Curriculum Committee Agenda
VIA CONFERZOOM

Date/Time: Tuesday, November 17, 2020 - 3:00 p.m.

Call information:
Join from PC, Mac, Linux, iOS or Android:
https://cccconfer.zoom.us/j/6631981863

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

Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 346 248 7799 (US Toll)
+1 253 215 8782 (US Toll)
+1 301 715 8592 (US Toll)
+1 312 626 6799 (US Toll)
+1 646 876 9923 (US Toll)
Meeting ID: 663 198 1863
International numbers available: https://cccconfer.zoom.us/u/acYOR3APtu

Or Skype for Business (Lync):
SIP:6631981863@lync.zoom.us

Curriculum Committee Agenda
VIA CONFERZOOM

Tuesday, November 17, 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	☐Michael Bowen (MB)	
Technical Review Chair	☐Michael Callahan (MC)	
Academic Senate President	☐Dan Clark (DC)	
AFT Rep.	Vacant	
Career Education I Division	☐Kelly Wellman (KW)	☐Nicole Falco (NF)
Career Education II Division	☐Dorothy Farias (DF)	☐John Clark (JC)
College Outcome Group Representative	☐Asher Sund or Aurora Meadows (AS)	
English & Math Division	☐Peter Yi (PY)	(Vacant)
Health, KIN, ICA, Performing & Visual Arts Division	☐Jeff Fischer (JF)	☐Krenly Guzman Gonzalez (KG)
Library, Languages, Behavioral & Social Sciences Division	☐Rubisela Gamboa (RG)	☐Maline Werness-Rude (MWR)
Librarian	☐Peter Sezzi (PS)	
Sciences Division	☐Gabriela Wood (GW)	☐Hafez Alawdi (HA)
Student Services Division	☐Mario Rivera (MR)	☐Gema Espinoza Sanchez (GS)
NON-VOTING MEMBERS		
CIO co-chair	☐Jennifer Kalfsbeek-Goetz	
ASVC Rep. (ASVC Director of Equity and Inclusion)	☐ Lisa Marie Ruiz	
Dean	☐Tim Harrison	☐Dan Kumpf
Dean	☐Lisa Putnam	☐Felicia Dueñas
Dean	☐Lynn Wright	☐Phil Briggs
Dean	☐Debbie Newcomb	☐
Academic Data Specialist	☐Olivia Long	
Academic Data Specialist	☐Felicia Torres (Kelly Denton)	
Recorder/Curriculum Technician	☐Sarah Ayala / Tisa Medrano	
Distance Education Liaison	☐Sharon Oxford	
Registrar	☐Gaby Asamsama-Acuña	

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

III. **INTRODUCTIONS, PUBLIC COMMENTS, AND GENERAL ANNOUNCEMENTS –**
      Public Comments Limited to 5 minutes per person (Information)[1]

   A.   **Co-Chair Announcements**

   B.   **Public Comments**

IV.   **APPROVAL OF MINUTES: November 3, 2020 (Discussion/Action)**

V.   **OLD BUSINESS (Discussion/Action)**

   A.   **None**

VI.   **POLICY AND PROCESS (Information or Discussion/Action)**

   A.   **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%20
           College%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)

   B.   **Banner Sync Issue (Discussion) – M. Bowen, J. Kalfsbeek-Goetz, O. Long**

   C.   **Course Inactivations that affect programs (Discussion) – M. Bowen**

   D.   **New Program Forms: CP-3, CP-4, NP-3, NP-4, CA1 (Discussion/Action; see**
        attachments) – M. Bowen, M. Callahan

   E.   **Curriculum Committee Training (Discussion) – M. Bowen**
        https://mbowenvc.000webhostapp.com/curriculum/docs/(202008%20MB)%20C
        urriculum%20Committee%20Training.pptx

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

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

   A.   **Spring 2021 DE Courses (see additional attachment)**

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[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.

VIII. **DISTANCE EDUCATION: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
   A. **Round 3 Summer and Fall 2020 DE Courses (see additional attachment)**
   B. **Spring 2021 DE Courses (see additional attachment)**

IX. **MINIMUM QUALIFICATIONS (Discussion/Action)**
   A. None

X. **CONSENT AGENDA: CURRICULAR PROPOSALS FOR APPROVAL (Action; see attachment)**
   A. None

XI. **SECOND READING COURSES: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
   A. None

XII. **SECOND READING PROGRAMS: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
   A. **Revision: AA-T Communication Studies**

XIII. **FIRST READING PROPOSALS:**
   A. **COURSE PROPOSALS REQUIRING SECOND READING (Discussion/Action; see attachment)**
      1. None
   B. **COURSE PROPOSALS NOT REQUIRING SECOND READING (Discussion/Action; see attachment)**
      1. **Round 3 Summer and Fall 2020 DE Courses (see additional spreadsheet)**
      2. **Spring 2021 DE Courses (see additional spreadsheet)**
      3. **Revision: CHST V01/AES V20, CHST V02/AES V23, CHST V03/AES V03**
   C. **PROGRAMS: (Discussion/Action; see attachment)**
      1. **AA-T Spanish**

XIV. **ADMINISTRATIVE CHANGES (Discussion/Action)**
   A. None

XV. **PHILOSOPHY AND GENERAL EDUCATION CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action)**
   A. None

XVI. **REPORTS (Information)**

    A.   **Co-Chairs**

    B.   **Articulation**

        1.   **CSUGE-B and IGETC Submissions will be happening between now and first Monday of December**

    C.   **Board of Trustees/ DTRW-I**

        1.   **All VC curriculum passed muster without receiving any recommendations for change at the 11/10 meeting of BOT.**

        2.   **The body's recommendations for the revision of the Credit for Prior Learning policies BP/AP 4235 have been forwarded to Chancellor's Cabinet for review and approval by BOT (see attachments)**

    D.   **Subcommittees/Workgroups**

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

    E.   **New Curriculum Approvals at the State (CCCCO): Fall 2020 Update**

        1.   **A.S. Automotive Career Education approved at the State 11/12/20**

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

    A.   **Pass/No Pass Grading Issue between CurricUNET and CourseLeaf (Information) – M. Bowen**

    B.   **COG concern about courses not recently offered or assessed – M. Bowen, A. Meadows**

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

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

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

XVIII. **REQUESTS FOR FUTURE AGENDA ITEMS**

NEXT MEETING (additional meeting)
Tuesday, December 1, 2020 – via zoom

DEADLINES

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

2020-2021 Curriculum Committee Goals

1. *Reorganize the structure, process and function of how the Curriculum Committee works and redistribution of duties, evaluation of rules and whether they work for the committee.*

2. *Committee collaboration with faculty and students to ensure maximum equity and anti-racism*

3. *Recommend to VC Exec team to hire new permanent Articulation Officer.*

4. *Completing the backlog of programs and updating course outlines of records correctly in CourseLeaf, including but not limited to the catalog descriptions.*

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

Called to order: 3:02 p.m.

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

VOTING MEMBERS		
Faculty co-chair / Interim Articulation Officer	☒Michael Bowen (MB)	
Technical Review Chair	☒Michael Callahan (MC)	
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Recorder/Curriculum Technician	☒Sarah Ayala / Tisa Medrano	
Distance Education Liaison	☒Sharon Oxford	
Registrar	☐Gaby Asamsama-Acuña	

Guests: Ty Gardner (BIOL), Robert Preston Pipal (BIOL), Collin Stocke (BIOL), Andrea Horigan (SOC), Collen Coffey (HIST), Marian Carrasco Nungaray (COUN)

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

M. Bowen called for a motion to approve the agenda

Motion by:	K. Wellman
Seconded by:	M. Werness-Rude
Discussion:	*Correction of Agenda discussed. Under Item V. D. Seeking volunteers for an ad hoc workgroup to review the rubric from item XIV. A., and recommendation of updates to the Curriculum Committee that address both course additions and course removals from the AA/AS GE list. Incorrect agenda item listed, change item XIV.A. to item V. A.*
Final resolution:	*Item V. D needs to be corrected, change item XIV. A. to V. A.*
Yes:	*H. Alawdi, M. Bowen, M. Callahan, D. Clark, N. Falco, D. Farias, J. Fischer, M. Rivera, P. Sezzi, K. Wellman, M. Werness-Rude, G. Wood*
No:	*None*

Voting Tally:

AS/AM	DC	DF	GW	GES	HA	JF	JC	KW	KGG	MWR	MR	MB	MC	NF	PS	PY	RG
n/a	*yes*	*yes*	*yes*	*n/a*	*yes*	*yes*	*n/a*	*yes*	*n/a*	*yes*	*yes*	*yes*	*yes*	*yes*	*yes*	*n/a*	*n/a*

Recorder's Note: R. Gamboa arrived after the vote, K. Guzman arrived after the vote.

III. INTRODUCTIONS, AND PUBLIC COMMENTS (Information)[1]

A. Curriculum Committee Meeting Schedule Change: Additional Curriculum Committee Meeting - December 1, 2020

An additional Curriculum Committee Meeting has been added for Tuesday, Dec. 1st. This may not be on your original calendar invite so please add to your calendar Dec. 1st meeting at 3pm. It will be the same zoom meeting code as the regularly scheduled meetings.

B. Committee Decorum – M. Bowen, J. Kalfsbeek-Goetz

Discussion on the use of the chat function during meetings. It's been brought up by students, staff, and faculty that the use of the chat is distracting and unacceptable when someone is speaking.

Agreement upon members that the chat is a useful tool and will continue to be used at the discretion of participants. If unable to use properly, there will be further discussion on disabling the chat option.

C. Public Comments

Public comment by Robert Preston Pipal

Public comment by Ty Gardner

Public comment by Lisa Marie Ruiz

Public comment by Marian Carrasco Nungaray

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M. Bowen updated the Curriculum Committee members on a conversation with Sandy Melton, the Program Director of the Nursing. At the request of one of the Curriculum members, Michael discussed the removal of ANAT V01 with Sandy. Sandy expressed being neutral about the removal/non-removal of the ANAT V01 from GE but expressed concern about the discussion to reinstate a BIOL V01 prerequisite to ANAT V01 and was strongly against it. The Board of Registered Nursing and the ACEN which are the outside crediting agencies require the Nursing Programs to list prerequisites in their program and if we added a prereq to ANAT V01 it would increase the units required for an already high unit program.

IV.   APPROVAL OF MINUTES: (Discussion/Action)

M. Bowen called for a motion to approve the minutes from the 10/20/20 Curriculum Committee meeting
Motion by: D. Clark
Seconded by: K. Wellman
Discussion: None
Final resolution: Minutes Approved
Yes: H. Alawdi, M. Bowen, M. Callahan, D. Clark, N. Falco, D. Farias, J. Fischer, M. Rivera, P. Sezzi, K. Wellman, M. Werness-Rude, G. Wood, G. Espinoza Sanchez

No: None

Voting Tally:

AS/AM	DC	DF	GW	GES	HA	JF	JC	KW	KGG	MWR	MR	MB	MC	NF	PS	PY	RG
n/a	yes	yes	yes	yes	yes	yes	n/a	yes	n/a	yes	yes	yes	yes	yes	yes	n/a	n/a

Recorder's Note: K. Guzman arrived after the vote (having connection issues)

V.   OLD BUSINESS (Discussion/Action)

A. Removal from local AA/AS GE list: requested by host department (Discussion/Action):

1.   ANAT V01

M. Bowen called for a motion to approve
Motion by: D. Clark
Seconded by: D. Farias
Discussion: L. M. Ruiz: Raised concern about comments made by the Biology faculty and felt they misunderstood what the students were stating in regards to the difficulty of the class. Every professor has students of different educational backgrounds coming to their class and what are the faculty doing to help those students who find their course to be difficult?

D. Farias: This is an important issue but it's prevented the Curriculum Committee from being able to complete one agenda. We're behind over a year now for approving program reviews and certificates because we've taken a lot of time on one item and were not effective and efficient in the time discussing this item. So, if we're really concerned about access and equity for our students to have degrees and programs and be able to receive financial aid, then we should be more concerned about the backlog. If this is going to happen every time a course is up for removal, going forward we should think about structuring the conversations to happen outside of Curriculum Committee time.

J. Kalfsbeek-Goetz: I agree, we need to have those conversations outside of the Curriculum Committee meeting and hopefully come up with an agreement. I think a lot of conversations have happened outside of the CC meetings, but the problem is we have yet to come to an agreement. So, I think because we haven't come to an agreement and negotiated something that makes everyone happy, it's found its way here.

D. Clark: As the original member for the motion, I'm moving to have the vote now but would like to give M. Rivera an opportunity to speak since his hand is up.

M. Rivera- I agree, we've spent a great deal of time on this already and hopefully we will be able to move past this. I look at this as more of a public policy issue in some ways, it's beyond the proposal from the department or discipline faculty but once it gets to a governance committee it becomes a public policy issue, if we believe otherwise what is the use of a governance committee. This notion that somehow because a proposal is provided by discipline experts we need to automatically approve it as such. That begs the question of, what are we doing here in governance and why don't we simply just have a process that goes through it without being reviewed by other people? Dorothy's idea I agree completely, some of this stuff needs to be handled way before. Maybe we should include in our decision people that are impacted above and beyond the discipline faculty because it impacts other people in our community. It's critically important that as we move forward, we ask ourselves in the situations when we're considering removing a course, what else could we have done to prevent that and also consider the involvement by perhaps looking beyond our individual areas of expertise.

G. Espinoza Sanchez: Some of the conversations have made me even more confused about what our process for approving or removing courses is? I agree, a lot of these conversations should have taken place outside of the committee. How does a faculty go about removing courses and what procedures happen? It almost seems to me counterproductive that we as the committee want to establish processes and procedures for faculty to know exactly what they should be doing to get a course approved or not approved but yet this happened to the biology faculty. I think if we are trying to streamline procedures and processes that we can all understand, I wish P&GE would have taken that request from ANAT, made it clear they didn't have a procedure and brought it to the dept in terms of the request and figuring out how we want to go about it so there's a procedure before it reaches here.

G. Wood: This is starting to feel like a filibuster, and as far as I understand this has been brought to the table to be voted on. I'm not sure what the procedure is. Jennifer said there's been meetings outside with counseling and life science faculty. And I'm not sure if this is yet again an attempt to postpone the vote, but that's what it feels like.

K. Wellman- I need a point of clarification. I thought someone said there were 18 or 19 other classes that students could take in place of this one class?

J. Kalfsbeek-Goetz: There are other courses on the GE list. The primary difference is this class counts as GE as well as a requirement for the Nursing students. As far as the non-nursing students, there are many other classes they can take and won't have to take another science course

P. Sezzi: I hope that no matter the outcome we can maybe come back to this in the spring and look at this as a process, as opposed to an outcome and look at a better way to address this knowing that there is no perfect process that this committee can come up with that will avoid these conversations in the future. However, maybe we can make it so it's not as acrimonies.

M. Bowen: Item V. D is an item to start that process. Which is we want to reexamine the process for GE submissions in general and have this ad hoc workgroup we're hoping to form study the issue, make recommendations to the committee and then come up with a procedure we can document and publish in the curriculum handbook. That's the goal of that item V. D. is to establish a procedure that we can share with faculty

Motion by G. Wood to move the question.
Seconded by: H. Alawdi

AS/AM	DC	DF	GW	GES	HA	JF	JC	KW	KGG	MWR	MR	MB	MC	NF	PS	PY	RG
	yes	yes	yes	no	yes	yes	n/a	yes	n/a	yes	no	ab	yes	n/a	no	n/a	yes

Final resolution: *GE designation for ANAT V01 will be removed from the catalog as of fall 2021*
Yes: *D. Clark, D. Farias, G. Wood, H. Alawdi, K. Wellman, M. Werness-Rude, M. Callahan, N. Falco*

No: *G. Espinoza-Sanchez, J. Fischer, M. Rivera, P. Sezzi, R. Gamboa*

Abstain: *M. Bowen*

AS/AM	DC	DF	GW	GES	HA	JF	JC	KW	KGG	MWR	MR	MB	MC	NF	PS	PY	RG
	yes	yes	yes	no	yes	no	n/a	yes	n/a	yes	no	ab	yes	yes	no	n/a	no

Recorder's Note: K. Guzman not present for vote

B. GE Course Rubrics (Information; see attachment)

M. Bowen: There were a couple requests for information regarding our GE course rubric and course approval process. In the agenda attachments you can view the forms we currently use when faculty apply for GE designation. This form was recommended around 5 years ago by the P&GE group and voted by the Curriculum Committee to adopt this form. It is the process to document addition of GE courses that are made.

The first page provides faculty member or department information and which area of GE the course aligns with. The P&GE workgroup describes the result of the decision and signs off on it. After it's been signed by P&GE, the recommendation will go to the Curriculum Committee. In terms of the requirements for a course to satisfy GE requirements, it partly comes from Title 5 (§55063(b)) and VCCCD (AP 4025) Board policies and procedures. Area F (AP 4025) is not required for subject specific AA or AS degrees.

The General Education Area definitions and evaluation rubric form includes each area of the rubric and has a specific list that pertains to the GE requirements. Each area of the rubric will have 5 questions, currently it only requests an explanation for "yes" responses. If we decided to develop a similar rubric for removing a course, we want to allow the possibility for a "no" answer along with an area to provide an explanation in the event that a faculty member wishes to remove a GE designation.

This is the form the P&GE uses, to analyze the questions, analyze the responses and analyze the descriptions that are provided by the faculty in order to come to a recommendation by consensus of whether the course is suitable or not for GE. Those recommendations are passed to the CC and placed on the CC agenda under the P&GE item and will be voted on by members.

This is the paperwork faculty needs to fill out and bring to P&GE group to get a course approved for GE. The P&GE workgroup make a recommendation and that recommendation is forwarded to CC which generally has the final vote. These are the forms that we're hoping the as hoc workgroup will be addressing in order to make them more flexible, so they not only address questions about a faculty requesting to make a new course for GE but also to remove an existing course from the GE list. Right now, it's biased of adding a course it doesn't really handle the case of removing a course.

C. Course Approval Process (Information; see attachment)
This item was discussed with item B above.

D. Seeking volunteers for an ad hoc workgroup to review the rubric from item XIV. A., and recommendation of updates to the Curriculum Committee that address both course additions and course removals from the AA/AS GE list (Discussion/Action)

If you're interested in participating and forming an ad hoc workgroup please feel free to contact Michael Bowen.

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

A. CSUGE Area F/ AB 1460: Continued Discussion (Discussion, see attachment) – J. Kalfsbeek-Goetz, M. Bowen

J. Kalfsbeek-Goetz announced we as a campus are addressing AB 1460, which is the development of Ethnic Studies. We have the commitment of our President and the leadership team to support the development of an Ethnic Studies department. We've had some healthy conversations discussing curriculum and what hiring should look like. There's a real interest in doing an out of cycle request for full time faculty. I have no doubt based on the conversations I've had, that for the next academic year we will have at least one course with the possibility of more that meet the area F requirements. I've had multiple conversations with CSU articulation officers ensuring us they will review them in a very expedited process so that we can get those courses in our catalog for next academic year. There's still a lot to discuss in terms of the development of the department but I'm excited we're moving in that direction.

B. Grading for Noncredit Courses: Blanket Approvals (Discussion/Action) – S. Mossembekker, J. Kalfsbeek-Goetz

We're ready to transcript noncredit courses and programs but the vast majority of courses that we have in CourseLeaf that are noncredit do not specify the grading option. So, the request coming from the Registrar's office is asking can we possibly agree to pass a measure that would allow us to take every currently approved noncredit course and assign a grading option of letter grade or pass/no pass. If the courses can be graded, some of our enhanced noncredit certificates can lead to completion. Without the grading option, they can't be counted as a completion. We realized A&R can't go in and change that even though it is allowed by the state.

M. Bowen called for a motion to approve

Motion by:	*N. Falco*
Seconded by:	*D. Farias*
Discussion:	*D. Newcomb: I'm concerned that it's at the student's discretion because I know we chose letter grades for the noncredit police academy courses specifically because it needed to match the credit course. I would not want that to be at the student's discretion.*
	M. Bowen: We can amend the motion that the police academy is letter graded only.
	D. Farias: How do we know there's not other noncredit courses that would like that same distinction? We need a better system than to seek out the answer for that. We can vote to blanket it for now but just like we did for DE we will have to find out what grading system they want and update the core appropriately.
	M. Bowen: I think we just need to provide guidance to A&R. The motion I believe has been amended so all the course that are noncredit will be graded student option with the exception of police science which is letter grade only and we will allow for the possibility that other courses may need to be letter grade only and will be done through the course outline process.
	P. Sezzi? We're going to retroactively allow courses that have already started as nongraded to now be graded at the student's discretion?
	J. Kalfsbeek-Goetz: Because it was already approved at the state, students were told they had the grading option so instructors are holding on to the grades. So, students believed it was already an option and we realized it hadn't been updated yet and realized it had to be approved at CC.
	Motion by D. Clark to continue CC for additional 10 mins
Final resolution:	*Motion approved to adopt this as the interim grading policy*
Yes:	*D. Clark, D. Farias, G. Wood, J. Fischer, M. Werness-Rude, M. Bowen, M. Callahan, N. Falco, P. Sezzi, R. Gamboa*
No:	*None*

Recorder's Note: G. Espinoza-Sanchez, H. Alawdi, K. Wellman, M. Rivera not present for vote

C. Banner Sync Issue (Discussion) – M. Bowen, J. Kalfsbeek-Goetz, O. Long

Item not discussed due to time

D. Course Inactivations that affect programs (Discussion) – M. Bowen

Item not discussed due to time

E. T ADA 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)

F. New Program Forms: CP-3, CP-4, NP-3, NP-4, CA1 (Discussion/Action; see attachments) – M. Bowen, M. Callahan

G. Curriculum Committee Training (Discussion) – M. Bowen https://mbowenvc.000webhostapp.com/curriculum/docs/(202008%20MB)%20Curriculum%20Committee%20Training.pptx

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

VII. REQUISITES: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)
   A. None

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

   A. None

IX. MINIMUM QUALIFICATIONS
A. None

X. CONSENT AGENDA: CURRICULAR PROPOSALS FOR APPROVAL
(Discussion/Action; see attachment)
A. None

XI. SECOND READING COURSES: CURRICULAR PROPOSALS FOR APPROVAL
(Discussion/Action; see attachment)
A. Revised: ACT N102, BUS V46

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

Motion by:	*P. Sezzi*
Seconded by:	*N. Falco*
Discussion:	*None*
Final resolution:	*Motion to approve the Second Reading course proposal*
Yes:	*D. Clark, D. Farias, G. Wood, J. Fischer, M. Werness-Rude, M. Bowen, M. Callahan, N. Falco, P. Sezzi*
No:	*None*

Voting Tally:

AS/AM	DC	DF	GW	GES	HA	JF	JC	KW	KGG	MWR	MR	MB	MC	NF	PS	PY	RG
n/a	yes	yes	yes	n/a	n/a	yes	n/a	n/a	n/a	yes	n/a	yes	yes	yes	yes	n/a	n/a

Recorder's Note: G. Espinoza-Sanchez, H. Alawdi, K. Wellman, M. Rivera, R. Gamboa not present for vote

XII. SECOND READING PROGRAMS: CURRICULAR PROPOSALS FOR APPROVAL
(Discussion/Action; see attachment)
1. None

XIII. A. FIRST READING: CURRICULAR PROPOSALS REQUIRING SECOND READING
(Discussion/Action; see attachment)
1. None

B. FIRST READING: CURRICULAR PROPOSALS NOT REQUIRING SECOND READING (Discussion/Action; see attachment)
1. None

C. FIRST READING: PROGRAM PROPOSALS FOR APPROVAL
1. Revision: AA-T Communication Studies

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

Motion by:	*M. Werness-Rude*
Seconded by:	*P. Sezzi*
Discussion:	*None*
Final resolution:	*Motion to approve the First Reading proposals*
Yes:	*D. Clark, D. Farias, G. Wood, J. Fischer, M. Werness-Rude, M. Bowen, M. Callahan, N. Falco, P. Sezzi*
No:	*None*

Recorder's Note: G. Espinoza-Sanchez, H. Alawdi, K. Wellman, M. Rivera, R. Gamboa not present for vote

XIV.   **ADMINISTRATIVE CHANGES (Discussion/Action)**

      A. None

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

      A. None

XVI.   **REPORTS (Information)**

      A. Co-Chairs

      B. Articulation/C-ID

      C. Board of Trustees/ DTRW-I

            1. All VC curriculum passed muster without receiving any recommendations for change at the 10/8 meeting of that body.

            Item not discussed due to time

            2. The body's recommendations for the revision of the Credit for Prior Learning policies BP/AP 4235 have been forwarded to Chancellor's Cabinet for review and approval by BOT (see attachments)

            Item not discussed due to time

      D. Subcommittees/Workgroups

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

            Item not discussed due to time

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

            1. None

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

      A. Pass/No Pass Grading Issue between CurricUNET and CourseLeaf (Information) – M. Bowen

      B. COG concern about courses not recently offered or assessed – M. Bowen, A. Meadows

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

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

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

XVII Items A through E were not discussed due to time

XVIII. GENERAL ANNOUNCEMENTS AND REQUESTS FOR FUTURE AGENDA ITEMS

None

Meeting adjourned: 4:40 p.m.

<div style="border:1px dashed">

<u>NEXT MEETING</u>

November 17, 2020 - 3:00 PM

Location: via Zoom

</div>

	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	NONSUBSTANTIAL CHANGES TO CATALOG 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] ([1]see "Requisite Approvals" for specific changes)	ARTIC CHANGES OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BOT
CONSENT AGENDA: COURSES												
APPROVED		None										
SECOND READING: COURSES						**SUBSTANTIAL CHANGES TO CATALOG**	**ARTIC CHANGES**					
	ACT N102	Assistive Computer Technology: Keyboarding Skills (noncredit)	NC	0	Revised	No catalog changes: (CB08 Basic Skills, CB13 Special Class, CB22 (noncredit category)	None	Special Education	Fall 2021		X	Yes
	BUS V46	Marketing	CR	3	Revised	No catalog changes: TOP code change	None	Business Marketing	Fall 2021	X	X	Yes
SECOND READING: PROGRAMS						**SUBSTANTIAL CHANGES TO CATALOG**	**ARTIC CHANGES**					
APPROVED		None										
FIRST READING: COURSES REQUIRING SECOND READING						**SUBSTANTIAL CHANGES TO CATALOG**	**ARTIC CHANGES**					
APPROVED		None										
FIRST READING: COURSES NOT REQUIRING SECOND READING						**SUBSTANTIAL CHANGES TO CATALOG**	**ARTIC CHANGES**					
APPROVED		None										
FIRST READING: PROGRAMS						**CHANGES TO CATALOG**	**ARTIC CHANGES**					
APPROVED	AWARD TYPE	DISCIPLINE:TITLE	CR NC	UNITS	PROPOSAL TYPE	COMMENTS			EFFECTIVE			BOT
	AA-T	Communication Studies	CR	18-19	Revised	Periodic review. No major revisions to TMC			Fall 2021			No

APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS		CHANGE			EFFECTIVE			
		ADMINISTRATIVE CHANGES										
		None										
		REQUISITE APPROVALS										
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	REQUISITE TYPE	REQUISITE TEXT	SOURCE		EFFECTIVE			
		None										
		DISTANCE EDUCATION APPROVALS										
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/REV	DE TYPE		SOURCE		EFFECTIVE			
		None										
		MINIMUM QUALIFICATIONS										
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/REV	"P" - Primary MQ, "A"= additional MQ, "C" - required certifications		SOURCE		EFFECTIVE			
		None										
		** END OF LIST **										

Ventura College
Office of Student Learning

CREDIT DEGREE OR COA - INFORMATION FORM

<u>PROPOSAL ATTRIBUTES</u>

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:

<u>PROGRAM SUMMARY</u>

TOP Code & Desc.:   (Refer to <u>TOP-SIC Crosswalk</u>)

CIP Code & Desc. :   (Refer to <u>TOP-SIC Crosswalk</u>)

Effective Start: (mm-yy)   **Review Date:**   The 1st review after local approval (CTE: 2 yrs; Others: 5 yrs)

<u>PROGRAM DETAILS / UNITS AND HOURS</u>

Distance Education: Percentage of the <u>entire</u> 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 <u>complete</u> the program; a semester is 17.5 weeks.

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

<u>PROGRAM RESOURCE REQUIREMENTS</u>

Where will the program be offered?

Faculty Workload: **FTEF** (<u>Estimate</u> the FTEF that will be dedicated to teaching courses in this program <u>each</u> year.)

Additional Resources Necessary to Offer the Program

    Faculty Positions: Provide the number of identified <u>new</u> positions, both FT and PT - Consult with area Dean.

    Classified Positions: Provide the number of identified <u>new</u> positions, both FT and PT - Consult with area Dean.

    Equipment: $ Estimate cost of <u>new</u> equipment necessary for the program - Consult with area Dean et al.

    Facilities: $ Estimate cost of any necessary <u>new</u> / <u>remodeled</u> facilities – Consult with F, M & O Director.

    Library: $ Estimate cost of <u>additional</u> 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 <u>substantive</u> 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 <u>annual</u> 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?

CREDIT DEGREE OR COA - APPROVAL FORM

Proposal Type

Requestor Information

Department: Division:

<u>Faculty Originator</u>   <u>Email Address</u>   <u>Phone Number</u>

Program Information

Program Title:

Purpose or Justification
(Briefly state the reason/s for development *or* update <u>and</u> 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 <u>required</u> for the proposal to receive departmental approval.)

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

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

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

NONCREDIT PROGRAM - INFORMATION FORM

PROPOSAL ATTRIBUTES

Department: **Division:**

Proposal Type:

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

Program Title:

Program Goal:

Program Award: Noncredit Program (NIL)

Noncredit Program Type:

PROGRAM SUMMARY

TOP Code & Desc.:   (Refer to TOP-SIC Crosswalk)

CIP Code & Desc. :   (Refer to TOP-SIC Crosswalk)

Effective Start: (mm-yy)   **Review Date:**   The 1st review after local approval (CTE: 2 yrs; Others: 5 yrs)

PROGRAM DETAILS / HOURS

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

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

CDCP Eligibility Criteria:

Core Courses   **Total Core Courses**:   **Total Core Hours**:

Elective Courses   **Total Elective Courses**:   **Total Elective Hours**:

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

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

PROGRAM RESOURCE REQUIREMENTS

Where will the program be offered?

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

Additional Resources Necessary to Offer the Program

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

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: $ Sum of above cost estimates is performed automatically.

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

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

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

NONCREDIT PROGRAM- APPROVAL FORM

Proposal Type

Requestor Information

Department: Division:

<u>Faculty Originator</u>   <u>Email Address</u>   <u>Phone Number</u>

Program Information

Program Title:

Purpose or Justification
(Briefly state the reason/s for development *or* update <u>and</u> 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 <u>required</u> for the proposal to receive departmental approval.)

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

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

_____   _____
Originator   Date   Department Chair   Date

_____   _____
Department Faculty   Date   Department Faculty   Date

_____   _____
Department Faculty   Date   Department Faculty   Date

_____   _____
Department Faculty   Date   Department Faculty   Date

_____   _____
Department Faculty   Date   Department Faculty   Date

_____   _____
Department Faculty   Date   Department Faculty   Date

_____   _____
Department Faculty   Date   Department Faculty   Date

_____   _____
Department Faculty   Date   Department Faculty   Date

_____   _____
Division Dean   Date   Vice President of Academic Affairs   Date

NEW COURSE - APPROVAL FORM

Proposal Type   **Course ID**

Requestor Information

Department: Pick from list or type in department   Division: Pick from list or type in division

<u>Faculty Originator</u>   <u>Email Address</u>   <u>Phone Number</u>

Course Information

Course Title:

Purpose or Justification

(Briefly state the reason/s for development *or* reactivation <u>and</u> provide supporting documentation if applicable.)

Department Review of Proposal

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

Number of department faculty at the meeting:

Number and percentage of faculty at the meeting who approved the proposal: %

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

Approval Signatures (Append an additional Approval Signatures sheet if more space is required)
Signatures (*or typed names*) 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

Reviewed by the Dean and the Vice President of Academic Affairs (Optional)

_____   _____
Division Dean   Date   Vice President of Academic Affairs   Date

Attach completed form to CourseLeaf proposal below Need Statement - Click on Attach File button

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] ([1]see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BOT
						CONSENT AGENDA: COURSES — NONSUBSTANTIAL CHANGES TO CATALOG — ARTIC CHANGES						
		None										

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] ([1]see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BOT
						SECOND READING: COURSES — SUBSTANTIAL CHANGES TO CATALOG — ARTIC CHANGES						
		None										

SECOND READING: PROGRAMS — SUBSTANTIAL CHANGES TO CATALOG — ARTIC CHANGES

APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	...	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BoT
	AA-T	Communication Studies	CR	18-19	Revised	Periodic review. No major revisions to TMC			Fall 2021			No

FIRST READING: COURSES REQUIRING SECOND READING — SUBSTANTIAL CHANGES TO CATALOG — ARTIC CHANGES

APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	...	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	...	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BoT
	CHST V01 / AES V20	Introduction to Chicano Studies	CR	3	Revision	Now proposed for CSU GE Area F - Ethnic Studies	OBJ	Ethnic Studies	Fall 2021		X	No
	CHST V02 / AES V23	Chicana/o/x and Latina/o/x Studies Issues	CR	3	Revision	Now proposed for CSU GE Area F - Ethnic Studies	OBJ, CC	Ethnic Studies	Fall 2021		X	No
	CHST V03 / AES V03	Chicana Contemporary Issues	CR	3	Revision	Now proposed for CSU GE Area F - Ethnic Studies	None	Ethnic Studies	Fall 2021		X	No
		See Round 3 Summer and Fall DE Courses Spreadsheet										
		See Spring 2021 DE Courses Spreadsheet										

APPROVED	FIRST READING: PROGRAMS					CHANGES TO CATALOG	ARTIC CHANGES				
APPROVED	AWARD TYPE	DISCIPLINE:TITLE	CR NC	UNITS	PROPOSAL TYPE	COMMENTS			EFFECTIVE		BOT
	AA-T	Spanish	CR	19-25	New	Add to catalog			Fall 2021		Yes
	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		
		See Spring 2021 DE Courses Spreadsheet									
	DISTANCE EDUCATION APPROVALS										
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/REV	DE TYPE		SOURCE		EFFECTIVE		
		See Round 3 Summer and Fall DE Courses Spreadsheet									
		See Spring 2021 DE Courses Spreadsheet									
	MINIMUM QUALIFICATIONS										
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/REV	"P" - Primary MQ, "A"= additional MQ, "C" - required certifications		SOURCE		EFFECTIVE		
		None									
	** END OF LIST **										

Term	Course ID	X-List - 1	DE Only	Requisites	Catalog	COCI	Other	Notes	Spr 2021 DE
202103	AES V40B	HIST V51	Yes						Spr 2021
202103	AES V63	HIST V50	Yes						Spr 2021
202103	AG V63		Yes						Spr 2021
202103	ARCH V12	CT V12					MQs		Spr 2021
202103	ARCH V15		Yes						Spr 2021
202103	ARCH V59	CT V59					MQs		Spr 2021
202103	ARCH V75	CT V75					MQs		Spr 2021
202103	ART V04		Yes						Spr 2021
202103	ART V06			Rec Prep deleted		SAM Code			Spr 2021
202103	ART V11B				Adding Pass/No Pass as an option				Spr 2021
202103	AUTO V26				Transfer Status (no change to COCI)				Spr 2021
202103	AUTO V26L		Yes						Spr 2021
202103	AUTO V28				Transfer Status (no change to COCI)				Spr 2021
202103	AUTO V28L		Yes						Spr 2021
202103	AUTO V30				Course Title				Spr 2021
202103	AUTO V30L		Yes						Spr 2021
202103	AUTO V47		Yes						Spr 2021
202103	BIOL V04			Prereq added; Rec Pep deleted					Spr 2021
202103	BUS V29		Yes						Spr 2021
202103	CDL V03		Yes						Spr 2021
202103	CHEM V12B		Yes						Spr 2021
202103	CHEM V12BL		Yes						Spr 2021
202103	CJ V04		Yes						Spr 2021
202103	CJ V14					CB05 Transfer (no change to Catalog)			Spr 2021
202103	CJ V19		Yes						Spr 2021
202103	CS V17	MATH V52					MQs		Spr 2021
202103	CS V19		Yes						Spr 2021
202103	CT V12	ARCH V12					MQs		Spr 2021
202103	CT V43		Yes						Spr 2021
202103	CT V59	ARCH V59					MQs		Spr 2021
202103	CT V71		Yes						Spr 2021
202103	CT V75	ARCH V75					MQs		Spr 2021
202103	CT V76		Yes						Spr 2021
202103	CT V77		Yes						Spr 2021
202103	DANC V30A				Family info moved to Catalog Notes		MQs; GE		Spr 2021
202103	DANC V30B				Family info moved to Catalog Notes	CB05 Transfer (no change to Catalog)	MQs; GE		Spr 2021
202103	DANC V30C				Family info moved to Catalog Notes	CB05 Transfer (no change to Catalog)	MQs; GE		Spr 2021
202103	DANC V30D				Family info moved to Catalog Notes	CB05 Transfer (no change to Catalog)	MQs; GE		Spr 2021
202103	DANC V50A				Family info moved to Catalog Notes		MQs; GE		Spr 2021
202103	DM V26		Yes					Updated CIM Description to match Catalog	Spr 2021
202103	DM V26L		Yes					Updated CIM Description to match Catalog	Spr 2021
202103	DM V28		Yes						Spr 2021
202103	DM V28L		Yes					Minor grammatical edits to Lab Content in CIM	Spr 2021
202103	DM V40		Yes						Spr 2021
202103	DM V40L		Yes						Spr 2021
202103	DM V44		Yes						Spr 2021
202103	DM V44L		Yes						Spr 2021
202103	DRFT V44		Yes					Transfer Status in CIM changed to match Catalog and COCI	Spr 2021
202103	DRFT V50		Yes					Title truncated in CIM - Catalog Title exceeds CIM character allotment by 3	Spr 2021
202103	ENGM V03		Yes						Spr 2021
202103	ENGR V16					SAM Code		SAM Code changed in CIM	Spr 2021
202103	ENGR V16L					SAM Code		SAM Code changed in CIM	Spr 2021
202103	ESL V04RW		Yes						Spr 2021
202103	ESRM V11						MQs	ESRM V11 is being changed to AG V04 in fall 2021	Spr 2021
202103	FREN V02		Yes						Spr 2021
202103	GEOG V26	GIS V26	Yes						Spr 2021
202103	GEOG V28A	GIS V28A	Yes						Spr 2021
202103	GEOG V28B	GIS V28B	Yes					TOP Code and SAM Code for GIS V28B changed in CIM to match COCI	Spr 2021
202103	GIS V26	GEOG V26	Yes						Spr 2021

Term	Course ID	X-List - 1	DE Only	Requisites	Catalog	COCI	Other	Notes	Spr 2021 DE
202103	GIS V28A	GEOG V28A	Yes					TOP Code for GIS V28A changed in CIM to match COCI	Spr 2021
202103	GIS V28B	GEOG V28B	Yes						Spr 2021
202103	HIST V50	AES V63	Yes						Spr 2021
202103	HIST V51	AES V40B	Yes						Spr 2021
202103	ICA V02		Yes						Spr 2021
202103	ICA V03		Yes						Spr 2021
202103	ICA V08		Yes						Spr 2021
202103	ICA V14		Yes						Spr 2021
202103	ICA V15		Yes						Spr 2021
202103	ICA V16		Yes						Spr 2021
202103	ICA V17		Yes						Spr 2021
202103	ICA V18		Yes						Spr 2021
202103	ICA V19		Yes						Spr 2021
202103	ICA V20		Yes						Spr 2021
202103	ICA V22		Yes						Spr 2021
202103	ICA V25		Yes						Spr 2021
202103	KIN V76A		Yes						Spr 2021
202103	KIN V76B		Yes						Spr 2021
202103	KIN V95		Yes						Spr 2021
202103	LS V02		Yes						Spr 2021
202103	LS V03A		Yes						Spr 2021
202103	LS V03B		Yes						Spr 2021
202103	LS V03C		Yes						Spr 2021
202103	MATH V52	CS V17					MQs		Spr 2021
202103	MT V07		Yes						Spr 2021
202103	MT V18		Yes						Spr 2021
202103	PHOT V07						MQs		Spr 2021
202103	PHOT V08						MQs		Spr 2021
202103	PHOT V09A		Yes						Spr 2021
202103	PHOT V09B		Yes						Spr 2021
202103	PHYS V02B			Prereqs: Slight change in language	Desciption: Slight change				Spr 2021
202103	PHYS V02BL		Yes						Spr 2021
202103	PHYS V03B				Desciption: Revised				Spr 2021
202103	PHYS V03BL				Desciption: Revised				Spr 2021
202103	PHYS V06		Yes						Spr 2021
202103	PHYS V06L						Objective		Spr 2021
202103	PM V02		Yes						Spr 2021
202103	SPAN V04		Yes						Spr 2021
202103	THA V08		Yes						Spr 2021
202103	THA V20		Yes						Spr 2021
202103	WS V16		Yes						Spr 2021
202103	WS V17		Yes						Spr 2021
202103	WS V18		Yes						Spr 2021
202103	WS V19		Yes						Spr 2021
202103	WS V21		Yes						Spr 2021

Course ID	X-List 1	DE Only	Requisites	Catalog	COCI	Other
AES V22	HIST V58					Admin Change: Was approved for fall 2020, changing to summer 2020
ARCH V24	DRFT V05B				Yes - CB05 (Transfer)	MQs
BIOL V90		Yes				
CJ V01		Yes				
CJ V28					Yes - CB09 (SAM)	
DRFT V05B	ARCH V24				Yes - CB05 (Transfer)	MQs
EAC N132					Yes - Multiple CB codes	
GEOG V08		Yes				
HIST V58	AES V22					Admin Change: Was approved for fall 2020, changing to summer 2020
KIN V04				Family moved to Catalog Notes		
KIN V90		Yes				
MUS V90		Yes				
PHYS V01						Admin Change: Was approved for fall 2020, changing to summer 2020
THA V90						TOP Code and MQs added; were missing in CurricUnet COR

Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	AP 4235 Credit for Prior Learning
Code	AP 4235
Status	Under Consideration
Legal	Education Code, Section 66025.71
	Education Code, Section 78212
	Education Code, Section 79500
	Title 5, Section 55002
	Title 5, Section 55023
	Title 5, Section 55050
	Title 5, Section 55051
	Title 5, Section 55052
Adopted	July 14, 2009
Last Revised	June 13, 2017

*Changed Legal References
*Changed title from "Credit by Examination" to "Credit for Prior Learning"

Granting unit credit for prior learning a course y examination is based on the principle that previous experience, training, or instruction is the equivalent of a specific course taught by the college. Course and unit credit can be obtained through the credit for eExternal eExam Pprocess (AP/IB/CLEP), Iinternal Eexam Pprocess (locally administered exams), or Hhigh Sschool to cCollege Aarticulation Pprocess, or evaluation of Joint Services Transcripts (JST), student-created portfolios, or industry-recognized documentation, credentials or licensure.

Courses Eligible for Credit by Examination:

- All courses shall be open to credit by examination unless specifically exempted by the District College.
- Academic divisions of the District Colleges determine the courses for which credit by examination may be granted. The Office of the Vice President of Academic Affairs Student Learning at each District College maintains a current list of courses excluded from Credit by Examination.

Documentationing of Credit for Prior Learning Earned by Examination:

- For credit earned through the credit for prior learning by examination provisions, the student's academic record shall be clearly annotated to reflect that credit was earned by examination, through articulation, or by another evaluation of prior learning.

Credit for Prior Learning by Examination may be obtained by one of the following methods:

I. External Examinations: (Title 5 Sectin 55052)

a) Advanced Placement (AP): Students who earn scores of 3, 4 or 5 on the College Board AP Examinations taken before high school graduation will
receive credit for each exam as specified in the catalog of the District College.
b) International Baccalaureate (IB): Students who complete the IB diploma with a score of 30 or above, and/or will receive 20 units of credit. Students

who complete the IB Higher Level examinations with scores of 4, 5, 6 or 7 will receive credit for each exam as specified in the catalog of the District

College. A score of 4 or higher on the IB Mathematics HL exam will satisfy the math competency requirement for the associate degree. Students will

not receive credit for Standard Level exams.

c) College Level Examination Program (CLEP): Students who earn scores of 50 or higher on a CLEP exam will receive credit for each exam as specified

in the catalog of the District College.

Cut Scores

- The number of units awarded for each type of examination is subject to change based on the establishment of cut scores and/or other evaluative measures developed by District College faculty in collaboration with Academic Senates and/or a CSU Chancellor's Office policy pursuant to AB 1985, and/or Intersegmental General Education Transfer Curriculum (IGETC) Standards, Policies, and Procedures latest version.

Credit for External Examinations (AP, IB and CLEP):

- The evaluation of credit for AP, IB and CLEP examination scores is done by a college counselor. Counselors may require additional documentation or information as necessary to determine eligibility for external credit.
- Credit granted for the examinations may be counted as credit toward an associate degree. The Counseling faculty at each District College will determine how the credit is used to satisfy general education and major requirements for the associate degree.
- Credit granted for these examinations may also be counted toward the satisfaction of IGETC or CSU-GE areas as allowed by the applicable standards for each form of transfer general education certification.
- Credit awarded for AP, IB and CLEP examinations shall not impact the student's GPA.
- Students granted credit for AP, IB or CLEP examinations shall not earn credit toward an associate degree for duplicated college courses.
- Other colleges or universities may have different policies concerning the granting of credit for AP, IB and CLEP examinations, and will evaluate the examinations based upon their own policies and practices.

II. Internal Departmental Examinations: (Locally administered exams):

a) Students will receive credit by satisfactory completion of an examination administered by the District College in lieu of completion of a course listed

in the college catalog, provided that Credit by Examination is permitted for the course. See the Courses Excluded from Credit by Examination list

maintained by each District College. Credit will be awarded with a letter grade and/or P/NP (if the latter is ordinarily available for the course). If a

letter grade is awarded, it will be incorporated in the computation of the student's grade point average.

b) A student may be granted credit if he or she satisfactorily passes an examination approved and conducted by the District College discipline faculty.

Such credit may be granted only to a student who is registered at the District College and not on either academic probation or progress probation,

and only for a course listed in the District College's catalog.

c) The nature and content of the exam shall be determined solely by the District College discipline faculty in accordance with Title 5 Section 55002. ~~The~~

~~examination must be conducted on the campus of a District College or at a District satellite site.~~

d) Units for which credit is given pursuant to this provision shall not be counted in determining the 12 semester hours of credit in residency requirement

for an associate degree.

e) A District College shall charge a student a fee for administering an examination pursuant to this provision which is equal to the enrollment fee for the

course.

Credit for Internal Credit by Examination:

1. Determination of Eligibility

- The examination is to be administered prior to the last day of the final examination period.
- The course to which the units will apply must be listed in the college catalog.
- The student must be currently registered and in good standing and not on academic probation, progress probation, or dismissal at any District College.

2. Receiving Credit by Examination:

- The student has not earned college credit in more advanced subject matter, and, has not received a grade (A, B, C, D, F, W, CR, P, CRE, NC or NP or equivalent), in the course for which he or she is seeking Credit by Examination at a District College or at any other educational institution.
- The appropriate petition, (a "Petition for Credit by Examination" form) will be completed by the student and a college counselor, and forwarded to the appropriate academic division for administration of the examination.
- Petitions must be approved by the division dean and received by the administering instructor no later than Friday of the tenth week of the full-length semester.

3. Units and Grades Recorded for Credit by Examination:

- Transcript entries shall distinguish credit units obtained by examination from credit units obtained as a result of regular course enrollment.
- A student seeking credit by examination will receive the appropriate letter grade (A, B, C, D, F, or P/NP) and will be charged the current enrollment fee per unit regardless of the grade received. Students who are unsuccessful in an attempt to challenge a course by examination will receive a D, F, or NP, and a record of the attempt for credit by examination will appear on a student's transcript.

III. High School to College Articulation: (Title 5 Section 55051)

High school students may be granted college credit pursuant to established articulation agreements between the high school and a District College. The
Board of Trustees shall permit articulated courses to be applied to certificate or associate degree requirements in accordance with this provision. The
per-unit fee for high school credit by examination will not be charged. Articulated high school courses may be accepted in lieu of comparable District
College courses to partially satisfy:

a) Certificate requirements, including the total number of units required for the certificate; or
b) The major or area of emphasis requirements in a degree program. Students who complete articulated comparable courses must pass an exam to
earn college credit for general education and/or major requirements for the associate degree.

Cut Scores

- The number of units awarded for each type of examination is subject to change based on the establishment of cut scores and/or other evaluative measures developed by District college faculty in collaboration with the Academic Senates and/or a CSU Chancellor's Office policy as pursuant to the AB 1985, and/or Intersegmental General Education Transfer Curriculum (IGETC) Standards, Policies and Procedures latest version.

Credit for External Examinations (AP, IB and CLEP):

- The evaluation of credit for AP, IB and CLEP examination scores is done by a college counselor. Counselors may require additional documentation or information as necessary to determine eligibility for external credit.
- Credit granted for the examinations may be counted as credit toward an associate degree. The Counseling faculty at each District College will determine how the credit is used to satisfy general education and majors requirements for the associate degree.
- Credit granted for these examinations may also be counted toward the satisfaction of IGETC or CSU-GE areas as allowed by the applicable standards for each form of transfer general education certification.
- Credit awarded for AP, IB and CLEP examinations shall not impact the student's GPA.
- Students granted credit for AP, IB or CLEP examinations shall not earn credit toward an associate degree for duplicated college courses.
- Other colleges or universities may have different policies concerning the granting of credit for AP, IB and CLEP examinations, and will evaluate the examinations based upon their own policies and practices.

Credit for Internal Credit by Examination:
1. Determination for Eligibility

- The examination is to be administered prior to the last day of the final examination period.
- The course that the units will apply to must be listed in the college catalog.
- The student must be currently registered and in good standing and not on academic probation, progress probation, or dismissal at any District College.

2. Receive Credit by Examination:

- The student has not earned college credit in more advanced subject matter, and, has not received a grade (A, B, C, D, F, W, CR, P, CRE, NC or NP or equivalent), in the course for which he or she is seeking Credit by Examination at a District College or any other educational institutions.

- ~~The appropriate petition, (a "Petition for Credit by Examination" form) will be completed by the student and a college counselor, and forwarded to the appropriate academic division for administration of the examination.~~
- ~~Petitions must be approved by the division dean and received by the administering instructor no later than Friday of the tenth week of the full-length semester.~~

~~3. Units and Grades Recorded for Credit by Examination:~~

- ~~Transcript entries shall distinguish credit units obtained by examination from credit units obtained as a result of regular course enrollment.~~
- ~~A student seeking credit by examination will receive the appropriate letter grade (A, B, C, D, F, or P/NP) and will be charged the current enrollment fee per unit regardless of the grade received. Students who are unsuccessful in an attempt to challenge a course by examination will receive a D, F, or NP, and a record of the attempt for credit by examination will appear on a student's transcript.~~

Credit by Examination for a High School Articulated Course:

1. Determination of Eligibility

- The course ~~that~~ to which the units will apply ~~to~~ must be listed in the college catalog.
- The student must be currently registered at a high school with which a District College has an articulation agreement and in good standing as defined by their cumulative GPA at a minimum of 2.0 at the time the Credit by Examination is granted.
- The student has not earned college credit in more advanced subject matter, and has not received a grade (A, B, C, D, F, W, CR, CRE, NC, NP, or equivalent), in the course for which he or she is seeking Credit by Examination at a District College or at any other educational institution~~s~~.

2. Receiving**e Credit by Examination**

- The student will apply online to one of the colleges in the VCCCD and create an account in a District tracking system.
- The student passes the college's course via a comprehensive exam or evaluation determined solely by a District College faculty in the discipline.

3. Units and Grades Recorded

- A student who successfully passes the examination will be given a letter grade (A, B, or C) "Credit by Examination" will be transcripted for the term in which it was earned.
- A s~~S~~tudent who is unsuccessful in obtaining a standard grade of "C" or better will not be allowed to petition for credit and no record of the attempt for credit by examination will appear on ~~a~~ the student's transcript.

IV. Credit for Military Service/Training

Students interested in Credit for Prior Learning using Joint Service Transcripts shall receive credit as recommended by the American Council on Education (ACE) Directory and approved by the appropriate discipline faculty of a District College under the following circumstances:

- The student shall complete the Credit for Prior Learning assessment petition.
- Official transcripts must be on file in the Admissions and Records Office. These may include Joint Services Transcript (JST), Sailor/Marine American Council on Education Registry Transcript (SMART), Army and American Council on Education Registry Transcript Service (AARTS), Community College of the Air Force (CCAF), Coast Guard Institute (CGI), DANTES/USAFI, Defense Language Institute Foreign Language Transcripts (DLIFLC), Defense Manpower Data Center (DMDC), DLPT Examinee Results, DA Form 330 Language Profciency Questionnaire, or verified copies of DD214 or DD295 military records.
- Credit course equivalency shall be determined by the faculty of the appropriate discipline.

V. Industry-Recognized Credentials or Licensure Documentation

Students interested in Credit for Prior Learning using industry recognized credential(s) or licensure shall receive credit as determined solely by the faculty of the appropriate discipline:

- The student shall complete the Credit for Prior Learning assessment petition.
- Admissions and Records shall grant credit for industry recognized credential(s) or licensure that have already been evaluated and approved by the appropriate department chair or faculty designee.
- If an industry recognized credential(s) or licensure has not yet been evaluated and approved by the appropriate faculty:
  - The student meets with the department chair or faculty designee to receive further instructions for industry recognized credential(s) or licensure assessment.

- - The student submits all industry recognized credential documents or license copies to the department chair or faculty designee for assessment of prior learning.
    - If the department chair or faculty designee determine the industry certification or licensure adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the recorded grade, attach the industry recognized credential(s) or license copies, and forward the completed petition and supporting documents to the Admissions and Records Office to be kept on file and recorded on the student's transcript.

VI. Student-Created Portfolio Assessment

Students interested in Credit for Prior Learning using a student-created portfolio shall receive credit as recommended by the appropriate department chair or faculty designee under the following circumstances:

- A department approved portfolio assessment rubric for the course is on file.
- The student shall complete the Credit for Prior Learning assessment petition.
- The student meets with the department chair or faculty designee to receive further instructions for student-created portfolio assessment.
- The student submits all portfolio documents to the department chair or faculty designee for assessment of prior learning.
- If the department chair or faculty designee determine the student-created portfolio adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the appropriate grade and forward it to the Admissions and Records Office to be kept on file and recorded on the student's transcript

Limits of Credit for Prior Learning ~~by Examination~~ (All Methods):

- Students may challenge a given course by internal departmental examination (locally administered exam)~~credit-by-examination course~~ only once.
- ~~Credits acquired by examination are not counted in determining the 12 semester units of credit in residency required for an associate degree.~~
- Students should be aware that other colleges and universities may not accept credit for prior learning~~Credit by Examination~~ for transfer purposes.
- ~~A s~~Students should be advised that the use of units granted through the credit for prior learning ~~by examination~~ policy towards establishing eligibility for athletics, financial aid, and veterans' benefits are subject to the rules and regulations of the external agencies involved. (Exceptions to the above may be made when necessary to meet provisions of California state law or the rules and regulations of state agencies governing programs of the California Community Colleges.)
- ~~A student may challenge no more than 12 units under the credit-by-examination policy towards an associate degree or a certificate of achievement, except that units awarded for AP and IB examinations shall not be subject to such limit.~~
- Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veterans, or Social Security benefits.
- Credit by Examination may be granted in only one course in a sequence of courses, as determined by prerequisites, and may not be granted for a course which is a prerequisite to the one in which the student is currently enrolled, except that credit may be granted for more than one course in a sequence of required courses when approved by an administrator or his/her designee responsible for vocational programs, or where the curriculum in occupational programs makes it necessary.
- Credits acquired by credit for prior learning are not counted in determining the 12 semester units of credit in residency required for an associate degree.

Documentation of Allowable Credit Awards

Each District College shall maintain records of the courses for which units of credit may be granted through Credit for Prior Learning ~~by Examination~~. These records shall be maintained either in the Office of Academic Affairs or in the Student Services Office.

Advisement

- A student, upon completion of their educational plan, shall be referred to the college's appropriate authority for assessment of prior learning if the student is a veteran or an active-duty member of the armed forces, holds industry-recognized credentials or licensure, or requests credit for a course based on their prior learning.
- Colleges shall consider the credit recommendations of the American Council on Education (ACE) pursuant to Education Code section 66025.71
- Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.

- Students shall be given the opportunity to accept, decline, or appeal the grade assigned by the faculty, and in cases of Credit by Examination, pursuant to AP 4230 Grading and Academic Record Symbols and AP 4231 Grade Changes

SeeReference Board Policy 4235, Board Policy 4050 and Administrative Procedure 4050, and Administrative Procedure 4051.

Governance Review
2020 10.22 Policy, Planning and Student Success Committee
2020 10.12 Chancellor's Cabinet
2020 09.10 DTRW-I

Book	VCCCD Board Policy Manual
Section	Chapter 4 Academic Affairs
Title	BP 4235 Credit for Prior Learning
Code	BP 4235
Status	Under Consideration
Legal	Title 5, Section 55050
Adopted	February 16, 2006
Last Reviewed	June 13, 2017

*Changed to title from "Credit by Examination" to "Credit for Prior Learning"

~~Credit may be earned by students who satisfactorily pass authorized examinations.~~ The Chancellor shall, in consultation with the Academic Senates, establish administrative procedures to allow students to earn credit if they satisfactorily pass authorized examinations or are assessed by other means. Authorized assessments may include, but are not limited to, the evaluation of approved external standardized examinations (AP/IB/CLEP), Joint Services Transcripts, student-created portfolios, and credit by examination. ~~implemen this policy.~~

~~See~~ Reference Administrative Procedure 4235.

Governance Review
2020 10.22 Policy, Planning and Student Success Committee
2020 10.12 Chancellor's Cabinet (proposed)
2020 09.10 DTRW-I

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" CCCCO 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 CCCCO, 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
- CCCCO: 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 CCCCO'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 CCCCO 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 CCCCO 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)

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

Introduction

This section discusses technical aspects of writing and reviewing a program outline. The comments (particularly those containing second-person pronouns such as "you" or "your") are aimed primarily at program outline originators, but technical reviewers and Curriculum Committee members should also be alert to deviations from these guidelines when reviewing a program outline. Technical reviewers may either correct them during review or refer them back to the program originator for correction. Curriculum Committee members (including non-voting members and classified professionals) may make comments in the course management system (CMS), email the originator with questions, and/or bring up remaining concerns when the program outline is forwarded to the Curriculum Committee for discussion and approval. The earlier in the approval process that a question or error is identified and reported, the easier it is to correct.

Required Documentation

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

Attach electronic copies of program-related documents (including, but not limited to, those appearing in the following list) to the program proposal in the CMS if the PCAH or supplemental guidance from the CCCCO (such as that documented in the subsection titled *Program Revision Development and Approval Procedure* on page 78) requires them for the type of program being prepared:

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

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

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

New Program Development and Approval Procedure

The Curriculum Committee adopted this procedure beginning Fall 2020.

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

Program Revision Development and Approval Procedure

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

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

Narrative

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

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

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

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

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

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

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

* Not required for transfer (ADT and UCTP) degrees.   †Not required for noncredit programs

Program Titles

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

Associate in Science for Transfer:

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

Associate in Arts for Transfer:

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

Associate in Science for UC Transfer:

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

Associate in Science (traditional):

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

Associate in Arts (traditional):

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

Certificate of Achievement (credit):

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

Certificate of Completion (noncredit):

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

Proficiency Award (credit):

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

Technical Review and Style Guide for CMS Data Fields

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

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

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

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

Originator

This field has no correspondence with any program Narrative item.

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

Co-Contributors

This field has no correspondence with any program Narrative item.

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

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

College

This field has no correspondence with any program Narrative item.

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

Division

This field has no correspondence with any program Narrative item.

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

Program Title

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

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

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

ADT program titles must include the phrase "for Transfer" placed just before the comma and award type identifying suffix. UCTP program titles must include the phrase "for UC Transfer" placed similarly. Specify the Program Title in title case; most words should be capitalized. However, the following words should **not** be capitalized unless they are the first word in the Program Title:

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

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

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

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

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

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

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

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

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

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

Banner Title

This field has no correspondence with any program Narrative item.

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

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

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

Type of Program

This field has no correspondence with any program Narrative item.

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

Noncredit Programs Type

This field has no correspondence with any program Narrative item.

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

CDCP Eligibility Criteria

This field has no correspondence with any program Narrative item.

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

If the choice "Short-Term Vocational (I)" is selected, then an LMI analysis must be obtained (*e.g.*, from Centers for Excellence) and attached to the CIM proposal. The LMI analysis is not required for a noncredit program if any other code is selected for this field, or if none of the CDCP codes apply.

Program Award/Degree

This field has no correspondence with any program Narrative item.

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

PROGRAM AWARD/DEGREE field entry	SUFFIX IN PROGRAM TITLE & BANNER TITLE field entries
A.A. Degree (A)	AA
A.S. Degree (S)	AS
AA-T Degree (Y)	AA-T
AS-T Degree (X)	AS-T

PROGRAM AWARD/DEGREE FIELD ENTRY	SUFFIX IN PROGRAM TITLE & BANNER TITLE FIELD ENTRIES
AA-UCTP Degree	AA-UCT[1]
AS-UCTP Degree	AS-UCT[1]
Certificate of Achievement (credit) requiring 8 to less than 16 semester units (M)	COA
Certificate of Achievement (credit) requiring 16 to less than 30 semester units (N)	COA
Certificate of Achievement (credit) requiring 30 to less than 60 semester units (T)	COA
Certificate of Achievement (credit) requiring 60 or more semester units (F)	COA
Proficiency Award (credit) (local award, does not require state approval but does require BOT approval)	PA
Certificate of Completion (noncredit) (NIL)	COCN
Certificate of Competency (noncredit) (NIL)	COCY
Other	(consult with the curriculum leadership team)

Program Goals

This field has no correspondence with any program Narrative item.

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

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

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

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

Start Semester

This field has no correspondence with any program Narrative item.

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

Start Year

This field has no correspondence with any program Narrative item.

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

Discipline/Department

This field has no correspondence with any program Narrative item.

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

Area of Emphasis

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

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

Option

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

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

Collaborative/Joint Program

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

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

Apprenticeship

This field has no correspondence with any program Narrative item.

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

Gainful Employment

This field has no correspondence with any program Narrative item.

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

Employment Potential

This field has no correspondence with any program Narrative item.

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

Net Annual Labor Demand

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

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

Justification/Reason for Revision

This field has no correspondence with any program Narrative item.

This field is not visible for new programs. For program revisions, list what aspects of the program are changing (*e.g.*, new or inactivated courses, change of focus, *etc.*) and whether this represents a minor or significant change to the program goals or structure. If there are significant changes, the proposal should be treated as a new program rather than as a revision. The CCCCO no longer distinguishes between substantial and non-substantial changes to programs.

Program Goals and Objectives

This field corresponds to most elements of Item 1 of the completed Narrative. However, do **not** include program-related career opportunities or PSLOs in this field (even though Item 1 of the Narrative may

include these), as these are addressed in other fields in the CMS program outline. The information provided must match the applicable portions of the description provided on the Narrative template.

This field is required for all new and modified programs. The program goals and objectives must be consistent with the mission of the community colleges as established in the California Education Code (section 66010.4); this includes lower division academic and vocational instruction, remedial instruction, and adult noncredit education.

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

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

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

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

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

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

Career Opportunities

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

Catalog Description

This field corresponds to the applicable paragraph(s) of Item 2 of the completed Narrative. Include the introduction to the catalog description of the program. Do **not** list program requirements (lists of

required courses) or PSLOs in this field, as CIM provides separate fields for these elsewhere in the program outline.

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

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

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

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

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

Program Requirements

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

Complete for all new or revised awards. At minimum, this should include a list of all major courses, including core courses and restricted electives, and total units in the major. Do not include courses that are GE but do not apply to the major. However, for transfer degrees only (ADTs and UCTPs), obtain this information from the TMC instead (but do not copy and paste the TMC form directly into CIM; use CIM's formatting tool instead to structure the course lists).

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

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

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

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

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

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

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

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

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

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

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

Plan of Study

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

This field is not required for transfer degrees but should be completed for all other proposals. If certain required courses for the program are not offered every semester, this field should give an idea of the

specific semesters in which students may reasonably expect these courses to be offered. Program-applicable courses should be run at least once every two years, regardless of enrollment; otherwise students cannot complete the program in a reasonable amount of time, in contravention to accreditation requirements. Programs whose required courses do not make at least once per biennium should be modified to exclude problematic courses or provide alternative course selections.

Plans of study for local and CTE associate degrees should aim for completion within two years, except for high-unit programs. For these degrees, listing recommended GE courses is optional, but the number of units per semester allotted for major courses should be low enough (typically 8–10) to allow for concurrent completion of general education requirements. Prerequisite relationships must also be accounted for (*e.g.*, advanced courses should not be scheduled in earlier terms than beginning courses).

Enrollment and Completer Projections

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

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

Place of Program in Curriculum/Similar Programs

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

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

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

Similar Programs at Other Colleges in Service Area

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

and the other colleges' programs and justify why Ventura College should also have this program. Possible reasons include, but are not limited to, any of the following:

- Other colleges' programs do not satisfy regional demand
- Ventura College's program would have a different emphasis or market from the other colleges' programs
- Transportation or other logistical issues make it unlikely that the Ventura College program would cause the other colleges' similar programs to suffer an enrollment decline
- Ventura College's program would have industry or university partnerships that could not be matched by the other colleges' programs
- Ventura College's program would include state-of-the-art offerings not available through the other colleges' programs
- The program is a collaboration between Ventura College and one or more of the other colleges that, if approved, would increase program completions, perhaps by making it easier for more students to enroll in or complete required courses

Transfer Preparation Information

This field has no correspondence with any program Narrative item.

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

Master Planning

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

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

- The history or other context for the program
- How the program is relevant to the college or region, including statements of community support
- Documentation of the need for the program (references may be provided to other sections of the Narrative rather than duplicating information provided elsewhere)
- Discussion of how the need for the program was identified through the program review process, and how it is expected that program review will periodically assess the continuing need for the program
- Documentation of the need and justification for expenditures for new faculty hires, facilities (including renovation or new construction), and equipment to establish and maintain the program (programs requiring large expenditures for facilities and equipment must itemize expected program-related costs and revenues for the next several years)
- Justification of required courses if there is not a clear relationship between the course and program goals
- Justification for high-unit programs (those exceeding 60 units including GE)

- For CTE programs only, if offered in close cooperation with one or more specific employers (*e.g.*, Haas, Ohana, *etc.*), a discussion of any employer facilities or support-in-kind the program will use, and how the college will satisfy open enrollment requirements in this context
- For CTE, references to attached recommendations from regional consortia and/or advisory committees

Labor Market Information and Analysis

This field has no correspondence with any program Narrative item.

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

Advisory Committee Recommendation

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

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

Regional Consortia Approval Meeting Minutes

This field has no correspondence with any program Narrative item.

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

Supporting Documents Required for Transfer Program

This field has no correspondence with any program Narrative item.

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

Local Program

This field has no correspondence with any program Narrative item.

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

Program Student Learning Outcomes

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

Required Major Units/Hours

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

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

Units for Area of Emphasis/Option

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

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

Clock Hours for Program

These fields have no correspondence with any program Narrative item.

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

VCCCD GE

This field has no correspondence with any program Narrative item.

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

GE Pattern of a Transfer Institution

This field has no correspondence with any program Narrative item.

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

CSU GE-Breadth

This field has no correspondence with any program Narrative item.

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

CSU GE-Breadth for STEM

This field has no correspondence with any program Narrative item.

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

IGETC

This field has no correspondence with any program Narrative item.

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

IGETC for STEM

This field has no correspondence with any program Narrative item.

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

Total General Education Units

These fields have no correspondence with any program Narrative item.

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

Total Double-Count Units

These fields have no correspondence with any program Narrative item.

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

Elective Units

These fields have no correspondence with any program Narrative item.

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

Total Units/Hours for Program

These fields have no correspondence with any program Narrative item.

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

Program TOP Code

This field has no correspondence with any program Narrative item.

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

Program CIP Code

This field has no correspondence with any program Narrative item.

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

SOC (Standard Occupational Classification) Code

This field has no correspondence with any program Narrative item.

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

All C-ID Eligible Courses Have Been Submitted and Approved

This field has no correspondence with any program Narrative item.

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

Annual Completers

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

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

Faculty Workload

This field has no correspondence with any program Narrative item.

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

New Faculty Positions

This field has no correspondence with any program Narrative item.

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

New Equipment Narrative

This field has no correspondence with any program Narrative item.

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

New or Remodel Facility

This field has no correspondence with any program Narrative item.

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

Library Acquisitions

This field has no correspondence with any program Narrative item.

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

Distance Education

This field has no correspondence with any program Narrative item.

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

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

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

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

Approval Dates

Do not edit the approval dates or state control number if they are visible. These are the responsibility of the curriculum technician to complete. Exception: If you created a program by making a copy of an

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

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