



Curriculum Committee Agenda

VIA CONFERZOOM

Date/Time: Tuesday, October 6, 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/j/6631981863>

Or Skype for Business (Lync):

[SIP:6631981863@lync.zoom.us](https://cccconfer.zoom.us/j/6631981863)

Curriculum Committee Agenda

VIA CONFERZOOM

Tuesday, October 6, 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**
- IV. **APPROVAL OF MINUTES: September 15, 2020 (Discussion/Action)**
- V. **POLICY AND PROCESS (Information or Discussion/Action)**
 - A. **CSU and Area F: Submission Deadline – J. Kalfsbeek-Goetz, M. Bowen**
 - B. **Spring 2021 potential DE Addenda (Discussion/Action) – J. Kalfsbeek-Goetz, D. Farias (on behalf of TADA workgroup), M. Bowen**
 - 1. **≈90 courses identified as likely candidates for Spring 2021 updates**
 - C. **Curriculum Committee Goals for AY 20-21 (Discussion/Action) – M. Bowen, D. Farias, P. Sezzi**
 - 1. **Election of Curriculum Co-Chair (October deadline)**
 - 2. **Other Goals**
 - D. **Course Inactivations that affect programs (Discussion) – M. Bowen**
 - E. **Banner Sync Issue (Discussion) – M. Bowen, M. Callahan, J. Kalfsbeek-Goetz, O. Long**
 - F. **TADA Workgroup Items:**
 - 1. **Backlog of Programs from AY 19-20 (Discussion/Action)**
 - 2. **Priority 1 courses from AY 19-20 and AY 20-21 and issues with ADT updates (Discussion/Action)**
 - 3. **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://mbowenvc.000webhostapp.com/curriculum/docs/Ventura%20College%20Curriculum%20Handbook%202020.docx>**
 - 4. **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)**
 - G. **New Program Forms: CP-3, CP-4, NP-3, NP-4 (Discussion/Action; see attachments) – M. Bowen, M. Callahan**
 - H. **Curriculum Committee Training (Discussion) – M. Bowen**
[https://mbowenvc.000webhostapp.com/curriculum/docs/\(202008%20MB\)%20Curriculum%20Committee%20Training.pptx](https://mbowenvc.000webhostapp.com/curriculum/docs/(202008%20MB)%20Curriculum%20Committee%20Training.pptx)
 - I. **Standing Item: Anti-racism in curriculum (Discussion) – J. Kalfsbeek-Goetz**
 - J. **Faculty Resolution Regarding DE Approval (Discussion/Information) – 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. Review: BUS V46
- VII. **DISTANCE EDUCATION: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
 - A. New Proposal: ACT N102
 - B. Review: BUS V46
- VIII. **MINIMUM QUALIFICATIONS (Discussion/Action)**
 - A. None
- IX. **CONSENT AGENDA: CURRICULAR PROPOSALS FOR APPROVAL (Action; see attachment)**
 - A. Inactivation: MATH V19
- 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. Revision: ACT N102, BUS V46
 - B. **CURRICULAR PROPOSALS NOT REQUIRING SECOND READING (Discussion/Action; see attachment)**
 - 1. None
 - C. **PROGRAMS: (Discussion/Action; see attachment)**
 - 1. None
- XIII. **ADMINISTRATIVE CHANGES (Discussion/Action)**
 - A. None
- XIV. **PHILOSOPHY AND GENERAL EDUCATION CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action)**
 - A. **Additions to local AA/AS GE list recommended by P&GE workgroup from meeting on 9/29/20 (Discussion/Action):**
 - 1. CHST V03/AES V03: B2 (Social and Behavioral Sciences), C2 (Humanities), F (Ethic/Gender studies)
 - 2. HIST V47/AES V47: B1 (American History/Institutions), B2 (Social and Behavioral Sciences), C2 (Humanities), F (Ethnic/Gender Studies)
 - B. **Recommendations for process to remove existing GE designation (Discussion/Action)**

- C. **Removal from local AA/AS GE list: requested by host department (Discussion/Action):**
 - 1. **ANAT V01 – and data collection**
 - i. **Letter from Faculty (see attachment)**
 - ii. **Data collection**

XV. REPORTS (Information)

- A. **Co-Chairs**
- B. **Articulation**
- 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**
 - 1. **AS Advanced Manufacturing (new) – approved at the State**
 - 2. **Fall 2020 Programs pending approval at the State: COCN Basic Law Enforcement (noncredit/new)**
 - 3. **Round 2 DE addendum course submission update: 60% of round 2 list submitted.**

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**

XVII. GENERAL ANNOUNCEMENTS AND REQUESTS FOR FUTURE AGENDA ITEMS

NEXT MEETING
Tuesday, October 20, 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

Via Zoom

Tuesday, September 15, 2020 at 3:00pm

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

Called to order: 3:05 p.m.

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

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

Guests: Marian Carrasco Nungararay (COUN)

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

M. Bowen called for a motion to approve the agenda

*Motion by: P. Sezzi
 Seconded by: K. Wellman
 Discussion:*

Motion to adopt the Agenda by guest M. Carrasco Nungararay - Agenda item X. -Removal from local AA/AS GE list: Item1- ANAT V01 to higher priority. Agree to be placed between item IV.- V.

Final resolution: Agenda Item X. Removal from local AA/AS GE list: Item1- ANAT V01 moved between IV.-V.

*Motion By: M. Rivera
 Seconded By: H. Alawdi*

Yes: H. Alawdi, M. Callahan, G. Espinoza-Sanchez, N. Falco, D. Farias, K. Guzman Gonzalez, M. Rivera, P. Sezzi, K. Wellman, M. Werness- Rude, G. Wood, P. Yi

No: None

Voting Tally:

MB	MC	DC	KW	NF	DF	JC	AS/AM	PY	JF	KGG	RG	MWR	PS	GW	HA	MR	GES
None	Yes	None	Yes	Yes	Yes	None	None	Yes	None	Yes	None	Yes	Yes	Yes	Yes	Yes	Yes

Recorder’s Note: Rubisela Gamboa (RG) arrived after the agenda vote. DC, JC, AS/AM, JF not present at meeting to vote.

III. INTRODUCTIONS, AND PUBLIC COMMENTS (Information)¹

A. Curriculum Committee members can contact Blair Gilbertson (Sr. Admin Assistant to the VP of Student Affairs) for an appointment to pick up a copy of the 2020-2021 catalog on campus

Public comment by D. Farias: request we find a more efficient way of taking roll call. J. Kalfsbeek recommended using the participants voting option through Zoom.

Public comment by F. Duenas: push back this Fall’s deadline to give faculty more time to consider the programs approved from last year.

Public Comment by J. Kalfsbeek: suggest attaching F. Duenas discussion of last years approved programs to D. Farias discussion in the Agenda under item XI.

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.

IV. APPROVAL OF MINUTES: (Discussion/Action)

M. Bowen called for a motion to approve the minutes from the 9/1/2020 Curriculum Committee meeting

Motion by: K. Wellman

Seconded by: P. Sezzi

Discussion: None

Final resolution: Minutes approved

Yes: M. Bowen, M. Callahan, K. Wellman, N. Falco, D. Farias, P. Yi, K. Guzman Gonzalez, R. Gamboa, M. Werness-Rude, P. Sezzi, G. Wood, H. Alawdi, M. Rivera, G. Espinoza-Sanchez

No: None

Voting Tally:

MB	MC	DC	KW	NF	DF	JC	AS/AM	PY	JF	KGG	RG	MWR	PS	GW	HA	MR	GES
Yes	Yes	None	Yes	Yes	Yes	None	None	Yes	None	Yes							

Recorder's Note: DC, JC, AS/AM, JF not present at meeting to vote.

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

A. Round 2 of Summer and Fall DE Courses (see additional attachment)

M. Bowen called for a motion to approve the Requisite approvals.

Motion by: N. Falco

Seconded by: P. Sezzi

Discussion: none

Final resolution: Minutes approved

Yes: M. Callahan (MC), K. Wellman (KW), N. Falco (NF), D. Farias (DF), K. Guzman Gonzalez (KGG), R. Gamboa (RG), M. Werness-Rude (MWR), P. Sezzi (PS), G. Wood (GW), H. Alawdi (HA), M. Rivera (MR), G. Espinoza- Sanchez (GES)

No: none

Voting Tally:

MB	MC	DC	KW	NF	DF	JC	AS/AM	PY	JF	KGG	RG	MWR	PS	GW	HA	MR	GES
None	Yes	None	Yes	Yes	Yes	None	None	None	None	Yes							

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

A. Round 2 of Summer and Fall DE Courses (see additional attachment)

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

Motion by: M. Rivera

Seconded by: M. Werness-Rude

Discussion: none

Final resolution: Minutes approved

Yes: M. Callahan (MC), K. Wellman (KW), N. Falco (NF), D. Farias (DF), K. Guzman Gonzalez (KGG), R. Gamboa (RG), M. Werness-Rude (MWR), P. Sezzi (PS), G. Wood (GW), H. Alawdi (HA), M. Rivera (MR), G. Espinoza- Sanchez (GES)

No: none

Voting Tally:

MB	MC	DC	KW	NF	DF	JC	AS/AM	PY	JF	KGG	RG	MWR	PS	GW	HA	MR	GES
None	Yes	None	Yes	Yes	Yes	None	None	None	None	Yes							

Recorder's Note: Motion by P. Sezzi (PS) to extend the CC meeting until 4:45pm, Second by M. Rivera (MR). Approval by group to extend.

VII. MINIMUM QUALIFICATIONS: (Discussion/Action; see attachment)
A. Round 2 of Summer and Fall DE Courses (see additional attachment)

M. Bowen called for a motion to approve the Minimum Qualifications proposals.

Motion by: D. Farias (DF)

Seconded by: N. Falco (NF)

Discussion: None

Final resolution: Minutes Approved

Yes: M. Callahan (MC), K. Wellman (KW), N. Falco (NF), D. Farias (DF), R. Gamboa (RW),
M. Werness-Rude (MWR), P. Sezzi (PS), G. Wood (GW), M. Rivera (MR),
G. Espinoza-Sanchez (GES)

No: none

Voting Tally:

MB	MC	DC	KW	NF	DF	JC	AS/AM	PY	JF	KGG	RG	MWR	PS	GW	HA	MR	GES
None	Yes	None	Yes	Yes	Yes	None	None	None	None	None	Yes	Yes	Yes	Yes	None	Yes	Yes

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

A. A.S. Automotive Career Education

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

Motion by: K. Wellman

Seconded by: R. Gamboa

Discussion: None

Final resolution: Minutes Approved

Yes: M. Bowen (MB), M. Callahan (MC), K. Wellman (KW), N. Falco (NF), D. Farias (DF),
R. Gamboa (RG), M. Werness-Rude (MWR), P. Sezzi (PS), G. Wood (GW), M. Rivera (MR),
G. Espinoza- Sanchez (GES)

No: none

Voting Tally:

MB	MC	DC	KW	NF	DF	JC	AS/AM	PY	JF	KGG	RG	MWR	PS	GW	HA	MR	GES
Yes	Yes	None	Yes	Yes	Yes	None	None	None	None	None	Yes	Yes	Yes	Yes	None	Yes	Yes

IX. FIRST READING:

A. CURRICULAR PROPOSALS NOT REQUIRING SECOND READING (Discussion/Action; see attachment)

1. Round 2 of Summer and Fall DE Courses (see additional attachment)

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

Motion by: K. Wellman

Seconded by: M. Werness-Rude

Discussion: none

Final resolution: Minutes approved

Yes: M. Bowen (MB), M. Callahan (MC), K. Wellman (KW), N. Falco (NF), D. Farias (DF), R. Gamboa (RG), M. Werness-Rude (MWR), P. Sezzi (PS), G. Wood (GW), M. Rivera (MR), G. Espinoza- Sanchez (GES)

No: none

Voting Tally:

<i>MB</i>	<i>MC</i>	<i>DC</i>	<i>KW</i>	<i>NF</i>	<i>DF</i>	<i>JC</i>	<i>AS/AM</i>	<i>PY</i>	<i>JF</i>	<i>KGG</i>	<i>RG</i>	<i>MWR</i>	<i>PS</i>	<i>GW</i>	<i>HA</i>	<i>MR</i>	<i>GES</i>
<i>Yes</i>	<i>Yes</i>	<i>None</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>None</i>	<i>Yes</i>	<i>Yes</i>

X. PHILOSOPHY AND GENERAL EDUCATION CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)

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

1. ANAT V01

B. Next meeting: Tuesday, September 29, 2020, 3pm

M. Bowen called for a motion to approve the Philosophy and General Education course proposals.

Motion by: M. Werness- Rude

Seconded by: D. Farias

Discussion: The pros and cons of the proposal were discussed among committee members and interested guests.

G. Wood motion to limit debate

K. Wellman Second

VOTE 6-5 failed

Yes (6)- H. Alawdi, D. Farias, G. Wood, K. Wellman, N. Falco, K. Guzman-Gonzalez

No (5)- M. Rivera, G. Espinoza-Sanchez, M. Werness-Rude, P. Sezzi, R. Gamboa

No Vote- M. Callahan

Final resolution: Agreement by acclamation to postpone the discussion until next CC meeting

Yes:

No:

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

A. Curriculum Committee Meeting Schedule (Discussion/Action; see attachment) – M. Bowen

Curriculum committee meeting schedule was approved by general consensus.

B. 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?**

Item postponed until next meeting due to time.

C. Faculty Resolution Regarding DE Class Caps (Discussion/Information; see attachment) – M. Bowen, D. Clark

Item postponed until next meeting due to time.

D. Backlog of Programs from AY 19-20 (Discussion/Action) – M. Bowen, D. Farias (on behalf of TADA workgroup)

Item postponed until next meeting due to time.

E. Banner Sync Issue (Discussion) – M. Bowen, M. Callahan, J. Kalfsbeek-Goetz

Item postponed until next meeting due to time.

F. 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)

Item postponed until next meeting due to time.

- G. 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://mbowenvc.000webhostapp.com/curriculum/docs/Ventura%20College%20Curriculum%20Handbook%202020.docx>

Item postponed until next meeting due to time.

- H. 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)**

Item postponed until next meeting due to time.

- I. Curriculum Committee Goals for AY 20-21 (Discussion/Action) – M. Bowen, D. Farias, P. Sezzi (on behalf of TADA workgroup)**

- 1. Election of Curriculum Co-Chair (October deadline)**
- 2. Other goals**

Item postponed until next meeting due to time.

- J. New Program Forms: CP-3, CP-4, NP-3, NP-4 (Discussion/Action; see attachments) – M. Bowen, M. Callahan**

Item postponed until next meeting due to time.

- K. Curriculum Committee Training (Discussion) – M. Bowen**

Item postponed until next meeting due to time.

- L. Standing Item: Anti-racism content in curriculum (Discussion)– J. Kalfsbeek-Goetz**

Item postponed until next meeting due to time.

- XII. Consent Agenda: CURRICULAR PROPOSALS FOR APPROVAL (Action; see attachment)**

- A. None**

- XIII. SECOND READING COURSES: CURRICULAR PROPOSALS FOR APPROVAL**
(Discussion/Action; see attachment)
- A. None
- XIV. FIRST READING:**
- A. **CURRICULAR PROPOSALS REQUIRING SECOND READING** (Discussion/Action; see attachment)
 - 1. None
 - B. **PROGRAMS** (Discussion/Action; see attachment)
 - 1. None
- XV. ADMINISTRATIVE CHANGES** (Discussion/Action)
- A. None
- XVI. REPORTS** (Information)
- A. Co-Chairs
 - B. Articulation/C-ID
 - 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 submissions:
 - 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) – S. Ayala
 - 1. Curriculum Technician has submitted 100 of the 203 DE Addendum Courses approved at 9/1/20 CC meeting. The rest are held up at the Dept. Chair level.
 - 2. All Fall 2020 credit and noncredit courses approved and active
 - 3. 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), AS-T Agriculture Plant Science (new), COA Plant Science (new)
 - 4. Fall 2020 Programs pending approval at the State: AS Advanced Manufacturing (new), COCN Basic Law Enforcement (noncredit/new)

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

A. Updated Title 5 Index Spreadsheet:

[https://mbowenvc.000webhostapp.com/curriculum/docs/Index%20to%20Title%205,%20Diversity%206%20\(California%20Community%20Colleges\).xlsx](https://mbowenvc.000webhostapp.com/curriculum/docs/Index%20to%20Title%205,%20Diversity%206%20(California%20Community%20Colleges).xlsx) (Information) – M. Bowen

Item postponed until next meeting due to time.

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

Item postponed until next meeting due to time.

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

Item postponed until next meeting due to time.

XVIII. GENERAL ANNOUNCEMENTS AND REQUESTS FOR FUTURE AGENDA ITEMS

D. Farias requested the rest of items from XI. be moved to the top of the Agenda for next CC meeting.

Meeting adjourned: 4:44 p.m.

NEXT MEETING

October 6, 2020 - 3:00 PM

Location: 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, Interim Vice President Academic Affairs
Ventura College - 4667 Telegraph Road - Ventura, CA 93003
(805) 289-6464

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
_____ 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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Miscellany: \$

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

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:

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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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Program Information

Program Title:

Purpose or Justification

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_____ 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

Ventura College Curriculum Committee
Curricular Proposals for 09/15/2020

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									
		None																			
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									
v	A.S.	Automotive Career Education	CR		New	Add to catalog			Fall 2021			Yes									
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									
v		Round 2 of Summer and Fall DE Courses (see separate attachment)							Sum 2020												
FIRST READING: PROGRAMS														CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	AWARD TYPE	DISCIPLINE:TITLE	CR NC	UNITS	PROPOSAL TYPE	COMMENTS			EFFECTIVE			BOT									
		None																			

* Proposed 1st and 2nd Reading / REQ= Requisites / DE = Distance Education / BoT = Board of Trustees / GE = General Education proposal / SA = Stand Alone Course

ADMINISTRATIVE CHANGES												
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS		CHANGE			EFFECTIVE			
		None										
REQUISITE APPROVALS												
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	REQUISITE TYPE	REQUISITE TEXT	SOURCE		EFFECTIVE			
v		Round 2 of Summer and Fall DE Courses (see separate attachment)							Sum 2020			
DISTANCE EDUCATION APPROVALS												
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/REV	DE TYPE		SOURCE		EFFECTIVE			
v		Round 2 of Summer and Fall DE Courses (see separate attachment)							Sum 2020			
MINIMUM QUALIFICATIONS												
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/REV	"P" - Primary MQ, "A"= additional MQ, "C" - required certifications		SOURCE		EFFECTIVE			
v		Round 2 of Summer and Fall DE Courses (see separate attachment)										
** END OF LIST **												

Colleagues,

I apologize for being unable to attend the last curriculum committee meeting. Gabi shared the details of the meeting with me and I look forward to joining you as a guest at the October 6th meeting. Below are some of the questions that I am told arose regarding ANAT V01's status as a GE course. I have provided answers for you to review ahead of the October 6th meeting.

Why is the Biology Department asking for ANAT V01 to be removed as a GE?

The [Guiding Notes for General Education Course Reviewers](#) document states that a life science course must do the following to qualify as a GE:

"In Subareas B1-B3, students develop knowledge of scientific theories, concepts, and data about both living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry." (Page 16 discussing CSU GE-Breadth)

"Courses in physical and biological sciences must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors" (Page 17 discussing IGETC).

This distinction of learning not just the conclusions of scientists but also *how science is practiced* is the key to making review decisions. In defining "science literacy" for an educated populace, science faculty from across the CSU agreed to use the following definition and course-scoring rubric when evaluating courses (copied from pages 19-20).

Unacceptable	Minimally acceptable	Very Acceptable	Ideal
Item 13 only or Item 13 plus omission of any Items 1-7	Items 1-7, plus Item 13	Items 1-10 plus Item 13	Items 1-13

Learning Outcomes for Science Literacy in Science as a Framework of Reasoning in an Introductory Course:

1. Student can articulate in her/his own words a reasonable definition for what constitutes science.
2. Student can describe, using at least two specific examples, how science literacy is important in everyday life to an educated person.

3. Student can explain why the attribute of doubt has value in science.
4. Student can explain how scientists select which among several competing working hypotheses best explains a physical phenomenon.
5. Student can explain how "theory" as used and understood in science differs from "theory" as commonly used and understood by the general public.
6. Student can explain why peer review generally improves our quality of knowing within science.
7. Student can explain how science uses the method of reproducible experiments to understand and explain the physical world.
8. Student can name one assumption that underlies all science.
9. Student can provide two examples of science and two of technology and use these to explain a central concept by which one can distinguish between science and technology.
10. Student can cite a single major theory from one of the science disciplines and explain its historical development.
11. Student can explain and provide an example of modeling as used in science.
12. Student can explain why awareness of ethics becomes increasingly important to a society becoming increasingly advanced in science.
13. Student can meet the minimal learning outcomes specified by the discipline that address the major ideas, concepts and content of the science discipline. The arbiter of "specified by discipline" might range from locally at the scale of a department to internationally as specified by the larger profession

As a co-lead for the course and someone who has taught anatomy at the community college and university level for the past 12 years, I can state that ANAT V01 does not meet learning outcomes 3, 4, 6, 7, 8, 9, 10, 11, or 12 of the course evaluation rubric. If I was reviewing the course, it would be rated as an "Unacceptable" course for teaching scientific literacy. It should be viewed as a lower-division major preparation course that is too narrow in focus to help students achieve science literacy (page 19). These are the reasons why the Biology Department is asking for the course to be removed. It simply does not meet the standards set forth by our CSU and UC partners.

What about the other colleges in the District? They still have it listed as a GE.

After reviewing the GE guidelines and the course evaluation rubric, the Biology Department at Ventura College concluded that our ANAT V01 course does not meet the standards set forth by the CSU and UC system. My personal opinion is that curriculum decisions at Ventura College should be made by the faculty at Ventura College. As we have seen in the past, tying our curriculum decisions to the other colleges in the District can create problems (e.g. the vet tech program).

The faculty and curriculum committee at Oxnard College and Moorpark College will have to decide whether they want to follow the reviewer guidelines or not. In their defense, they may not be aware of the guidelines and/or they may not have thought to review their GE criteria. It should be noted that there are significant differences between our anatomy course (once a week lab with no prereqs) and the anatomy course offered at Moorpark (twice a week lab) and Oxnard (biology prereq).

How was this discovered?

While this question is irrelevant to the discussion, I will answer it anyway. I discovered the issue as I was researching the curriculum process. In addition to the campus-wide problems with CourseLeaf, our department has faced several curriculum issues recently (e.g. revising the pre-allied health certificate, building a fully online summer ANPH course for the paramedic/EMT program). I wanted to make sure that I understood the process to minimize any problems our department might face in the future.

As I was researching the technical review process, I came across the Guiding Notes for General Education Course Reviewers document. Student Services has a copy of the document listed on their [Articulation Functions and Articulation Agreements page](#). After reading through the document, I realized that the course I teach (ANAT V01) did not fit the guidelines or course review rubric. The other co-lead for the course (Ty Gardner) and my department chair (Kammy Algiers) agreed that ANAT V01 should not be listed as a life science GE. I presented my findings at a department meeting where our faculty decided to remove ANAT as a GE course. We took the issue to curriculum committee last year, but it was not handled properly by the former articulation officer. Michael Bowen agreed to bring the issue before the curriculum committee this year at our request.

Why are we suggesting removal if we haven't been contacted by the CSUs, UCs, and/or State Chancellor's Office?

I think this line of questioning is unwise for two reasons. First, it gives the impression that the curriculum committee is only interested in acting when there is a threat of punishment from an external agency. As you know, our articulation agreements with the UCs require [textbooks to be dated within the last seven years](#) and lab courses to have a clearly defined lab manual in the COR. Is the curriculum committee suggesting that we should only update our course materials if/when an articulation officer from the UC system notices the problem? Should faculty ignore mistakes on CourseLeaf until they cause accreditation and/or articulation problems? I'm not sure this is the message that the curriculum committee wants to convey to the faculty.

Second, not addressing the issue could trigger some potential accreditation problems. According to the [Accreditation Standards published by the ACCJC](#):

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. (Standard I, Section C, Item 9 on page 3)

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. (Standard I, Section C, Item 13 on page 4)

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level" (Standard II, Section A, Article 12 on page 6)

The request to remove ANAT V01 as a GE is not coming from a single faculty member. It is being made by the two course leads and the entire Biology department. Continuing to list the course as a GE not only ignores the expertise of the faculty within the discipline, but it also requires those faculty to participate in something that they view as dishonest and unethical.

I think the most prudent course of action would be to rely on the expertise of the discipline faculty unless there is overwhelming evidence to overrule their request. That is especially true considering that only one of current committee members teaches in the discipline in question (Professor Wood) and no one on the committee has experience teaching human anatomy at the college or university level.

Why can't discipline faculty just change how they teach to make ANAT fit as a GE course?

ANAT V01 is not designed to be a GE course. It is intended to provide a foundation for future health science courses and prepare students for the TEAS (pre-nursing school exam) and NCLEX (licensing exam taken after graduating nursing school). I have attached two student e-mails to provide an example of what I mean (name and contact information have been redacted). My course may not meet the GE standards, but I take great pride in the fact that it does accomplish what it is intended to do.

There are some possible solutions that could be used to help ANAT meet the GE requirements. Twice-a-week lab sessions would give instructors more time to teach the scientific method, hypothesis testing, running experiments, etc. The downside is that we would have to greatly reduce the number of sections we offer each semester. I assume this option will be a non-starter with administration given the high demand for the course (e.g. we had a new section fill in 90 minutes during the first week of class).

Another possible solution would be to reintroduce the BIOL V01 prerequisite. This would free up lecture time that is currently used to bring students up to speed on cellular biology (i.e. material they would have received in BIOL V01). The downside of this proposal is that it would affect our nursing program.

The COR lists the scientific method as a lecture topic. That means that it should count as a GE course, right?

I'd like to address this question with a thought experiment. Let's say that a faculty member in social sciences wants to create a new math course. In their proposed COR, the faculty member states that 2% of lecture time will be spent solving equations. That works out to about 51 minutes of total class time (75 mins per class meeting x 2 class meetings per week x 17 weeks x 0.02). The remainder of the course is spent reading comic books. Does this course meet the minimum standards expected of a math course? Is 51 minutes of math instruction over an entire semester enough for it to count? Would you vote to approve the course if the entire math department was opposed to it?

While this scenario is ridiculous, it mirrors the issue our Department is currently facing with Anatomy. Yes, the scientific method is mentioned in the COR as 2% of the lecture course content (it is entirely absent from the lab). If you agreed that the hypothetical course above should not have been approved as a Math class, then the same logic should be applied to ANAT V01. This is especially true when you compare anatomy to a course like BIOL V01 where

conducting experiments, collecting data, testing hypotheses is a central focus (30-40% of lecture AND a major component of virtually every lab).

Despite it being listed in the COR, our instructors do not currently teach the scientific method as part of the course. Things like understanding the process of science, experimental methodology, and hypothesis testing are simply not the focus of the course and are less important than other topics. Additionally, the lack of a prereq requires me to spend 2-3 lectures covering material that students should have received prior to taking the course. If I must pick between my students being well-prepared for their future courses and licensing exams or teaching to the letter of the COR, I will pick the former every time.

I will fully admit that our COR needs to be updated to reflect what is being taught in the course. Moorpark and Oxnard do not mention the scientific method in their CORs for anatomy. I would be happy to work with the curriculum committee to see that this issue is addressed.

This will hurt students because they can't use it to fulfill a science GE. They will have to take an extra class.

What happens when a student switches majors? Are their unused sociology credits counted as natural science and English composition credits? What if they take an extra art class because they enjoy ceramics? Does that class need to be counted for something? The answer is no. Most students will probably end up with credits they cannot use. That does not mean that the courses they took were worthless. For example, figuring out that healthcare is not the right career in anatomy is much better than making that realization at the end of nursing school.

I am also curious as to why the committee has only chosen to focus on one population of students. Because ANAT V01 is listed as a GE course, students with no interest in pursuing a career in healthcare can enroll in the course. While these students are not the majority, they do take spots away from students who must take ANAT as part of their degree program. We routinely turn away 60+ students each semester due to the lack of lab space, instructional faculty, and funding. The only option these students have is to (1) take the course at a different school or (2) try again in a future semester. Do these students not matter in the eyes of the committee?

ANAT V01 is how students explore the sciences. Wouldn't removing it pose an equity issue for VC students?

There are three issues with this line of thinking. As previously mentioned, ANAT V01 is designed as a lower-division major preparation course with a narrow focus. When taught correctly, it

does an excellent job of preparing students for future healthcare courses and exams. It does not help students achieve science literacy nor does it expose them to how the process of science. In other words, these students are not “exploring science” because the course is not designed for that purpose. This will be true regardless of whether GE status is removed or not.

Second, the college offers 27 courses aside from ANAT that qualify as a biological science GE ([page 64 of the course catalog](#)). In fact, our department currently offers two courses (Biol V12: Human Biology and Biol V18: Human Heredity) that are specifically designed as GE courses that allow students to explore science with a human/healthcare-related focus. Unlike ANAT, these courses are not impacted, and the process of science is a central theme.

Lastly, I think it is important to remember that not every class has to “count”. If a student wants to take anatomy, they can still do so as an elective course. In fact, the CSUs encourage students to do this. Under the “additional advice for community college students” section of the [CSU lower-division transfer page](#), it states:

Elective courses are those that count toward total transfer units needed for admission, but are not used to fulfill lower-division admission, pre-major, general education, or graduation requirements. If you haven't chosen a major, taking elective courses in different fields is a good way to explore your career interests and aptitudes.

There is evidence that ANAT V01 is a GE class at all but 2 other colleges in the state. That means we should keep it as a GE, right?

If a student used the rationale “it is okay for me to cheat because other students in this class are cheating”, would any of us accept that justification? Just because other community colleges haven't addressed the issue doesn't mean we should ignore it.

I apologize for the length of this letter, but I wanted to make sure that I provided a thorough response to the points that were raised. Thank you for your time and I look forward to seeing you at the October 6th meeting!



Robert Preston Pipal, PhD
Department of Biology

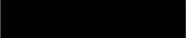
YouTube Videos



Tue 9/1/2020 3:37 PM

To: Preston Pipal <rpipal@vcccd.edu>

Hi Dr. P,

My name is  (from the J. Crew).

I know you have so many students and it's been awhile since I took your course so I'm not sure if you remember me, but I just wanted to say THANK YOU for everything anyway.

All that's happened with COVID and seeing how many professors weren't/aren't able to adapt to an online setting or tailor their material to fit an online format well, made me appreciate your organization and online availability back when I took your course originally, so much more now.

Also, I'm going to take the ATI TEAS on Sept. 24th and I'm using your YouTube channel to study for it. Can't even begin to tell you how grateful I am you're giving people access to that material at all and for FREE nonetheless.

But aside from that, I hope all is well with you and that you and your loved ones are safe and healthy during this time!

And just so ya know, you're one of my top 3 favorite professors I've ever had (LOL).

Thanks again,



my.vcccd.edu

Re: YouTube channel link

██████████ <██████████@gmail.com>

Mon 6/17/2019 3:44 PM

To: Preston Pipal <rpipal@vcccd.edu>

Hi Dr. P,

Thank you so much for this! I was able to score in the 97th percentile for science on the TEAS and a huge thank you goes to you for that.

I hope your accelerated class went amazingly! Is there any chance you might have time this week to write me a letter of recommendation? I am able to pick that up on Friday 06/21 if that works for you!

Additionally, one of the schools I'm applying to has asked for a few people to fill out a reference survey about me. I gave them your email as one of my references so you should receive the survey soon. If you could do that for me as soon as you are able, I would be so appreciative!

Thank you for everything,

██████████

On Jun 13, 2019, at 11:38 AM, Preston Pipal <rpipal@vcccd.edu> wrote:

Hi ██████████,

I'm glad to hear that you feel well prepared for the TEAS test. Here is a link to my anatomy channel:

<https://www.youtube.com/playlist?list=PLFiCo-Jza4kCcec1I0mYGtNuxps7NizLx>

Robert Preston Pipal
Department of Biology
Ventura College

From: ██████████ <██████████@gmail.com>

Sent: Tuesday, June 11, 2019 9:51 AM

To: Preston Pipal

Subject: YouTube channel link

Hey Dr. P,

Hope your accelerated class is going amazing! Good luck on your last week. I'm getting ready to take my TEAS test on Thursday and am feeling really well prepared for the anatomy portion, thanks to you! I was wondering if I could possibly get the link to your Youtube videos (I think they're unlisted and you have to have the link); the way you explain things so simply would really help in my studying and review these last few days!

Thanks a million,

██████████

§ 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
- DSPS: 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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level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by demonstrating competency that is comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra or higher satisfies both this competency requirement and the Communication and Analytical Thinking GE coursework requirement.

It should be noted that the competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and disciplines, and which, as determined by the district governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively.

Requirements for demonstrating competency in reading shall be locally determined.

For the purpose of this section, “satisfactorily completed” means either credit earned on a “pass-no pass” basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.

Associate Degree for Transfer Degrees: AA-T and AS-T

Associate Degrees for Transfer (ADT) were developed in response to Senate Bill 1440 (Padilla, 2010) and subsequent revisions to Education Code § 66746(a) that required community colleges to develop and offer “associate degrees for transfer” which fulfill the lower division component of a baccalaureate major at a California State University. These degrees allow students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete an ADT and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. These degrees require students to meet both of the following requirements:

(1) Completion of 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 GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).

(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) Obtainment of a minimum grade point average of 2.0.

ADTs include both Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees. The law authorizing these degrees also requires that students must earn a “C” or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is also an acceptable grade for courses in the major if the course is taken on a Pass/No Pass basis. Education Code § 66746(b) prohibits a community college district from imposing any additional course requirements for a student to be eligible for the associate degree for transfer, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for the associate degree for transfer (AA-T or AS-T). Title 5, § 55002(b) describes such courses as “nondegree-applicable credit courses.”

The designators for the Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) degrees have been established by the ASCCC and are reserved only for associate degrees that meet all requirements of SB 1440 and Education Code § 66746. The term “transfer degree” is likewise restricted to ADTs.

Degree Standards

The following standards apply to the development and approval of the Associate Degree for Transfer:

- 60 semester units or 90 quarter units,
- Minimum 18 semester or 27 quarter units in major or area of emphasis,
- Must use CSU GE-Breadth or IGETC,
- May include transferable electives to reach 60 semester units or 90 quarter units,
- No local graduation requirements not specified or permitted in the statute,
- Must align with structure of TMC, and
- Constituent courses must have either C-ID or articulation/transfer status with CSU as specified on the TMC and the Chancellor’s Office Template.

Minimum Units

The minimum number of units for the ADT is 60 semester or 90 quarter units that are CSU transferable. Students awarded this degree must complete at least 12 semester or 18 quarter units in residence.

Major or Area of Emphasis: Transfer Model Curriculum

An inter-segmentally developed Transfer Model Curriculum (TMC) defines the major or area of emphasis for all ADT degrees. In the implementation process for SB 1440 and Education Code § 66746 the ASCCC, in collaboration with the Academic Senate of the California State University, has developed a Transfer Model Curriculum (TMC) for certain majors that have been identified for students who transfer from a California community college to CSU. According to Title 5, § 55063 and Education Code § 66746 the associate degree must include a major or area of emphasis consisting of a minimum of 18 semester or 27 quarter units.

TMCs were developed as a means of facilitating a statewide response to the mandate that all community colleges offer “associate degrees for transfer.” Draft TMCs are developed by intersegmental faculty (California community colleges and CSU, primarily) in the discipline and then made available for vetting at [C-ID](http://www.c-id.net) (www.c-id.net). Once a template for a TMC is finalized, community college faculty may then develop degrees that align with the TMC. The designators for these aligned TMC degrees are Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T).

When an associate degree for transfer is approved by the California Community Colleges

Chancellor's Office, the California State University Chancellor's Office will be notified so that the approved associate degree may be included in the CSU Mentor transfer application and in other publications. This data is used to identify eligible students who apply to the CSU for admission as described in Education Code § 66747.

Education Code § 66746 requires that community colleges create an ADT when they offer a degree in the same discipline (i.e., under the same TOP Code) as an existing transfer model curriculum (TMC) within 18 months of the approval of the TMC.

A TMC is considered to have final approval when the template is posted by the Chancellor's Office. The approved templates are located on the Chancellor's Office [Educational Services and Support Division webpage](#) under [Templates for Transfer Model Curriculum](#).

Furthermore, similar agreements between UC and the California community colleges that depend on an approved transfer pathway template for development and approval of the degree shall be submitted using the same program goal and process as ADTs.

General Education

Education Code § 66746(a)(1)(A) requires that students complete the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education–Breadth (CSU GE-Breadth) Requirements. Additional GE requirements are not permitted. Courses used to meet the major requirement may also be used to meet the GE requirement if those courses have been approved for IGETC or CSU GE-Breadth.

Most ADTs require full completion of IGETC or CSU GE-Breadth. However, certain ADTs are instead based on the completion of IGETC for STEM or CSU GE-Breadth for STEM. The IGETC for STEM and CSU GE-Breadth for STEM options permit students to follow the IGETC or CSU GE-Breadth curriculum but delay one Arts or Humanities course and one Social or Behavioral Science course until after transfer.

Electives

ADTs may include additional transferable electives, if necessary, to bring the total degree-applicable units to 60 semester units or 90 quarter units.

Prohibited Practices

Education Code § 66746(b) states “community college district shall not impose any requirements in addition to the requirements of this section, including any local college or district requirements ...” Local college or district requirements that are prohibited include additional graduation requirements, such as additional GE requirements or a residency requirement that exceeds the minimum set by Title 5.

While the current program submission and approval process requires colleges to design ADTs that do not exceed 60 semester or 90 quarter units, a community college may confer the ADT to students who exceed the minimum units required for the degree

Criteria for Approval

ADTs must meet the following criteria for approval:

- Submission includes all required documentation:
 - Program Narrative,
 - Completed Chancellor's Office Template,
 - C-ID or ASSIST Articulation Information, as required by the TMC, and
 - COR for all courses included in major or area of emphasis.
- Degree meets all standards as listed above. Verification of meeting these standards is conducted through review of required documentation.
- Degree is submitted with program goal of "Transfer."

Program Narrative

Only the Program Goals and Objectives and Catalog Description items are required for the Narrative. The catalog description must reflect the following:

- Completion of 60 semester units or 90 quarter units of degree-applicable courses,
- Minimum overall grade point average of 2.0,
- Minimum grade of "C" (or "P") for each course in the major, and
- Completion of IGETC and/or CSU GE-Breadth.

Submission of a COR is required for each course specified in the major. All ADT degrees are submitted with "Transfer" as the program goal.

Chancellor's Office Templates for Approved Transfer Model Curriculum

The Chancellor's Office develops a template for each approved TMC. The templates are located on the Chancellor's Office [Educational Services and Support Division webpage](#) under [Templates for Approved Transfer Model Curriculum](#). All submissions must include a completed, current template.

Course Identification Numbering System or ASSIST Articulation Documentation

The template specifies all of the courses that may be included in the ADT and the documentation required for each course when the degree is submitted for approval. Typically, all required core courses are identified by a Course Identification Numbering System (C-ID) descriptor, which sets the minimum standards for what should be included the COR. When a C-ID descriptor is listed on the template, C-ID articulation is required for the course(s) to be included in that section of the template. Additional information on C-ID descriptors and C-ID articulation is located on [C-ID](#) (www.c-id.net). However, courses pending C-ID approval over 45 days may be included in the degree if the program application demonstrates evidence

that those courses have been submitted to and are under review in the C-ID System. Thus, for evidence, please submit a screenshot from the C-ID website that includes the date of submission, course name, and college.

Courses on the template that do not need an approved C-ID descriptor require different documentation to justify the inclusion of the course. These include:

- **Articulation Agreement by Major (AAM)** demonstrating lower division preparation at one CSU campus,
- **CSU Baccalaureate Level Course List by Department (BCT)** showing the courses are CSU transferable, and
- **CSU GE-Breadth Certification Course List by Area (GECC)** identifying the transfer GE area(s) for which the course was approved.

Documentation for the above can be located on the articulation website [ASSIST](http://www.assist.org) (www.assist.org) for inclusion in the application.

Double Counting Procedures for General Education

The TMC template also requires the IGETC and CSU GE-Breadth status of each course and how the units may be double counted, i.e., how the units can be used to fulfill both major preparation and transfer GE requirements. The general guidelines for double counting are:

The maximum number of “double counted” units is limited to the number of units assigned to each GE Area.

Example: A college’s Calculus course is 5 units. The maximum number of units allowed for CSU GE-B Area B4 and IGETC Area 2 is 3 units. Thus, only 3 of the 5 units of the calculus course can be double counted for the CSU GE Area B4 or IGETC Area 2.

Courses can only be double counted in one GE Area.

Example: The Early Childhood Education Transfer Model Curriculum (TMC) identifies C-ID CDEV100 as applicable to CSU GE Area D and Area E. However, the “double counted” units can only apply to either CSU GE Area D or E, but not both. (The course maximum for either CSU-GE Area D or E is 3.)

Career Technical Education Degrees: AA and AS

The standards for all associate degrees are set forth in Title 5, § 55063. These include demonstrated competence in reading, in written expression, and in mathematics, and satisfactory completion of at least 60 semester units or 90 quarter units of degree-applicable credit course work in a major or area of emphasis, GE, and elective courses as needed to meet the minimum unit requirement. Associate degrees are classified as Career Technical Education (CTE) when they are in a TOP Code designated as vocational in the TOP Manual. CTE degrees may include transfer preparation as a component or as the primary intent of the program.

Degree Standards

Associate degrees classified as CTE must meet the following standards applicable to the development and approval of all AA and AS degrees submitted in this category:

- Minimum of 60 semester units or 90 quarter units;
- Minimum 18 semester units or 27 quarter units in major or area of emphasis as described in title 5, section 55063(a);
- Any GE pattern allowed by regulations, as determined by the college;
- Must include local graduation requirements;
- Must be offered in a vocational TOP Code;
- Recommendation by appropriate Regional Consortium
- May be designed for both CTE and transfer preparation.

Minimum Units

Title 5, § 55063 requires that students earning the associate degree complete at least 60 semester units or 90 quarter units of degree-applicable credit course work. These units must include at least 18 semester units or 27 quarter units in GE and at least 18 semester units or 27 quarter units in a major or area of emphasis. Of the total required units, at least 12 semester units or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the district governing board when it determines that an injustice or undue hardship would be placed on the student.

Major or Area of Emphasis

Title 5, § 55063(a) was modified to allow colleges to develop associate degrees requiring 18 or more semester (27 or more quarter) units in a major or “area of emphasis.” A major may be defined by the lower-division requirements of a specific major at the UC or CSU or a minimum of 18 semester (27 quarter) units in a field or in related fields selected by the community college. The requirements for a major must consist of courses that all students are expected to complete for a specific number of units. A small number of the required units may be completed by selecting courses from a list of restricted electives.

An area of emphasis is considered to be a broader group of courses and may be defined as 18 or more semester (27 or more quarter) units in related fields intended to prepare the student for a single major or related majors at a baccalaureate institution or to prepare a student for a particular field as defined by the community college. Such a degree may be similar to patterns of learning that a student undertakes in the first two years of attendance at a baccalaureate institution in order to prepare for a major, area of emphasis, or field of study. The requirements for an area of emphasis must specify the number of units that students will select from a list of courses that prepare students for a specific academic or professional goal. Each area of emphasis will be awarded as a separate degree and assigned a separate program control number.

If the CTE degree is designed to provide specific transfer preparation in addition to career preparation, the proposal must demonstrate through the narrative and required documentation that required courses in the program substantially satisfy the lower division coursework requirements for the corresponding baccalaureate major or concentration. The submission must show a good-faith effort on the part of the college to assure that, to the extent possible:

- Courses will count not only for transfer elective credit, but specifically toward completion of a major after transfer;
- Courses required in the lower division will not have to be repeated in the upper division; and
- All major requirements usually fulfilled in the lower division can be fulfilled at the community college.

General Education

For all associate degrees, it is important to maintain the philosophy that the associate degree represents more than an accumulation of units. Instead, it embodies completion of a well-defined pattern of learning experiences that are designed to develop certain capabilities. Title 5, § 55061 describes the completion of GE, one component of the degree, as a learning experience that demonstrates:

...the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.

Title 5, § 55063(b) requires that students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of GE coursework that includes a minimum of 3 semester or 4 quarter units in each of the following areas:

- Natural Sciences
- Social and Behavioral Sciences
- Humanities
- Language and Rationality
 - English Composition
 - Communication and Analytical Thinking

Ethnic Studies must be offered in at least one of the four areas listed above. While a course might satisfy more than one GE requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a GE requirement and a major or area of emphasis requirement.