



Curriculum Committee Agenda

VIA CONFERZOOM

Date/Time: Tuesday, April 20, 2021 - 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, April 20, 2021 at 3:00pm

ALL COURSES/PROGRAMS IDENTIFIED IN THE ATTACHMENTS WILL BECOME EFFECTIVE FALL 2022 UNLESS OTHERWISE NOTED.

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

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

- II. **ADOPTION OF THE PROPOSED AGENDA (Discussion/Action)**
- III. **INTRODUCTIONS, PUBLIC COMMENTS, AND GENERAL ANNOUNCEMENTS – Public Comments Limited to 5 minutes per person (Information)¹**
 - A. **Timelines at the State Level for ADTs: example of Spanish AA-T**
 - B. **Program Discontinuance Procedure (see attachment)**
 - C. **Standard II.A Accreditation Report: Updates to L. Wright**
 - D. **Other Announcements**
 - E. **Public Comments**
- IV. **APPROVAL OF MINUTES: April 6, 2021 (Discussion/Action)**
- V. **OLD BUSINESS (Discussion/Action)**
- VI. **REQUISITES: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
 - A. **Revision: ANAT V01**
 - B. **Review: MATH V21A, MATH V21B**
- VII. **DISTANCE EDUCATION: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
 - A. **Late Fall 2021 DE Addendum Courses (see attachment)**
 - B. **Review: ANAT V01, MATH V21A, MATH V21B, PSY V15, PSY V25**
- VIII. **MINIMUM QUALIFICATIONS (Discussion/Action)**
 - A. **None**
- IX. **CONSENT AGENDA: CURRICULAR PROPOSALS FOR APPROVAL (Action; see attachment)**
 - A. **Update: MATH V21B, PSY V15, PSY V25**
- X. **SECOND READING COURSES: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
 - A. **None**
- XI. **SECOND READING PROGRAMS: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
 - A. **None**

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.

XII. 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. Revision: ANAT V01, MATH V21A
- C. PROGRAMS: (Discussion/Action; see attachment)**
 - 1. None

XIII. ADMINISTRATIVE CHANGES (Discussion/Action)

- A. AG V43* (GE), CS V15, CS V30, ENGL V06A***

**course administrative changes for AG V43 and ENGL V06A effective fall 2021*

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

- A. Curriculum Co-Chair Proposal (Discussion/Action; see attachment) – D. Clark**
- B. Curriculum Committee Co-Chair Election (Discussion/Action; see attachment) – M. Bowen**
- C. Courses Not Offered in the Last 5 Years (Discussion/Action; see attachment) – M. Bowen**
- D. GE Removal Rubric – Revised Forms (Discussion/Action; see attachment) – M. Bowen**
- E. Credit for Prior Learning**
 - 1. AP 4235 (Discussion) –J. Kalfsbeek-Goetz
 - 2. Proposal Review from Districtwide Credit for Prior Learning Committee (Discussion; see updated separate attachment) – M. Bowen
- F. American Ethnic Studies Workgroup (Discussion/Action) – M. Bowen, R. Gamboa**
- G. Review of Curriculum process: CCT Task Force Updates (Standing Item; Discussion) - G. Wood**
- H. Continuing Discussion/Process and Procedures (Standing Item; Discussion/Action) – D. Farias, C. Branciforte**
 - 1. Fall 2021 out of cycle DE Addendum/courses
 - 2. Backlog of Programs (see attachment)
 - 3. Second Readings
 - 4. Curriculum Committee Members as part of initial Technical Review
 - 5. Streamline Agenda Items (Reports)
- I. Standing Item: Anti-racism in curriculum (Discussion) – J. Kalfsbeek-Goetz**
<https://www.glendale.edu/about-gcc/faculty-and-staff/c-i-curriculum-and-instruction/creating-equitable-curriculum-guide>

J. Curriculum Committee Training (Discussion) – M. Bowen

[https://mbowenc.000webhostapp.com/curriculum/docs/\(202008%20MB\)%20Curriculum%20Committee%20Training.pptx](https://mbowenc.000webhostapp.com/curriculum/docs/(202008%20MB)%20Curriculum%20Committee%20Training.pptx)

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

A. None

XVI. REPORTS (Information)

A. Co-Chairs

B. Articulation

1. CSUGE-Breadth and IGETC item requests for fall 2021 implementation have been submitted to ASSIST, including the new CSUGE-B Area F (Ethnic Studies) courses

C. Board of Trustees/ DCCI (formerly DTRW-I)

1. COA Film Studies Comments – M. Bowen

D. Subcommittees/Workgroups

1. Workgroup Reports

E. New Curriculum Approvals at the State (CCCCO)

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

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

XVIII. REQUESTS FOR FUTURE AGENDA ITEMS

NEXT MEETING
(Last scheduled Curriculum Committee meeting of the academic year)
Tuesday, May 4, 2021 – via Zoom

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

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

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 record correctly in CourseLeaf, including but not limited to the catalog descriptions.

Program Vitality Process

Background

Ventura College is required by the Accrediting Commission for Community and Junior Colleges, as well as by VCCCD Administrative Procedure 4021, to have a process in place to regularly assess the vitality of all programs. In 2020, a taskforce of the VC College Planning Committee began examining our program vitality process, and working to make it more systematic and transparent. The members of this taskforce were:

- Daniel Clark, Academic Senate President
- Ryan Petitfils, Math Faculty
- Ralph Fernandez, Technology Department Chair
- Nan Duangpun, Technical Data Specialist
- Coleen Trivett, Costume Technician
- Dorothy Farias, Agriculture Faculty
- Phillip Briggs, Dean of Institutional Effectiveness

This taskforce spent a year analyzing an extensive amount of data, reviewing models from other colleges and districts, and developing a draft process to share with the campus community. It was presented to the College Planning Committee on **Date**, the Academic Senate on **Date**, the Classified Senate on **Date**, and the VC Executive Team on **Date**. Feedback from these groups was incorporated into the draft, and a final version was approved by the College Planning Committee on **Date**, the Academic Senate on **Date**, and the Classified Senate on **Date**.

Steps in Program Vitality Process

The program vitality process has the following steps, which align with VCCCD Administrative Procedure 4021. Each step will be described in detail in later sections. The timeline for each step is described in Appendix A.

1. A program vitality study is triggered in one of two ways:
 - a. Instructional programs:
 - i. The program does not meet thresholds for a number of key metrics in their comprehensive program review.
 - ii. A formal request is made by the Department Chair/Coordinator over the program, the Dean over the Program, or the Vice President over the Program.
 - b. Service programs:
 - i. A formal request is made by the Department Chair/Coordinator over the program, the Dean over the Program, or the Vice President over the Program.
2. An ad-hoc recommendation group is formed to review the metric data and the program's response to the data. This group then makes a written recommendation for one of the two options below:
 - a. Program Continuance and Revision
 - b. Program Discontinuance
3. Chief Instructional Officer (CIO) or Chief Student Services Officer (CSSO), Analysis and Recommendation – Upon receiving and analyzing the formal written report of the Recommendation Group, and following consultation with the discipline, the Chief Instructional

Officer (if the program is instructional) or the Chief Student Services Officer (if the program is a student service program) formally informs the area dean, department chair/coordinator, discipline faculty and the Academic Senate President of programs that have been identified for possible discontinuance, accompanied by a written rationale for the recommendation.

4. Academic Senate Review and Recommendation - After reviewing the recommendations and the supporting documentation of the CIO/CSSO concerning possible program discontinuance, the Academic Senate shall review the recommendations and supporting documentation and take one of the following actions:
 - a. Concur with the recommendations of the CIO/CSSO; or
 - b. Demur with the recommendations of the CIO/CSSO and propose an alternative course of action to address the issues set forth in the CIO/CSSO's justification for program discontinuance.

The Academic Senate's formal written recommendation shall be transmitted to the College President no later than two regularly scheduled meetings after receiving the written rationale for the program discontinuance recommendation.

5. College President Review and Recommendations - Following the review of the formal and written recommendations of the CIO/CSSO and Academic Senate regarding possible program discontinuance, the President shall determine the proposed course of action with respect to each program identified. The College President shall communicate his/her final recommendation to the area dean, department chair/coordinator, discipline faculty and academic senate president, followed by written notification of the college community and shall then forward his/her recommendations to the District Chancellor for possible action by the Board of Trustees.
6. Board of Trustees Review and Action - The Chancellor and Board of Trustees shall be provided a complete record of the process followed at the campus, as well as the findings and recommendations of the Recommendation Group, CIO/CSSO, Academic Senate and College President prior to taking action on any recommendations pertaining to program discontinuance. Following review of the complete record, the District Chancellor shall prepare a report to the Board of Trustees including recommendations for action pertaining to programs recommended for discontinuance. The Board of Trustees will hold a public hearing and take action regarding any programs recommended for discontinuance.
7. Implementation of Board Actions - In the event that the Board of Trustees acts to discontinue a program, the College President, in consultation with the area dean, department chair, discipline faculty and Academic Senate President, shall develop a plan that must include the following elements:
 - a. Timeline and process for curricular and programmatic deletion/discontinuance approval at the local and state level
 - b. Provision for students currently in the program for completion and/or transfer
 - c. Provision for displaced faculty and staff, where feasible
 - d. Provision for impact on budget and facilities
 - e. Removal of program from course catalog

Step 1 - Program Vitality Study Trigger

Every program completes a comprehensive program review every three years, in which they analyze data on key metrics, and create objectives for the next three years. In the intervening years, programs

complete a smaller mini-review in which they assess progress made towards their objectives. The program review process is staggered so that approximately 1/3 of programs are completing a comprehensive review in a given year.

Instructional Programs

It is important to define the level of analysis of program vitality. The Title V definition of an educational program is “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” This definition implies that a program is composed of the courses required for a degree or certificate. However, we have a number of disciplines that do not offer a degree or certificate (e.g. Chemistry, French, etc.). It is important that this process reviews these disciplines, as well. Thus, after much discussion and analysis, it was decided that the program vitality process would be focused on the discipline level. Those disciplines that offer degrees and/or certificates will review additional data on the number of degrees and certificates awarded.

There are two different scenarios that will trigger a vitality study via the comprehensive review:

1. Vitality study is triggered on a discipline if the discipline does not meet thresholds for 3 or more key metrics.
2. Vitality study is triggered on a degree/certificate if it does not meet the threshold for awarding degrees/certificates.

The metrics and thresholds are below:

Student Demand

- Discipline enrollment
 - 5-year trend: 10 percentage points lower than the overall college trend
 - Average discipline enrollment: 15 or less over the last five years
- Discipline fill rate
 - 5-year trend: 10 percentage points lower than the overall college trend
 - Average over last 5 years: Less than 70%

Student Success

- Course Success Rate
 - 5-year trend is 10 percentage points lower than overall college trend
- Degree and Certificate Completions
 - 15 or fewer awards over past 5 years (i.e. average of 3 awards/year).

Program Currency

- Course offerings
 - 30% or more of active courses in catalog have not been offered in last five years.
- Updated curriculum
 - 30% or more of course outlines of record haven't been updated in more than five years.

There may be circumstances which would necessitate that a program vitality study be conducted in a year other than the one in which a program completes their 3-year comprehensive review. Thus, a program vitality study can also be triggered via an ad-hoc (or out-of-cycle) request. The request must be formally submitted by the Department Chair over the program, the Dean over the program, or the Vice President over the program via the Ad-Hoc Program Vitality Request Form (Appendix D). If a program vitality study is triggered via an ad-hoc request, another vitality study cannot be triggered for a minimum of three years. This will prevent programs from needing to undergo this process multiple times in a short timeframe.

Student and Administrative Service Programs

Data on student and administrative services is more limited than it is for instructional programs. In addition, the software systems used to collect data vary by service (i.e. Starfish, SARS, Accudemia, surveys, etc.) Thus, a vitality study for service programs is triggered via an ad-hoc request. The request must be formally submitted by the Department Chair/Coordinator over the program, the Dean over the program, or the Vice President over the program via the Ad-Hoc Program Vitality Request Form (Appendix D). If a program vitality study is triggered via an ad-hoc request, another vitality study cannot be triggered for a minimum of three years. This will prevent programs from needing to undergo this process multiple times in a short timeframe.

Step 2 – Ad-Hoc Recommendation Group

An ad-hoc recommendation group is formed to review the metric data and the program's response to the data. The group is to be composed of the following members:

- Division Dean over Program (Co-Chair)
- Department Chair/Coordinator over Program (Co-Chair)
- 1-2 Program Faculty
- 1-2 Faculty from Division
- 1 Counselor
- 1-2 Advisory Board Members (CE Programs only)
- 1-2 Classified Staff Members from Program (if applicable)
- 1-2 Faculty from outside Division
- Curriculum Committee Faculty Co-Chair or Designee

The Department Chair/Coordinator and lead program faculty submit a written response to the recommendation group using the Program Vitality Response Template (Appendix B).

The group then provides a written report (Appendix C) that includes the following information:

1. Recommendation:
 - a. Program Continuance and Revision with one of the three options below
 - i. No action needed
 - ii. Strengthen the program
 - Resources required to strengthen the program (e.g. hire faculty member, facilities upgrades, etc.)
 - Implementation timeline
 - Re-evaluation timeline

- iii. Reduce the program
 - Specific reductions that are recommended (e.g. curriculum reductions, number of sections offered, facilities reductions, staffing reductions, etc.)
 - Implementation timeline
 - Re-evaluation timeline

b. Program Discontinuance

2. Written rationale for the recommendation above

If program continuance and revision is recommended, the Recommendation Group Report, along with the Program Vitality Response template is sent to both the Division Dean and the Chief Instructional Officer (if it is an instructional program) or Chief Student Services Officer (if it is a student service program).

Recommendation for Strengthening or Reducing the Program

If the group recommends to either strengthen or reduce the program, the Division Dean provides context to the CIO/CSSO about how the recommendations could be implemented. The CIO/CSSO then provides a written response to the program and the recommendation group. The program then enters a monitoring period to ensure that the implementation plan is followed. A one-year follow up report is required to be submitted by the program to the recommendation group within 4 weeks of the subsequent year's program review submission deadline using the Program Vitality Follow-Up Form (Appendix E). The Recommendation Group reviews the report, and holds a meeting within 4 weeks of the program's submission of the Program Vitality Follow-Up Form. At the meeting, they review the progress made towards the implementation plan, and make one of the following recommendations:

- No further action needed
- Additional follow up report to be submitted in one year
- Recommend discontinuance

If an additional follow-up report is recommended, the second-year follow up report is required to be submitted by the program to the recommendation group within 4 weeks of the subsequent year's program review submission deadline using the Program Vitality Follow-Up Form (Appendix E). The Recommendation Group reviews the report, and holds a meeting within 4 weeks of the program's submission of the Program Vitality Follow-Up Form (Appendix E). At the meeting, they review the progress made towards the implementation plan, and make one of the following recommendations:

- No further action needed
- Recommend discontinuance

Recommendation for Program Discontinuance

If program discontinuance is recommended, the Recommendation Group Report, along with the Program Vitality Response template is sent to both the Division Dean and the CIO/CSSO. The process then continues to the next step below.

Step 3 – Chief Instructional Officer or Chief Student Services Officer

Upon receiving and analyzing the formal written report of the Recommendation Group, and following consultation with discipline faculty, the Chief Instructional Officer or Chief Student Services Officer formally informs the area dean, department chair/coordinator, discipline faculty and the Academic Senate President of programs that have been identified for possible discontinuance, accompanied by a written rationale for the recommendation.

Step 4 – Academic Senate

After reviewing the recommendations and the supporting documentation of the Chief Instructional Officer concerning possible program discontinuance, the Academic Senate shall review the recommendations and supporting documentation and take one of the following actions:

1. Concur with the recommendations of the Chief Instructional Officer; or
2. Demur with the recommendations of the Chief Instructional Officer and propose an alternative course of action to address the issues set forth in the Chief Instructional Officer's justification for program discontinuance.

The Academic Senate's formal written recommendation shall be transmitted to the College President no later than two regularly scheduled meetings after receiving the written rationale for the program discontinuance recommendation.

Step 5 – College President Review and Recommendations

Following the review of the formal and written recommendations of the Chief Instructional Officer and Academic Senate regarding possible program discontinuance, the President shall determine the proposed course of action with respect to each program identified. The College President shall communicate his/her final recommendation to the area dean, department chair/coordinator, discipline faculty and academic senate president, followed by written notification of the college community and shall then forward his/her recommendations to the District Chancellor for possible action by the Board of Trustees.

Step 6 – Board of Trustees Review and Action

The Chancellor and Board of Trustees shall be provided a complete record of the process followed at the campus, as well as the findings and recommendations of the Recommendation Group, Chief Instructional Officer, Academic Senate and College President prior to taking action on any recommendations pertaining to program discontinuance.

Following review of the complete record, the District Chancellor shall prepare a report to the Board of Trustees including recommendations for action pertaining to programs recommended for discontinuance. The Board of Trustees will hold a public hearing and take action regarding any programs recommended for discontinuance.

Step 7 – Implementation of Board Actions

In the event that the Board of Trustees acts to discontinue a program, the College President, in consultation with the area dean, department chair, discipline faculty and Academic Senate President, shall develop a plan that must include the following elements:

1. Timeline and process for curricular and programmatic deletion/discontinuance approval at the local and state level
2. Provision for students currently in the program for completion and/or transfer\
3. Provision for displaced faculty and staff, where feasible
4. Provision for impact on budget and facilities
5. Removal of program from course catalog

DRAFT

Appendix A

Program Vitality Timeline

1. Comprehensive Program Review and Vitality Study Trigger – Early October
2. Recommendation Group Formed – October 31
 - a. Report submitted by December 31
3. CIO/CSSO – Report submitted by January 31
4. Academic Senate – Report submitted by February 28
5. College President – Report submitted by March 31
6. Board of Trustees Agenda – May meeting
7. Implementation Plan Created – August 15

DRAFT

1. Please provide a general response to the data above.
 - a. If this is being completed in response to an ad-hoc vitality request, please provide a general response to the reasons described in the ad-hoc request form.

2. Please highlight the strengths of your program.

3. Please provide a detailed response for each metric above that was triggered.
 - a. If this is being completed in response to an ad-hoc vitality request, please provide a detailed response to each reason listed in the ad-hoc vitality request form.

4. What solutions have you considered to improve these metrics?

5. What resources does your program need to implement these solutions?

6. How long would it take for these solutions to improve the metrics above that were triggered?
 - a. If this is being completed in response to an ad-hoc vitality request, please describe how long it would take to implement the solutions to address the reasons in the ad-hoc request form.

7. Have these metrics been triggered in the past? If so, what resources were provided or went unmet?

8. Is there any other information that you believe should be considered by the Recommendation Group?

Appendix C

Recommendation Group Report Template

Program Name:

Recommendation Group Co-Chairs:

Recommendation Group Members:

Group Recommendation

Based on all available information, the Recommendation Group recommends:

- Program Continuance and Revision
 - No Action Needed
 - Strengthen the Program
 - Reduce the Program
- Program Discontinuance

Implementation Plan for Program Continuance and Revision

Instructions for Recommendation Group: Only complete this section if the Group's recommendation is for Program Continuance and Revision. If "Strengthen the Program" is also selected, the plan needs to include the resources needed to strengthen the program (i.e. hire faculty member, facilities upgrades, etc.). If "Reduce the Program" is selected, the plan needs to include the specific reductions that are recommended (e.g. curriculum reductions, number of sections offered, facilities reductions, staffing reductions, etc.). In either case, the plan needs to also include a timeline for implementation, as well as a timeline for re-evaluation.

Rationale for Recommendation to Discontinue Program

Instructions for Recommendation Group: Only complete this section if the Group's recommendation is for Program Discontinuance. Please describe the rationale for the group's decision to recommend discontinuance.

Appendix D

Ad-Hoc Request for Program Vitality Study

I, [Name, title] am requesting that an ad-hoc program vitality study be conducted on [Program Name] for the reasons below:

Once complete, please submit this form to the department chair/coordinator over the program, the Dean over the program, and the Vice President over the program. Upon receipt, the department chair/coordinator and/or lead program faculty will need to complete the Program Vitality Response Form (Appendix B) within four weeks. A Recommendation Group (described on page 4 of this document) will then be convened within 2 weeks after that to review the Program Vitality Response Form, and provide a recommendation on the program's vitality.

Appendix E

Program Vitality Follow-Up Form

Program Name:

Name of person/people who completed this form:

Program Response

1. Have any components of the implementation plan been fully completed? If so, please describe.
2. Have any components of the implementation plan been partially completed? If so, please describe.
3. Are there any components of the implementation plan for which no progress has been made? If so, please describe.
4. Is there any other information that you believe should be considered by the Recommendation Group?

Recommendation Group Response

Recommendation Group Chairs:

Recommendation Group Members:

Based on the progress made towards the implementation plan, the Recommendation Group recommends:

- Program Continuance and Revision
 - No Further Action Needed
 - Additional Follow-Up Report to be Submitted in One Year (This option cannot be selected if this is a second-year follow-up report.)
- Program Discontinuance

Rationale for recommendation:



Curriculum Committee Minutes - **DRAFT**

Via Zoom

Tuesday, April 06, 2021 at 3:00pm

ALL COURSES/PROGRAMS IDENTIFIED IN THE ATTACHMENTS WILL BECOME EFFECTIVE FALL 2022 UNLESS OTHERWISE NOTED.

Called to order: 3:18 p.m.

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

VOTING MEMBERS		
Faculty co-chair / Interim Articulation Officer	<input checked="" type="checkbox"/> Michael Bowen (MB)	
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Academic Senate President	<input checked="" type="checkbox"/> Dan Clark (DC)	
AFT Rep.	Vacant	
Career Education I Division	<input type="checkbox"/> Kelly Wellman (KW)	<input checked="" type="checkbox"/> Nicole Falco (NF)
Career Education II Division	<input checked="" type="checkbox"/> Dorothy Farias (DF)	<input type="checkbox"/> John Clark (JC)
College Outcome Group Representative	<input type="checkbox"/> Asher Sund / Aurora Meadows	
English & Math Division	<input type="checkbox"/> Peter Yi (PY)	(Vacant)
Health, KIN, ICA, Performing & Visual Arts Division	<input checked="" type="checkbox"/> Jeff Fischer (JF)	<input checked="" type="checkbox"/> Krenly Guzman Gonzalez (KGG)
Library, Languages, Behavioral & Social Sciences Division,	<input type="checkbox"/> Rubisela Gamboa (RG)	<input checked="" type="checkbox"/> Maline Werness-Rude (SF)
Librarian	<input type="checkbox"/> Peter Sezzi (PS)	
Sciences Division	<input checked="" type="checkbox"/> Chloe Branciforte (CB)	<input checked="" type="checkbox"/> Jennifer Garner (GW)
Student Services Division	<input checked="" type="checkbox"/> Mario Rivera (MR)	<input type="checkbox"/> Gema Espinoza Sanchez (GES)
NON-VOTING MEMBERS		
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ASVC Rep. (ASVC Director of Equity and Inclusion)	<input type="checkbox"/> Lisa Marie Ruiz	
Dean	<input type="checkbox"/> Tim Harrison	<input type="checkbox"/> Dan Kumpf
Dean	<input type="checkbox"/> Lisa Putnam	<input type="checkbox"/> Felicia Dueñas
Dean	<input type="checkbox"/> Lynn Wright	<input type="checkbox"/> Phil Briggs
Dean	<input checked="" type="checkbox"/> Debbie Newcomb	<input type="checkbox"/> Marnie Melendez (Interim)
Academic Data Specialist	<input checked="" type="checkbox"/> Felicia Torres for Olivia Long	
Academic Data Specialist	<input checked="" type="checkbox"/> Kelly Denton	
Recorder/Curriculum Technician	<input checked="" type="checkbox"/> Sarah Ayala	
Distance Education Liaison	<input type="checkbox"/> Sharon Oxford	
Registrar	<input type="checkbox"/> Gaby Asamsama-Acuña	

Guests: Gabriela Wood (BIOL)

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

M. Bowen called for a motion to approve the agenda

Motion by: D. Clark

Seconded by: M. Rivera

Discussion: XII.A says "revision", but should say "none". There are no first reading courses requiring second reading proposals on the agenda

Final resolution: Agenda approved with minor correction

Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, D. Farias, J. Fischer, J. Garner, K. Guzman Gonzalez, M. Rivera, M. Werness-Rude

No: None

Voting Tally:

AS/AM	CB	DC	DF	GES	JG	JC	JF	KW	KGG	MR	MB	MC	NF	PS	PY	RG	MWR
	yes	yes	yes		yes		yes		yes	yes	yes	yes					yes

III. INTRODUCTIONS, PUBLIC COMMENTS, AND GENERAL ANNOUNCEMENTS (Information)¹

A. Area II.A Accreditation 3/23/21 Meeting Recap (see attachment) – M. Bowen

Group discussed meeting and which sections were still available

D. Farias, G. Wood and C. Branciforte claimed section II.A.5

D. Clark and P. Sezzi claimed section II.A.12

K. Denton claimed section II.A.9

Goal is to have sections ready for review for the April 20th meeting.

Sections II.A.10, II.A.13 are still available

II.A.15 and II.A.16 may have some overlap with the Curriculum Committee – D. Clark suggested speaking to Lynn Wright or Lisa Putnam to see if the committee should be looking at those sections as well.

B. Other Announcements

None

C. Public Comments

None

IV. APPROVAL OF MINUTES: (Discussion/Action)

M. Bowen called for a motion to approve the minutes from the 3/16/21 Curriculum Committee meeting

Motion by: D. Farias

Seconded by: C. Branciforte

Discussion: None

Final resolution: Minutes approved as presented

Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, D. Farias, J. Fischer, J. Garner, K. Guzman Gonzalez, M. Rivera, M. Werness-Rude

No: None

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.

Voting Tally:

AS/AM	CB	DC	DF	GES	JG	JC	JF	KW	KGG	MR	MB	MC	NF	PS	PY	RG	MWR
	yes	yes	yes		yes		yes		yes	yes	yes	yes					yes

V. OLD BUSINESS (Discussion/Action)

A. None

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

A. Revision: MATH V20

B. Review: Review: ART V58A, ART V58B, ART V58C, CS V11, CS V13, CS V15, CS V19, CS V30, CS V40, MATH V40J*, MATH N140J*

**requisite review proposals effective fall 2021*

M. Bowen called for a motion to approve Requisite proposals

Motion by: M. Werness-Rude

Seconded by: M. Rivera

Discussion: D Farias – Discussion from Tech Review recap: Some of the MATH courses are also requiring students to register for the MATH “J” courses as a co-requisite. Concern that there is not a clear description of this process/not transparent to students. We should find a way to communicate to students that not all sections of those MATH courses require the “J” course as a co-requisite. How do we approach this to remain transparent?

Kudos to Kelly Denton for going above and beyond to research ways to help.

We need to find a way to show students in a different way.

Notation in the catalog? Management aware of issue and discussions underway on how to make this more understandable to students.

Final resolution: Requisite proposals approved as presented

Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, D. Farias, J. Fischer, J. Garner, K. Guzman Gonzalez, M. Rivera, M. Werness-Rude

No: None

Voting Tally:

AS/AM	CB	DC	DF	GES	JG	JC	JF	KW	KGG	MR	MB	MC	NF	PS	PY	RG	MWR
	yes	yes	yes		yes		yes		yes	yes	yes	yes					yes

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

A. Fall 2021 DE addendum courses (see separate spreadsheet)

M. Bowen called for a motion to approve the Fall 2021 DE addendum courses

Motion by: D. Farias

Seconded by: C. Branciforte

Discussion: Thank you Dorothy for working on these courses.

Final resolution: Fall 2021 DE addendum courses approved

Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, D. Farias, J. Fischer, J. Garner, K. Guzman Gonzalez, M. Rivera, M. Werness-Rude

No: None

Voting Tally:

AS/AM	CB	DC	DF	GES	JG	JC	JF	KW	KGG	MR	MB	MC	NF	PS	PY	RG	MWR
	yes	yes	yes		yes		yes		yes	yes	yes	yes					yes

- B. New: AES V10 (same as ART V03), ART V03 (same as AES V10), ART V58A, ART V58B, ART V58C, MATH N140J***
- C. Review: CS V11, CS V13, CS V15, CS V19, CS V30, CS V40, HED V76, MATH V20, MATH V40J***

**DE review proposal effective fall 2021*

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

Motion by: M. Rivera

Seconded by: M. Werness-Rude

Discussion: Clarification: AES V10 and ART V03 – DE was already approved but was removed from CurricUNET by the system during the switchover. These courses were good to go.

Final resolution: Distance Education proposals approved

Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, D. Farias, J. Fischer, J. Garner, K. Guzman Gonzalez, M. Rivera, M. Werness-Rude

No: None

Voting Tally:

AS/AM	CB	DC	DF	GES	JG	JC	JF	KW	KGG	MR	MB	MC	NF	PS	PY	RG	MWR
	yes	yes	yes		yes		yes		yes	yes	yes	yes					yes

VIII. MINIMUM QUALIFICATIONS

- A. None**

IX. CONSENT AGENDA: CURRICULAR PROPOSALS FOR APPROVAL

(Discussion/Action; see attachment)

- A. Updates: CS V15, CS V30**
- B. Inactivation: ENGL V03*, ENGL V03A*, ENGL V06***

**course inactivations effective fall 2021*

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

Motion by: C. Branciforte

Seconded by: D. Farias

Discussion: None

Final resolution: Consent Agenda proposals approved

Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, D. Farias, J. Fischer, J. Garner, K. Guzman Gonzalez, M. Rivera, M. Werness-Rude

No: None

Voting Tally:

AS/AM	CB	DC	DF	GES	JG	JC	JF	KW	KGG	MR	MB	MC	NF	PS	PY	RG	MWR
	yes	yes	yes		yes		yes		yes	yes	yes	yes					yes

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

A. None

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

1. None

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

1. None

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

1. Revision: MATH V40J*, MATH N140J*

**course revisions effective fall 2021*

**2. Revision: AES V10 (same as ART V03), ART V03 (same as AES V10),
ART V58A, ART V58B, ART V58C, CS V11, CS V13, CS V15, CS V19, CS V30,
CS V40, HED V76, MATH V20**

C. FIRST READING: PROGRAM PROPOSALS FOR APPROVAL

1. New: COA Film Studies*

2. Revision: General Studies Pattern I: Natural Sciences Emphasis*

**new and revised program proposals effective fall 2021*

M. Bowen called for a motion to approve the First Reading course proposals in XII.B.1 and XII.B.2

Motion by: M. Rivera

Seconded by: D. Clark

Discussion: None

Final resolution: First Reading proposals in XII.B.1 and XII.B.2 approved

*Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, D. Farias, J. Fischer, J. Garner,
K. Guzman Gonzalez, M. Rivera, M. Werness-Rude*

No: None

Voting Tally:

AS/AM	CB	DC	DF	GES	JG	JC	JF	KW	KGG	MR	MB	MC	NF	PS	PY	RG	MWR
	yes	yes	yes		yes		yes		yes	yes	yes	yes					yes

M. Bowen called for a motion to approve the First Reading program proposals in XII.C.1 and XII.C.2

Motion by: M. Werness-Rude

Seconded by: C. Branciforte

Discussion: Film studies courses that have been offered so far have been very popular

Final resolution: First Reading program proposals in XII.C.1 and XII.C.2

*Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, D. Farias, J. Fischer, J. Garner,
K. Guzman Gonzalez, M. Rivera, M. Werness-Rude*

No: None

Voting Tally:

AS/AM	CB	DC	DF	GES	JG	JC	JF	KW	KGG	MR	MB	MC	NF	PS	PY	RG	MWR
	yes	yes	yes		yes		yes		yes	yes	yes	yes					yes

Recorder's Note: N. Falco arrived after the First Reading proposals - Programs vote.

XIII. ADMINISTRATIVE CHANGES (Discussion/Action)

A. None

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

A. Curriculum Committee Co-Chair Election (Discussion/Action; see attachment) – M. Bowen

“Job description” sent out via email. If you are interested, please let Michael Bowen or Jennifer Kalfsbeek-Goetz know.

Concern expressed about release time and balancing other duties with the large commitment involved with being Curriculum Co-Chair.

Next year will be a transitional year as Committee leadership will change as well as the hiring of a full-time Articulation Officer.

D. Clark – There was a discussion to have a technical site visit from experts at the state level. Decision was made to postpone that visit until new leadership was in place.

M. Bowen – would recommend an increase in release time due to the expansion of the co-chair role.

B. Authorization of Academic Data Specialists and Curriculum Technician to make minor changes to courses if needed, with notes to be included (Discussion/Action) – M. Bowen

M. Bowen called for a motion to discuss this topic

Motion by: C. Branciforte

Seconded by: M. Werness -Rude

Discussion: None

Final resolution: ADS and CT approved to make minor changes in CourseLeaf with notes to be included

Yes: M. Bowen, C. Branciforte, M. Callahan, N. Falco, D. Farias, J. Fischer, J. Garner, K. Guzman Gonzalez, M. Rivera, M. Werness-Rude

No: None

Voting Tally:

AS/AM	CB	DC	DF	GES	JG	JC	JF	KW	KGG	MR	MB	MC	NF	PS	PY	RG	MWR
	yes	abst	yes		yes		yes		yes	yes	yes	yes	yes				yes

Recorder's Note: M. Rivera departed after the vote on Item XIV.B.

C. Review of Curriculum process: CCT Task Force Updates (Standing Item; Discussion) - G. Wood

Survey to be sent out to everyone. Workgroup would love participation.

D. American Ethnic Studies Workgroup (Discussion/Action) – M. Bowen, R. Gamboa

Purpose of the workgroup is to make recommendations regarding courses recommended for the CSU GE-Breadth Area F. Recommending body along the lines of P&GE. Kind of like a hyper-specialized version of P&GE, but instead of local GE, it's looking at CSU-GE Breadth Area F.

Does it recommend that courses be put forward? How is that different from what we already do from the other CSU areas? And how does the recommendation move forward? Does it go straight to Curriculum Committee or does it go to P&GE? Who comprises this group?

Membership was established by Academic Senate – heavily favored with faculty from the Ethnic Studies departments. Rubisela requested to be at the next Curriculum Committee meeting to address these questions.

Link to resolution:

https://www.venturacollege.edu/sites/venturacollege/files/media/document/2021/Sen_Res_2020_02.rtf

This workgroup was approved at Senate before coming to Curriculum Committee, instead of going to Curriculum Committee first. What is the Curriculum Committee's role with this new workgroup? Would make sense to have all of these new pathways finalized before going to Senate. We need to have more discussions to figure out how this new workgroup will work in relation to the Curriculum Committee.

E. Credit for Prior Learning

1. AP 4235 (Discussion) – J. Kalfsbeek-Goetz

2. Proposal Review from Districtwide Credit for Prior Learning Committee (Discussion; see attachment) – M. Bowen

Item not discussed due to time

F. GE Removal Rubric – Revised Forms (Discussion/Action; see separate attachment sent with agenda email) – M. Bowen

Item not discussed due to time

G. Continuing Discussion/Process and Procedures (Standing Item; Discussion/Action) – D. Farias, C. Branciforte

1. Fall 2021 out of cycle DE addendum/courses

2. Backlogs of Programs (see attachment)

3. Second Readings

4. Curriculum Committee members as part of initial Technical Review

5. Streamline Agenda Items (Reports)

Item not discussed due to time

H. Standing Item: Anti-racism in curriculum (Discussion) – J. Kalfsbeek-Goetz
<https://www.glendale.edu/about-gcc/faculty-and-staff/c-i-curriculum-and-instruction/creating-equitable-curriculum-guide>

Item not discussed due to time

I. Curriculum Committee Training (Discussion) – M. Bowen

[https://mbowenc.000webhostapp.com/curriculum/docs/\(202008%20MB\)%20Curriculum%20Committee%20Training.pptx](https://mbowenc.000webhostapp.com/curriculum/docs/(202008%20MB)%20Curriculum%20Committee%20Training.pptx)

Item not discussed due to time

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

A. None

XVI. REPORTS (Information)

A. Co-Chairs

B. Articulation/C-ID

1. CSUGE-Breadth and IGETC item requests for fall 2021 implementation have been submitted to ASSIST, including the new CSUGE-B Area F (Ethnic Studies) courses

C. Board of Trustees/ DTRW-I

1. 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. However, it was later realized that additional work was necessary; that work is currently underway. (see attachments)

DTRW-I has been renamed to DCCI – (District Council on Curriculum and Instruction).

BP/AP 4235 going back to DCCI for further discussion.

D. Subcommittees/Workgroups

1. Workgroup Reports

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

1. A .S. Food Safety approved at the State 3/25/21

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

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

Item not discussed due to time

XVIII. REQUESTS FOR FUTURE AGENDA ITEMS

Meeting adjourned: 4:40 p.m.

NEXT MEETING

April 20, 2021 - 3:00 PM

Location: via Zoom

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

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

Dr. Jennifer Kalfsbeek-Goetz, Interim Vice President Academic Affairs

Ventura College - 4667 Telegraph Road - Ventura, CA 93003

(805) 289-6464

Ventura College Curriculum Committee
Curricular Proposals for 4/6/2021

CONSENT AGENDA: COURSES														NONSUBSTANTIAL CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, I=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation ¹ , P=Prereq ¹ , C=Coreq ¹ , RP=Recom. Prep. ¹ ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BOT									
√	CS V15	Data Structures and Algorithms	CR	3	Update	None	None	Computer Science	Fall 2022	X	X	No									
√	CS V30	Beginning C++	CR	3	Update	None	None	Computer Science	Fall 2022	X	X	No									
√	ENGL V03	Basic English Composition	CR	5	Inactivation	Remove from catalog			Fall 2021			No									
√	ENGL V03A	Accelerated Basic English Comp	CR	5	Inactivation	Remove from catalog			Fall 2021			No									
√	ENGL V06	Academic Reading	CR	3.5	Inactivation	Remove from catalog			Fall 2021			No									
SECOND READING: COURSES														SUBSTANTIAL CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, I=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation ¹ , P=Prereq ¹ , C=Coreq ¹ , RP=Recom. Prep. ¹ ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BOT									
		None																			
SECOND READING: PROGRAMS														SUBSTANTIAL CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, I=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation ¹ , P=Prereq ¹ , C=Coreq ¹ , RP=Recom. Prep. ¹ ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BoT									
		None																			
FIRST READING: COURSES REQUIRING SECOND READING														SUBSTANTIAL CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, I=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation ¹ , P=Prereq ¹ , C=Coreq ¹ , RP=Recom. Prep. ¹ ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BoT									
		None																			

*Proposed 1st and 2nd reading / REQ=requisites / DE=distance education / BOT=Board of Trustees

FIRST READING: COURSES NOT REQUIRING SECOND READING				SUBSTANTIAL CHANGES TO CATALOG			ARTIC CHANGES					
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, I=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation ¹ , P=Prereq ¹ , C=Coreq ¹ , RP=Recom. Prep. ¹ ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BoT
v	AES V10 (same as ART V03)	Introduction to African and Pre-Columbian Art	CR	3	Revision	None	OBJ, CC	Art History	Fall 2022		X	No
v	ART V03 (same as AES V10)	Introduction to African and Pre-Columbian Art	CR	3	Revision	None	OBJ, CC	Art History	Fall 2022		X	No
v	ART V58A	Figure Sculpture I	CR	3	Revision	H, FT	CC	Art	Fall 2022	X	X	No
v	ART V58B	Figure Sculpture II	CR	3	Revision	H, FT	CC, LC	Art	Fall 2022	X	X	No
v	ART V58C	Figure Sculpture III	CR	3	Revision	FT	CC, LC	Art	Fall 2022	X	X	No
v	CS V11	Programming Fundamentals	CR	3	Revision	None	CC	Computer Science	Fall 2022	X	X	No
v	CS V13	Object-Oriented Programming	CR	3	Revision	None	OBJ, CC	Computer Science	Fall 2022	X	X	No
v	CS V19	Computer Architecture and Organization	CR	3	Revision	None	LC	Computer Science	Fall 2022	X	X	No
v	CS V40	Beginning Java	CR	3	Revision	None	CC, LC	Computer Science	Fall 2022	X	X	No
v	HED V76	Managing Stress	CR	3	Revision	D	CC	Health	Fall 2022		X	No
v	MATH V20	Precalculus Mathematics	CR	5	Revision	P	None	Mathematics	Fall 2022			No
v	MATH V40J	Math Topics Support <i>Just-in-Time Support for Mathematics for Liberal Arts</i>	CR	1	Revision	T	None	Mathematics	Fall 2021	X	X	No
v	MATH N140J	Math Topics (Noncredit) <i>Just-in-Time Support for Mathematics for Liberal Arts</i>	NC	0	Revision	T	None	Mathematics	Fall 2021	X	X	No
FIRST READING: PROGRAMS				CHANGES TO CATALOG			ARTIC CHANGES					
APPROVED	AWARD TYPE	DISCIPLINE:TITLE	CR NC	UNITS	PROPOSAL TYPE	COMMENTS			EFFECTIVE			BOT
v	COA	Film Studies	CR		New	Add to catalog			Fall 2021			Yes
v	AS	General Studies Pattern I: Natural Sciences	CR		Revision	General revisions			Fall 2021			No
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			
√	MATH V20	Precalculus Mathematics	CR	5	Revision	Prerequisite: MATH V05 or the fourth year of high school mathematics (advanced mathematics) with grade of C or better; or placement as determined	First Reading: Courses	Fall 2022			
√	ART V58A	Figure Sculpture I	CR	3	Review	Recommended Preparation: ART V13A	First Reading: Courses	Fall 2022			
√	ART V58B	Figure Sculpture II	CR	3	Review	Prerequisite: ART V58A	First Reading: Courses	Fall 2022			
√	ART V58C	Figure Sculpture III	CR	3	Review	Prerequisite: ART V58B	First Reading: Courses	Fall 2022			
√	CS V11	Programming Fundamentals	CR	3	Review	Recommended Preparation: MATH V03	First Reading: Courses	Fall 2022			
√	CS V13	Object-Oriented Programming	CR	3	Review	Prerequisite: CS V11 or equivalent; and MATH V03 or 1 year of high school intermediate algebra (Algebra II) or any higher-level math course with grade of C or better	First Reading: Courses	Fall 2022			
√	CS V15	Data Structures and Algorithms	CR	3	Review	Prerequisite: CS V13 or equivalent; and MATH V20 or both MATH V04 and MATH V05	Consent Agenda: Courses	Fall 2022			
√	CS V19	Computer Architecture and Organization	CR	3	Review	Prerequisite: CS V15 or equivalent; and CS V17 or MATH V52 or equivalent	First Reading: Courses	Fall 2022			
√	CS V30	Beginning C++	CR	3	Review	Prerequisite: MATH V03 or 1 year of high school intermediate algebra (Algebra II) or any higher-level math course with grade of C or better	Consent Agenda: Courses	Fall 2022			
√	CS V40	Beginning Java	CR	3	Review	Prerequisite: MATH V03 or 1 year of high school intermediate algebra (Algebra II) or any higher-level math course with grade of C or better	First Reading: Courses	Fall 2022			
√	MATH V40J	<i>Just-in-Time Support for Mathematics for Liberal Arts Math Topics Support</i>	CR	1	Review	Corequisite: MATH V40	First Reading: Courses	Fall 2021			
√	MATH N140J	<i>Just-in-Time Support for Mathematics for Liberal Arts Math Topics (Noncredit)</i>	NC	0	Review	Corequisite: MATH V40	First Reading: Courses	Fall 2021			
DISTANCE EDUCATION APPROVALS											
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/RE	DE TYPE	SOURCE	EFFECTIVE				
√	AES V10 (same as ART V03)	Introduction to African and Pre-Columbian Art	CR	New	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022				
√	ART V03 (same as AES V10)	Introduction to African and Pre-Columbian Art	CR	New	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022				
√	ART V58A	Figure Sculpture I	CR	New	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022				
√	ART V58B	Figure Sculpture II	CR	New	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022				
√	ART V58C	Figure Sculpture III	CR	New	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022				

√	MATH N140J	Just-in-Time Support for <i>Mathematics for Liberal Arts</i> Math Topics (Noncredit)	NC	New	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2021				
√	CS V11	Programming Fundamentals	CR	Review	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022				
√	CS V13	Object-Oriented Programming	CR	Review	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022				
√	CS V15	Data Structures and Algorithms	CR	Review	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	Consent Agenda: Courses	Fall 2022				
√	CS V19	Computer Architecture and Organization	CR	Review	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022				
√	CS V30	Beginning C++	CR	Review	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	Consent Agenda: Courses	Fall 2022				
√	CS V40	Beginning Java	CR	Review	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022				
√	HED V76	Managing Stress	CR	Review	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022				
√	MATH V20	Precalculus Mathematics	CR	Review	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022				
√	MATH V40J	<i>Just-in-Time Support for Mathematics for Liberal Arts</i> Math Topics Support	CR	Review	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2021				
MINIMUM QUALIFICATIONS											
APPROVED		COURSE TITLE	CR	NEW/RE							
	COURSE ID		NC		"P" - Primary MQ, "A"= additional MQ, "C" - required certifications	SOURCE	EFFECTIVE				
		None									
** END OF LIST **											

TERM	COURSE ID	TITLE	DE CODE			NOTES
			1-50%	51-99%	100%	
Fall 2021	CJ V27	Introduction to Probation Parole				All 3 DE Permanent
Fall 2021	MATH N104J	Just in time support for College Algebra (NonCredit)				All 3 DE Permanent
Fall 2021	MATH N138J	Just in time support for Mathematics for Elementary School Teachers (NonCredit)				All 3 DE Permanent
Fall 2021	MATH N144J	Just in time support for Elementary Statistics (NonCredit)				All 3 DE Permanent
Fall 2021	MATH V38J	Mathematics for Elementary School Teachers				All 3 DE Permanent

Ventura College Curriculum Committee
Curricular Proposals for 4/20/2021

CONSENT AGENDA: COURSES													NONSUBSTANTIAL CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation ¹ , P=Prereq ¹ , C=Coreq ¹ , RP=Recom. Prep. ¹ ('see "Requisite Approvals" for specific changes)				OBJ=Course objectives CC=Course content LC=Lab content				EFFECTIVE	REQ	DE	BOT			
										Discipline * = Masters Required										
	MATH V21B	Calculus with Analytic Geometry II	CR	5	Update	None				None				Fall 2022	X	X	No			
	PSY V15	Introduction to Abnormal Psychology	CR	3	Update	None				None				Fall 2022		X	No			
	PSY V25	Psychology of Human Sexuality	CR	3	Update	None				None				Fall 2022		X	No			
SECOND READING: COURSES													SUBSTANTIAL CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation ¹ , P=Prereq ¹ , C=Coreq ¹ , RP=Recom. Prep. ¹ ('see "Requisite Approvals" for specific changes)				OBJ=Course objectives CC=Course content LC=Lab content				EFFECTIVE	REQ	DE	BOT			
										Discipline * = Masters Required										
		None																		
SECOND READING: PROGRAMS													SUBSTANTIAL CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation ¹ , P=Prereq ¹ , C=Coreq ¹ , RP=Recom. Prep. ¹ ('see "Requisite Approvals" for specific changes)				OBJ=Course objectives CC=Course content LC=Lab content				EFFECTIVE	REQ	DE	BoT			
										Discipline * = Masters Required										
		None																		
FIRST READING: COURSES REQUIRING SECOND READING													SUBSTANTIAL CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation ¹ , P=Prereq ¹ , C=Coreq ¹ , RP=Recom. Prep. ¹ ('see "Requisite Approvals" for specific changes)				OBJ=Course objectives CC=Course content LC=Lab content				EFFECTIVE	REQ	DE	BoT			
										Discipline * = Masters Required										
		None																		

FIRST READING: COURSES NOT REQUIRING SECOND READING					SUBSTANTIAL CHANGES TO CATALOG		ARTIC CHANGES					
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation ¹ , P=Prereq ¹ , C=Coreq ¹ , RP=Recom. Prep. ¹ ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BoT
	ANAT V01	General Human Anatomy	CR	4	Revision	T, D, add catalog note, RP	OBJ, CC	Biological Sciences	Fall 2022	X	X	No
	MATH V21A	Calculus with Analytic Geometry I	CR	5	Revision	D, add catalog note,	None	Mathematics	Fall 2022	X	X	No
FIRST READING: PROGRAMS					CHANGES TO CATALOG		ARTIC CHANGES					
APPROVED	AWARD TYPE	DISCIPLINE:TITLE	CR NC	UNITS	PROPOSAL TYPE	COMMENTS			EFFECTIVE			BOT
	None											
ADMINISTRATIVE CHANGES												
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS		CHANGE			EFFECTIVE			
	CS V15	Data Structures and Algorithms	CR	3	Update	Course was listed twice on the 4/6/21 CC agenda. Listed under Consent Agenda and First Reading. Should be Consent Agenda			Fall 2022			
	CS V30	Beginning C++	CR	3	Update	Course was listed twice on the 4/6/21 CC agenda. Listed under Consent Agenda and First Reading. Should be Consent Agenda			Fall 2022			
	AG V43	Plant Identification and Culture: Fall Specimens	CR	3	Revision	ESRM V23 was renumbered/split to AG V42 and AG V43 in Spring 2018. ESRM V23 had previously been approved for local AA/AS GE area A1. AG V42 course inherited the area A1 approval from ESRM V23 but AG V43 did not. Would like to recommend that AG V43 also be approved for area A1, even without a P&GE recommendation, on account of the parallel natures of the V42 and V43 courses.			Fall 2021			
	ENGL V06A	Academic Reading	CR	3.5	Inactivation	Course was on 4/6/21 CC agenda and inactivation approved. Course was listed on the agenda incorrectly as ENGL V06 - should have been listed as ENGL V06A. ENGL V06 remains active			Fall 2021			

REQUISITE APPROVALS										
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	REQUISITE TYPE	REQUISITE TEXT	SOURCE	EFFECTIVE		
	ANAT V01	General Human Anatomy	CR	4	Revision	Recommended Preparation: BIOL V01-V01L or BIOL V03 or BIOL V12 or BUS V27A, and eligible Eligible for college-level English (ENGL V01A V01A), and Eligible for college-level mathematics that satisfies VCCCD-math competency or higher	First Reading: Courses	Fall 2022		
	MATH V21A	Calculus with Analytic Geometry I	CR	5	Review	Prerequisite: Both MATH V04 and MATH V05 with grades of C or better; or MATH V20 with grade of C or better; or the fourth year of high school mathematics (advanced mathematics) with grade of C or better; or placement as determined by the college's multiple measures assessment process	First Reading: Courses	Fall 2022		
	MATH V21B	Calculus with Analytic Geometry II	CR	5	Review	Prerequisite: MATH V21A or equivalent with grade of C or better	Consent Agenda: Courses	Fall 2022		
DISTANCE EDUCATION APPROVALS										
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/REV	DE TYPE	SOURCE	EFFECTIVE			
	ANAT V01	General Human Anatomy	CR	Review	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022			
	MATH V21A	Calculus with Analytic Geometry I	CR	Review	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022			
	MATH V21B	Calculus with Analytic Geometry II	CR	Review	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	Consent Agenda: Courses	Fall 2022			
	PSY V15	Introduction to Abnormal Psychology	CR	Review	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	Consent Agenda: Courses	Fall 2022			
	PSY V25	Psychology of Human Sexuality	CR	Review	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	Consent Agenda: Courses	Fall 2022			
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 **										

Proposal for AY 2021-2022 Curriculum Co-Chair

Discussions in the curriculum committee this past year (2020-2021) have included numerous faculty voices agreeing that the current curriculum workload/backlog of courses and programs, coupled with relatively low release time relative to this workload, have resulted in no faculty member nominees for the upcoming vacancy in the position of faculty co-chair of this committee.

This proposal seeks to address the following concerns via a change to the release time compensation structure of the faculty leadership of the curriculum committee.

1) Current curriculum practices are complex and not fully understood by faculty members wishing to submit courses and programs, or understood by all faculty members serving as faculty representatives on the curriculum committee. A curriculum work group has been working since January 2021 on addressing this through the creation of a Canvas shell designed to educate faculty stakeholders on these processes. This work remains far from complete.

2) The VC Academic Senate has offered to invite the ASCCC (Academic Senate of the California Community Colleges) to send a [technical assistance visit](#) so that state curriculum experts can evaluate, educate, and inform us (the Curriculum, and its new leadership) on best practices moving forward.

3) Multiple faculty from multiple areas will be needed to meet with the ASCCC technical assistants, formulate a plan of action in response to their recommendations, and work collaboratively on implementing this plan.

For these three reasons, the current proposal for Curriculum Committee Faculty Leadership in the 2021-2022 academic year is:

1 Curriculum Committee **Faculty Co-Chair: 0.4 release time:**

- all current duties of the chair, and
- coordination of the ASCCC technical assistance visit work.

4 Curriculum Committee **Faculty Tech Review Assistant Leads: 0.1 release time each** for duties including:

- traditional curriculum technical review assistance,
- ASCCC technical assistance visit work, and
- completion of a VC curriculum process educational/training to be available to other Curriculum Committee members, as well as faculty and other stakeholders across the campus.

The new Faculty Tech Review Assistant Leads would be selected by the curriculum committee (from a diversity of areas) on a one-year trial basis. Their primary goals will be to respond to ASCCC recommendations and complete the educational/training materials. Because their work also includes traditional curriculum technical review, their release time may come in part from the release time currently allotted for the technical review chair.

At the end of the 2021-2022 academic year, the efficacy of this proposed leadership change will be assessed. Possible outcomes include: a) abolition of the four tech review assistant lead positions and no change to the release time of the faculty co-chair, or b) abolition of the four tech review assistant lead positions and an increase to the release time of the faculty co-chair, or c) extension of the proposal through one or more subsequent academic year, or d) any other recommendations the curriculum committee has regarding the faculty leadership structure of the curriculum committee.

Course ID	Title	Program Count	Last Offered	Years Since Offered	P1 Year	Years Overdue	Inactivate	Listing Status
AES V41	Contemporary African American Experience	2	201003	11.0	2015	1		HIST V13 co-listing
AES V42B	African History Since 1800	4	200303	18.0	2018	---		HIST V83 co-listing
ANPH V01	Introduction to Human Anatomy and Physiology	5	201503	6.0	2021	---	No	Matched to PB List
ARCH V90	Directed Studies in Architecture		200203	19.0	2011	5	Yes	Matched to PB List
ART V73A	Digital Imaging	5	201407	6.5	2018	---	Yes	Matched to PB List
ART V74A	Digital Painting I	2	201603	5.0	2018	---	Yes	Matched to PB List
ART V74B	Digital Painting II	2	201603	5.0	2018	---	Yes	Matched to PB List
ART V95	Art Internship I		200403	17.0	2012	4	No	Matched to PB List
ART V96	Art Internship II		201003	11.0	2012	4	No	Matched to PB List
BUS V47	Sales Techniques	2	201507	5.5	2018	---	Yes	Matched to PB List
BUS V90	Directed Studies in Business		200205	18.0	2017	---	Yes	Matched to PB List
BUS V94	Office Skills for Employment	3	201507	5.5	2018	---	No	Matched to PB List
CD V90	Directed Studies in Child Development		200603	15.0	2012	4	No	Matched to PB List
CHST V02	Chicana/o/x and Latina/o/x Studies Issues	5	201403	7.0	2020	---	No	Matched to PB List
CHST V90	Directed Studies in Chicano Studies		200605	14.0	2012	4	No	Matched to PB List
CJ V06	Criminal Justice Report Writing	2	201407	6.5	2013	3	Yes	Matched to PB List
CJ V07	Patrol Procedures	2	201507	5.5	2013	3	Yes	Matched to PB List
CJ V27	Introduction to Probation and Parole	2	201603	5.0	2018	---	No	Matched to PB List
COMM V05	Oral Interpretation and Communication of Literature	3	201603	5.0	2018	---	Yes	Matched to PB List
COMM V90	Directed Studies in Communication Studies		201603	5.0	2017	---	Yes	Matched to PB List
CS V42	Intermediate Java		201603	5.0	2013	3	No	Matched to PB List
CS V90	Directed Studies in Computer Science		200505	15.0	2012	4	Yes	Matched to PB List
CS V95	Computer Science Internship I		200307	17.5	2012	4	No	Matched to PB List
CS V96	Computer Science Internship II		200307	17.5	2012	4	No	Matched to PB List
CT V30	Shop Woodworking	2	201203	9.0	2013	3	No	Matched to PB List

CT V44	Green Electrical Systems		201003	11.0	2016	---	No	Matched to PB List
DANC V02	Dance History	5	201603	5.0	2013	3	No	Matched to PB List
DANC V03	Anatomy for Dancers	4	201503	6.0	2013	3	Yes	Matched to PB List
DANC V04	Dance Improvisation	3	201503	6.0	2013	3	No	Matched to PB List
DANC V14	Movement for the Theatre	3	201507	5.5	2013	3	Yes	Matched to PB List
DANC V23	Ballroom Dance	6	201203	9.0	2013	3	Yes	Matched to PB List
DANC V29A	Jazz I	6	201603	5.0	2014	2	Yes	Matched to PB List
DANC V29B	Jazz II	6	201603	5.0	2014	2	Yes	Matched to PB List
DANC V29C	Jazz III	4	201603	5.0	2014	2	Yes	Matched to PB List
DANC V29D	Jazz IV	4	201603	5.0	2014	2	Yes	Matched to PB List
DRFT V14B	Technical Illustration II		200907	11.5	2013	3	Yes	Matched to PB List
DRFT V51	Design Animation and Modeling	1	200803	13.0	2016	---	No	Matched to PB List
DRFT V99	Autocad Job Training Program		201003	11.0	2016	---	Unsure	Matched to PB List
EAC V26	Individual and Team Sports: Adaptive	1	201503	6.0	2013	3	Yes	Matched to PB List
EAC V95	Special Education Internship I		200403	17.0	2012	4	Yes	Matched to PB List
EAC V96	Special Education Internship II		200403	17.0	2012	4	Yes	Matched to PB List
ECON V90	Directed Studies in Economics		200907	11.5	2012	4	No	Matched to PB List
ECON V95	Economics Internship I		200403	17.0	2012	4	No	Matched to PB List
ECON V96	Economics Internship II		201003	11.0	2012	4	No	Matched to PB List
EMT V10	Emergency Medical Technician Recertification		200605	14.0	2009	7	Unsure	Matched to PB List
ENGL V16	Introduction to Fiction	3	200703	14.0	2018	---	No	Matched to PB List
ENGL V23	Introduction to Dramatic Literature	3	200803	13.0	2013	3	No	Matched to PB List
ENGL V33	Introduction to African American Literature	4	200203	19.0	2018	---	No	Matched to PB List
ENGL V90	Directed Studies in English		201403	7.0	2018	---	Yes	Matched to PB List
FILM V03A	Non-Linear Editing I	1	NEW		2017	---	Yes	Matched to PB List

FILM V05	Narrative Filmmaking	1	NEW		2017	---	Yes	Matched to PB List
GEOG V16	Regional Field Studies	1	201003	11.0	2021	---	Yes	Matched to PB List
GEOG V90	Directed Studies in Geography		201103	10.0	2018	---	No	Matched to PB List
GEOG V95	Geography Internship I		201103	10.0	2018	---	No	Matched to PB List
GEOG V96	Geography Internship II		201103	10.0	2018	---	No	Matched to PB List
HIST V13	Contemporary African American Experience	2	201003	11.0	2014	2	No	Matched to PB List
HIST V16	United States History: Focus on Foreign Relations	3	201603	5.0	2017	---	Yes	Matched to PB List
HIST V30	History of the American West		201703	4.0	2009	7	Yes	Matched to PB List
HIST V44	History of the Americas to 1821	4	201603	5.0	2018	---	No	Matched to PB List
HIST V48	The Heritage of Mexico to the First Republic	8	201703	4.0	2018	---	No	Matched to PB List
HIST V57	The Heritage of Mexico since Liberation	8	201403	7.0	2018	---	No	Matched to PB List
HIST V73	African History to 1800	4	201707	3.5	2018	---	Yes	Matched to PB List
HIST V78	History of the Modern Middle East	4	201503	6.0	2018	---	Yes	Matched to PB List
HIST V79	Introduction to the History of East Asia	4	201503	6.0	2018	---	No	Matched to PB List
HIST V83	African History Since 1800	4	201003	11.0	2018	---	Yes	Matched to PB List
HS V95	Health Science Internship I		200303	18.0	2012	4	No	Matched to PB List
HS V96	Health Science Internship II		201203	9.0	2012	4	No	Matched to PB List
IDS V02	Foundations: Study Skills		201007	10.5	2009	7	Yes	Matched to PB List
IDS V08	Ethics in Modern Society	2	200803	13.0	2007	9	Yes	Matched to PB List
IDS V13	Introduction to Tutoring Writing and Reading		201107	9.5	2008	8	No	Matched to PB List
KIN V14	Step Aerobics	3	201403	7.0	2018	---	Yes	Matched to PB List
KIN V96	Kinesiology Internship II		201107	9.5	2018	---	No	Matched to PB List
LIB V90	Directed Studies in Library Instruction		200403	17.0	2012	4	Yes	Matched to PB List
MT V01	Manufacturing Support		201003	11.0	2010	6	No	Matched to PB List
MUS V02H	Music Theory VIII: Jazz Harmony and Practice		201203	9.0	2016	---	Yes	Matched to PB List

MUS V12	Community Choir	3	201203	9.0	2016	---	Yes	Matched to PB List
NS V90	Directed Studies in Nursing		201103	10.0	2018	---	No	Matched to PB List
NS V95	Nursing Science Internship I		200303	18.0	2018	---	No	Matched to PB List
NS V96	Nursing Science Internship II		200907	11.5	2018	---	No	Matched to PB List
PHIL V06A	History of Western Philosophy I: Ancient through Medieval	5	200107	19.5	2018	---	Yes	Matched to PB List
PHIL V06B	History of Western Philosophy II: Modern through Contemporary	5	200303	18.0	2018	---	Yes	Matched to PB List
PHIL V10	World Mythology	2	201003	11.0	2018	---	No	Matched to PB List
PHIL V90	Directed Studies in Philosophy		200003	21.0	2018	---	No	Matched to PB List
PHOT V73A	Digital Imaging	5	201407	6.5	2018	---	Yes	Matched to PB List
PHOT V90	Directed Studies in Photography		201103	10.0	2011	5	No	Matched to PB List
PHYS V90	Directed Studies in Physics		201103	10.0	2012	4	No	Matched to PB List
PM V90	Directed Studies in Paramedic Services		201103	10.0	1999	17	Yes	Matched to PB List
POLS V01SL	American Government: Service Learning		201003	11.0	2018	---	Yes	Matched to PB List
POLS V09	United States-Mexico Relations	3	201003	11.0	2018	---	Yes	Matched to PB List
POLS V10	The United Nations and World Affairs	3	201003	11.0	2013	3	Yes	Matched to PB List
POLS V11	Government and Politics of Mexico	3	201003	11.0	2018	---	Yes	Matched to PB List
POLS V14	Global Studies	4	201603	5.0	2016	---	No	Matched to PB List
POLS V90	Directed Studies in Political Science		201003	11.0	2012	4	No	Matched to PB List
POLS V96	Political Science Internship II		201003	11.0	2012	4	No	Matched to PB List
PSY V90	Directed Studies in Psychology		201605	4.0	2018	---	No	Matched to PB List
SOC V01SL	Introduction to Sociology: Service Learning		201003	11.0	2018	---	Yes	Matched to PB List
SOC V02SL	Social Problems: Service Learning		201303	8.0	2018	---	Yes	Matched to PB List
SOC V90	Directed Studies in Sociology		200907	11.5	1999	17	No	Matched to PB List
SPAN V04S	Spanish Heritage Language II	7	201103	10.0	2016	---	No	Matched to PB List
SS V01	Study Skills: Applications to College-Level Coursework		200707	13.5	2018	---	Yes	Matched to PB List

THA V14	Movement for the Theatre	3	201507	5.5	2013	3	Yes	Matched to PB List
WEL V66	Structural Steel Blueprint Reading	2	200607	14.5	2005	11	Yes	Matched to PB List
WEXP V95	Work Experience I		201103	10.0	2012	4		Added
WEXP V96	Work Experience II		201103	10.0	2012	4		Added
WS V96	Water Science Internship II		200403	17.0	2012	4	No	Matched to PB List

VENTURA COLLEGE

Philosophy and General Education Workgroup

AA/AS (Local) General Education Removal Request and Recommendation

(Do not use this form for CSUGE-Breadth or IGETC removal requests; please consult with the Articulation Officer instead)

Host department faculty should complete this page and the top half of the next page.

Course ID: Course ID

Department: Host department

Co-listed courses (if applicable): Co-listing ID #1: Co-listing ID #1 Co-listing ID #2: Co-listing ID #2

Course title: Course title

This course is proposed for **removal** from the indicated AA/AS (Local) General Education (GE) area(s):

A1: A2: B1: B2: C1: C2: D1: D2: E1: E2: F:

Refer to the Local GE approval rubric(s) (download from the Curriculum Committee page on the VC website) for the Local GE area(s) proposed for removal. What part of the approval rubric is no longer applicable? Be specific. *If this Local GE change is (or will be) the result of a COR revision, the Curriculum Committee must approve that revision before you submit this request to the Philosophy and General Education Workgroup.*

Click or tap here to enter text.

If applicable, state the reason(s) for the COR change that made this course unsuitable for the Local GE area(s) to be removed (*e.g.*, focus, target audience, changes in the field, *etc.*) OR describe how the rubric criteria have evolved since the course was approved for the applicable Local GE area(s) (or that the approval occurred before rubrics were established).

Click or tap here to enter text.

What was the last term that the course was offered, and how many academic years ago was that? What were the enrollments by student ethnicity over each of the last five academic years, and what was the overall success rate and the success rates by ethnicity?

Click or tap here to enter text.

List five or more courses that award the same number of units as (or fewer units than) the course being proposed for inactivation, and that satisfy the affected Local GE area(s). When possible, include courses that are in the same discipline as the course under consideration.

Click or tap here to enter text.

(Continued on next page)

VENTURA COLLEGE

Philosophy and General Education Workgroup
AA/AS (Local) General Education Removal Request and Recommendation

(Do not use this form for CSUGE-Breadth or IGETC removal requests; please consult with the Articulation Officer instead)

Total number of tenured/tenure-track faculty members in the host department: [Click/tap to enter number](#)

Signatures of department chair(s) and a majority (> 50%) of the host department's tenured/tenure-track faculty are required.

Department chair signature: _____ Date: [Click or tap to enter a date.](#)

Co-chair signature (if applicable): _____ Date: [Click or tap to enter a date.](#)

Department faculty signatures (please use attachment if needed):

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |

The area below is to be completed by P&GE Workgroup Chair, Articulation Officer, or designee.

P&GE Workgroup meeting date(s) on which proposal was considered: [Click or tap to enter a date.](#)

P&GE Workgroup recommended removing course from the indicated Local GE area(s):

A1: A2: B1: B2: C1: C2: D1: D2: E1: E2: F:

—OR— P&GE Workgroup recommended **not** to remove any Local GE area approval(s):

—OR— P&GE Workgroup made a neutral/undecided recommendation to the Curriculum Committee:

The area below is to be completed by Faculty Curriculum Committee Co-chair or designee.

Curriculum Committee meeting date(s) on which proposal was approved or denied: [Click or tap to enter a date.](#)

Curriculum Committee approved removing course from the indicated Local GE area(s):

A1: A2: B1: B2: C1: C2: D1: D2: E1: E2: F:

—OR— Curriculum Committee voted **not** to remove any AA/AS (local) GE area(s):

Effective term of GE inactivation: **Fall** [Effective Year](#)

(Year)

Due to Degree Works limitations, all GE changes should only have Fall effective terms.

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

Introduction

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

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



Required Documentation

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

Attach electronic copies of program-related documents (including, but not limited to, those appearing in the following list) to the program proposal in the CMS if the PCAH or supplemental guidance from the CCCC (such as that documented in the subsection titled [*Program Revision Development and Approval Procedure*](#) on page 90) 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.

The following tables list the specific documentation required for each type of program proposal. Please be sure that all necessary documentation is uploaded to your program proposal in the CMS before you submit the proposal for technical review.

(Text resumes following Table 1B.)

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Table 1A. Documentation required for Associate Degree, ADT, and UCTP program proposals. (Documentation marked with an asterisk "*" is required for new and substantially revised programs but not for routine program revisions. Apprenticeship proposals have different documentation requirements; see the current PCAH for details.) Sources: PCAH 7th ed, CCCCC Narrative Templates, memo from David Garcia (CCCCO) dated 6 December 2019, and VCCCD BOT Administrative Procedures AP 4020 and AP 4102.

DOCUMENTATION TYPE	AA-T/AS-T/UCTP (ALL TOP CODES)	AA/AS WITH CTE TOP CODE	AA/AS WITH NON- CTE TOP CODE
Narrative Item 1:			
Program Goals and Objectives	REQUIRED	REQUIRED	REQUIRED
Competencies Achieved for Specific Occupation	NOT REQUIRED	NOT REQUIRED	NOT REQUIRED
Narrative Item 2:			
Catalog Description	REQUIRED	REQUIRED	REQUIRED
Career Opportunities	NOT REQUIRED	REQUIRED	NOT REQUIRED
Baccalaureate Major or Related Majors	RECOMMENDED	REQUIRED IF TRANSFER PREP	REQUIRED IF TRANSFER PREP
High Unit Advisory (if over 60 units)	NOT REQUIRED	REQUIRED	REQUIRED
Narrative Item 3:			
Program Requirements	N/A	REQUIRED	REQUIRED
Course Sequence Table	N/A	REQUIRED	REQUIRED
Narrative Item 4:			
Master Planning	N/A	REQUIRED*	REQUIRED*
Justification for High Units	N/A	REQUIRED IF APPLICABLE*	REQUIRED IF APPLICABLE*
Specific Employer Disclosure	N/A	REQUIRED IF APPLICABLE*	NOT REQUIRED
References to Advisory and Consortium Minutes	N/A	REQUIRED*	NOT REQUIRED
Narrative Items 5, 6, 7:			
Enrollment & Completer Projections	N/A	REQUIRED*	REQUIRED*
Completers vs. Net Demand Analysis	N/A	REQUIRED*	NOT REQUIRED
Place of Program/Similar Programs	N/A	REQUIRED*	REQUIRED*
Similar Programs at Other Colleges in Service Area	N/A	REQUIRED*	REQUIRED*
TMC Template	REQUIRED	NOT REQUIRED	NOT REQUIRED
Articulation Data from ASSIST	REQUIRED	NOT REQUIRED	NOT REQUIRED
Course Outlines of Record (Major)	REQUIRED	REQUIRED	REQUIRED
CTE Documentation:			
LMI Analysis	NOT REQUIRED	REQUIRED	NOT REQUIRED
Advisory Comm. Recommendation	NOT REQUIRED	REQUIRED	NOT REQUIRED
Regional Consort. Recommendation	NOT REQUIRED	REQUIRED*	NOT REQUIRED
Transfer Documentation	NOT REQUIRED	REQUIRED IF TRANSFER PREP	REQUIRED IF TRANSFER PREP
Community Need Documentation	NOT REQUIRED	NOT REQUIRED	REQUIRED IF COMMUNITY NEED

Table 1B. Documentation required for (credit) Certificate of Achievement and Noncredit Certificate program proposals. (Documentation marked with an asterisk "*" is required for new and substantially revised programs but not for routine program revisions. Apprenticeship proposals have different documentation requirements; see the current PCAH for details.)
Sources: PCAH 7th ed, CCCCO Narrative Templates, memo from David Garcia (CCCO) dated 6 December 2019, and VCCCD BOT Administrative Procedures AP 4020 and AP 4102.

DOCUMENTATION TYPE	COA WITH CTE TOP CODE	COA WITH NON-CTE TOP CODE	NONCREDIT CERTIFICATE (SHORT-TERM VOCATIONAL)	NONCREDIT CERTIFICATE (ALL OTHERS)
Narrative Item 1:				
Program Goals and Objectives	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Competencies Achieved for Specific Occupation	NOT REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
Narrative Item 2:				
Catalog Description	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Career Opportunities	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
Baccalaureate Major or Related Majors	RECOMMENDED IF TRANSFER PREP	RECOMMENDED IF TRANSFER PREP	NOT REQUIRED	NOT REQUIRED
Narrative Item 3:				
Program Requirements	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Course Sequence Table	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Narrative Item 4:				
Master Planning	REQUIRED*	REQUIRED*	REQUIRED*	REQUIRED*
Justification for Low or High Units	REQUIRED IF APPLICABLE*	REQUIRED IF APPLICABLE*	N/A	N/A
Specific Employer Disclosure	REQUIRED IF APPLICABLE*	NOT REQUIRED	N/A	N/A
Narrative Items 5, 6, 7:				
Enrollment & Completer Projections	REQUIRED*	REQUIRED*	N/A	N/A
Completers vs. Net Demand Analysis	REQUIRED*	NOT REQUIRED	N/A	N/A
Place of Program/Similar Programs	REQUIRED*	REQUIRED*	N/A	N/A
Similar Programs at Other Colleges in Service Area	REQUIRED*	REQUIRED*	N/A	N/A
TMC Template	N/A	N/A	N/A	N/A
Articulation Data from ASSIST	NOT REQUIRED	NOT REQUIRED	NOT REQUIRED	NOT REQUIRED
Course Outlines of Record (Major)	REQUIRED	REQUIRED	REQUIRED	REQUIRED
CTE Documentation:				
LMI Analysis	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
Advisory Comm. Recommendation	REQUIRED	NOT REQUIRED	NOT REQUIRED	NOT REQUIRED
Regional Consort. Recommendation	REQUIRED*	NOT REQUIRED	NOT REQUIRED	NOT REQUIRED
Transfer Documentation	NOT REQUIRED	REQUIRED IF TRANSFER PREP	N/A	N/A
Community Need Documentation	NOT REQUIRED	NOT REQUIRED	N/A	N/A

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** (submits PSLOs to TracDat via the Qualtrics interface, selecting the appropriate Qualtrics link from the [College Outcome Group \(COG\) web page](#))
7. **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)
8. **Technical review team** (works with originator behind the scenes to check and correct format and legal/articulation issues)
9. **Curriculum technical review meeting** (originator or designee and area dean are invited to discuss program and answer questions)
10. **Curriculum committee** (full review and final campus-level approval)
11. **DTRW-I** (initial district-level technical review and preparation for submission to BOT)
12. **Chancellor's Cabinet** (review) and **Policy, Planning, and Student Success Committee** (review)
13. **BOT** (final district-level approval)
14. **Curriculum technician** (submits program information to COCI at the state chancellor's office and forwards program proposal to the Banner step in CIM)
15. **CCCCO** (conducts state-level review, approval, and/or chaptering)
16. **Academic data specialists** (enter approved program data into the SIS, DegreeWorks, *etc.*)
17. **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 CCCCCO 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 CCCCCO'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 was notwithstanding contradictory information that was published in the 7th edition of the PCAH.

Narrative

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

Narrative templates for all program types (degrees, credit certificates, proficiency awards, and noncredit certificates) are provided on the Ventura College 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** the CMS) 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 CCCCCO 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 BOT must approve PAs, all other new programs, and 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 (in Word format) 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 of recommended correlations between CIM data fields and the Narrative items is provided in the following tables. Each table contains the same information, but Table 2 is sorted according to the order in which CIM field names are laid out in the program outline, and Table 3 is sorted by the order in which items appear in the Narrative.

If an Associate Degree and a related Certificate of Achievement (COA) are submitted concurrently, each must have its own distinct Narrative document. At minimum, these will differ in that the Plan of Study for the Associate Degree must document general education requirements and double counting, whereas these are neither required nor desirable in the Plan of Study for the COA.

(Text resumes following Table 3.)



Table 2. CIM/Narrative relationship sorted by the order in which CIM field names appear in the program outline form.

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); refer to the LMI and compare labor demand data 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 <i>Catalog Description statutory language</i>)	Item 2 Part A
Program Requirements (for ADTs, insert <i>Program Requirements statutory language</i> followed by the course requirements table; for ADTs and UCTPs, course requirements are based on the TMC; for all other program types, copy the list from the Narrative)	<u>ADT and UCTP degrees</u> : Item 2 Part C (include <i>Program Requirements statutory language</i> only; omit course requirements from the Narrative, as the TMC contains the requirements) <u>All other program types</u> : Item 3 Part A*
Plan of Study* (may be combined with Program Requirements if a certificate or proficiency award can be completed in one semester)	Item 3 Part B*
Enrollment and Completer Projections*† (course enrollment numbers from the Narrative may be omitted in the CMS; but provide support for the number of completers based on the enrollment figures from Item 5 of the Narrative)	Item 5 Part A*† (when required, include two years of the most recent available end-of-term enrollment numbers [to the extent they are available] for each required course; these may be aggregated by year rather than by 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)	<u>ADT and UCTP degrees</u> : Item 1 Part C <u>All other program types</u> : Item 2 Part B

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

Table 3. CIM/Narrative relationship sorted by the order in which information appears in the program Narrative.

CIM FIELD NAME	CORRESPONDING SECTION OF NARRATIVE
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
Program Student Learning Outcomes (ensure that these match the outcomes in TracDat)	<u>ADT and UCTP degrees only</u> : Item 1 Part C
Catalog Description (do not list course requirements or PSLOs here as these are documented in other CIM fields; for ADTs, also include <u>Catalog Description statutory language</u>)	Item 2 Part A
Program Student Learning Outcomes* (ensure that these match the outcomes in TracDat)	<u>All program types other than ADT and UCTP degrees</u> : Item 2 Part B*
Program Requirements (for ADTs, insert <u>Program Requirements statutory language</u> followed by the course requirements table; for ADTs and UCTPs, course requirements are based on the TMC; see the next row below for other program types)	<u>ADT and UCTP degrees</u> : Item 2 Part C (include <u>Program Requirements statutory language</u> only; omit course requirements from the Narrative, as the TMC contains the requirements)
Program Requirements* (for all program types other than ADTs and UCTPs, copy the list from the Narrative)	<u>All program types other than ADT and UCTP degrees</u> : Item 3 Part A*
Plan of Study* (may be combined with Program Requirements if a certificate or proficiency award can be completed in one semester)	Item 3 Part B*
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)
Master Planning*	Item 4*
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 [to the extent they are available] for each required course; these may be aggregated by year rather than by term)
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); refer to the LMI and compare labor demand data to Enrollment and Completer Projections data to provide a measure of program need
Place of Program in Curriculum/Similar Programs*†	Item 6*†
Similar Programs at Other Colleges in Service Area*†	Item 7 Part A*†
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)

* 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, managers and classified professionals should not be listed as Co-Contributors. Either the Originator or other Co-Contributors may edit this field, as may any CMS user having



administrative privileges. 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. If you are working on a course from another college (*e.g.*, because you teach there or you are collaborating on a joint program), contact a member of the curriculum leadership team to adjust your user privileges so you are permitted to save 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.

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 CCCC MIS. Each option should have its own program outline. These programs are unusual, but examples of such programs include Construction Technology: Building Inspection Option and Construction Technology: Construction Management Option.

Collaborative/Joint Program

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

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



Apprenticeship

This field has no correspondence with any program Narrative item.

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

Gainful Employment

This field has no correspondence with any program Narrative item.

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

Employment Potential

This field has no correspondence with any program Narrative item.

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

Net Annual Labor Demand

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

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

Justification/Reason for Revision

This field has no correspondence with any program Narrative item.

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 from 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

Catalog Description Statutory Language for ADTs

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://adgreewithaguarantee.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 (exceptions: Nursing and possibly other majors supervised by accreditation bodies other than ACCJC). 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 requirements lists).

Within each subsection (Core, List A, List B, restricted electives, etc.), alphabetize courses by discipline and ID number when 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.

Program Requirements Statutory Language for ADTs

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 for CSU) 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 or area of emphasis. 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.

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