	56	0.1333	420.1050263
V27	72012	24	2	25	17.5	1.66667	7872.6667	50	0.2	250
V27L	72366	24	4.5	28	17.5	4.2	19839.12	126	0.2	630
V27L	72141	24	4.5	25	17.5	3.75	17713.5	112.5	0.1333	843.9609902
V33	72053	24	2	28	17.5	1.86667	8817.3867	56	0.2	280
V33L	73018	24	4.5	28	17.5	4.2	19839.12	126	0.1333	945.2363091
V34	72163	24	2	27	17.5	1.8	8502.48	54	0.2	270
V34	72368	24	2	26	17.5	1.73333	8187.5733	52	0.1333	390.0975244
V34L	72362	24	6	27	17.5	5.4	25507.44	162	0.2666	607.651913
V34L	72386	24	6	26	17.5	5.2	24562.72	156	0.1333	1170.292573
V38	72441	24	2	28	17.5	1.86667	8817.3867	56	0.2	280
V38L	72782	24	4.5	28	17.5	4.2	19839.12	126	0.2	630
V42	70680	24	8	24	17.5	6.4	30231.04	192	0.4	480
V42	72784	24	8	30	17.5	8	37788.8	240	0.4	600
V43	72186	24	2	26	17.5	1.73333	8187.5733	52	0.4	130
V43L	72993	24	3.5	26	17.5	3.03333	14328.253	91	0.4	227.5
Totals	73228	504	74.5	559		66.65	314827.94	1999.5	4.2996	519.5243532



Spring 2018 FTES/FTEF Numbers Based on Department Analysis

Course No.	CRN	Seat Cap	Contact Hours	Census Enrollment	Term Length	FTES	FTES to \$	WSCH	FTEF (Faculty Load)	Productivity
V11	30692'	28	4	27	17.5	3.6	17004.96	108	0.2	540
V12	30766'	28	1	28	17.5	0.93333	4408.6933	28	0.0666	420.4204204
V26	30005'	28	2	25	17.5	1.66667	7872.6667	50	0.1333	375.0937734
V26	30392	28	2	26	17.5	1.73333	8187.5733	52	0.1333	390.0975244
V26L	32305'	28	4.5	25	17.5	3.75	17713.5	112.5	0.2	562.5
V26L	32309'	28	4.5	26	17.5	3.9	18422.04	117	0.2	585
V28	31559'	30	2	26	17.5	1.73333	8187.5733	52	0.1333	390.0975244
V28	30695'	30	2	28	17.5	1.86667	8817.3867	56	0.1333	420.1050263
V28L	30764'	30	4.5	26	17.5	3.9	18422.04	117	0.2	585
V28L	32290'	30	4.5	28	17.5	4.2	19839.12	126	0.2	630
V30	30791	22	2	21	17.5	1.4	6613.04	42	0.1333	315.0787697
V30	33067	22	2	26	17.5	1.73333	8187.5733	52	0.1333	390.0975244
V30L	31978'	22	6	21	17.5	4.2	19839.12	126	0.2666	472.6181545
V30L	33069	22	6	26	17.5	5.2	24562.72	156	0.2666	585.1462866
V33	30849	24	2	26	17.5	1.73333	8187.5733	52	0.2	260
V33L	30861	24	4.5	26	17.5	3.9	18422.04	117	0.1333	877.7194299
V43	32486'	28	2	22	17.5	1.46667	6927.9467	44	0.1333	330.0825206
V43L	32762'	28	4.5	21	17.5	3.15	14879.34	94.5	0.2	472.5
V47	32765'	26	8	24	17.5	6.4	30231.04	192	0.4	480
V47	32765'	26	8	21	17.5	5.6	26452.16	168	0.4	420
V48	30893	24	8	22	17.5	5.86667	27711.787	176	0.4	440
V49	30909	24	8	4	17.5	1.06667	5038.5067	32	0.4	80
Totals		532	92	525		62.0667	293178.11	1862	3.8662	475.0778477

Fall 2018 FTES/FTEF Numbers Based on Department Analysis

Course No.	CRN	Seat Cap	Contact Hours	Census Enrollment	Term Length	FTES	FTES to \$	WSCH	FTEF (Faculty Load)	Productivity
V11	71632	28	4	31	17.5	4.13333	19524.213	124	0.2	620
V12	71995	28	2	28	17.5	1.86667	8817.3867	56	0.1333	420.1050263
V27	72007	24	2	25	17.5	1.66667	7872.6667	50	0.1333	375.0937734
V27	72012	24	2	26	17.5	1.73333	8187.5733	52	0.2	260
V27L	72366	24	4.5	25	17.5	3.75	17713.5	112.5	0.2	562.5
V27L	72141	24	4.5	26	17.5	3.9	18422.04	117	0.1333	877.7194299
V33	72053	24	2	27	17.5	1.8	8502.48	54	0.2	270
V33L	73018	24	4.5	27	17.5	4.05	19130.58	121.5	0.1333	911.4778695
V34	72163	24	2	29	17.5	1.93333	9132.2933	58	0.2	290
V34	72368	24	2	27	17.5	1.8	8502.48	54	0.1333	405.1012753
V34L	72362	24	6	29	17.5	5.8	27396.88	174	0.2666	652.6631658
V34L	72386	24	6	27	17.5	5.4	25507.44	162	0.1333	1215.303826
V38	70318	24	2	25	17.5	1.66667	7872.6667	50	0.2	250
V38	72441	24	2	24	17.5	1.6	7557.76	48	0.2	240
V38L	70895	24	4.5	25	17.5	3.75	17713.5	112.5	0.2	562.5
V38L	72782	24	4.5	24	17.5	3.6	17004.96	108	0.2	540
V42	72784	24	8	28	17.5	7.46667	35269.547	224	0.4	560
V42	70680	24	8	23	17.5	6.13333	28971.413	184	0.4	460
V43	72186	24	2	19	17.5	1.26667	5983.2267	38	0.4	95
V43L	72993	24	4.5	19	17.5	2.85	13462.26	85.5	0.4	213.75
Totals		488	77	514		66.1667	312544.87	1985	4.4664	489.0607183



Year to Year Comparison (Fall 2017 – 2018)

Term	Total Seat Capacity	Total Contact hours	Total Census	Total FTES	Total FTES \$	WSCH	Faculty Load	Productivity	Total No. of Courses
Fall 2017	504	74.5	559	66.65	314827.9	1999.5	4.2996	515.294406	21
Fall 2018	488	77	514	66.16667	312544.9	1985	4.4664	489.0607	19
Total	992	151.5	1073	132.8167	627372.8	3984.5	8.766	1004.35511	
Difference	-16	2.5	-45	-0.48333	-2283	-14.5	0.1668	-26.2337055	-2
Average	496	75.75	536.5	66.40834	313686.4	1992.25	4.383	502.177553	20

Projected ACE Program Numbers Based on Department Analysis:

Fall 2020 Semester Projections

Course No.	Seat Cap	Contact Hours	Projected Census Enrollment	Term Length	FTES	FTES to \$	WSCH	FTEF (Faculty Load)	Productivity
V11	28	6	30	17.5	6	28341.6	180	0.3	600
V12	24	8	27	17.5	7.2	34009.92	216	0.4	540
V12	24	8	26	17.5	6.93333	32750.293	208	0.4	520
V13	24	8	28	17.5	7.46667	35269.547	224	0.4	560
V13	24	8	27	17.5	7.2	34009.92	216	0.4	540
V23	24	8	20	17.5	5.33333	25192.533	160	0.4	400
V31	24	8	26	17.5	6.93333	32750.293	208	0.4	520
V31	24	8	27	17.5	7.2	34009.92	216	0.4	540
V32	24	8	26	17.5	6.93333	32750.293	208	0.4	520
V32	24	8	26	17.5	6.93333	32750.293	208	0.4	520
V33	24	8	27	17.5	7.2	34009.92	216	0.4	540
Totals	268	86	290		75.3333	355844.53	2260	4.3	527.2727273

Spring 2021 Semester Projections

Course No.	Seat Cap	Contact Hours	Projected Census Enrollment	Term Length	FTES	FTES to \$	WSCH	FTEF (Faculty Load)	Productivity
V11	28	6	26	17.5	5.2	24562.72	156	0.3	520
V21	24	8	26	17.5	6.93333	32750.293	208	0.4	520
V21	24	8	25	17.5	6.66667	31490.667	200	0.4	500
V22	24	8	24	17.5	6.4	30231.04	192	0.4	480
V22	24	8	25	17.5	6.66667	31490.667	200	0.4	500
V23	24	8	26	17.5	6.93333	32750.293	208	0.4	520
V33	24	8	25	17.5	6.66667	31490.667	200	0.4	500
V41	24	8	24	17.5	6.4	30231.04	192	0.4	480
V41	24	8	26	17.5	6.93333	32750.293	208	0.4	520
V42	24	8	26	17.5	6.93333	32750.293	208	0.4	520
V42	24	8	24	17.5	6.4	30231.04	192	0.4	480
Totals	268	86	277		72.1333	340729.01	2164	4.3	503.6363636



Comparison of Current Auto Program to Projected ACE Program

Term	Total Seat Capacity	Total Contact hours	Total Census	Total FTES	Total FTES \$	WSCH	Faculty Load	Productivity
2016-17 (AUTO)		158	1153	135.5905	640475.17	4067.714	8.2988	952.665914
2017-18 (AUTO)	1012	175.5	1073	151.4667	715467.95	4544	8.766	1018.58257
2-Year Averages (AUTO)	1000	166.5	1036	128.7167	608006.05	3861.5	8.1658	994.602201
Projected 2020-21 (ACE)	536	172	567	147.4667	696573.55	4424	8.6	1030.90909
Difference, Current AUTO vs. Projected ACE	-464	5.5	-469	18.74997	88567.497	562.5	0.4342	36.3068897

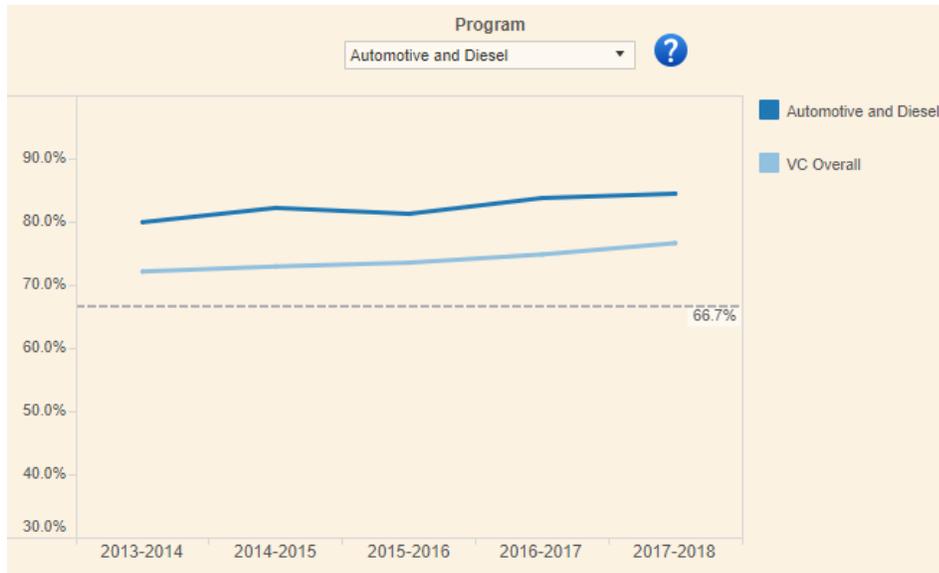
Course enrollments reported through the Total Census column show a decrease in enrollments by 469; this is the result of the ACE program structure in which lecture and lab components are combined. This has been done to benefit both the program and the students and places emphasis on the career education skills competency-based learning objectives of the program. The total seat capacity of the new ACE program has therefore also been reduced by approximately 50%. Total contact hours, FTES, WSCH, Faculty Load, and Productivity all see positive gains. Faculty Load has an increase of 0.4342 while Productivity reflects modest gains. The new program is built from the old one and does not require additional resources to implement, it can be sustained with current college and third-party resources and donations.

Course enrollments for the Automotive Program have been well above the local and state college averages for some time. Course success rates have also been above average; however, the certificate and degree completions have historically been below average. The current Automotive program staff has worked at closing the certificate gaps and success can be seen in the number of certificates issued rising from a 5-year average of 11.5 per year, to an average of 33.5 certificate completions over the last two academic school years (17-18, 18-19). This has also been the result of emphasis on workforce development by the state and college. The rollout of the new certificate structure is expected to significantly increase the number of completers, as COAs will now be awarded to students who have attained competency in industry-standard skills.

Available data tables (below) for the current 18-19 AY Program Review confirm the data above, however the data is not exclusive to the Automotive Program as the Diesel Program is included. The Diesel program graduated its first class in the 17-18 AY. The 5-year trend for the Automotive Program Overall Course Success Rate is also provided below. Department analysis and tracking of its data is more accurate and reflect the actual number of students in classes based on census reporting.

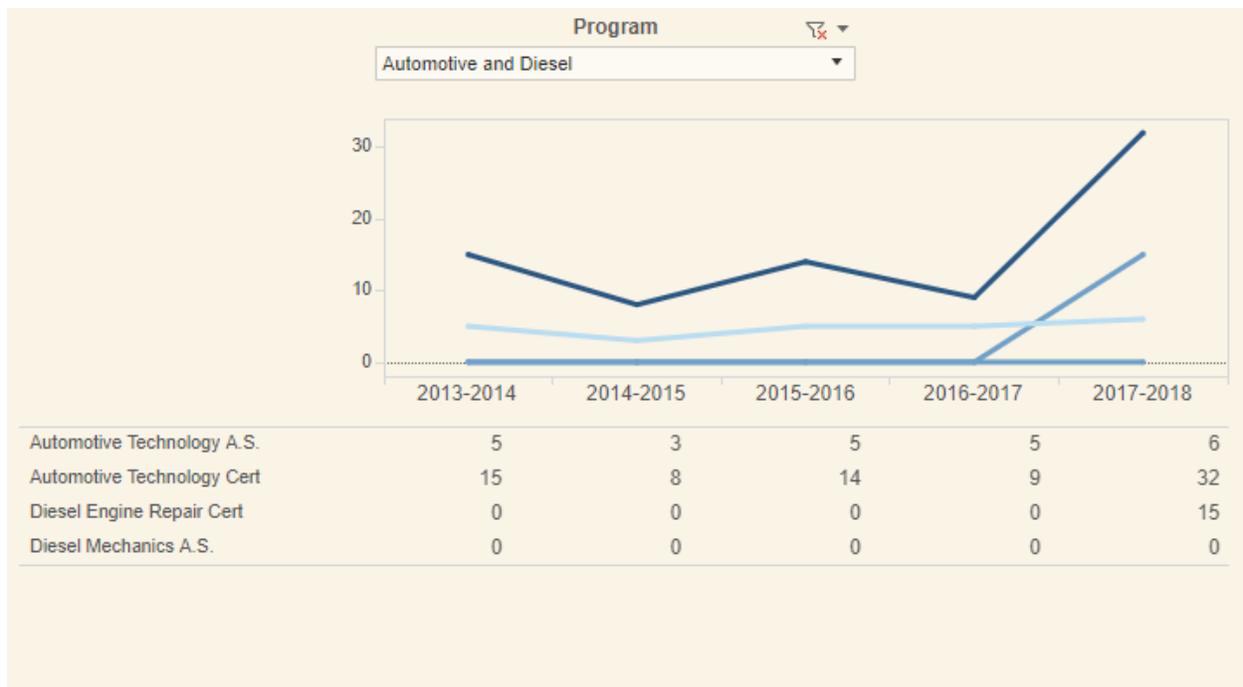


Ventura College
 Career Education Division
 Automotive Career Education

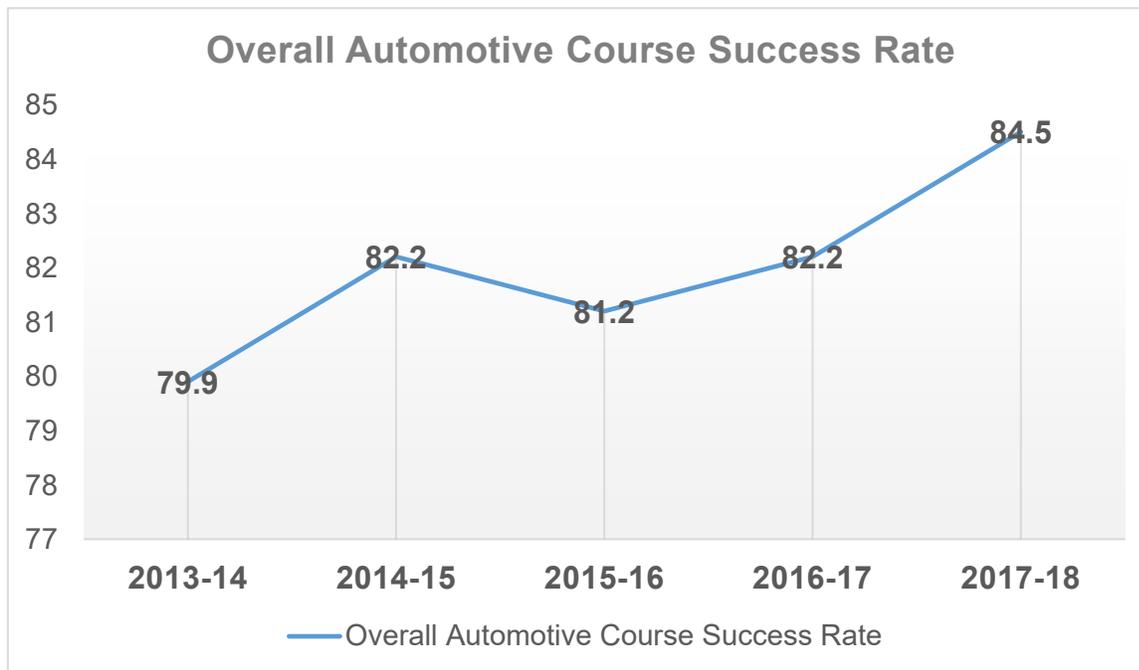


Course Success Rates, Ventura College 18-19 AY Program Review Data

Certificates and Degrees awarded, Ventura College 18-19 AY Program Review Data



It should be noted that student success is not accurately correlated with the student course success rates as some students do not complete the current program and / or courses when they acquire employment in the field. This is often the result of students who accept full-time positions during the day.



Item 6. Place of Program in Curriculum/Similar Programs:

Implementation of the ACE program requires deleting the current AUTO program from the catalog and adding all new courses under a new program name. This is required as the current AUTO program does not have enough remaining course numbers to make a sensible number order of courses (VCCCD District Policy is to not reuse old course numbers). Additionally, the hours are increased in four courses and core course program unit's increase from 41 to 43. The Ventura College Automotive Advisory Board has also voted unanimously on the name change with the consensus that the title is more appropriate for what the program provides, and in-line with current language.

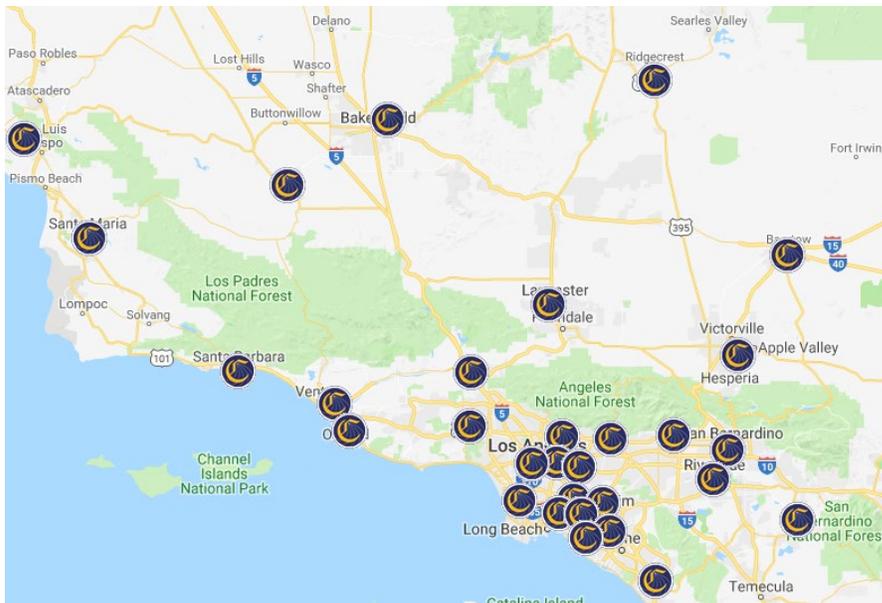
All courses have been fully developed and have made their way to the state level. It is believed that the course shaves been approved but the ACE program information was lost during the change from Curricunet to CourseLeaf. SLO's (Student Learning Outcomes) in TracDat have already been input and there are currently two sets of SLO's, one for the existing AUTO program, and 1 for the pending ACE Programs. All other required changes will primarily involve program name changes and minimal rewriting of current language used for the AUTO program. The ACE program is replacing the AUTO program; however, since the focus has changed, it is being submitted as a new program.

Item 7. Similar Programs at Other Colleges in Service Area

There are many Automotive Programs in the California Community College system. A current study of College Automotive Programs using the California Community College

Chancellors Office (CCCC) program search features shows the following colleges with programs in the area (note that this search expands upon our regional service area):

- Allan Hancock College, Santa Maria
- Cuesta College, San Luis Obispo
- Oxnard College, Oxnard
- Santa Barbara City College, Santa Barbara
- Taft College, Taft
- College of the Canyons
- Los Angeles Peirce College, Woodland Hills
- Bakersfield College, Bakersfield
- Antelope Valley College, Lancaster



Area map of secondary and post-secondary schools with Automotive Programs

Automotive programs and curriculum can vary widely, with only six of the eight core areas (normally delivered over 10 courses) having recent CID's (Course Descriptors) established. The ASE Education Foundation (formerly NATEF) provides secondary and post-secondary schools with three levels of program accreditation. Those three levels of program accreditation, in order from lowest to highest level, are:

- MLR – Maintenance and Light Repair
- AST – Automotive Service Technology
- MAST – Master Automotive Service Technology

Ventura College has been a MAST accredited program for well over two decades (1988). Of the colleges identified with Automotive Programs, only three have current NATEF / ASE Education Foundation accreditation, and only one other college has the highest level (MAST) of accreditation:



- Santa Barbara City College: MAST (Master Auto Service Technology)
- Oxnard College: AST (Auto Service Technology)
- College of the Canyons: MLR (Maintenance and Light Repair)

Note: It is unclear what accreditation program changes will be implemented under the newly formed ASE Education Foundation program standards. The above information reflects long standing accreditation requirements of the former NATEF group.

In addition, Ventura College also provides third party manufacturer certification through the T-TEN (Toyota's Technician Training and Education Network) program. T-TEN programs are required to have MAST NATEF Accreditation and a specialized set of rigorous, competency based learning objectives:

"T-TEN programs are not your average automotive programs. Schools that partner with Toyota agree to comply with rigorous training standards. Starting with NATEF** accreditation, each T-TEN school goes through a two year certification process under Toyota's leadership. No other manufacturer technician-training program provides the level of support to students, schools and dealerships that Toyota does."

"Since its' inception in 1986, T-TEN has been considered as the auto manufacturers' benchmark for technician career-entry programs, with over 10,000 students that have completed the program and received Toyota factory Certification. Each year 9 out of 10 T-TEN graduates are hired by a Toyota or Lexus Dealer."

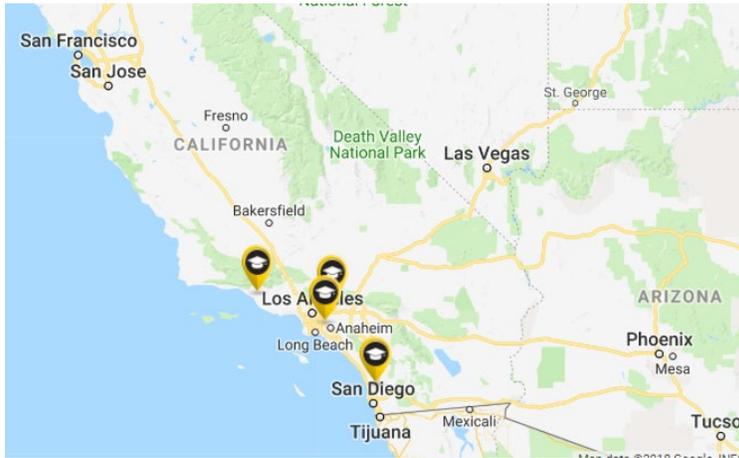
"T-TEN graduates have not only successfully applied their T-TEN training as technicians, hundreds have progressed into other positions, including Dealership Service Management, or various corporate, manufacturing or field positions within Toyota."

"T-TEN world-class training is available with different programs, degrees and certificate options. The typical program is two years and can lead to an associate's degree."

<https://www.toyota.com/usa/tten/programdesc.html#/ttenProgram>

Currently there are only five schools in the state of California that offer a T-TEN program:

- Ventura College
- Citrus College
- Cypress College
- Miramar College
- UTI Sacramento



Area map of T-TEN Programs



Area map of Toyota and Lexus Dealerships

The Ventura College Automotive Program provides a unique guided pathway for students entering the program and beginning their careers. This pathway fast tracks their career through competency based learning and nationally recognized skills certifications. The program focuses on ASE (Automotive Service Excellence) certification, Toyota Manufacturer Certification, and several smaller modular certificates for specific equipment usage such as digital multimeters and on-car brake lathes. Department analysis of employed students shows a high level of success in terms of employment, living wages, and skills attainment:



Academic School Year	Number of Employed Students
2015 – 2016	18
2016 – 2017	25
2017 - 2018	22

Note: The data does not reflect students employed in non-Toyota / Lexus dealers as the development of the internship requirements is underway for those students.

The program is also certified by the State of California to deliver all BAR (Bureau of Automotive Repair) Smog Program courses and competencies, providing another focused path for employment and wage increases. The combination of skills certifications achievable by students, job placement successes, rigorous curriculum, and multiple pathways within the program provides students with options not available in other colleges within the regional service area. Additionally, the base of automotive repair facilities within the region has historically, and continues to be, large enough to serve the two Automotive Programs in the County (Oxnard and Ventura).

The ACE program is a replacement for the long standing AUTO program that provides much needed structural changes and realigns the program with current industry and educational needs. The implementation of the ACE program will not create any competition as both the Oxnard and Ventura College Automotive Programs have been long-standing and successful. Due to the different support levels in equipment and facilities, the two programs also serve different focus groups. With well over \$1 million in vehicle support, Ventura College primarily trains students to work in the manufacturer dealerships as the program equipment is current within the industry. The Ventura College ACE program is not duplicative and provides a different employment path than similar programs in the service area.

Ventura College is a member of the South-Central Coast Regional Consortium (SCCRC). The consortium reviews all new programs for appropriateness, regional duplication, and competition.

§ 55208. Faculty Selection and Workload.

(a) Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

(b) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.

(c) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

(d) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

Glossary of Abbreviations and Terms

- 10 + 1: The list of specific policy development and implementation matters enumerated in [Title 5 section 53200\(c\)](#), with respect to which local academic senates are to make recommendations to the administration of a college and to the governing board of a district
- 4CS: California Community Colleges Classified Senate
- 5C: (another abbreviation for CCCCC)
- AA: Associate in Arts degree
- AAM: Articulation Agreement by Major
- AA-T: Associate in Arts for Transfer
- AB: Assembly Bill
- ABE: Adult Basic Education
- ACE: American Council on Education
- ACCE: Association of Community and Continuing Education
- ACCJC: Accrediting Commission for Community and Junior Colleges
- ADA: Americans with Disabilities Act
- ADT: Associate Degree for Transfer (also known as a “transfer degree”; includes both AA-T and AS-T degrees)
- AEBG: Adult Education Block Grant (now renamed CAEP)
- AEP: Alternative Education Program
- AHSD: Adult High School Diploma
- AP: Administrative Procedure *or* Advanced Placement
- AS: Associate in Science degree
- ASCCC: Academic Senate for the California Community Colleges (also known as the “Statewide Academic Senate”)
- ASSIST: Articulation System Stimulating Interinstitutional Student Transfer, a website (<https://www.assist.org>) that serves as the official articulation (student transfer) repository for California’s colleges and universities
- AS-T: Associate in Science for Transfer
- BCT: CSU Baccalaureate Level Course List by Department
- BIW: Business Information Worker, an educational and career pathway created by the Information Communication and Small Business Sector teams, as part of the “Doing What Matters for Jobs and the Economy” CCCCCO initiative
- BoT or BOT: Board of Trustees (also known as the “Governing Board” or the Ventura County Community College District (VCCCD) Board of Trustees), the group of five elected officials (plus a nonvoting student trustee) that is authorized by section [70902\(a\)\(1\)](#) of the California Education Code to control the operations of the VCCCD
- BP: Board Policy
- BRN: California Board of Registered Nursing
- BSTEM: Business, Science, Technology, and Engineering Mathematics
- BSI: Basic Skills Initiative



- C-ID: Course Identification Numbering System (standardized templates or “descriptors” for high-demand lower-division courses offered throughout the state; courses with the same C-ID designation are considered equivalent statewide and at some out-of-state institutions)
- CAC: [California Apprenticeship Council](#), an agency of the State of California Department of Industrial Relations
- CAEL: [Council for Adult and Experiential Learning](#)
- CAEP: California Adult Education Program (formerly AEBG)
- CB: Course Basic (one of about two dozen data elements used in COCI/MIS to record descriptive information about a course)
- CBA: Collective Bargaining Agreement
- CBE: Competency Based Education
- CC: Curriculum Committee
- CCC: California Community College(s)
- CCCCC: California Community Colleges Curriculum Committee (the statewide Curriculum Committee that advises CCCCCO, not to be confused with the ASCCC Curriculum Committee); formerly SACC (System Advisory Committee on Curriculum) and also known as “5C.”
- CCCCIO: California Community Colleges Chief Instructional Officers
- CCCCCO: [California Community Colleges Chancellor’s Office](#) (also known as the “State Chancellor’s Office)
- CCAP: College and Career Access Pathways (authorized by [A.B. 288 \(Holden, 2015\)](#)), a partnership between a community college governing board and the governing board of a school district, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness; the centerpiece of the partnership involves high school students enrolling in up to 15 units per semester of community college coursework while also completing high school graduation requirements, so this is also known as “dual enrollment”
- CCCMC: California Community Colleges Model Curriculum (an analog to the TMC for selected CE majors that typically lead to certificates or terminal two-year degrees)
- CDCP: Career Development and College Preparation (the categories of noncredit courses that are eligible for noncredit enhanced funding)
- CDE: California Department of Education
- CE: Career Education (*see also* CTE or WED)
- [Centers of Excellence](#): A statewide network of seven grant-funded technical assistance providers that furnish labor market research for community college in California, including customized data on high growth, emerging, and economically-critical industries and occupations and their related workforce needs; the source of LMI reports for CTE degrees and certificates
- CEO: Chief Executive Officer
- CGP: California Guided Pathways, a project modeled from the American Association of Community Colleges (AACC) Pathways Project and designed to substantially increase the number of students who earn a certificate or degree at a California Community College by helping California community colleges to implement an integrated, institution-wide approach to student success through the

creation of structured educational experiences that support each student from point of entry to attainment of high-quality postsecondary credentials and careers

- CIO: Chief Instructional Officer
- CIP: Classification of Instructional Programs, a numerical classification scheme used to categorize the nature of specific programs; used in 49 states (California, the exception, uses TOP codes [see TOP] for this purpose)
- CLEP: College Level Examination Program
- CO: Chancellor's Office
- COA: Certificate of Achievement
- COCI (pronounced "ko-kee"): Chancellor's Office Curriculum Inventory (the new, as of 2017, curriculum inventory system at the state chancellor's office)
- COR: Course Outline of Record (also known as the "course outline" or the official documentation of a course)
- CPL: Credit for Prior Learning (a mechanism for granting college credit to students who have obtained prior knowledge related to their educational goals through military, industrial, or government training not provided by a regionally accredited college or university)
- CSLO: Course Student Learning Outcome
- CSU: California State University
- CSU GE-Breadth: Lower-division general education pattern required by all CSU campuses (also known as "CSU GE" or "CSUGE-B")
- CSUCO: California State University Chancellor's Office (CSU's chancellor, not ours)
- CTE: Career (and) Technical Education (a course or program which is vocational education that enhances knowledge and skills in a way that is focused on a particular career path; such courses and programs are assigned a CTE TOP code, and since 1983, CTE TOP codes have been designated with an asterisk; *see also* CE or WED)
- CVC-OEI: California Virtual Campus-Online Education Initiative, a collaborative effort among California community colleges to ensure that significantly more students can complete their educational goals by increasing both access to and success in high-quality online courses
- CWE: Cooperative Work Experience (internship or internship-like courses such as VC's V95 and V96 courses)
- DAS: Degree Audit System or [Division of Apprenticeship Standards](#), an agency of the State of California Department of Industrial Relations
- DE: Distance Education (synonymous with Distance Learning)
- DED: [Data Element Dictionary](#) (describes the CB and other codes used by COCI/MIS)
- DEI: Diversity/Equity/Inclusion (some colleges are requiring a DEI addendum for their courses)
- DIG: Discipline Input Group (a group of faculty from multiple colleges that meets to identify core competencies and program learning outcomes for a discipline, and draft C-ID course descriptors and model curricula)
- DL: Distance Learning (synonymous with Distance Education)
- DSN: Deputy Sector Navigators
- DSPTS: Disabled Students Programs and Services
- DTRW-I: District Technical Review Workgroup—Instruction (the district-level standing committee which reviews courses and programs from all three VCCCD campuses for possible corrections or

improvements before they are sent to the BoT, and which recommends curriculum-related AP and BP language to the BoT)

- DTRW-SS: District Technical Review Workgroup—Student Services
- DWM: Doing What Matters (for Jobs and the Economy) (a statewide framework designed to allow community colleges to become catalysts for California’s economic recovery)
- Dual enrollment: *See* CCAP
- EDD: Employment Development Department
- EFL: Educational Functioning Levels (may become a replacement for CB21 levels-below-transfer designations)
- EO: Executive Order (CSU)
- EPI: Education Planning Initiative
- EPT: Educational Planning Tool
- ESL: English as a Second Language
- ETAC: Educational Technologies Advancement Committee
- FDRG: Faculty Discipline Review Group (faculty who are appointed by their local academic senates to serve on the statewide faculty review group that will complete the work on the C-ID model curricula (MC) and descriptors drafted during the Discipline Input Group (DIG) meetings)
- FII: Fund for Instructional Improvement
- FOMA: Fully Online by Mutual Agreement; a clause in a distance education addendum indicating that a course is not ideally suited for distance education, but may be offered that way on a temporary basis during an emergency when access to campus classrooms is limited or impossible
- FSA: Faculty Service Area (the term that VCCCD uses to describe a discipline in which a faculty member is qualified to teach; the list of disciplines is taken from the CCCC’s statewide disciplines list; faculty may qualify for an FSA either on the basis of having acquired the appropriate degree and/or required experience, or as the result of a positive determination of equivalency in the discipline)
- FTES: Full-time Equivalent Students
- GE: General Education (may refer to either the local general education pattern for the AA/AS degree or the CSU GE-Breadth and IGETC transfer patterns, but most commonly the former)
- GECC: CSU GE Certification Course List by Area
- GED: General Education Diploma
- GELO (pronounced “jello”): General Education Learning Outcome
- Golden Four: For CSU transfer purposes, the four most important lower-division GE courses which students are generally expected to complete before being considered for admission; they fall in the areas of Oral Communication (CSU GE-Breadth area A1 or IGETC area 1C), Written Communication (CSU GE-B A2/IGETC 1A), Critical Thinking (CSU GE-B A3/IGETC 1B), and Mathematics/Quantitative Reasoning (CSU GE-B B4/IGETC 2)
- GP: Guided Pathways
- GPA: Grade Point Average
- HBA: Hours by Arrangement
- HiSET: High School Equivalency Test (GED alternative)
- IB: International Baccalaureate
- ICAS: Intersegmental Committee of Academic Senates

- ICC: Intersegmental Coordinating Committee
- IE: Institutional Effectiveness
- IEPI: Institutional Effectiveness Partnership Initiative
- IGETC: Intersegmental General Education Transfer Curriculum (the UC GE transfer pattern, although this is sometimes also accepted by CSU campuses for certain majors)
- IMC: (*see* ISMC)
- ISLO: Institutional Student Learning Outcome
- ISMC: Intersegmental Model Curriculum, a type of Model Curriculum that prepares students for transfer in selected Career Education majors for which a four-year degree is generally available
- JAC: Joint Apprenticeship Committee
- JST: Joint Services Transcript (official record of a veteran's service and educational experience)
- LEA: Local Educational Agency (includes community colleges, school districts, Regional Occupational Programs (ROPs), or adult schools)
- LMI: Labor Market Information, a report that authors of new degree and certificate programs that have a CTE TOP code must obtain and submit to the CCCCO as a component of the program documentation package; whenever an LMI is needed, program authors should submit a request to the [Centers of Excellence](#)
- LMID: Labor Market Information Division
- MC: Model Curriculum (*see also* CCCMC and ISMC) or Moorpark College
- MIS: Management Information System
- MQ(s): Minimum Qualifications
- NPA: Nursing Practice Act
- OC: Oxnard College
- OEI: Online Education Initiative
- OER: Open Educational Resources
- OES: Occupational Employment Statistic
- PA: Proficiency Award
- PCAH: [Program and Course Approval Handbook](#) (interprets Title 5 and CCCCO requirements for curriculum submissions, and is incorporated by reference into Title 5)
- PDC: Professional Development College or (*referring to the statewide Academic Senate*) Professional Development Committee
- PSLO: Program Student Learning Outcome
- QFE: Quality Focus Essay, a comprehensive plan for improvement that constitutes a portion of a college's self-evaluation conducted in preparation for an accreditation visit
- Regional Consortium: One of seven such organizations serving the state of California; composed of CTE faculty and administrators from community colleges in each region, the regional consortium recommends new CTE certificates and degrees
- Requisite: A term encompassing all possible forms of preparation a student may be expected to have before enrolling in a course; it encompasses prerequisites, corequisites, advisories on recommended preparation, and enrollment limitations, or any combination thereof
- RFP: Request for Proposal
- RN: Registered Nurse

- RSI: Related and Supplemental Instruction (off-the-job formal education [at least 144 hours per year, as recommended by [Standards of Apprenticeship, 29 CFR §29.5\(b\)\(4\), \(2019\)](#)] that is provided by a community college, adult school, or regional occupation program center) or Regular and Substantive Interaction
- SACC: System Advisory Committee on Curriculum (former name of CCCCC or 5C)
- SAM: Student Accountability Model
- SB: Senate Bill
- SCANS: Secretary of Labor’s Commission on Achieving Necessary Skills
- SCFF: Student Centered Funding Formula (the new state funding formula that takes student success measures into account for determining apportionment to the California Community Colleges)
- SEAP: Student Equity and Achievement Program (successor, as of September 2018, to SSSP)
- SIS: Student Information System (refers to Banner or any successor system used to manage and report courses, programs, student records and transcripts, enrollments, teaching assignments, budgets, *etc.*)
- SLAM: Statistics and Liberal Arts Mathematics
- SLO: Student Learning Outcome
- SOC: Standard Occupational Classification, a statistical standard used by federal agencies to classify workers into occupational categories for collecting, calculating, or disseminating data (*see also* CIP and TOP)
- SSSP: Student Success and Support Program (defunded September 2018 by an amendment to [section 78222](#) of the California Education Code, and replaced with the Student Equity and Achievement Program [SEAP])
- STEM: Science, Technology, Engineering, and Mathematics
- TAG: Transfer Admission Guarantee (only available at UC Davis, UC Irvine, UC Merced, UC Riverside, UC Santa Barbara, and UC Santa Cruz)
- TASC: Test Assessing Secondary Completion (GED alternative)
- TBA: To Be Arranged
- TCSU: Transfer California State University
- TMC: Transfer Model Curriculum (generic course pattern template for an ADT)
- TOP: Taxonomy of Programs (A numerical coding system which the CCCCCO uses to categorize programs and courses, used to identify programs and courses, and to justify facilities, budgets, faculty, financial aid, and funding; *see also* CIP and SOC)
- TTAC: Telecommunications and Technology Advisory Committee (advises the CCCCCO on the continued development and deployment of telecommunications and educational technologies in the California Community Colleges)
- UC: University of California
- UC TCA: University of California Transfer Course Agreement; also, a list of the courses at a CCC that are generally accepted for transfer by the University of California system
- UCOP: University of California Office of the President
- VC: Ventura College
- VCCCD: Ventura County Community College District
- WASC: Western Association of Schools and Colleges (regional accrediting body, of which ACCJC is an affiliate)

- WED: Workforce and Economic Development (*see also* CE or CTE)
- ZTC: Zero Textbook Cost (degrees)

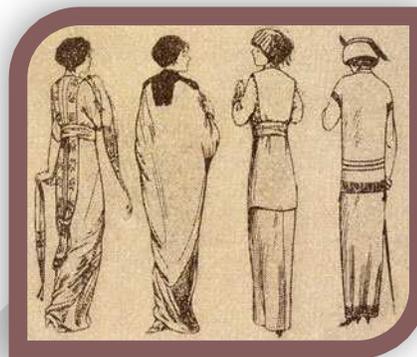
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Programs: Documentation, Procedures, and Guide to Technical Review and Style

Introduction

This section discusses technical aspects of writing and reviewing a program outline. The comments (particularly those containing second-person pronouns such as “you” or “your”) are aimed primarily at program outline originators, but technical reviewers and Curriculum Committee members should also be alert to deviations from these guidelines when reviewing a program outline. Technical reviewers may either correct them during review or refer them back to the program originator for correction.

Curriculum Committee members (including non-voting members and classified professionals) may make comments in the course management system (CMS), email the originator with questions, and/or bring up remaining concerns when the program outline is forwarded to the Curriculum Committee for discussion and approval. The earlier in the approval process that a question or error is identified and reported, the easier it is to correct.



Required Documentation

Much of the information requested in the program Narrative is also needed to complete the program outline in CIM. Depending on the program type and goal, completion of some of the data fields may be optional. Transfer degrees (AA-T, AS-T, and UCTP) generally require the least information. CTE degrees and certificates require additional information, typically including a Labor Market Information (LMI) report, and minutes of meetings of the regional consortium and local advisory group documenting these bodies’ recommendations. Apprenticeship programs require an approval letter from the state Division of Apprenticeship Standards (DAS).

Attach electronic copies of program-related documents (including, but not limited to, those appearing in the following list) to the program proposal in the CMS if the PCAH or supplemental guidance from the CCCC (such as that documented in the subsection titled *Program Revision Development and Approval Procedure* on page 69) requires them for the type of program being prepared:

- Narrative (for all degrees, certificates, and proficiency awards, whether new or revised, although some sections may be omitted depending on the type of award, as prescribed in the PCAH)
- Transfer Model Curriculum (TMC) form (only for ADT and UCTP degrees)
- AAM/BCT/GECC articulation documentation as appropriate (only for ADT and UCTP degrees); typically furnished by the articulation officer using ASSIST reports
- New Program forms CP-3 and CP-4 (credit) or NP-3 and NP-4 (noncredit) (for all **new** degrees, certificates, and proficiency awards); these are available on the Curriculum Committee website
- LMI analysis (for all CTE degrees, credit and noncredit certificates, and proficiency awards)
- Regional consortium minutes (for all **new CTE** degrees, credit and noncredit certificates, and proficiency awards)
- Local advisory group minutes (for all **new CTE** degrees, credit and noncredit certificates, and proficiency awards)

- DAS approval letter (only for apprenticeship programs)
- Transfer information (for new AA and AS degrees, other than transfer degrees, but including apprenticeships, that may nevertheless contain a transfer component)
- Letters of support (for local and, optionally, CTE degrees that support or address community needs; other forms of documentation may be more appropriate in some instances)

Originators: please attach only **ONE** copy of each required document to the program proposal in the CMS. Also please submit the Narrative and (for transfer degrees) the TMC as Word documents so the technical review team may edit them if necessary. All other documents listed above are not subject to editing during technical review; you may submit them in any commonly used document format (Word, PDF, etc.) that is convenient for you. Again, please **upload** CTE-related documentation to the CMS as attachments rather than incorporating the information as appendices to the Narrative.

New Program Development and Approval Procedure

The Curriculum Committee adopted this procedure beginning Fall 2020.

1. **Host department** (discusses program concept and votes to approve its development)
2. **Originator** (Initiates the new program proposal in CIM but, at this stage, only completes the data fields in the upper portion of the CIM program form, up to and including the Program Goals and Objectives field in the Program Narrative section, and does NOT submit to workflow yet)
3. **Originator** (completes New-Program forms, TMC [for transfer degrees only], and draft Narrative, and attaches these to CIM in the area immediately below the *Program Goals and Objectives* field)
4. **Extended technical review meeting** (the program originator and [if possible] the area dean will normally attend to answer questions and receive comments and recommendations)
5. **Originator** (meets with technical review team member[s] for consultation and training on how to complete the rest of the program form)
6. **Originator** (completes CIM, adjusts the Narrative, compiles other state-required documentation [LMI, advisory committee recommendation, regional consortium recommendation, etc.] and uploads to CIM as file attachments, submits completed package to workflow and [NEW!] submits copies of CIM program outline [PDF export] and program file attachments to the department chair and division office for safekeeping to back up the Student Learning Office's records)
7. **Technical review team** (works with originator behind the scenes to check and correct format and legal/articulation issues)
8. **Curriculum technical review meeting** (originator or designee and area dean are invited to discuss program and answer questions)
9. **Curriculum committee** (full review and final campus-level approval)
10. **DTRW-I** (initial district-level technical review and preparation for submission to BOT)
11. **Chancellor's Cabinet** (review) and **Policy, Planning, and Student Success Committee** (review)
12. **BOT** (final district-level approval)
13. **Curriculum technician** (submits program information to COCI at the state chancellor's office and forwards program proposal to the Banner step in CIM)
14. **CCCCO** (conducts state-level review, approval, and/or chaptering)
15. **Academic data specialists** (enter program data into the SIS, DegreeWorks, etc.)
16. **CIO** (to ACCJC so students enrolling in program become eligible for federal financial aid)

Program Revision Development and Approval Procedure

As courses are added or removed, it may become necessary to revise program descriptions or requirements. ADTs must be periodically revised to conform to the most recent template (TMC), even in the absence of course changes. The procedure is like that for new programs, except that the new program paperwork and extended technical review, district-level review and approval, and submission to ACCJC are not required if the focus and purpose of the program are not significantly changing. Programs undergoing significant change should be treated as new so that the CCCC may assign a new control number. Per [CCCCO Memorandum AA 18-56](#), it is no longer necessary to distinguish between substantial and nonsubstantial changes to programs.

In a memo dated 12/06/2019, David Garcia, Program Analyst in the CCCC's Educational Services and Support Division, stated that while narrative items 1 through 7 are required for new program submissions, only items 1 through 3 are required for program modification submissions. This is notwithstanding contradictory information published in the 7th edition of the PCAH.

Narrative

All program proposals intended to be approved and chaptered by the CCCC require a Narrative containing elements as described in the PCAH or as clarified (for modified programs only) in [CCCCO Memorandum AA 18-56](#) and subsequently published CCCC memoranda.

Narrative templates for all program types (degrees, credit certificates, proficiency awards, and noncredit certificates) are provided on the Curriculum Committee forms web page.

Many of the free-form data fields in the CourseLeaf CIM program form correspond directly to elements required in the Narrative. The Narrative (**not** CIM!) is therefore often the best place to begin working on a program proposal (except that for new programs, the originator should start with the New Program forms instead, as described in the subsection titled *New Program Development and Approval Procedure* above). For transfer degrees, the TMC should be completed before documenting the program requirements in the Narrative. Some elements of the general narrative are not required, depending on the program type and goals, and whether it is a new or revision proposal. To the extent that the PCAH does not require preparation of a Narrative element for a certain program, the program originator may simply enter "(Not required)" for the corresponding data field(s) in the CIM program form.

Proficiency awards (PAs) do not require CCCC approval and chaptering; however, Curriculum Committee may, at its discretion, still require the host department to prepare a narrative-like document so that key information about the PA may be provided to DTRW-I and BOT; the latter must approve PAs and all other new programs (as well as all program inactivations).

If, as recommended, a program originator completes the narrative before beginning data entry activities in CIM, the originator may simply copy-and-paste the requested information from the narrative directly to the corresponding field in CIM. The only exception is that tables from the narrative (such as requirements lists, TMCs, study plans, enrollment projections, etc.), whether text-based or graphical, will not paste successfully into the CIM program form. It is therefore necessary to reconstruct these manually in CIM using CIM's built-in table construction and formatting tools. Also, the originator should paste an electronic copy of the complete Narrative document into the Program Goals and Objectives section of the CIM program outline. Copies of the new program forms (CP-3 and CP-4 for credit programs, or NP-3 and NP-4 for noncredit programs) should also be uploaded there.

Details concerning the information required in each section of the Narrative and the specific Narrative sections required for each type of degree proposal will be addressed in the applicable subsections of the [Technical Review and Style Guide for CMS Data Fields](#) section. A summary table of recommended correlations between CIM data fields and the Narrative items, ordered by the location of the CIM data field in the program outline data entry form, is provided below.

CIM FIELD NAME	CORRESPONDING SECTION OF NARRATIVE
Net Annual Labor Demand (required for CTE programs only; this field will not be visible for transfer programs or local programs)	Item 5 Part B (CTE only); compare to Enrollment and Completer Projections data to provide a measure of program need
Program Goals and Objectives (do not include career opportunities or PSLOs in this field)	Item 1 Part A
Career Opportunities (required for CTE programs; highly recommended for non-CTE programs)	Item 1 Part B
Catalog Description (do not list course requirements or PSLOs here as these are documented in other CIM fields; for ADTs, also include Catalog Description statutory language)	Item 2 Part A
Program Requirements (for ADTs, include Program Requirements statutory language; for ADTs and UCTPs, obtain the course requirements listing from the TMC rather than from the Narrative)	<u>ADT and UCTP degrees</u> : Item 2 Part C (statutory language only; omit course requirements from the narrative, as the TMC contains this list) <u>All other program types</u> : Item 3 Part A*
Plan of Study* (may be combined with Program Requirements if a certificate or proficiency award can be completed in one semester)	Item 3 Part B*
Enrollment and Completer Projections* (course enrollment numbers from the Narrative may be omitted in the CMS; but provide support for the number of completers based on the enrollment figures from Item 5 of the Narrative)	Item 5 Part A* (when required, include two years of the most recent available end-of-term enrollment numbers for each course required in the program, excluding newly developed courses; these may be aggregated by year rather than broken out for each term)
Place of Program in Curriculum/Similar Programs*	Item 6*
Similar Programs at Other Colleges in Service Area*	Item 7 Part A*
Master Planning*	Item 4*
Advisory Committee Recommendation (CTE only; text AND attachment are required)*	Item 3 Part C (CTE only; attach document to CIM rather than appending it to the Narrative)*
Regional Consortia Meeting Minutes (CTE only; attachment is required and CIM/Narrative text is optional)*	Item 7 Part B (CTE only; attach document to CIM rather than appending it to the Narrative)*
Program Student Learning Outcomes (ensure that these match the outcomes in TracDat)	<u>ADT and UCTP degrees</u> : Item 1 Part C <u>All other program types</u> : Item 2 Part B

* Not required for transfer (ADT and UCTP) degrees

Program Titles

A single program generally has several versions of the title. The official title (“catalog title”) appears in the heading of the catalog program description and in the main heading of the program Narrative. The title used in the CMS (“program title”) is a rearranged version of the catalog title that optimizes the location and identification of programs in the CMS system. A third version of the program title is the Banner title, the abbreviated version of the title that appears on student records such as transcripts. The “Banner title” is limited to 30 characters in length, including spaces and punctuation. The Banner title is usually an abbreviation of the program title, although these two are identical if the full program title contains 30 or fewer characters. The following comparison illustrates the differences in the title structures for an example of each award type.

Associate in Science for Transfer:

- Catalog title: Associate in Science in Mathematics for Transfer
- Program title: Mathematics for Transfer, AS-T
- Banner title: Mathematics for Transfer, AS-T (*same as program title since both fit within 30 characters*)

Associate in Arts for Transfer:

- Catalog title: Associate in Arts in Film, Television, and Electronic Media for Transfer
- Program title: Film, Television, and Electronic Media for Transfer, AA-T
- Banner title: Film/TV/Electron Media Tr, AA-T (*heavily abbreviated version of program title*)

Associate in Science for UC Transfer:

- Catalog title: Associate in Science in Chemistry for UC Transfer
- Program title: Chemistry for UC Transfer, AS-UCTP
- Banner title: Chemistry/UC Transfer, AS-UCTP (*slightly abbreviated version of program title*)

Associate in Science (traditional):

- Catalog title: Associate in Science in Advanced Manufacturing
- Program title: Advanced Manufacturing, AS
- Banner title: Advanced Manufacturing, AS

Associate in Arts (traditional):

- Catalog title: Associate in Arts in Pre-Allied Health Sciences
- Program title: Pre-Allied Health Sciences, AA
- Banner title: Pre-Allied Health Sci, AA

Certificate of Achievement (credit):

- Catalog title: Certificate of Achievement in Automotive Career Education: Automotive Maintenance Technician
- Program title: Automotive Career Education: Automotive Maintenance Technician, COA
- Banner title: ACE: Auto Maint Tech, COA

Certificate of Completion (noncredit):

- Catalog title: Certificate of Completion in Technology and Workplace Competencies
- Program title: Technology and Workplace Competencies, COCN
- Banner title: Tech&Workplace Competenc, COCN

Proficiency Award (credit):

- Catalog title: Proficiency Award in Technical Theatre Production
- Program title: Technical Theatre Production, PA
- Banner title: Technical Theatre Prod, PA

Technical Review and Style Guide for CMS Data Fields

This subsection contains detailed instructions for completing every field that may appear on the program outline form. Not all these fields may be visible in any given program proposal; the CMS populates the form fields dynamically according to the originator-selected program award and program goals, and hides fields that are not applicable. When completing the fields, keep in mind that the purpose of the Narrative-related items listed in the preceding table is to document that the development criteria for credit and noncredit programs enumerated in the PCAH are satisfied. These are

1. Appropriateness to Mission
2. Need
3. Curriculum Standards
4. Adequate Resources
5. Compliance

Unless stated otherwise, appropriate data must be selected or typed into each of the fields described below. When applicable, the text entered should address the preceding development criteria.

This is a long section not designed to be read in one sitting. It is recommended that you use it as a reference rather than as a tutorial. The discussion of each field is self-contained (although it may refer to other related data fields). If you are stuck on just one or two data fields, you may skip down to the heading corresponding to the field name(s) of interest. The following instructions may not address all conceivable situations. If reading them does not fully answer your questions, please consult with the curriculum leadership team for additional details and guidance.

Originator

This field has no correspondence with any program Narrative item.

This field is normally populated automatically; it indicates the user ID of the first person to click the silver “Save” button for a new or modified program proposal. Do not edit this field unless that person has also been added as a co-contributor; otherwise he/she will be blocked from making future edits to the proposal.

Co-Contributors

This field has no correspondence with any program Narrative item.

These are the names of other faculty members authorized to edit the proposal. In keeping with the philosophy of the 10+1, deans and classified professionals should not be listed as Co-Contributors. Either

the Originator or other Co-Contributors may edit this field. Click the green plus-sign button to add a Co-Contributor using the drop-down menu. Click the red “x” button to remove a Co-Contributor.

College

This field has no correspondence with any program Narrative item.

Select “Ventura College” from the drop-down menu. Otherwise you may be blocked from saving the proposal.

Division

This field has no correspondence with any program Narrative item.

Select the host division from the drop-down menu. If it does not appear there, then a user with administrative privileges must add it to the system; please bring this to the attention of the curriculum leadership team. You must select a choice for the College field before the drop-down menu for this field will populate with appropriate division names.

Program Title

This field has no correspondence with any program Narrative item. However, it should be closely related to the catalog title, which should also be used in the Narrative main title preceding Item 1 and at the beginning of the catalog description.

The Program Title, should specify the discipline, GE pattern, or area of emphasis name, followed by a comma and a short identifying suffix stating the specific type of award. This should exactly match LOCAL TITLE in the curriculum tracking database. However, it will usually not match the catalog title, which should also be the main title used to start off the Catalog Description field. The title should be fully descriptive and not contain any abbreviations except

- The identifying suffix stating the award type
- The “UC” in “UC Transfer” (for UCTP degrees only)

ADT program titles must include the phrase “for Transfer” placed just before the comma and award type identifying suffix. UCTP program titles must include the phrase “for UC Transfer” placed similarly.

Specify the Program Title in title case; most words should be capitalized. However, the following words should **not** be capitalized unless they are the first word in the Program Title:

- Prepositions of four or fewer letters (*e.g.*, “in,” “for,” “with”)
- Conjunctions of four or fewer letters (*e.g.*, “and,” “or”)
- Articles containing any number of letters (*e.g.*, “a,” “an,” “the”)
- The word “to,” whether used as a preposition or as part of an infinitive (if used as part of an infinitive, the verb following “to” is capitalized)

Use “and” rather than “&.” Use the Oxford comma for lists containing three or more items (“red, white, and blue” rather than “red, white and blue”). Examples of properly stated Program Titles include

- Mathematics for Transfer, AS-T
- Film, Television, and Electronic Media for Transfer, AA-T (note the Oxford comma following “Television”)
- Chemistry for UC Transfer, AS-UCTP
- Advanced Manufacturing, AS

- Pre-Allied Health Sciences, AA
- Technical Theatre Production, PA
- Technology and Workplace Competencies, COCN

ADTs should be classified as either AA-T or AS-T based on the designation provided in the degree title in the TMC. Local and CTE degrees should be classified as AS if the degree is in a STEM or CTE discipline. Local degrees in other disciplines should be classified as AA.

The full **catalog** title (*e.g.*, “Associate in Science in Mathematics for Transfer”) will appear in the Catalog Description section. It should also appear in the title of the program Narrative. The slightly abbreviated format shown in the list above makes the awards easier to locate and identify via the CMS search function and will not be published in the catalog.

When describing traditional associate degrees in the program Narrative, please use consistent terminology:

- Associate in Arts (not Associate of Arts or Associates in Arts or Associates of Arts)
- Associate in Science (not Associate of Science or Associates in Sciences or Associates of Science)
- (Generic) Associate Degree (not Associates Degree or Associate’s Degree or Associates’ Degree)

When describing transfer degrees in the program Narrative, please use consistent terminology:

- Associate in Arts in <discipline> for Transfer or AA-T in <discipline> or <discipline> AA-T
- Associate in Science in <discipline> for Transfer or AS-T in <discipline> or <discipline> AS-T
- (Generic) Associate Degree for Transfer or ADT

Banner Title

This field has no correspondence with any program Narrative item.

If the Program Title contains 30 or fewer characters (including spaces and punctuation), use the Program Title as the Banner Title without abbreviating it. Otherwise create an abbreviated (no more than 30 characters) but readable form of the program name. Slashes are acceptable here to save space; for example, you may abbreviate “Red, White, and Blue” as “Red/White/Blue.” The trailing comma and award type suffix should match what is used in the Program Title field exactly. The suffix is necessary because most credit certificates have a companion AA or AS degree with the same name; without the suffix, the programs are indistinguishable in the SIS and CMS. For better readability, omit letters from long words in blocks rather than individually; for example, abbreviate “Vocabulary” as “Vocab” rather than as “Vcblry”. Exceptions to this rule of thumb would include widely understood abbreviations such as “Mgmt” for “Management” or “Bldg” for “Building” or “Acct” for “Account” or “Accounting.”

Examples of properly stated Banner titles for programs include

- Mathematics for Transfer, AS-T
- Film/TV/Electron Media Tr, AA-T
- Chemistry/UC Transfer, UCTP
- Basic Law Enforcement, COCN

When submitting affiliated degrees and certificates of achievement, use parallel naming and abbreviations in the Banner title for the degree and for the certificate.

Type of Program

This field has no correspondence with any program Narrative item.

If the program is an Associate Degree (including ADTs and UCTPs), a Certificate of Achievement, or a Proficiency Award, then select “Credit” from the drop-down menu. If the program is a Certificate of Completion, Certificate of Competency, or another noncredit program (such as an Adult High School Diploma Program or a Noncredit Apprenticeship Program), then select “Noncredit.”

Noncredit Programs Type

This field has no correspondence with any program Narrative item.

This field is only visible for noncredit programs (as determined by the response given in the Type of Program field). If this field is visible, select the award type from the drop-down menu. If the award type does not appear in the menu, it may be the first of its type created in the VCCCD (ask your curriculum leadership team to update the list), or it may be a credit program (verify the choice selected in the preceding field).

CDCP Eligibility Criteria

This field has no correspondence with any program Narrative item.

This field is only visible for noncredit programs (as determined by the response given in the Type of Program field). If this field is visible and the program is eligible for CDCP enhanced funding, select the program classification from the drop-down menu. If the program classification does not appear in the drop-down menu, then the program is not eligible for enhanced funding; in this case, do not select any of the menu choices. Note that “Elementary and Secondary Basic Skills (C)” only applies to programs whose purpose is to teach mathematics or English skills to the general population; it should not be selected for special-population programs, *e.g.*, programs that are aimed at EAC students.

Program Award/Degree

This field has no correspondence with any program Narrative item.

This should describe the program type. It should also correspond to the suffix used in the Program Title and Banner Title fields, as defined in the table below. Note that COCI and the SIS do not yet support UCTP degrees, so we will treat them as ADTs until these systems are updated with the new degree type.

PROGRAM AWARD/DEGREE FIELD ENTRY	SUFFIX IN PROGRAM TITLE & BANNER TITLE FIELD ENTRIES
A.A. Degree (A)	AA
A.S. Degree (S)	AS
AA-T Degree (Y)	AA-T
AS-T Degree (X)	AS-T
AA-UCTP Degree	AA-UCT ¹
AS-UCTP Degree	AS-UCT ¹

¹ The SIS field for this information allows a maximum of six characters; therefore the “P” is omitted.

PROGRAM AWARD/DEGREE FIELD ENTRY	SUFFIX IN PROGRAM TITLE & BANNER TITLE FIELD ENTRIES
Certificate of Achievement (credit) requiring 8 to less than 16 semester units (M)	COA
Certificate of Achievement (credit) requiring 16 to less than 30 semester units (N)	COA
Certificate of Achievement (credit) requiring 30 to less than 60 semester units (T)	COA
Certificate of Achievement (credit) requiring 60 or more semester units (F)	COA
Proficiency Award (credit) (local award, does not require state approval but does require BOT approval)	PA
Certificate of Completion (noncredit) (NIL)	COCN
Certificate of Competency (noncredit) (NIL)	COCY
Other	(consult with the curriculum leadership team)

Program Goals

This field has no correspondence with any program Narrative item.

This should describe the program goals as defined in the PCAH. Select a goal according to the criteria in the table that follows:

PROGRAM GOAL FIELD ENTRY	APPLICABLE PROGRAM TYPES
C—CTE	A.A. and A.S. degrees (other than ADT or UCTP degrees) in a CTE TOP code and Certificates of Achievement in a CTE TOP code; includes degrees and certificates that may also prepare students for transfer
T—Transfer	All ADT and UCTP degrees (including those with a CTE TOP code), and Certificates of Achievement for IGETC or CSU GE-Breadth
O—Local	All other A.A. and A.S. degrees and certificates not in a CTE TOP code

The PCAH is not specific regarding the classification of noncredit programs. Our local convention is to use either CTE or Local depending on the noncredit program's TOP code, in accordance with the criteria set out in the above table for credit programs. Do not use "T—Transfer" as the goal for any noncredit program.

Start Semester

This field has no correspondence with any program Narrative item.

This should ordinarily be Fall. Due to issues with scheduling and catalog preparation, Spring or Summer start semesters are accepted only in emergency situations as agreed to by both Curriculum Committee co-chairs and subsequently approved by the full Curriculum Committee.

Start Year

This field has no correspondence with any program Narrative item.

This should be determined in accordance with the Curriculum Committee's published deadlines for submission and approval. Ordinarily, programs submitted and approved during Fall semester are approved for the immediately following Fall semester, and programs submitted and approved during Spring semester are approved for the **second** Fall semester following submission.

Discipline/Department

This field has no correspondence with any program Narrative item.

Select the host department from the drop-down list provided. If there has been a recent reorganization, the department name may not appear. If so, please bring this to the attention of the curriculum leadership team so the department may be added to your division in the SIS and CMS.

Area of Emphasis

This field has no correspondence with any program Narrative item, but, if not blank, it should be made part of the catalog title and the main title of the program Narrative.

Leave blank except for General Studies AOE degrees. For AOE degrees, enter the emphasis such as "Arts and Humanities."

Option

This field has no correspondence with any program Narrative item, but, if not blank, it should be made part of the catalog title and the main title of the program Narrative.

Leave blank unless the degree or certificate provides options that will have distinct control numbers in CCCC MIS. Each option should have its own program outline. These programs are unusual, but examples of such programs include Construction Technology: Building Inspection Option and Construction Technology: Construction Management Option.

Collaborative/Joint Program

This field has no correspondence with any program Narrative item. However, if a program is collaborative or joint, this fact should be noted in the applicable portion of the program Narrative.

"No" is usually the correct choice. An exception would be the Biomedical Device Manufacturing COA or any other program developed in conjunction with another college. If the response is "Yes" then an additional field "Collaborated College" will become visible requesting the name(s) of the other college(s) that collaborate in the program, perhaps by offering some of the required courses in the program or offering laboratory space not available at Ventura College. A file attachment option will also open; upload a copy of the written agreement between the colleges delineating responsibility for curriculum and scheduling.

Apprenticeship

This field has no correspondence with any program Narrative item.

It is visible for all program types except for ADTs. If visible, "No" is usually the correct choice. There are currently no apprenticeship programs in the VCCCD. If "Yes" is selected, then additional fields will become visible, including a field requesting you to upload a copy of the California DAS approval letter, a

field allowing the upload of other apprenticeship-related documents, and fields requesting the RSI year and RSI hours.

Gainful Employment

This field has no correspondence with any program Narrative item.

In the past, this was a required field that would usually be answered “Yes” for certificates. Its purpose was to determine whether students selecting the major would qualify for federal financial aid. Due to recent regulatory changes, this information is no longer required, and the field should be left blank.

Employment Potential

This field has no correspondence with any program Narrative item.

This drop-down menu field is only visible for CTE programs (as determined by the response given in the Program Goals field). If the Employment Potential field is visible, select the source of the LMI data file attached to the proposal. Usually this is “LMID EDD Consultant”; select this response if the LMI report was obtained through the Centers for Excellence. The response here should be consistent with the corresponding field in the CP-3 (credit) or NP-3 (noncredit) new program form.

Net Annual Labor Demand

This field, if visible, corresponds to the applicable paragraph(s) of Item 5(B) “Survey” of the completed Narrative.

This free-form text field is only visible for CTE programs (as determined by the response given in the Program Goals field). In this field (and in the Narrative), the Enrollment and Completer information from Item 5(A) of the Narrative must be compared to the net annual labor demand projection stated in the Labor Market Inventory and Analysis document to show that there is sufficient labor demand for the projected number of program completers. The net annual labor demand information must also be consistent with the corresponding information inserted into the corresponding fields of the CP-3 (credit) or NP-3 (noncredit) new program form if this is a new CTE program.

Justification/Reason for Revision

This field has no correspondence with any program Narrative item.

For program revisions, list what aspects of the program are changing (*e.g.*, new or inactivated courses, change of focus, *etc.*) and whether this represents a minor or significant change to the program goals or structure. If there are significant changes, the proposal should be treated as a new program rather than as a revision. The CCCCO no longer distinguishes between substantial and non-substantial changes to programs.

Program Goals and Objectives

This field corresponds to most elements of Item 1 of the completed Narrative. However, do **not** include program-related career opportunities or PSLOs in this field (even though Item 1 of the Narrative may include these), as these are addressed in other fields in the CMS program outline. The information provided must match the applicable portions of the description provided on the Narrative template.

This field is required for all new and modified programs. The program goals and objectives must be consistent with the mission of the community colleges as established in the California Education Code

([section 66010.4](#)); this includes lower division academic and vocational instruction, remedial instruction, and adult noncredit education.

For transfer degrees, the statement in this field must include the preparation of students for one or more baccalaureate majors. It must describe how the courses listed in the requirements will meet the lower division requirements of related majors at baccalaureate institutions. It must also indicate whether the degree is aimed at students transferring to a specific institution or class of institutions (*e.g.*, CSU or UC).

If the program is selective (*e.g.*, students must apply to be accepted), include a summary of the entry criteria (courses completed, minimum GPA, sponsorship, *etc.*), the selection process, and how the program will satisfy Title 5 requirements relating to open course enrollment ([section 51006](#)) and students' ability to challenge prerequisites ([section 55003\(b\)\(5\)](#)).

If the program, or any courses in the program, require fees or costs that students will incur, document them in this field.

In addition to completing the free-form text box for this field, please append a copy of the completed Narrative document to this field using the green "Attach File" button located immediately below this field's text box. (This information should no longer be sent as a separate attachment to the Student Learning Office; please incorporate into the CIM program proposal instead.) Please use a Microsoft Word (.doc or .docx) file rather than a PDF file for the Narrative in case it becomes necessary to make corrections during technical review. Also send a copy of the Narrative to your division office for their records. It is very helpful to have a date included in the title of the Narrative document, as several versions are typically created during the technical review process, and the dates make it easier to distinguish between these versions when they are stored in the technical review archives.

For new program proposals, also attach a completed copy of the CP-3 (credit) or NP-3 (noncredit) new program form, which you may download from the Curriculum Committee forms web page. CTE-related attachments such as LMIs and consortium recommendations should be attached later in the proposal.

Proposals not having a Narrative document attached will be held until the originator provides one, or they will be rolled back to the originator for action.

Career Opportunities

This field is visible for all program types. It must be completed for all CTE programs and is optional (but highly recommended) for transfer and local programs. It corresponds to the paragraph(s) of Item 1 of the completed Narrative that describe the specific occupation(s) or field(s) that students will be able to enter upon completing this program, and the basic occupational competencies that students will acquire as a result of completing the program.

Catalog Description

This field corresponds to the applicable paragraph(s) of Item 2 of the completed Narrative. Include the introduction to the catalog description of the program. Do **not** list program requirements (lists of required courses) or PSLOs in this field, as CIM provides separate fields for these elsewhere in the program outline.

Both this field and the Narrative should include at least the following information to the extent that each item is applicable:

- A discussion of the degree or certificate’s goals and objectives; if the college offers similar programs, the discussion should distinguish this program from the others, perhaps by describing how its goals, intended audience, targeted careers or transfer majors, or expected outcomes are unique
- A listing of prerequisite skills or enrollment limitations such as TB tests, criminal background checks, etc.
- Advice and warnings to students regarding their employability upon completing the degree or certificate; warnings may include information such as whether the degree trains students for competitive or low-salaried occupations, or occupations in which inexperienced graduates are unlikely to be hired
- For CTE degrees and certificates, an enumeration of potential careers students may enter upon completion
- For high-unit programs (more than 60 units), a discussion of how the unit total may impact completion
- For degree- or certificate-related occupations in which a license or certification is generally expected, a statement as to whether completing the program bestows the license or certification immediately, or prepares students to take a licensing or certification examination; if applicable, the discussion should include whether the program departs from accreditation or licensing standards, and in what specific ways
- If the program is part of a progressive award structure (e.g., it is part of a sequence of stackable certificates), a discussion of the award’s place in the progression

For ADTs (but not UCTPs or other awards), the following statutory language must appear at the end of the catalog description:

The Associate in <Arts|Science> in <discipline> for Transfer (<discipline> <AA-T|AS-T>) is intended for students who plan to complete a bachelor’s degree in <discipline> or a similar major at a CSU campus. For a current list of what majors (and what options or areas of emphasis within that major) have been designated as “similar” to this degree at each CSU campus, please refer to <https://adegreewithaquarter.com/en-us/find-your-path> and seek guidance from a Ventura College counselor. Students completing this degree are guaranteed admission to the CSU system, although not necessarily to a particular CSU campus or major.

Students transferring to a CSU campus that accepts the <discipline> <AA-T|AS-T> will be required to complete no more than 60 units after transfer to earn a bachelor’s degree (unless the major is a designated “high-unit” major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to a university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

Program Requirements

This field corresponds to the applicable paragraph(s) of Item 2 (ADTs and UCTPs only) or Item 3 (all other program types) of the completed Narrative. (This is one of the few CIM fields for which it may make sense to complete it in CIM before transferring the information to the Narrative, to take advantage of the table formatting features in CIM.)

Complete for all new or revised awards. At minimum, this should include a list of all major courses, including core courses and restricted electives, and total units in the major. Do not include courses that

are GE but do not apply to the major. However, for transfer degrees only (ADTs and UCTPs), obtain this information from the TMC instead (but do not copy and paste the TMC form directly into CIM; use CIM's formatting tool instead to structure the course lists).

Within each subsection (Core, List A, List B, etc.), alphabetize courses by discipline and ID number whenever possible. This makes the requirements easier for counselors and students to read.

Do not include course sequencing or plan(s) of study in this section; there is another field in CIM for this information.

For ADTs (but not UCTPs or other awards), the following statutory language should precede the list of required courses:

To earn an Associate in <Arts/Science> in <discipline> for Transfer degree, students must meet the following requirements:

(1) Complete 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth (CSUGE-Breadth) Requirements.

(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

(2) Obtain a minimum grade point average (GPA) of 2.0 in all CSU transferable coursework. While a minimum GPA of 2.0 is required for admission, some transfer institutions and majors may require a higher GPA. Please consult with a counselor for more information.

(3) Obtain a grade of "C" or better or "P" in all courses required in the major. Even though a "P" grade is allowed (Title 5 section 55063), it is recommended that students complete their major courses with a letter grade ("A," "B," or "C") due to unit limitations on "P/NP" courses.

(4) Complete a minimum of 12 units in residence at Ventura College.

The basis for items (1) and (2) above is SB 1440 ([Ed Code Section 66746](#)), and the basis for items (3) and (4) is [Title 5 Section 55063](#).

Plan of Study

This field corresponds to the portion of Item 3 of the completed Narrative that relates to course sequencing. (This is one of the few CIM fields for which it may make sense to complete it in CIM before transferring the information to the Narrative, to take advantage of the table formatting features in CIM.)

This field is not required for transfer degrees but should be completed for all other proposals. If certain required courses for the program are not offered every semester, this field should give an idea of the specific semesters in which students may reasonably expect these courses to be offered. Program-applicable courses should be run at least once every two years, regardless of enrollment; otherwise students cannot complete the program in a reasonable amount of time, in contravention to accreditation requirements. Programs whose required courses do not make at least once per biennium should be modified to exclude problematic courses or provide alternative course selections.

Plans of study for local and CTE associate degrees should aim for completion within two years, except for high-unit programs. For these degrees, listing recommended GE courses is optional, but the number

of units per semester allotted for major courses should be low enough (typically 8–10) to allow for concurrent completion of general education requirements. Prerequisite relationships must also be accounted for (*e.g.*, advanced courses should not be scheduled in earlier terms than beginning courses).

Enrollment and Completer Projections

Ideally, this field should correspond to Item 5(A) of the completed Narrative; however, there is no good way to enter the required tabular data for Item 5(A) into the CMS. A statement of the estimated annual enrollments and completers in the CMS data field will therefore have to suffice. This field is not required for transfer degrees but should be completed for all other proposals. In the Narrative, provide enrollment data from the past two years for each course satisfying program (major) requirements. A tabular format is often helpful, and the Narrative templates provide examples. The figures presented should be end-of-term enrollments, not census enrollments.

Simply stating a one-line estimate of program completers in the CMS without supporting data is not sufficient. Enlist the assistance of the Institutional Effectiveness division or the (state) Chancellor's Office Data Mart to obtain the expected supporting data, or include a brief discussion of the relationship between recent enrollment numbers and expected completers.

Place of Program in Curriculum/Similar Programs

This field corresponds to Item 6 of the completed Narrative. It is not required for transfer degrees but should be completed for all other proposals. This data entered should provide answers to the three following questions:

- a) Do any active inventory records (other active programs) need to be made inactive or changed in connection with the approval of the proposed program? If yes, please specify.
- b) Does the program replace any existing program(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).
- c) What related programs are offered by the college?

If related programs are offered, the information presented in the Catalog Description field (and corresponding portion of the Narrative) should clearly distinguish this program from the related programs so students have a better idea which program would be most beneficial for them to pursue.

Similar Programs at Other Colleges in Service Area

This field corresponds to the portion of Item 7 of the completed Narrative that relates to similar programs offered at colleges within commuting distance of Ventura College, including Oxnard and Moorpark as well as nearby colleges in other districts. It is not required for transfer degrees but should be completed for all other proposals. The data provided should briefly describe each such program (catalog descriptions of the other colleges' programs may suffice; use the Attach Files button immediately following this field if needed). Describe similarities and differences between this program and the other colleges' programs and justify why Ventura College should also have this program. Possible reasons include, but are not limited to, any of the following:

- Other colleges' programs do not satisfy regional demand
- Ventura College's program would have a different emphasis or market from the other colleges' programs
- Transportation or other logistical issues make it unlikely that the Ventura College program would cause the other colleges' similar programs to suffer an enrollment decline

- Ventura College's program would have industry or university partnerships that could not be matched by the other colleges' programs
- Ventura College's program would include state-of-the-art offerings not available through the other colleges' programs
- The program is a collaboration between Ventura College and one or more of the other colleges that, if approved, would increase program completions, perhaps by making it easier for more students to enroll in or complete required courses

Transfer Preparation Information

This field has no correspondence with any program Narrative item.

It is only visible for transfer programs. Attach any supporting documents that do not fit elsewhere in the program proposal. Do not attach TMC, AAM, BCT, or GECC documentation here, as there are places for these elsewhere in the CIM program outline. Supplemental articulation agreements with feeder CSU institutions might be included here.

Master Planning

This field corresponds to Item 4 of the completed Narrative. It is not required for transfer degrees but should be completed for all other proposals. Its contents should discuss the anticipated role of the program in fulfilling the college's mission, the district's master plan, and (for credit programs) statewide master planning, as required by [Title 5 sections 55130\(b\)\(6\) and 55130\(b\)\(7\)](#).

The discussion may also include (as appropriate to illustrate the program's role)

- The history or other context for the program
- How the program is relevant to the college or region, including statements of community support
- Documentation of the need for the program (references may be provided to other sections of the Narrative rather than duplicating information provided elsewhere)
- Discussion of how the need for the program was identified through the program review process, and how it is expected that program review will periodically assess the continuing need for the program
- Documentation of the need and justification for expenditures for new faculty hires, facilities (including renovation or new construction), and equipment to establish and maintain the program (programs requiring large expenditures for facilities and equipment must itemize expected program-related costs and revenues for the next several years)
- Justification of required courses if there is not a clear relationship between the course and program goals
- Justification for high-unit programs (those exceeding 60 units including GE)
- For CTE programs only, if offered in close cooperation with one or more specific employers (*e.g.*, Haas, Ohana, *etc.*), a discussion of any employer facilities or support-in-kind the program will use, and how the college will satisfy open enrollment requirements in this context
- For CTE, references to attached recommendations from regional consortia and/or advisory committees

Labor Market Information and Analysis

This field has no correspondence with any program Narrative item.

It is only visible for new CTE programs. Use the Attach File button below the text box to attach a copy of the LMI report. The originator may optionally include a summary or other discussion of the LMI in the text box portion of the field.

Advisory Committee Recommendation

This field corresponds to the portion of Item 3 of the completed Narrative in which the advisory committee's thinking (in relation to formulating its recommendation) is documented. The field is only visible for new CTE programs. Use the text box portion of the field to discuss the advisory committee's approach in developing the recommendation. The advisory committee may recommend against implementing the program but cannot block the college from creating it. However, if the college departs from the advisory committee's recommendation, it must also explain the departure here.

In addition, use the Attach File button below the text box to attach a copy of the minutes from the advisory committee meeting(s) during which the committee formulated its recommendation for the program. These minutes should be referenced in the text box portion of the field and in Item 3 of the Narrative.

Regional Consortia Approval Meeting Minutes

This field has no correspondence with any program Narrative item.

This field is only visible for new CTE programs. Use the Attach File button below the text box to attach a copy of the minutes from the regional consortium meeting during which the group formulated a recommendation for the program. The regional consortium may recommend against implementing the program but cannot block the college from creating it. The originator may optionally use the text box portion of the field to summarize or discuss the recommendation. These minutes should be referenced in Item 7 of the Narrative.

Supporting Documents Required for Transfer Program

This field has no correspondence with any program Narrative item.

This field is visible for all programs, but only needs to be completed for transfer programs. Check the boxes indicating the supporting transfer documentation that will be attached to the CIM proposal. This is where the TMC, AAM, BCT, GECC, and other articulation support documents may be attached. The articulation officer will usually generate and attach these documents. Documentation may also be provided via the text boxes when appropriate.

Local Program

This field has no correspondence with any program Narrative item.

If a local program is intended to address community need, this is where the documentation for the need may be attached or input to the program proposal.

Program Student Learning Outcomes

This field corresponds to the last portion of Item 1 (ADTs and UCTPs only) or the last portion of Item 2 (all other program types) of the completed Narrative. Enumerate the PSLOs for the program, using a separate box for each outcome. These must agree with the PSLOs in TracDat.

Required Major Units/Hours

This field has no correspondence with any program Narrative item. However, the information requested may be obtained from the Narrative item in which course requirements for the program are listed.

Document the minimum and maximum number of major units (credit) or hours (noncredit) a student must successfully complete to earn the program award. The curriculum leadership team can assist faculty in determining these numbers. For transfer degrees, it is often best to refer this task to the articulation officer. Do not include GE units in this total.

Units for Area of Emphasis/Option

These fields have no correspondence with any program Narrative item. However, the information requested may be obtained from the Narrative item in which course requirements for the program are listed.

They are only visible for credit programs. Leave these blank. The articulation officer or technical review team will complete these fields if they are necessary.

Clock Hours for Program

These fields have no correspondence with any program Narrative item.

They are generally not visible. Leave them blank if you see them. Ventura College does not offer any clock-hour programs.

VCCCD GE

This field has no correspondence with any program Narrative item.

It is only visible for traditional degree programs. For new programs, select “YES” if the field is visible; for revisions, retain the current setting. Do not edit the text boxes (leave these for the articulation officer to complete unless you know what you are doing).

GE Pattern of a Transfer Institution

This field has no correspondence with any program Narrative item.

It is only visible for traditional degree programs. For new programs, select “NO” if the field is visible; for revisions, retain the current setting. Do not edit the text boxes (leave these for the articulation officer to complete unless you know what you are doing).

CSU GE-Breadth

This field has no correspondence with any program Narrative item.

It is only visible for degree programs. For new programs, select “YES” for an ADT and “NO” for a traditional AA or AS degree or a UCTP degree; for revisions, retain the current setting. Do not edit the text boxes (leave these for the articulation officer to complete unless you know what you are doing).

CSU GE-Breadth for STEM

This field has no correspondence with any program Narrative item.

It is only visible for AS-T degree programs. For new programs, select “NO” in most cases unless the TMC specifies use of this pattern; for revisions, retain the current setting. Do not edit the text boxes (leave these for the articulation officer to complete unless you know what you are doing).

IGETC

This field has no correspondence with any program Narrative item.

It is only visible for degree programs. For new programs, select “YES” for an ADT or UCTP and “NO” for a traditional AA or AS degree; for revisions, retain the current setting. Do not edit the text boxes (leave these for the articulation officer to complete unless you know what you are doing).

IGETC for STEM

This field has no correspondence with any program Narrative item.

It is only visible for AS-T degree programs. For new programs, select “NO” in most cases unless the TMC specifies use of this pattern; for revisions, retain the current setting. Do not edit the text boxes (leave these for the articulation officer to complete unless you know what you are doing).

Total General Education Units

These fields have no correspondence with any program Narrative item.

They are only visible for degree programs. Do not edit these (leave them for the articulation officer to complete unless you know what you are doing).

Total Double-Count Units

These fields have no correspondence with any program Narrative item.

They are only visible for degree programs. Do not edit these (leave them for the articulation officer to complete unless you know what you are doing).

Elective Units

These fields have no correspondence with any program Narrative item.

They are only visible for credit programs. Do not edit these (leave them for the articulation officer to complete unless you know what you are doing).

Total Units/Hours for Program

These fields have no correspondence with any program Narrative item.

They are only visible for credit programs. Do not edit these (leave them for the articulation officer to complete unless you know what you are doing).

Program TOP Code

This field has no correspondence with any program Narrative item.

Select a Taxonomy of Programs code for the program. Use a CTE TOP code (with an asterisk in the [TOP Code Manual](#)) for CTE programs, a non-CTE TOP code for local programs, and the TOP code specified in the TMC for transfer degrees. For revisions, do not change the TOP code without good cause.

Program CIP Code

This field has no correspondence with any program Narrative item.

For new programs, either leave this blank for the technical review team to complete, or use a [crosswalk](#) to look up the CIP code associated with the TOP code. If several CIP codes are available, select the one most closely representing the purpose of the program. For revisions, do not change the CIP code without good cause.

SOC (Standard Occupational Classification) Code

This field has no correspondence with any program Narrative item.

Do not modify this field. For new programs, it will be completed during technical review.

All C-ID Eligible Courses Have Been Submitted and Approved

This field has no correspondence with any program Narrative item.

This field is only visible for ADT programs. Do not modify this field. For new programs, leave it for the articulation officer to complete.

Annual Completers

This field has no correspondence with any program Narrative item. It should, however, agree with the annual completer projection stated in Item 5.

This field is not required for transfer programs. For CTE and local programs, summarize the projected number of completers from the discussion in the Enrollment and Completer Projections field. For new programs, it should match the value provided on the CP-3 (credit) or NP-3 (noncredit) form.

Faculty Workload

This field has no correspondence with any program Narrative item.

Estimate the FTEF that will be dedicated to teaching all sections of all courses in this program each year. Include all required courses, not just the ones added recently to support the program, even if some of the courses also support other programs. For new programs, the number should match the value provided on the CP-3 (credit) or NP-3 (noncredit) form.

New Faculty Positions

This field has no correspondence with any program Narrative item.

In consultation with your dean, estimate the number of identified faculty positions required to support the program. Include both full-time and adjunct faculty. For new programs, the number should match the value provided on the CP-3 (credit) or NP-3 (noncredit) form. Discuss and justify new faculty positions in Item 4 of the program Narrative and in the Master Planning field in the program outline.

New Equipment Narrative

This field has no correspondence with any program Narrative item.

Itemize new equipment needed to support the program, including costs. For new programs, the total cost should match the value provided on the CP-3 (credit) or NP-3 (noncredit) form. Discuss and justify new equipment expenditures in Item 4 of the program Narrative and in the Master Planning field in the program outline.

New or Remodel Facility

This field has no correspondence with any program Narrative item.

Itemize new facilities needed to support the program, including estimated costs. For new programs, the total cost should match the value provided on the CP-3 (credit) or NP-3 (noncredit) form. Discuss and justify facility costs in Item 4 of the program Narrative and in the Master Planning field in the program outline.

Library Acquisitions

This field has no correspondence with any program Narrative item.

In consultation with the librarian, estimate the cost of required library acquisitions needed to support the program. This may include books, journal or database subscriptions, software, or other items. For new programs, the total cost should match the value provided on the CP-3 (credit) or NP-3 (noncredit) form.

Distance Education

This field has no correspondence with any program Narrative item.

Estimate the percentage of the program that students may complete by taking distance education courses. Select the corresponding range from the drop-down menu. Select 100% if there is any pathway to the degree for which all the core courses and a sufficient number of restricted electives and general education courses are approved for offering via distance education such that a student could complete the program (at least theoretically) by enrolling only in classes taught via distance education modalities (51% or more online). For degree programs, include general education courses as well as major courses. Weight the percentage estimate by number of courses rather than by number of units.

Example 1: A certificate of achievement with five core courses, four of which were approved to be offered online, would be 80% online, even if not all the courses awarded the same number of units.

Example 2: Another certificate of achievement with four core courses (all approved to be offered online) plus a restricted elective could be either 80% online (if none of the restricted electives were approved for an online modality) or 100% online (if one or more of the restricted electives were approved to be offered online). In the latter case, the certificate would be 100% online even if not all the restricted electives were approved for DE, provided that at least one of them was.

It does not matter whether the courses are offered online in practice, only that they could be in principle. However, do not count courses for which distance education is only approved for use in emergency situations. The curriculum leadership team can provide you with data to help you determine which courses are approved for DE.

Approval Dates

Do not edit the approval dates or state control number if they are visible. These are the responsibility of the curriculum technician to complete. Exception: If you created a program by making a copy of an existing program (for example, if you created an Associate Degree program by copying a Certificate of Achievement program outline in the CMS), the new program outline may still display the original program's state control number. Please blank this out so the curriculum technician may complete it later with the new number assigned by the state following chaptering or approval. Every program has a different control number, even linked AS and COA programs; do not re-use an old control number from a COA when creating a linked AS or vice-versa.

If you still have questions regarding any of these fields after reading about them, please refer them to the curriculum leadership team.