



## Curriculum Committee Agenda VIA CONFERZOOM

Date/Time: Tuesday, April 6, 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 6, 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)

<b>VOTING MEMBERS</b>		
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)
<b>NON-VOTING MEMBERS</b>		
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)<sup>1</sup>**
  - A. **Area II.A Accreditation 3/23/21 Meeting Recap (see attachment) – M. Bowen**
  - B. **Other Announcements**
  - C. **Public Comments**
- IV. **APPROVAL OF MINUTES: March 16, 2021 (Discussion/Action)**
- V. **OLD BUSINESS (Discussion/Action)**
  - A. **None**
- VI. **REQUISITES: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
  - A. **Revision: MATH V20**
  - B. **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*
- VII. **DISTANCE EDUCATION: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
  - A. **Fall 2021 DE addendum courses (see separate spreadsheet)**
  - 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*
- VIII. **MINIMUM QUALIFICATIONS (Discussion/Action)**
  - A. **None**
- IX. **CONSENT AGENDA: CURRICULAR PROPOSALS FOR APPROVAL (Action; see attachment)**
  - A. **Update: CS V15, CS V30**
  - B. **Inactivation: ENGL V03\*, ENGL V03A\*, ENGL V06\***  
*\*course inactivations effective fall 2021*
- X. **SECOND READING COURSES: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
  - A. **None**

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<sup>1</sup> 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.

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

**A. None**

**XII. FIRST READING PROPOSALS:**

**A. COURSE PROPOSALS REQUIRING SECOND READING (Discussion/Action;  
see attachment)**

**1. Revision:**

**B. COURSE 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. PROGRAMS: (Discussion/Action; see attachment)**

**1. New: COA Film Studies\***

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

*\* New and revised programs effective fall 2021*

**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**

**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**

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

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

**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**

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

- G. 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)
- 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>
- 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)

**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. 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)
- D. Subcommittees/Workgroups
  - 1. Workgroup Reports
- E. New Curriculum Approvals at the State (CCCCO)
  - 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

**XVIII. REQUESTS FOR FUTURE AGENDA ITEMS**

**NEXT MEETING**  
 Tuesday, April 20, 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

**\*\*\*Please note, all fall 2021 deadlines have passed\*\*\***

# DEADLINES

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

**2020-2021 Curriculum Committee Goals**

1. *Reorganize the structure, process and function of how the Curriculum Committee works and redistribution of duties, evaluation of rules and whether they work for the committee.*
2. *Committee collaboration with faculty and students to ensure maximum equity and anti-racism*
3. *Recommend to VC Exec team to hire new permanent Articulation Officer.*
4. *Completing the backlog of programs and updating course outlines of record correctly in CourseLeaf, including but not limited to the catalog descriptions.*



# Curriculum Committee Agenda

## SPECIAL MEETING

Tuesday, March 23, 2021 at 2:00pm\*

(\*note new meeting time)

Called to order for **discussion only** at: 2:08 p.m. **(without quorum)**

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

<b>VOTING MEMBERS</b>		
Faculty co-chair/Interim Articulation Officer	<input checked="" type="checkbox"/> Michael Bowen (MB)	
Technical Review Chair	<input checked="" type="checkbox"/> Michael Callahan (MC)	
Academic Senate President	<input 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 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 checked="" type="checkbox"/> Rubisela Gamboa (RG)	<input type="checkbox"/> Sharla Fell for Maline Werness-Rude (MWR)
Librarian	<input checked="" type="checkbox"/> Peter Sezzi (PS)	
Sciences Division	<input checked="" type="checkbox"/> Chloe Branciforte (CB)	<input checked="" type="checkbox"/> Gabriela Wood for Jennifer Garner (GW)
Student Services Division	<input type="checkbox"/> Mario Rivera (MR)	<input type="checkbox"/> Gema Espinoza Sanchez (GS)
<b>NON-VOTING MEMBERS</b>		
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 checked="" 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 checked="" type="checkbox"/> Kelly Denton	
Recorder/Curriculum Technician	<input checked="" type="checkbox"/> Sarah Ayala	
Distance Education Liaison	<input checked="" type="checkbox"/> Sharon Oxford	
Registrar	<input type="checkbox"/> Gaby Asamsama-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)<sup>1</sup>**

**A. Public Comments**

**IV. ACCREDITATION (ISER) STANDARD II.A. (Discussion/Action; see attachment) – M. Bowen, L. Wright**

*Group decided to split up the work section by section.*

*Dorothy, Gabi and Chloe claimed section II.A.5*

*Dan Clark and Peter Sezzi claimed section II.A.12*

*Kelly Denton claimed section II.A.9*

*Goal is to have sections ready for review for the April 20<sup>th</sup> meeting.*

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

*Item will be at next Curriculum Committee meeting as an update/information item.*

*Link to the shared document:*

[https://vcccdventura-my.sharepoint.com/:w/g/personal/cbranciforte\\_vcccd\\_edu/EWNWyajHgflEg6lyHdruIL8BAT7beTN8ECc4b6EptN7hcg?e=IO4XoL](https://vcccdventura-my.sharepoint.com/:w/g/personal/cbranciforte_vcccd_edu/EWNWyajHgflEg6lyHdruIL8BAT7beTN8ECc4b6EptN7hcg?e=IO4XoL)

**Meeting adjourned: 2:53 p.m.**

**NEXT REGULAR MEETING  
Tuesday, April 6, 2021 – via Zoom**

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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:

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# Curriculum Committee Minutes - **DRAFT**

Via Zoom

Tuesday, March 16, 2021 at 3:00pm

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

Called to order: 3:04 p.m.

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

<b>VOTING MEMBERS</b>		
Faculty co-chair / Interim Articulation Officer	<input checked="" type="checkbox"/> Michael Bowen (MB)	
Technical Review Chair	<input checked="" type="checkbox"/> Michael Callahan (MC)	
Academic Senate President	<input checked="" type="checkbox"/> Dan Clark (DC)	
AFT Rep.	Vacant	
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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 type="checkbox"/> Jeff Fischer (JF)	<input checked="" type="checkbox"/> Krenly Guzman Gonzalez (KGG)
Library, Languages, Behavioral & Social Sciences Division,	<input checked="" type="checkbox"/> Rubisela Gamboa (RG)	<input checked="" type="checkbox"/> Sharla Fell for Maline Werness-Rude (SF)
Librarian	<input checked="" type="checkbox"/> Peter Sezzi (PS)	
Sciences Division	<input checked="" type="checkbox"/> Chloe Branciforte (CB)	<input checked="" type="checkbox"/> Gabriela Wood for Jennifer Garner (GW)
Student Services Division	<input checked="" type="checkbox"/> Mario Rivera (MR)	<input type="checkbox"/> Gema Espinoza Sanchez (GES)
<b>NON-VOTING MEMBERS</b>		
CIO co-chair	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> Sharon Oxford	
Registrar	<input type="checkbox"/> Gaby Asamsama-Acuña	

**Guests:** Eric Irwin (ACE), Corey Wendt (COUN), Sarah Mossembekker (A&R), Nick Norris (BUS)

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

*M. Bowen called for a motion to approve the agenda*

*Motion by: C. Branciforte*  
*Seconded by: K. Guzman Gonzalez*  
*Discussion: None*  
*Final resolution: Agenda approved as presented*  
*Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, N. Falco, S. Fell, D. Farias, K. Guzman Gonzalez, M. Rivera, P. Sezzi, G. Wood*

*No: None*

*Voting Tally:*

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

*\*Recorder’s Note: R. Gamboa arrived after the agenda vote.*

**III. INTRODUCTIONS, AND PUBLIC COMMENTS (Information)<sup>1</sup>**

**A. Curriculum Committee Co-Chair Election – M. Bowen**

*This item was postponed until April, and our next meeting is in April. Please keep it in mind as we move towards that meeting.*

**B. Public Comments**

*C Wendt: New tool coming out called Program Mapper. About 2.5 years ago we started working on program maps as part of Guided Pathways. Not the same as individualized education plans. About 90% of the programs have been mapped. This is where all of these maps will live. Shows students what courses they would be taking for specific majors. There is a lot of work that will have to be put into this, and this will take place over the next 6 months or so.*

*R. Gamboa: This Thursday at the Senate meeting, an important resolution will be voted on. Part of that includes a subcommittee of the Curriculum Committee to focus on GE area F. Hope the Curriculum Committee will support it.*

*M. Bowen called for a motion to move to Item XII.C.1 as Eric Irwin was present and needed to get back to his class*  
*Motion by: C. Branciforte*  
*Discussion: None*  
*Final resolution: Approved by acclimation*

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**IV. APPROVAL OF MINUTES: (Discussion/Action)**

*M. Bowen called for a motion to approve the minutes from the 2/16/21 Curriculum Committee meeting*  
 Motion by: C. Branciforte  
 Seconded by: D. Farias  
 Discussion: None  
 Final resolution: Minutes from the 2/16/21 Curriculum Committee meeting approved as presented  
 Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, N. Falco, S. Fell, D. Farias, R. Gamboa, K. Guzman Gonzalez, M. Rivera, P. Sezzi, G. Wood  
 No: None

Voting Tally:

AS/AM	CB	DC	DF	GES	GW	JC	JF	KW	KGG	MR	MB	MC	NF	PS	PY	RG	SF
	yes	yes	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: CS V17\*\* (same as MATH V52), MATH V52\*\* (same as CS V17)
- B. Review: HS V12\*

*\*effective summer 2021 (Blanket DE), \*\* effective fall 2022*

*M. Bowen called for a motion to approve Requisite proposals*  
 Motion by: C. Branciforte moved for both items A and B  
 Seconded by: M. Rivera  
 Discussion: None  
 Final resolution: Requisite proposals approved  
 Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, N. Falco, S. Fell, D. Farias, R. Gamboa, K. Guzman Gonzalez, M. Rivera, P. Sezzi, G. Wood  
 No: None

Voting Tally:

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

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

**A. New: HS V12\***

**B. Review: CS V17\*\* (same as MATH V52), MATH V52\*\* (same as CS V17)**

*\*effective summer 2021 (Blanket DE), \*\* effective fall 2022*

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

*Motion by: C. Branciforte moved to approve both items A and B*

*Seconded by: D. Farias*

*Discussion: None*

*Final resolution: Distance Education proposals approved*

*Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, N. Falco, S. Fell, D. Farias, R. Gamboa, K. Guzman Gonzalez, M. Rivera, P. Sezzi, G. Wood*

*No: None*

*Voting Tally:*

AS/AM	CB	DC	DF	GES	GW	JC	JF	KW	KGG	MR	MB	MC	NF	PS	PY	RG	SF
	yes	yes	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. Inactivation: BUS V21, EMS N119, MATH V03J, MATH V10, HUM V88, HUM V89**

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

*Motion by: C. Branciforte*

*Seconded by: P. Sezzi*

*Discussion: None*

*Final resolution: Consent Agenda proposals approved*

*Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, N. Falco, S. Fell, D. Farias, R. Gamboa, K. Guzman Gonzalez, M. Rivera, P. Sezzi, G. Wood*

*No: None*

*Voting Tally:*

AS/AM	CB	DC	DF	GES	GW	JC	JF	KW	KGG	MR	MB	MC	NF	PS	PY	RG	SF
	yes	yes	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. Revision: CS V17 (same as MATH V52)\*\*, HS V12\*, MATH V52\*\* (same as CS V17)**

*\*effective summer 2021 (Blanket DE), \*\* effective fall 2022*

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

- 1. None**

**C. FIRST READING: PROGRAM PROPOSALS FOR APPROVAL**

- 1. New: COA Automotive Maintenance Technician, COA Automotive Service Technician, COA Automotive Repair Technician, COA Automotive Performance Technician**
- 2. Revision: COA Social Media Marketing**
- 3. Inactivation: AS/COA/PA Administrative Assistant**

*M. Bowen called for a motion to approve the ACE COAs (all 4 listed) First Reading proposals (Item XII.C.1)*

*Motion by: C. Branciforte moved for first and second reading*

*Seconded by: N. Falco*

*Discussion: Stackable Certificates of Achievement program. There is a 5<sup>th</sup> program coming soon – one hybrid course is not quite ready.*

*This will fit within the ACE program. These are only constructed from ACE courses.*

*Test prep books – any recommended for the Library? Eric to send list to Library if they want to increase inventory.*

*These have not undergone a formal Tech Review, but Michael sat with Eric for a number of hours when these were being created and has confidence they are in compliance with Title 5, etc.*

*ACE AS degree program is the big piece to all of this. Only minor changes from the AS – these COAs are split off from that.*

*Are these certificate programs something you see at other community colleges? Based on another program?*

*Here at VC we had the AUTO program for many years, and we've only had just the one program. As we began to realign, we realized we needed more courses, which crafted the whole change from AUTO to ACE. Aligned with Manufacturer Certification Programs, common job skills, common job sets. Other community colleges are doing these types of programs as well.*

*Toyota's T-10 program is run as part of VC's program.*

*Is there any tracking of student population after they leave, or gender distribution?*

*Primarily male dominated, but there are a few women coming through the program. Some tracking in place – did receive a bronze star about 2 years ago for increasing the workforce.*

*Final resolution: ACE COAs (all 4 listed) approved for first and second reading*

*Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, N. Falco, S. Fell, D. Farias, R. Gamboa, K. Guzman Gonzalez, M. Rivera, P. Sezzi, G. Wood*

*No: None*

**Voting Tally:**

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

M. Bowen called for a motion to approve the First Reading courses proposals (Item XII.A.1)  
 Motion by: C. Branciforte moved for first and second reading  
 Seconded by: D. Farias  
 Discussion: None  
 Final resolution: First Reading courses approved for first and second reading  
 Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, N. Falco, S. Fell, D. Farias, R. Gamboa, K. Guzman Gonzalez, M. Rivera, P. Sezzi, G. Wood

No: None

Voting Tally:

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

M. Bowen called for a motion to approve the First Reading program proposals (Item XII C.2 and Item XII.C.3)  
 Motion by: C. Branciforte moved for First and Second reading  
 Seconded by: P. Sezzi  
 Discussion: N. Norris: Created a new class, BUS V52, added as a capstone class for this COA and the upcoming AS degree.  
 D. Newcomb: Admin programs are being replaced by the new AS/COA Administrative Office Assistant  
 Final resolution: First Reading programs approved for first and second reading  
 Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, N. Falco, S. Fell, D. Farias, R. Gamboa, K. Guzman Gonzalez, M. Rivera, P. Sezzi, G. Wood

No: None

Voting Tally:

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

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

**A. CDL N103 (correction of CB13 code from “N” to “S” – will be noted as a specialized course)**

M. Bowen called for a motion to approve the Administrative Change proposals  
 Motion by: R. Gamboa  
 Seconded by: C. Branciforte  
 Discussion: None  
 Final resolution: Administrative Change proposal approved  
 Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, N. Falco, S. Fell, D. Farias, R. Gamboa, K. Guzman Gonzalez, M. Rivera, P. Sezzi, G. Wood

No: None

Voting Tally:

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

\*Recorder’s Note: R. Gamboa left the meeting after the agenda vote.

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

##### **A. Review of Accreditation Report Homework (Discussion/Action; see separate attachment) – M. Bowen**

*Accreditation time again – the attachment emailed with the agenda packet is the first page of Standard 2. It is from the mid-term self-study report. Lynn Wright asked for the Curriculum Committee to look at sections of the self-study and review for updates/changes to start the process of writing the new report.*

*Michael Bowen has separated the areas for which the Curriculum Committee is nominally responsible. He has marked up section 2.A.1 as an example of what Lynn is looking for.*

*Asking for volunteers to look at the remaining sections. Maybe 1 or 2 people to work on each section. On April 6<sup>th</sup>, the next CC meeting, Lynn is going to come and will ask for a report on the edits.*

*Suggestion made to put this document on One Drive or another share drive. How are we going to edit this? More clear direction is needed.*

*Suggestion made to approach this way: send out Standard 2A to all CC members. Have a 1 hour meeting and just go through each sub-standard. Each person think – Where can we find documentation? How can we document how we are meeting these sub-standards? There are going to be levels of refinement. No need to get that deep at this point – mainly looking for what these things need to be changed.*

*Group agreed to meet on 3/23 at 2pm to discuss further. No other action taken.*

##### **B. Credit for Prior Learning and AP 4235 (Discussion) –J. Kalfsbeek-Goetz**

*Item not discussed due to time.*

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

*The workgroup has created a google form. The premise is to facilitate transparency and input as to how people perceive the curriculum process with respect to CourseLeaf specifically. Would like to send to constituents at the college (faculty, classifiers and administration) who use the system. Will look at responses has a group.*

*Group decided a vote was not needed to send out form for responses. No further action taken.*

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

*Item not discussed due to time.*

##### **E. GE Removal Rubric – Revised Forms (Discussion/Action) – M. Bowen**

*Item not discussed due to time.*

##### **F. Update on Priority 1 Courses/Banner Sync Issue (Discussion; see attachment) – K. Denton**

*K. Denton: Working on getting courses out of the Banner step for the last 3 weeks.*

*Started with 537 courses with errors and we are down to 121 as of today. Overall, we are pushing about 80% of the courses are through. Questions – feel free to ask. Thank you, Kelly!*

##### **G. 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)

*Items XIV.G. 1-5 not discussed due to time.*

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

*Item not discussed due to time.*

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

*Item not discussed due to time.*

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

- A. Course Recommendation for Approval: AG V01 (Area C2)
- B. Course Recommendation for Removal: HIST 79 (removal from Area F)

*Comment: Can we change this item to include something about local degrees? To make sure people know we aren't voting on CSU degrees.*

*M. Bowen called for a motion to approve Item A*

*Motion by: P. Sezzi*

*Seconded by: C. Branciforte*

*Discussion: None*

*Final resolution: P&GE Item A approved*

***Item B postponed for further discussion at the 4/6/21 Curriculum Committee meeting.***

*Yes: M. Bowen, C. Branciforte, M. Callahan, D. Clark, N. Falco, S. Fell, D. Farias, K. Guzman Gonzalez, M. Rivera, P. Sezzi, G. Wood*

*No: None*

*Voting Tally:*

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

**XVI. REPORTS (Information)**

**A. Co-Chairs**

**B. Articulation/C-ID**

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

*Item not discussed due to time.*

**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 (see attachments)

*Item not discussed due to time.*

**D. Subcommittees/Workgroups**

1. Workgroup Reports

*Item not discussed due to time*

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

1. None

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

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

*Item not discussed due to time*

**XVIII. GENERAL ANNOUNCEMENTS AND REQUESTS FOR FUTURE AGENDA ITEMS**

*No items announced or requested*

**Meeting adjourned: 5:00 p.m.**

**NEXT MEETING**

April 6, 2020 - 3:00 PM

Location: via Zoom

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

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

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

Ventura College Curriculum Committee

Curricular Proposals for 3/16/2021

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 <sup>1</sup> , P=Prereq <sup>1</sup> , C=Coreq <sup>1</sup> , RP=Recom. Prep. <sup>1</sup> ( <sup>1</sup> see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	<a href="#">Discipline</a> * = Masters Required	EFFECTIVE	REQ	DE	BOT								
✓	<a href="#">BUS V21</a>	Administrative Assistant	CR	16	Inactivation	Remove from catalog			Fall 2021			No								
✓	<a href="#">EMS N119</a>	Emergency Medical Tech Refresh	NC	0	Inactivation	Remove from catalog			Fall 2021			No								
✓	<a href="#">MATH V03J</a>	Intermediate Algebra Support	CR	2	Inactivation	Remove from catalog			Fall 2021			No								
✓	<a href="#">MATH V10</a>	Prealgebra	CR	3	Inactivation	Remove from catalog			Fall 2021			No								
✓	<a href="#">HUM V88</a>	Humanities Workshops	CR	0.5-10	Inactivation	Remove from catalog (not in CIM)			Fall 2021			No								
✓	<a href="#">HUM V89</a>	Workshops In The Humanities	CR	0.5-10	Inactivation	Remove from catalog (not in CIM)			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, 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 <sup>1</sup> , P=Prereq <sup>1</sup> , C=Coreq <sup>1</sup> , RP=Recom. Prep. <sup>1</sup> ( <sup>1</sup> see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	<a href="#">Discipline</a> * = Masters Required	EFFECTIVE	REQ	DE	BOT								
		None																		
SECOND READING: PROGRAMS													SUBSTANTIAL CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation <sup>1</sup> , P=Prereq <sup>1</sup> , C=Coreq <sup>1</sup> , RP=Recom. Prep. <sup>1</sup> ( <sup>1</sup> see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	<a href="#">Discipline</a> * = Masters Required	EFFECTIVE	REQ	DE	BoT								
		None																		

FIRST READING: COURSES REQUIRING SECOND READING				SUBSTANTIAL CHANGES TO CATALOG			ARTIC CHANGES					
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation <sup>1</sup> , P=Prereq <sup>1</sup> , C=Coreq <sup>1</sup> , RP=Recom. Prep. <sup>1</sup> (see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	<a href="#">Discipline</a> * = Masters Required	EFFECTIVE	REQ	DE	BoT
v	<a href="#">*CS V17</a> (same as <a href="#">MATH V52</a> )	Discrete Structures	CR	3	Revision	P, TOP, SAM	None	Computer Science	Fall 2022	X	X	Yes
v	<a href="#">*HS V12</a>	Home Health Aid	CR	2	Revision	TOP, FT	None	Health Care Ancillaries	Sum 2021	X	X	Yes
v	<a href="#">*MATH V52</a> (same as <a href="#">CS V17</a> )	Discrete Structures	CR	3	Revision	P, TOP, SAM	None	Computer Science	Fall 2022	X	X	Yes
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 <sup>1</sup> , P=Prereq <sup>1</sup> , C=Coreq <sup>1</sup> , RP=Recom. Prep. <sup>1</sup> (see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	<a href="#">Discipline</a> * = Masters Required	EFFECTIVE	REQ	DE	BoT
		None										
FIRST READING: PROGRAMS				CHANGES TO CATALOG			ARTIC CHANGES					
APPROVED	AWARD TYPE	DISCIPLINE:TITLE	CR NC	UNITS	PROPOSAL TYPE	COMMENTS			EFFECTIVE			BOT
v	<a href="#">*COA</a>	Automotive Maintenance Technician	CR	11	New	Add to Catalog			Fall 2021			Yes
v	<a href="#">*COA</a>	Automotive Service Technician	CR	18	New	Add to Catalog			Fall 2021			Yes
v	<a href="#">*COA</a>	Automotive Repair Technician	CR	22	New	Add to Catalog			Fall 2021			Yes
v	<a href="#">*COA</a>	Automotive Performance Technician	CR	34	New	Add to Catalog			Fall 2021			Yes
v	<a href="#">*COA</a>	Social Media Marketing	CR	18	Revision	General updates			Fall 2021			No
v	<a href="#">*AS</a>	Administrative Assistant	CR	18.5	Inactivation	Remove from Catalog			Fall 2021			Yes
v	<a href="#">*COA</a>	Administrative Assistant	CR	18.5	Inactivation	Remove from Catalog			Fall 2021			Yes
v	<a href="#">*PA</a>	Administrative Assistant	CR	16	Inactivation	Remove from Catalog			Fall 2021			Yes
ADMINISTRATIVE CHANGES												
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS		CHANGE			EFFECTIVE			
v	<a href="#">CDL N103</a>	Personal and Vocational Finance for Cognitively Diverse Learners (Noncredit)	NC	0		correction of CB13 code from "N" to "S" – will be noted as a specialized course			Fall 2021			No

REQUISITE APPROVALS												
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	REQUISITE TYPE	REQUISITE TEXT	SOURCE	EFFECTIVE				
√	<a href="#">CS V17 (same as MATH V52)</a>	Discrete Structures	CR	3	Revision	MATH V20 or both MATH V04 and MATH V05 or <del>MATH V19</del> or placement as measured by the <i>college's multiple measures college</i> assessment process	First Reading: Courses	Fall 2022				
√	<a href="#">MATH V52 (same as CS V17)</a>	Discrete Structures	CR	3	Revision	MATH V20 or both MATH V04 and MATH V05 or <del>MATH V19</del> or placement as measured by the <i>college's multiple measures college</i> assessment process	First Reading: Courses	Fall 2022				
√	<a href="#">HS V12</a>	Home Health Aid	CR	2	Review	Enrollment Limitations: Criminal background clearance, current CNA certification, current CPR certification for health care provider (American Heart Association) or professional rescuer (American Red Cross), drug and alcohol clearance, fingerprint clearance, proof of freedom from and immunity to communicable diseases, no acrylic or long nails in clinical settings, current negative TB test or chest x-ray, physical examination demonstrating general good health, no visible tattoos or visible body piercings except single studs in earlobes	First Reading: Courses	Sum 2021				
DISTANCE EDUCATION APPROVALS												
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/RE	DE TYPE	SOURCE	EFFECTIVE					
√	<a href="#">HS V12</a>	Home Health Aid	CR	New	<i>Hybrid (1-50% online)</i> <i>Hybrid (50-99% online)</i> <i>Fully Online (100% online)</i>	First Reading: Courses	Sum 2021					
√	<a href="#">CS V17 (same as MATH V52)</a>	Discrete Structures	CR	Review	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022					
√	<a href="#">MATH V52 (same as CS V17)</a>	Discrete Structures	CR	Review	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022					
MINIMUM QUALIFICATIONS												
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/RE	"P" - Primary MQ, "A"= additional MQ, "C" - required certifications	SOURCE	EFFECTIVE					
		None										
** END OF LIST **												

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 <sup>1</sup> , P=Prereq <sup>1</sup> , C=Coreq <sup>1</sup> , RP=Recom. Prep. <sup>1</sup> ('see "Requisite Approvals" for specific changes)				OBJ=Course objectives CC=Course content LC=Lab content				EFFECTIVE	REQ	DE	BOT		
										<a href="#">Discipline</a> * = Masters Required									
	<a href="#">CS V15</a>	Data Structures and Algorithms	CR	3	Update	None				None				Fall 2022	X	X	No		
	<a href="#">CS V30</a>	Beginning C++	CR	3	Update	None				None				Fall 2022	X	X	No		
	<a href="#">ENGL V03</a>	Basic English Composition	CR	5	Inactivation	Remove from catalog								Fall 2021			No		
	<a href="#">ENGL V03A</a>	Accelerated Basic English Comp	CR	5	Inactivation	Remove from catalog								Fall 2021			No		
	<a href="#">ENGL V06</a>	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 <sup>1</sup> , P=Prereq <sup>1</sup> , C=Coreq <sup>1</sup> , RP=Recom. Prep. <sup>1</sup> ('see "Requisite Approvals" for specific changes)				OBJ=Course objectives CC=Course content LC=Lab content				EFFECTIVE	REQ	DE	BOT		
										<a href="#">Discipline</a> * = 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, 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 <sup>1</sup> , P=Prereq <sup>1</sup> , C=Coreq <sup>1</sup> , RP=Recom. Prep. <sup>1</sup> ('see "Requisite Approvals" for specific changes)				OBJ=Course objectives CC=Course content LC=Lab content				EFFECTIVE	REQ	DE	BoT		
										<a href="#">Discipline</a> * = 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, 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 <sup>1</sup> , P=Prereq <sup>1</sup> , C=Coreq <sup>1</sup> , RP=Recom. Prep. <sup>1</sup> ('see "Requisite Approvals" for specific changes)				OBJ=Course objectives CC=Course content LC=Lab content				EFFECTIVE	REQ	DE	BoT		
										<a href="#">Discipline</a> * = 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, 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 <sup>1</sup> , P=Prereq <sup>1</sup> , C=Coreq <sup>1</sup> , RP=Recom. Prep. <sup>1</sup> ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	Discipline  * = Masters Required	EFFECTIVE	REQ	DE	BoT
	<a href="#">AES V10</a> (same as <a href="#">ART V03</a> )	Introduction to African and Pre-Columbian Art	CR	3	Revision	None	OBJ, CC	Art History	Fall 2022		X	No
	<a href="#">ART V03</a> (same as <a href="#">AES V10</a> )	Introduction to African and Pre-Columbian Art	CR	3	Revision	None	OBJ, CC	Art History	Fall 2022		X	No
	<a href="#">ART V58A</a>	Figure Sculpture I	CR	3	Revision	H, FT	CC	Art	Fall 2022	X	X	No
	<a href="#">ART V58B</a>	Figure Sculpture II	CR	3	Revision	H, FT	CC, LC	Art	Fall 2022	X	X	No
	<a href="#">ART V58C</a>	Figure Sculpture III	CR	3	Revision	FT	CC, LC	Art	Fall 2022	X	X	No
	<a href="#">CS V11</a>	Programming Fundamentals	CR	3	Revision	None	CC	Computer Science	Fall 2022	X	X	No
	<a href="#">CS V13</a>	Object-Oriented Programming	CR	3	Revision	None	OBJ, CC	Computer Science	Fall 2022	X	X	No
	<a href="#">CS V19</a>	Computer Architecture and Organization	CR	3	Revision	None	LC	Computer Science	Fall 2022	X	X	No
	<a href="#">CS V40</a>	Beginning Java	CR	3	Revision	None	CC, LC	Computer Science	Fall 2022	X	X	No
	<a href="#">HED V76</a>	Managing Stress	CR	3	Revision	D	CC	Health	Fall 2022		X	No
	<a href="#">MATH V20</a>	Precalculus Mathematics	CR	5	Revision	P	None	Mathematics	Fall 2022			No
	<a href="#">MATH V40J</a>	<b>Just-in-Time Support for Mathematics for Liberal Arts</b> Math Topics Support	CR	1	Revision	T	None	Mathematics	Fall 2021	X	X	No
	<a href="#">MATH N140J</a>	<b>Just-in-Time Support for Mathematics for Liberal Arts</b> Math Topics (Noncredit)	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
	<a href="#">COA</a>	Film Studies	CR		New	Add to catalog			Fall 2021			Yes
	<a href="#">AS</a>	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				
	<a href="#">MATH V20</a>	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 <b>determined</b>	First Reading: Courses	Fall 2022				
	<a href="#">ART V58A</a>	Figure Sculpture I	CR	3	Review	Recommended Preparation: ART V13A	First Reading: Courses	Fall 2022				
	<a href="#">ART V58B</a>	Figure Sculpture II	CR	3	Review	Prerequisite: ART V58A	First Reading: Courses	Fall 2022				
	<a href="#">ART V58C</a>	Figure Sculpture III	CR	3	Review	Prerequisite: ART V58B	First Reading: Courses	Fall 2022				
	<a href="#">CS V11</a>	Programming Fundamentals	CR	3	Review	Recommended Preparation: MATH V03	First Reading: Courses	Fall 2022				
	<a href="#">CS V13</a>	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				
	<a href="#">CS V15</a>	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				
	<a href="#">CS V19</a>	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				
	<a href="#">CS V30</a>	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				
	<a href="#">CS V40</a>	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				
	<a href="#">MATH V40J</a>	<i>Just-in-Time Support for Mathematics for Liberal Arts</i> Math Topics Support	CR	1	Review	Corequisite: MATH V40	First Reading: Courses	Fall 2021				
	<a href="#">MATH N140J</a>	Just-in-Time Support for <i>Mathematics for Liberal Arts</i> Math Topics (Noncredit)	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					
	<a href="#">AES V10</a> (same as <a href="#">ART V03</a> )	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					
	<a href="#">ART V03</a> (same as <a href="#">AES V10</a> )	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					
	<a href="#">ART V58A</a>	Figure Sculpture I	CR	New	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022					
	<a href="#">ART V58B</a>	Figure Sculpture II	CR	New	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022					
	<a href="#">ART V58C</a>	Figure Sculpture III	CR	New	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2022					

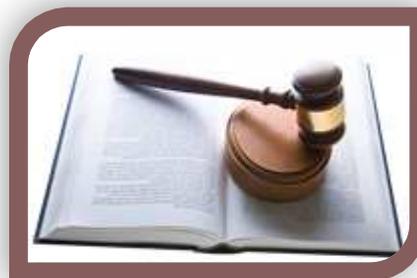
	<a href="#">MATH N140J</a>	Just-in-Time Support for <i>Mathematics for Liberal Arts</i> Math Topics (Noncredit)	NC	New	Hybrid (1-50% online) Hybrid (50-99% online) Fully Online (100% online)	First Reading: Courses		Fall 2021				
	<a href="#">CS V11</a>	Programming Fundamentals	CR	Review	Hybrid (1-50%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

## The Faculty Co-chair of the Curriculum Committee: Representative Duties and Responsibilities

### Introduction

There are many ways to manage a Curriculum Committee; every faculty co-chair will have a different approach to conducting the committee meetings, becoming involved in curriculum development activities, and communicating with colleagues. However, there are certain aspects of the job that will be common to nearly every co-chair's experience.

The following is an attempt to enumerate some of the activities in which most or all co-chairs may find themselves involved for at least some portion of their term of service.



### The Curriculum Leadership Team

The college's curriculum leadership team typically consists of the faculty and administrative co-chairs of the Curriculum Committee (the latter is usually the college's Chief Instructional Officer [CIO] or designee), the Technical Review and Prerequisites Workgroup Chair, the Articulation Officer, the Curriculum Technician, and the Academic Data Specialists. Depending on circumstances, other members of the campus community, including the Academic Senate president, college registrar, division deans, and interested faculty may participate in some of the team's discussions and activities.

The faculty co-chair is the linchpin of this team; among other activities, the faculty co-chair coordinates activities, relays information (including information coming from external sources such as the CCCC, ASCCC, Title 5, or ASSIST), performs research, delegates work to other team members, and identifies and solves curriculum-related problems. Conflicts will sometimes arise, and the Curriculum Committee co-chairs (faculty and administrative) should cooperate to work these out, with the goal of maintaining professionalism and collegiality among curriculum leadership team members.

### External Committees

The faculty co-chair of the Curriculum Committee is an *ex officio* voting member of the Ventura College Academic Senate, which meets on first and third Thursdays of the month during the academic year. The Curriculum Committee co-chair typically presents a brief report at each Senate meeting, or at least monthly, regarding the recent activities and accomplishments of the Curriculum Committee, and often acts as a liaison between the Senate Exec and the Curriculum Committee for routine communications and when issues arise that may require Senate guidance or action.

The co-chair is also a member of the Accreditation Steering Advisory Group (ASAG), which typically meets monthly but may meet more often in the two years leading up to a full accreditation team visit. The co-chair may be asked to write and review portions of the ISER (accreditation self-study report) (particularly sections of ACCJC Standard II.A.) or to provide authoritative information and guidance to other faculty (including but not limited to Curriculum Committee members) authoring the report.

Finally, the co-chair is a member of the District Council on Curriculum and Instruction (DCCI, formerly DTRW-I), which nominally meets at the District Administrative Center or via Zoom on the second Thursday of each month during the academic year.



## The Curriculum Committee and its Workgroups

The Curriculum Committee faculty co-chair presides at Curriculum Committee meetings with the assistance of the administrative co-chair. The faculty co-chair sets the agenda (which the curriculum technician usually prepares with the guidance of the co-chair and members of the curriculum leadership team), recognizes speakers, conducts votes (except votes for the successor co-chair if the incumbent co-chair is a candidate), and uses parliamentary procedures (Robert's Rules) to maintain an orderly and productive discussion. The faculty co-chair must have at least a passing familiarity with the basics of parliamentary procedures and with the Ralph M. Brown Act, to which the Curriculum Committee is subject as a subcommittee of the Academic Senate. The co-chair should also acquire a working knowledge of applicable provisions of the California Education Code and Division 6 of Title 5 of the California Code of Regulations. These govern public community colleges and their curricular offerings and set out the roles of the Academic Senate and the Curriculum Committee.

The Curriculum Committee has four standing workgroups (subcommittees not governed by the Brown Act) whose existence is mandated by the Academic Senate bylaws. These are the Distance Education (DE) Workgroup, the Philosophy and General Education (P&GE) Workgroup, the American Ethnic Studies Workgroup, and the Technical Review and Prerequisites Workgroup (usually shortened to "Tech Review").

The DE Workgroup has not recently held its own meetings because the entire Curriculum Committee has tasked itself with reviewing and approving course proposals that request hybrid or fully online instructional modalities. This process is not set in stone and could be changed by a simple majority vote of the Curriculum Committee membership. The curriculum co-chair would then be expected to recommend procedures for the DE Workgroup and either host its meetings or designate another Curriculum Committee member to do so.

The P&GE Workgroup typically meets once per semester, often on the fifth Tuesday of a month (there is no regular schedule), to recommend GE procedures and courses submitted for AA/AS GE course designations to the curriculum committee for adoption. This includes requests to discontinue a previously approved AA/AS GE designation. The Articulation Officer nominally hosts P&GE meetings, but the faculty co-chair should be present whenever possible and take an active role in the discussion. The faculty co-chair and the Articulation Officer typically work together to develop and revise rubrics for the evaluation of courses for GE, and related procedures, as needed, but this task may be delegated to other Curriculum Committee members.

The Tech Review Workgroup usually meets on the second and fourth Tuesdays of the month or as needed to plan the next Curriculum Committee agenda and discuss issues informally that might otherwise take up valuable time at the full Curriculum Committee meeting. The Technical Review chair nominally hosts these meetings, but the faculty co-chair of the Curriculum Committee may do so if this is deemed desirable or necessary.

The American Ethnic Studies Workgroup was authorized by a resolution of the Ventura College Academic Senate on 18 March 2021. At the time of this writing, the Workgroup has not met, and the level of involvement of the faculty co-chair of the Curriculum Committee in the activities of this Workgroup has not been established.



It is also advisable for the faculty co-chair and/or the Technical Review Chair to meet regularly with the Curriculum Technician to review and finalize the agenda for each Tech Review Workgroup and Curriculum Committee meeting.

### **Hiring Committees**

The faculty co-chair is often asked to serve on hiring committees for closely related positions, including the Vice-President of Academic Affairs, the Articulation Officer, the Curriculum Technician, and others.

### **Setting Dates and Deadlines**

The faculty co-chair must propose and promulgate deadlines for the submission of various types of curriculum each year. These deadlines are not arbitrary; they must consider factors such as the articulation calendar; schedule, registration, and Banner-roll deadlines; and the calendar for preparing the coming year's catalog. The faculty co-chair should consult with the Curriculum Technician and the Academic Data Specialists to ensure there is adequate time to process courses and programs after they undergo Curriculum Committee approval. The faculty co-chair should be prepared to answer inquiries from faculty colleagues regarding submission deadlines, and to communicate the deadlines broadly and frequently.

### **Technical Review of Curriculum**

The faculty co-chair should be sufficiently familiar with curriculum and GE standards to play a meaningful role in the technical review process. Technical review is a huge job and generally too much for one person to do alone, even full-time. At minimum, the Technical Review Chair and the Articulation Officer should be closely involved in technical review. The Curriculum Technician also has an important role in anticipating possible issues that may occur as the curriculum is submitted to COCI. The faculty co-chair may choose to train other faculty, particularly Curriculum Committee members, to assist with this time-consuming task. The division of labor is typically negotiated among these central members of the curriculum leadership team, but it is generally advantageous to have the Articulation Officer play a central role in the development and review of transfer curriculum such as ADTs and UCTPs.

Technical corrections may need to be made at any step of the review and approval process, from initial submission through final submission to the state. A course or program is never really finished until it is chaptered or approved at the CCCCO or BOT. Usually the earlier a mistake is identified, the less complicated and time-consuming it is to correct.

### **Direct Faculty Support**

One of the faculty co-chair's central roles is to aid other faculty with all questions relating to curriculum development. This can range from Title 5 questions to resolving (or working around) quirks in the curriculum management software. Introducing or revising programs typically generates the greatest variety of questions, but courses also produce their fair share. The faculty co-chair may need to call or email faculty members or meet with them in their offices or via Zoom teleconference. Most issues can be resolved via email, but the volume of questions can make this a time-consuming activity for the faculty co-chair, who should enlist the assistance of the Technical Review Chair or knowledgeable curriculum committee members to help, especially with routine issues. A broad range of issues can often be addressed quickly if the faculty co-chair invites the Articulation Officer or Technical Review Chair to participate in these visits or teleconferences.



Supporting faculty may in some cases require the resolution of a conflict between two groups. Maybe two departments are fighting over who should be allowed to offer an interdisciplinary course, or maybe there is a disagreement about a GE proposal. Often the faculty co-chair will be called upon to mediate such disputes; in other situations, the administrative co-chair will take on this role. It is helpful if the faculty co-chair has a campus-wide perspective on curriculum. This should allow the co-chair to advocate on behalf of what is best for students and for the institution.

The faculty co-chair and/or Technical Review chair may wish to offer scheduled drop-in help sessions for faculty working on curriculum proposals as another form of outreach. Technical review can often be expedited if faculty submit their curriculum proposals correctly because of these consultations, resulting in a net time savings (*i.e.*, the acceleration of technical review can save more time than was invested in the drop-in session).

Possibly the most time-consuming faculty support task is responding to the numerous emails that faculty submit to resolve their curriculum-related questions and concerns. The co-chair will email the Curriculum Technician and Technical Review Chair frequently, typically multiple times per working day, regarding the various issues that arise. There is typically also a significant volume of messages exchanged between the faculty co-chair and faculty whose curriculum is currently under preparation, revision, or review.

### **Information Sharing**

The informed faculty co-chair subscribes to several list-servs and other information streams. As curriculum-related information is received, the co-chair should forward it to management, the Academic Senate, the Curriculum Committee, department chairs, and/or classified professionals who are likely to be affected. The faculty co-chair should be familiar with the college's organization chart so that the correct people receive these notifications. Notifications include, but are not limited to, the creation of new or revised TMCs (transfer degree templates) and model curricula, pending Title 5 changes, and proposed changes to BOT policies and procedures. The faculty co-chair may occasionally attend Department Chairs & Coordinators Council meetings to announce critical information in lieu of transmitting it via email when appropriate.

### **Professional Development: Conferences, Training, and Inter-college Communication**

The faculty co-chair will typically attend the annual ASCCC Curriculum Institute scheduled each July. This is a three- to four-day conference that covers a multitude of curriculum and articulation questions. It is advisable to bring the Articulation Officer and/or the Technical Review Chair to this conference. It is also beneficial for Curriculum Technicians, especially new ones. The ASCCC also hosts one-day regional curriculum training meetings, usually each fall and spring; the faculty co-chair should seriously consider attending these or designating a Curriculum Committee member to do so and report a summary of the proceedings. The faculty co-chair may also be interested in and benefit from other professional meetings such as the statewide Academic Senate plenary sessions, C-ID meetings, and others.

The faculty co-chair has a responsibility under Title 5 to provide at least annual training for the Curriculum Committee membership. Attending these conferences can go a long way toward preparing the faculty co-chair to provide accurate and timely information to the Curriculum Committee.



The faculty co-chair should also monitor and, if desired, participate in statewide list-servs that relate to curriculum. The most useful and informative ones are probably CCCCurriculumChairs@groups.io and the ASCCC list (<http://listserv.ccnnext.net>), which includes C-ID announcements.

### Periodic Review of Curriculum

The faculty co-chair and the Articulation Officer (but primarily the co-chair) are responsible for ensuring that courses and ADTs undergo periodic review. Ventura College has a five-year review cycle for courses. The faculty co-chair must track courses that are due for review and publish a list (called the “Priority 1 list”) for faculty and division deans each year (usually early in spring semester) so they know which courses are due or overdue for review. ADTs must be reviewed no less often than each time the corresponding TMC is changed. The Articulation Officer should be aware of TMC changes as they occur and advise the faculty co-chair when ADTs become due for review. The faculty co-chair or the Articulation Officer notifies affected department chairs or lead faculty when an ADT must be revised. Follow-up notifications are often necessary given the enormous workloads of faculty members.

### Curriculum Handbook and Curriculum Forms

The faculty co-chair is responsible for creating and maintaining the college’s Curriculum Handbook and ensuring that an updated version is available to faculty on the Curriculum Committee’s website or via other means such as the Canvas shell that is currently under development. Curriculum forms, such as GE rubrics, new course and program forms, and sample program narrative templates, also need to be kept updated, although the co-chair can often delegate these duties to task forces or to the Curriculum Technician. The Curriculum Technician can often assist with the logistical aspects of uploading the information to the website, but the faculty co-chair is responsible for ensuring that the information in these documents is accurate and current. Form creation may often be delegated to interested members of the curriculum leadership team, but the faculty co-chair should still review and verify all work before a rubric or form is sent to the Curriculum Committee for approval and then released to the faculty. The Curriculum Handbook does not write itself; the faculty co-chair must actively maintain this documentation in response to changes in local procedures, BOT policies, Title 5 regulations, or the California Education Code. An alternative would be to delegate the responsibility to others.

The faculty co-chair should bring significant changes or revisions to the Curriculum Handbook to the Curriculum Committee and Academic Senate for approval. The co-chair also needs to be sure that provisions of the handbook do not conflict with the Academic Senate bylaws or the Curriculum Committee charter.

### The College Catalog

Early each spring, the Curriculum Technician or designee begins to prepare the next edition of the college catalog. The faculty co-chair plays an integral role, ensuring that courses and programs are current and reflect recent Curriculum Committee activity and approvals, reviewing for typographical errors, and general quality control. Although the Chief Instructional Officer of the college is ultimately responsible for the catalog, the faculty co-chair should expect to have some of that responsibility delegated to him or her, particularly the operational aspects of making the catalog as current and accurate as possible. This task generally starts around mid-January and concludes in May each year. The Articulation Officer and other members of the curriculum leadership team also play important roles.



## Annual State Certification

In or around October of each year, the CCCCO requires the faculty co-chair (as well as the college president, CIO, and Academic Senate president) to sign and submit a certification that the college's curriculum submissions and the district's policies satisfy certain requirements (these tend to evolve from year to year). The CCCCO transmits a request for this certification to college management each year, but it is occasionally overlooked. The faculty co-chair should remind college management of this responsibility if he/she has not been asked to sign the certification by mid-October. The co-chair should follow through by signing off when requested and, if necessary, forwarding the form to the next signer. The request will generally originate in the office of the CIO or college president.

## Curriculum Management System Maintenance and Selection

The faculty co-chair may be at least partially responsible for maintaining the curriculum management system (e.g., CourseLeaf CIM). The faculty co-chair must typically have administrative privileges in the system to carry out most routine job functions. (The Technical Review and Prerequisites Chair and Curriculum Technician should also be granted administrative privileges, and often it is beneficial for the Articulation Officer to be a CMS administrator also.) This may include adding or removing users and roles, adjusting division and department alignments in response to changes in the college's administrative organization chart, changing or adding approval paths (the order in which curriculum proposals are routed to different people), modifying the choices in drop-down menus and updating the information in help bubbles, updating TOP code and Minimum Qualifications lists in response to periodic updates from the state, working with the vendor on bug reports and fix testing, and other tasks. Changes that affect the other District colleges *must* be coordinated with the other curriculum co-chairs across the District.

Although it only occurs about once every decade, the district curriculum co-chairs typically evaluate and recommend the adoption of a curriculum management systems (CMS) when the current CMS vendor's contract is about to expire. This last happened in 2018 and early 2019, although implementation of a related automated catalog system took place from mid-2021 to early 2022. They also participate in implementation discussions once the vendor is selected, which can be extraordinarily time-consuming. Adjusting the system; populating the user help information; training faculty, managers, and classified professionals to use the system; updating the curriculum handbook to document how to use the new system; and correcting data errors after the transition are additional time-consuming activities for the faculty co-chair. Depending on the quality of the system selected, the co-chair may also be involved in writing bug reports and testing proposed fixes offered by the CMS vendor.





# Ventura County Community College District

## Credit for Prior Learning Assessment Petition

Student Name: \_\_\_\_\_ Student ID No. 900 - \_\_\_\_\_  
Mailing Address \_\_\_\_\_ City \_\_\_\_\_ St \_\_\_\_\_ Zip \_\_\_\_\_ Phone No \_\_\_\_\_

Approved petitions must be on file with the subject area instructor by Friday of the tenth week of the semester. The examination is to be administered following approval of all officials specified below and prior to the last day of the final examination period.

**Petition is for the following Credit for Prior Learning (CPL) Assessment. Check all that apply and refer to page 3 and 4 for more information on each assessment method.**

- Advanced Placement (AP):** Official scores must be on file with Admissions and Records Office prior to meeting with a counselor.
- International Baccalaureate (IB):** Official scores must be on file with Admissions and Records Office prior to meeting with a counselor.
- College Level Exam Program (CLEP):** Official scores must be on file with Admissions and Records Office prior to meeting with a counselor.
- Internal Departmental Examinations** (Locally Administered Exams)
- High School to College Articulation** – contact HS Articulation Counselor to initiate the CPL assessment process
- Industry-Recognized Credentials or Licensure:** Industry recognized credential documents or license copies must be attached to this petition for assessment of prior learning.
- Student-Created Portfolio:** Prior to meeting with a counselor, the student must meet with the department chair or faculty designee to receive further instructions for student-created portfolio assessment. After student meets with the department chair or faculty designee, student must meet with a counselor and attach the portfolio documents to this petition for assessment of prior learning.
- Military Joint Service Transcripts:** Military transcripts must be on file with Admissions and Records Office prior to meeting with a counselor. Refer to section IV **Credit for Military Service/Training** for acceptable documentation:

### Credit for Prior Learning (CPL) Information

- Students challenging a course through the CPL assessment petition process will receive the appropriate letter grade (A, B, C, D, F or P/NP). **Note:** AP/IB/CLEP are not part of the CPL assessment petition process. Refer to the college's catalog for course credit on these examinations.
- Students who are unsuccessful in an attempt to challenge a course by CPL **will receive a D, F or NP and a record of the attempt for credit by examination will appear on a student's transcript and will be part of the students' cumulative GPA.**
- The attempt of any CPL assessment process will also count in the number of times a course can be repeated.
- Students should be aware that other colleges and universities may not accept credit for prior learning for transfer purposes, including but not limited to meeting pre-major, major and/or other requirements.
- Students should be advised that the use of units granted through the credit for prior learning policy towards establishing eligibility for athletics, financial aid, and veterans' benefits are subject to the rules and regulations of the external agencies involved. (Exceptions to the above may be made when necessary to meet provisions of California state law or the rules and regulations of state agencies governing programs of the California Community Colleges.)
- Credits acquired by the CPL assessment process are not applicable to meeting of such unit load requirements as Selective Service deferment, Veterans, or Social Security benefits.
- Students may challenge a given course by Credit by Examination (Internal Departmental Examination or locally administered exam) only once and **will be charged the current enrollment fee per unit regardless of the grade received.**
- Internal Departmental Examination (locally administered exam) may be granted in only one course in a sequence of courses, as determined by prerequisites, and may not be granted for a course which is a prerequisite to the one in which the student is currently enrolled, except that credit may be granted for more than one course in a sequence of required courses when approved by an administrator or his/her designee responsible for vocational programs, or where the curriculum in occupational programs makes it necessary.
- Credits acquired by credit for prior learning are not counted in determining the 12 semester units of credit in residency required for an associate degree.
- Refer to the college's catalog for more information regarding credit for prior learning.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_



# Ventura County Community College District

## TO BE COMPLETED BY COUNSELOR

Certificate   
  Degree   
  Proficiency Award   
 Major \_\_\_\_\_   
 Catalog Year \_\_\_\_\_  
 Planned Graduation Date \_\_\_\_\_   
 CPL Assessment Process Selected: \_\_\_\_\_  
 Petitioned Course Subject \_\_\_\_\_   
 Course ID: \_\_\_\_\_   
 Units \_\_\_\_\_  
 Other Colleges Attended \_\_\_\_\_

The petitioning student:	Y e s	N o	N / A
Is currently registered			
Is in good academic standing (not on probation)			
Has submitted transcripts of all previous course work which have been reviewed to verify that courses have not been earned in more advanced subject matter.			
Is attempting to receive credit for this course through the internal departmental examination process for the first time at this or any other college.			
AP/IB/CLEP: Has submitted the official scores from the College Board to the Admissions and Records Office.			
Credit for Military Service/Training: Are official transcript on file in the Admissions and Records Office?			
Industry-Recognized Credentials or Licensure Documentation: Are all industry recognized credential documents or license copies attached to this petition for assessment of CPL?			
Student-Created Portfolio Assessment: Are all portfolio documents attached to this petition for assessment of CPL?			

Counselor's Name \_\_\_\_\_ Signature \_\_\_\_\_ Date: \_\_\_\_\_

\*AP/IB/CLEP: No fee and do not require instructor and Dean approvals. Counselor signs and submits form to A&R for processing.

## STUDENT PAYS FEES AT STUDENT BUSINESS OFFICE

**Pay Fee at Student Business Office:** Amount Paid \_\_\_\_\_ Date \_\_\_\_\_ SBO Signature \_\_\_\_\_

## SUBJECT AREA INSTRUCTOR AND DEAN APPROVAL

Fee is only applicable for Internal Departmental Examination (Locally administered exam)

**PETITION ACTION**

CPL Assessment Petition Status \_\_\_\_\_

Instructor Name: _____	Signature _____	<i>Approve</i>	<i>Disapproved</i>
		<input type="checkbox"/>	<input type="checkbox"/>
Division Dean Name* _____	Signature _____	<input type="checkbox"/>	<input type="checkbox"/>

**\*Dean, please return the petition to the instructor to initiate the CPL examination process.**

**If petition is disapproved by any of the above, please write a reason below and forward the petition to A&R for processing.**  
 Reason for disapproval, if checked: \_\_\_\_\_

**CPL RESULT**

Date of CPL assessment completed: \_\_\_\_\_ Grade Earned/Received: \_\_\_\_\_

Notes: \_\_\_\_\_

Instructor Name: _____	Signature: _____	<i>Approve</i>	<i>Disapproved</i>
		<input type="checkbox"/>	<input type="checkbox"/>
Division Dean Name: _____	Signature: _____	<input type="checkbox"/>	<input type="checkbox"/>



# Ventura County Community College District

**Return the Completed CPL Assessment Petition to A&R for processing.**

White: Admissions and Records

Canary: Counseling Student File

Pink: Student

Gold: Division Office

## Additional information on CPL Assessment

### I. Credit for AP, IB, and CLEP

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

### II. Internal Department Examinations (Locally Administered Exams)

- a) Students may challenge a given course via the internal departmental examination (locally administered exam) process only once and will be charged the current enrollment fee per unit regardless so the grade received.
- b) Students will receive credit by satisfactory completion of an examination administered by the District College in lieu of completion of a course listed in the college catalog, provided that Credit by Examination is permitted for the course. See the Courses Excluded from Credit by Examination List maintained by each District College. Credit will be awarded with a letter grade and/or P/NP (if the latter is ordinarily available for the course). If a letter grade is awarded, it will be incorporated in the computation of the student's grade point average.
- c) A student may be granted credit if he or she satisfactorily passes an examination approved and conducted by the District College discipline faculty. Such credit may be granted only to a student who is registered at the District College and not on either academic probation or progress probation, and only for a course listed in the District College's catalog.
- d) The nature and content of the exam shall be determined solely by the District College discipline faculty in accordance with Title 5 Section 55002.
- e) Units for which credit is given pursuant to this provision shall not be counted in determining the 12 semester hours of credit in residency requirement for an associate degree.
- f) A District College shall charge a student a fee for administering an examination pursuant to this provision which is equal to the enrollment fee for the course.

### III. High School to College Articulation

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

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

#### Credit by Examination for a High School Articulated Course:

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

MOORPARK COLLEGE

[www.moorparkcollege.edu](http://www.moorparkcollege.edu)

● OXNARD COLLEGE

[www.oxnardcollege.edu](http://www.oxnardcollege.edu)

● VENTURA COLLEGE

[www.venturacollege.edu](http://www.venturacollege.edu)



# Ventura County Community College District

d. The student passes the college's course via a comprehensive exam or evaluation determined solely by a District College faculty in the discipline.

## 3 Units and Grades Recorded

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

## IV. Credit for Military Service/Training

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

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

## V. Industry-Recognized Credentials or Licensure Documentation

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

- a) The student shall complete the Credit for Prior Learning assessment petition.
- b) Admissions and Records shall grant credit for industry recognized credential(s) or licensure that have already been evaluated and approved by the appropriate department chair or faculty designee.
- c) If an industry recognized credential(s) or licensure has not yet been evaluated and approved by the appropriate faculty:
  - The student meets with the department chair or faculty designee to receive further instructions for industry recognized credential(s) or licensure assessment.
  - The student submits all industry recognized credential documents or license copies to the department chair or faculty designee for assessment of prior learning.
  - If the department chair or faculty designee determines the industry certification or licensure adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the recorded grade, attach the industry recognized credential(s) or license copies, and forward the completed petition and supporting documents to the Admissions and Records Office to be kept on file and recorded on the student's transcript.

## VI. Student-Created Portfolio Assessment

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

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

<i>initials - initial those pro</i>	Programs currently in the system				
Name/Initials	Program Name	CourseLeaf #	Current Level of Review	Comments	Last Contact with Originator
MB	Acting, PA	355	0 Originator	Sent back to Nathan for corrections in October 2019; no response received	2019-11-12
MB	Agriculture Business, COA	409	0 Originator	Returned to add CTE documentation	2020-07-09
Not ready	Biological Sciences, AA	238	0 Originator	Under construction by originator	Proposal never submitted
Not ready	Biological Sciences, COA	239	0 Originator	Under construction by originator	Proposal never submitted
Not ready	Construction Technology - Building Inspection Option, AS	293	0 Originator	Under construction by originator	Proposal never submitted
Not ready	Construction Technology - Building Inspection Option, COA	294	0 Originator	Under construction by originator	Proposal never submitted
MB	Costuming, PA	356	0 Originator	Sent back to Nathan for corrections in October 2019; no response received	2019-10-20
MB	Directing, PA	357	0 Originator	Partially reviewed; awaiting response from originator on PSLOs	2019-10-22
Not ready	Environmental Studies Proficiency Award, PA	379	0 Originator	Under construction by originator	Proposal never submitted
MB	Film Production, COA	390	0 Originator	Sent back to Bob for corrections in September 2019; no response received	2019-09-22
MB	Makeup, PA	358	0 Originator	Sent back to Nathan for corrections in October 2019; no response received	2019-10-22
MB	Pathway to Law, AA	406	0 Originator	Returned to add file attachments and make corrections	2020-06-28
MB	Technical Theatre Production, PA	359	0 Originator	Sent back to Nathan for corrections in September 2019; no response received	2019-09-18
	Environmental Studies, PA	314	2 VC Tech Review 1		
	General Studies Patterns II/III--Arts and Humanities Emphasis, AA	162	2 VC Tech Review 1		
	General Studies Patterns II/III--Liberal Studies Emphasis, AA	163	2 VC Tech Review 1		
	General Studies Patterns II/III--Natural Sciences or Mathematics Emphasis, AA	160	2 VC Tech Review 1		
	General Studies Patterns II/III--Social and Behavioral Sciences Emphasis, AA	161	2 VC Tech Review 1		
	Pre-Allied Health Sciences, AA	393	2 VC Tech Review 1		
	Pre-Allied Health Sciences, COA	242	2 VC Tech Review 1		
	Social Media Marketing, AS	257	2 VC Tech Review 1		
	Social Media Marketing, COA	258	2 VC Tech Review 1		
	Physics for Transfer, AS-T	386	2 VC Tech Review 1		
MB	Physics for UC Transfer, AS-UCTP	385	2 VC Tech Review 1	In Workflow/Review	
	Film, Television, and Electronic Media for Transfer, AS-T	389	2 VC Tech Review 1		
	Manufacturing Applications, COA	332	2 VC Tech Review 1		
	CNC Machine Operator, COA	331	2 VC Tech Review 1		
	Chicana/o Studies, AA	405	2 VC Tech Review 1		
MB	Chemistry for UC Transfer, AS-UCTP	388	2 VC Tech Review 1	In Workflow/Review	
	Basic Law Enforcement, AS	471	2 VC Tech Review 1		
MB	Pathway to Law, AA	406	0 Originator	Returned to add file attachments and make corrections	2020-06-28
MB	Agriculture Business, COA	409	0 Originator	Returned to add CTE documentation	2020-07-09
MB	Film Studies, COA	395	2 VC Tech Review 1	Partially reviewed; awaiting response from originator and deans on course availability. On 4/8/CC agenda	2020-07-30
Tech review complete	Elementary Teacher Education, AA-T	308	5 VC Curriculum Technician	Submitted to state - awaiting approval	
Tech review complete	Agriculture Field Supervisor, COCN	414	5 VC Curriculum Technician	Approved at State 2/19/21	
Tech review complete	Administrative Office Assistant, AS	396	5 VC Curriculum Technician	Approved at State 2/11/21	
Tech review complete	Administrative Office Assistant, COA	397	5 VC Curriculum Technician	Approved at State 2/11/21	
Tech review complete	Food Safety, AS	419	5 VC Curriculum Technician	Approved at State 3/25/21	2020-07-09
Tech review complete	Food Safety, COA	410	5 VC Curriculum Technician	Submitted to state. Awaiting approval	2020-07-29

<b>Tech review complete</b>	Food Safety, COCN	413	5 VC Curriculum Technician	Submitted to state. Awaiting approval	2020-07-09
<b>Tech review complete</b>	Social Media Marketing, COA	258	2 VC Tech Review 2	Tech Review ongoing. Approved at 3/16/21 CC meeting. Awaiting state submission	
<b>Tech review complete</b>	Spanish for Transfer, AA-T	394	5 VC Curriculum Technician	Submitted to state - awaiting approval	
<b>Tech review complete</b>	Theatre Arts for Transfer, AA-T	354	7 VC Curriculum Technician	Submitted to state - awaiting approval	
<b>Tech review complete</b>	Communication Studies for Transfer, AA-T	268	7 VC Curriculum Technician	Approved at State 2/16/21	
<b>Fully approved but not entered into Banner</b>	Advanced Manufacturing, AS	391	8 Banner	Already approved at state	
<b>Fully approved but not entered into Banner</b>	Agriculture Business for Transfer, AS-T	383	8 Banner	Already approved at state	
<b>Fully approved but not entered into Banner</b>	Automotive Career Education, AS	429	8 Banner	Already approved at state	
<b>Fully approved but not entered into Banner</b>	Basic Law Enforcement Academy, COCN	457	8 Banner	Already approved at state	
<b>Fully approved but not entered into Banner</b>	Basic Law Enforcement, COA	350	8 Banner	Already approved at state	
<b>Fully approved but not entered into Banner</b>	Mathematics for Transfer, AS-T	333	8 Banner	Already approved at state	
<b>Fully approved but not entered into Banner</b>	Plant Science, COA	411	8 Banner	Already approved at state	
<b>Fully approved</b>	Agriculture Plant Science for Transfer, AS-T	404	Synchronized with Banner	Already approved at state	
<b>Fully approved</b>	Social Justice Studies: Chicana/o Studies Emphasis for Transfer, AA-T	408	Synchronized with Banner	Already approved at state	
<b>Fully approved</b>	Veterinary Assistant, COA	412	Synchronized with Banner	Already approved at state	
<b>Fully approved</b>	Veterinary Technology, AS	421	Synchronized with Banner	Already approved at state	



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

\*Changed Legal References

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

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

**Courses Eligible for Credit by Examination:**

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

**Documentation of Credit for Prior Learning Earned by Examination:**

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

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

I. External Examinations: ~~(Title 5 Sectin 55052)~~

a) Advanced Placement (AP): Students who earn scores of 3, 4 or 5 on the College Board AP Examinations taken before high school graduation will receive credit for each exam as specified in the catalog of the District College.

b) International Baccalaureate (IB): Students who complete the IB diploma with a score of 30 or above, ~~and/or~~ will receive 20 units of credit. Students

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

College. A score of 4 or higher on the IB Mathematics HL exam will satisfy the math competency requirement for the associate degree. Students will not receive credit for Standard Level exams.

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

### Cut Scores

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

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

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

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

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

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

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

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

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

Such credit may be granted only to a student who is registered at the District College and not on either academic probation or progress probation, and only for a course listed in the District College's catalog.

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

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

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

for an associate degree.

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

### **Credit for Internal Credit by Examination:**

#### **1. Determination of Eligibility**

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

#### **2. Receiving Credit by Examination:**

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

### **3. Units and Grades Recorded for Credit by Examination:**

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

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

High school students may be granted college credit pursuant to established articulation agreements between the high school and a District College. The

Board of Trustees shall permit articulated courses to be applied to certificate or associate degree requirements in accordance with this provision. The

per-unit fee for high school credit by examination will not be charged. Articulated high school courses may be accepted in lieu of comparable District

College courses to partially satisfy:

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

### **~~Cut Scores~~**

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

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

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

### **~~Credit for Internal Credit by Examination:~~**

#### **~~1. Determination for Eligibility~~**

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

#### **~~2. Receive Credit by Examination:~~**

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

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

### **3. Units and Grades Recorded for Credit by Examination:**

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

## **Credit by Examination for a High School Articulated Course:**

### **1. Determination of Eligibility**

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

### **2. Receiving Credit by Examination**

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

### **3. Units and Grades Recorded**

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

## IV. Credit for Military Service/Training

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

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

## V. Industry-Recognized Credentials or Licensure Documentation

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

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

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

## VI. Student-Created Portfolio Assessment

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

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

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

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

### **Documentation of Allowable Credit Awards**

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

### **Advisement**

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

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

~~See~~Reference Board Policy [4235](#), Board Policy [4050](#) and Administrative Procedure [4050](#), and Administrative Procedure [4051](#).

Governance Review

2020 10.22 Policy, Planning and Student Success Committee

2020 10.12 Chancellor's Cabinet

2020 09.10 DTRW-I



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

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

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

~~See~~ Reference Administrative Procedure 4235.

#### Governance Review

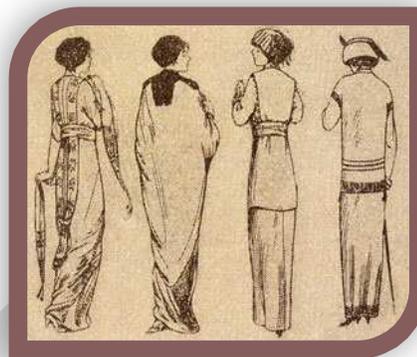
2020 10.22 Policy, Planning and Student Success Committee  
2020 10.12 Chancellor's Cabinet (proposed)  
2020 09.10 DTRW-I

## 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 87) requires them for the type of program being prepared:

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

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

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

### New Program Development and Approval Procedure

The Curriculum Committee adopted this procedure beginning Fall 2020.

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

## Program Revision Development and Approval Procedure

As courses are added or removed, it may become necessary to revise program descriptions or requirements. ADTs must be periodically revised to conform to the most recent template (TMC), even in the absence of course changes. The procedure is like that for new programs, except that the new program paperwork and extended technical review, district-level review and approval, and submission to ACCJC are not required if the focus and purpose of the program are not significantly changing. Programs undergoing significant change should be treated as new so that the CCCCCO may assign a new control number. Per [CCCCCO 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 is notwithstanding contradictory information published in the 7<sup>th</sup> 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 modified programs 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 Curriculum Committee forms web page.

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

Proficiency awards (PAs) do not require 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 latter must approve PAs and all other new programs (as well as all program inactivations).

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

Details concerning the information required in each section of the Narrative and the specific Narrative sections required for each type of degree proposal will be addressed in the applicable subsections of the [\*Technical Review and Style Guide for CMS Data Fields\*](#) section. A summary table of recommended correlations between CIM data fields and the Narrative items, ordered by the location of the CIM data field in the program outline data entry form, is provided in the following tables. Each table contains the same information, but the first is sorted according to the order in which CIM field names are laid out in the program outline, and the second table is sorted by the order in which items appear in the Narrative.

*(Text resumes following Table 2.)*

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**Table 1. 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); compare to Enrollment and Completer Projections data to provide a measure of program need
Program Goals and Objectives (do not include career opportunities or PSLOs in this field)	Item 1 Part A
Career Opportunities (required for CTE programs; highly recommended for non-CTE programs)	Item 1 Part B
Catalog Description (do not list course requirements or PSLOs here as these are documented in other CIM fields; for ADTs, also include Catalog Description statutory language)	Item 2 Part A
Program Requirements (for ADTs, insert Program Requirements statutory language followed by the course requirements table; for ADTs and UCTPs, course requirements are based on the TMC; for all others, copy the list from the Narrative)	<u>ADT and UCTP degrees</u> : Item 2 Part C (statutory language only; omit course requirements from the Narrative, as the TMC contains this list) <u>All other program types</u> : Item 3 Part A*
Plan of Study* (may be combined with Program Requirements if a certificate or proficiency award can be completed in one semester)	Item 3 Part B*
Enrollment and Completer Projections**† (course enrollment numbers from the Narrative may be omitted in the CMS; but provide support for the number of completers based on the enrollment figures from Item 5 of the Narrative)	Item 5 Part A**† (when required, include two years of the most recent available end-of-term enrollment numbers [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 2. 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 Catalog Description statutory language)	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 Program Requirements statutory language followed by the course requirements table; for ADTs and UCTPs, course requirements are based on the TMC)	<u>ADT and UCTP degrees</u> : Item 2 Part C (statutory language only; omit course requirements from the Narrative, as the TMC contains this list)
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); compare 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, deans and classified professionals should not be listed as Co-Contributors. Either

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

### College

This field has no correspondence with any program Narrative item.

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

### Division

This field has no correspondence with any program Narrative item.

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

### Program Title

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Banner Title

This field has no correspondence with any program Narrative item.

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

Examples of properly stated Banner titles for programs include

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

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

### Type of Program

This field has no correspondence with any program Narrative item.

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

### Noncredit Programs Type

This field has no correspondence with any program Narrative item.

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

### CDCP Eligibility Criteria

This field has no correspondence with any program Narrative item.

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

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

### Program Award/Degree

This field has no correspondence with any program Narrative item.

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

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

PROGRAM AWARD/DEGREE FIELD ENTRY	SUFFIX IN PROGRAM TITLE & BANNER TITLE FIELD ENTRIES
AA-UCTP Degree	AA-UCT <sup>1</sup>
AS-UCTP Degree	AS-UCT <sup>1</sup>
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.

<sup>1</sup> 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 as a result of completing the program.

### **Catalog Description**

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

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

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

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

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

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

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

### Program Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

### Plan of Study

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

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

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

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

### **Enrollment and Completer Projections**

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

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

### **Place of Program in Curriculum/Similar Programs**

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

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

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

### **Similar Programs at Other Colleges in Service Area**

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

and the other colleges' programs and justify why Ventura College should also have this program.

Possible reasons include, but are not limited to, any of the following:

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

### Transfer Preparation Information

This field has no correspondence with any program Narrative item.

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

### Master Planning

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

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

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

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

### **Labor Market Information and Analysis**

This field has no correspondence with any program Narrative item.

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

### **Advisory Committee Recommendation**

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

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

### **Regional Consortia Approval Meeting Minutes**

This field has no correspondence with any program Narrative item.

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

### **Supporting Documents Required for Transfer Program**

This field has no correspondence with any program Narrative item.

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

### **Local Program**

This field has no correspondence with any program Narrative item.

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

### **Program Student Learning Outcomes**

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

### **Required Major Units/Hours**

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

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

### **Units for Area of Emphasis/Option**

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

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

### **Clock Hours for Program**

These fields have no correspondence with any program Narrative item.

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

### **VCCCD GE**

This field has no correspondence with any program Narrative item.

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

### **GE Pattern of a Transfer Institution**

This field has no correspondence with any program Narrative item.

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

### **CSU GE-Breadth**

This field has no correspondence with any program Narrative item.

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

### **CSU GE-Breadth for STEM**

This field has no correspondence with any program Narrative item.

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

### **IGETC**

This field has no correspondence with any program Narrative item.

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

### **IGETC for STEM**

This field has no correspondence with any program Narrative item.

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

### **Total General Education Units**

These fields have no correspondence with any program Narrative item.

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

### **Total Double-Count Units**

These fields have no correspondence with any program Narrative item.

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

### **Elective Units**

These fields have no correspondence with any program Narrative item.

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

### **Total Units/Hours for Program**

These fields have no correspondence with any program Narrative item.

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

### **Program TOP Code**

This field has no correspondence with any program Narrative item.

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

### **Program CIP Code**

This field has no correspondence with any program Narrative item.

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

### **SOC (Standard Occupational Classification) Code**

This field has no correspondence with any program Narrative item.

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

### **All C-ID Eligible Courses Have Been Submitted and Approved**

This field has no correspondence with any program Narrative item.

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

### **Annual Completers**

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

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

### **Faculty Workload**

This field has no correspondence with any program Narrative item.

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

### **New Faculty Positions**

This field has no correspondence with any program Narrative item.

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

### **New Equipment Narrative**

This field has no correspondence with any program Narrative item.

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

### **New or Remodel Facility**

This field has no correspondence with any program Narrative item.

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

### **Library Acquisitions**

This field has no correspondence with any program Narrative item.

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

### **Distance Education**

This field has no correspondence with any program Narrative item.

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

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

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

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

### **Approval Dates**

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

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

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

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