CALL TO ORDER

APPROVAL OF MINUTES: December 2, 2014

SECTION ONE:
REQUIRING COMMITTEE ACTION

I. Curricular Proposals for Approval
   A. Credit Courses: Second Reading
      1. New
      2. Revise
         T=Title (substantial); U=Units, H=Hours (increased); EL=Enrollment Limitation, P=Prereq, C=Coreq (substantial), RP=Recom. Prep.; D=Description (substantial); F=Fees (required); FT=Field Trips; R=Repeat (added or increased)
      3. Prerequisite(s)/Corequisite(s)/Recommended Preparation
      4. 88s and 89s
      5. Distance Education
      6. Degrees, Certificates and Awards (new programs, deleted, and substantial revisions): Second Reading
      7. Noncredit Courses
      8. Study Abroad/International Education

B. Credit Courses: First and Second Reading
   1. New
      • ART V50B Handbuilding Ceramics II 3 units
2. Revise
T=Title (substantial); U=Units, H=Hours (increased); EL=Enrollment Limitation, P=Prereq, C=Coreq (substantial), RP=Recom. Prep.; D=Description (substantial); F=Fees (required); FT=Field Trips; R=Repeat (added or increased)

- **ART V50A**
  T- from ‘Beginning Handbuilding’ to ‘Handbuilding Ceramics I’

- **HED V9301**
  ID- from ‘HED V93’ to ‘HED V01’

3. Prerequisite(s)/Corequisite(s)/Recommended Preparation/Enrollment Limitation(s)

- **ART V50B** P – ART V50A
- **ART V50C** P – ART V50B
- **ART V50D** P – ART V50C
- **BUS V49** RP – “Student should have basic computer skills”

4. 88s and 89s

5. Distance Education

6. Degrees, Certificates and Awards (new programs, deleted, and substantial revisions):
   **First and Second Reading**
   - **Social Media Marketing**
     Associate of Science Degree (New)
     Certificate of Achievement (New)

7. Noncredit Courses

8. Study Abroad/International Education

SECTION TWO:
COURSE AND PROGRAM INFORMATION ONLY—CONSENT AGENDA

II. Curricular Activity: Technical Action

A. Delete (Remove from catalog)

- **AUTO**
B. Technical Revisions (Nonsubstantial Changes in Catalog)

ID=Course Number; T=Title; U=Units; H=Hours; P=Prereq; C=Coreq; RP=Rec Prep; EL=Enrollment Limitation;
D=Description; F=Fees; FT=Field Trips; R=Repeat; Was=Formerly; Same as; RS=Record Symbol; Non-degree; TR=Transfer

- **ESRM V14** (D)

C. Technical Revision (Articulation Purposes)

*Does not require DTRW-I or Board approval*

CO=Course Objectives (substantial); CC=Course Content (substantial); LC=Lab Content (substantial)

- **ART V50A** (LC)
- **BIOL V10** *(same as ESRM V01)* (CO)
- **BUS V17** (CO, CC)
- **ESRM V01** *(same as BIOL V10)* (CO)
- **ESRM V02** (CO, CC)
- **HED V9301** (CO, CC)
- **HED V87** (CO, CC)
- **PHIL V01** (CO, CC)

D. Course Review/Update (No catalog changes)

- **BIOL V10** *(same as ESRM V01)* (Update)
- **BUS V17** (Update)
- **HED V87** (Update)
- **ESRM V01** *(same as BIOL V10)* (Update)
- **ESRM V02** (Update)
- **ESRM V10** (Update)
- **ESRM V11** (Update)
- **PHIL V01** (Update)

E. Prerequisite(s)/Corequisite(s)/Recommended Preparation Review

F. Distance Education (Revision/Update – No catalog changes)

- **BUS V17**
  Review: Fully Online (100% online)
- **HED V9301**
  Review: Hybrid (1-50% online)
  Review: Fully Online (100% online)
- **HED V87**
  Review: Hybrid (1-50% online)
  Review: Fully Online (100% online)
- **PHIL V01**
  Review: Fully Online (100% online)

G. Degrees, Certificates and Awards (Nonsubstantial)

- **AUTOMOTIVE TECHNOLOGY**
  Associate of Science Degree (nonsubstantial revisions)
  Certificate of Achievement (nonsubstantial revisions)
- **Business Management**
  Associate of Science Degree (nonsubstantial revisions)
  Certificate of Achievement (nonsubstantial revisions)
**Child Development**
Associate of Science Degree (nonsubstantial revisions)
Certificate of Achievement (nonsubstantial revisions)

**SECTION THREE:**
**DISCUSSION (CONSENT and/or ACTION)**

**III. Action/Information/Discussion**

A. Curriculum Committee Faculty Co-Chair (Discussion/Action) – P. Jefferson
   - Two year term commencing in June 2015 and ending in May 2017

B. Course Proposals for which SLOs are unavailable (Information) – M. Bowen

C. DTRW-I Report for meetings held 12.11.14 and 01.15.15 (Information) – A. Gonzales
   - VCCCD Board Policy and Administrative Procedure Review
     - BP 4050 Articulation
     - AP 4050 Articulation
     - AP 4051 Articulation between VCCCD and High School Institutions
     - BP 4105 Distance Education
     - AP 4105 Distance Education
     - AP 4235 Credit by Examination

D. Non-Credit Instruction and Training (Information/Discussion) – G. Arevalo

E. C-ID (Information) – G. Arevalo
   - Update on C-ID Verification for Associate Degrees for Transfer (ADT)
   - C-ID January 2015 Newsletter

F. Roles and Responsibility of Curriculum Committee Members (Information) – G. Arevalo

G. Other

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**NEXT MEETING**
February 17, 2015 – 3:00 p.m.
Multidisciplinary Center West Conference Room (MCW-312)

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**DEADLINE**
for effective date of Fall 2016
May 1, 2015
for all courses, degrees and distance education
Curriculum Committee

DRAFT - Minutes
Multidisciplinary Center West Conference Room (MCW-312)
December 2, 2014 at 3:00pm

NOTE: ALL COURSES/PROGRAMS UP FOR APPROVAL FROM THIS DATE FORWARD WILL BE EFFECTIVE FALL 2015 UNLESS OTHERWISE NOTED.

P. Sezzi called the meeting to order at 3:06 p.m.

VOTING MEMBERS PRESENT: G. Arevalo, M. Bowen, T. Dalton, A. Gaines, A. Gonzales, A. Kolesnik, D. Newcomb, P. Sezzi (co-chair), and D. Young
(ABSENT: M. De La Rocha, N. Fredrickson, P. King, R. Koerner [sabbatical fall 2014], P. Martin, and 2 representatives from Communications & Learning Resources division)


GUESTS: Andy Cawelti, Jose Gutierrez, Corey Wendt, and Jeff Wood

APPROVAL OF MINUTES: November 18, 2014
P. Sezzi called for a motion to approve the minutes.
Motion by A. Kolesnik, second by D. Young.
Final Resolution: Motion was approved.
Yes: G. Arevalo, M. Bowen, T. Dalton, A. Gaines, A. Gonzales, A. Kolesnik, D. Newcomb, P. Sezzi (co-chair), and D. Young

SECTION ONE:
REQUIRING COMMITTEE ACTION

I. Curricular Proposals for Approval

A. Credit Courses: Second Reading

1. New

2. Revise
   T=Title (substantial); U=Units, H=Hours (increased); EL=Enrollment Limitation, P=Prereq, C=Coreq (substantial), RP=Recom. Prep.; D=Description (substantial); F=Fees (required); FT=Field Trips; R=Repeat (added or increased)

3. Prerequisite(s)/Corequisite(s)/Recommended Preparation

Curriculum Committee Meeting – 12/02/14
4. 88s and 89s

5. Distance Education

6. Degrees, Certificates and Awards (new programs, deleted, and substantial revisions): Second Reading

7. Noncredit Courses

8. Study Abroad/International Education

B. Credit Courses: **First and Second Reading**

1. New

- **AUTO V33** Manual Transmissions and Driveline 2 units
- **AUTO V33L** Manual Transmissions and Driveline Laboratory 2 units
- **AUTO V34** Engine Repair 2 units
- **AUTO V34L** Engine Repair Laboratory 2 units
- **AUTO V38** Heating and Air Conditioning 2 units
- **AUTO V38L** Heating and Air Conditioning Laboratory 1 unit
- **COUN V01** College Success 3 units
- **COUN V02** Career Exploration and Life Planning 3 units

Discussion ensued regarding the Counseling courses.

Motion by D. Newcomb, noting that the COUN V01 and V02 were subject to technical review, second by G. Arevalo.

Final Resolution: Motion was approved.

Yes: G. Arevalo, M. Bowen, T. Dalton, A. Gaines, A. Gonzales, A. Kolesnik, D. Newcomb, P. Sezzi (co-chair), and D. Young

2. Revise

T=Title (substantial); U=Units, H=Hours (increased); EL=Enrollment Limitation, P=Prereq, C=Coreq (substantial), RP=Recom. Prep.; D=Description (substantial); F=Fees (required); FT=Field Trips; R=Repeat (added or increased)

- **BUS V95** P-new; C-revised; RP-removed; EL-new; FT-removed
- **COUN V03**
  ID- from ‘GW V02A’ to ‘COUN V03’; U- ‘2 1 units’; H-‘2 1 lecture weekly’; (D)
- **COUN V04**
  ID- from ‘GW V02B’ to ‘COUN V04’; T- from ‘College Orientation and Survival Training (C.O.A.S.T.)’ to ‘Strategies for Academic Success’; (D)
- **COUN V10A**
  ID- from ‘GW V02X’ to ‘COUN V10A’
Jeff Wood presented the revised Physics courses and noted that they were revised to align with C-ID. A discussion of unit values ensued and the impact that lowering the units could have on transferability to UCs and a brief note of...
financial aid limits.

Motion by A. Kolesnik, noting that all courses except BUS V95 were subject to technical review, second by A. Gonzales
Final Resolution: Motion was approved.
Yes: G. Arevalo, M. Bowen, T. Dalton, A. Gaines, A. Gonzales, A. Kolesnik, D. Newcomb, P. Sezzi (co-chair), and D. Young

3. Prerequisite(s)/Corequisite(s)/Recommended Preparation/Enrollment Limitation(s)

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<td>AUTO V38L</td>
<td>C- New: ‘AUTO V38’</td>
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<td>BUS V95</td>
<td>P- New: ‘successful completion of at least 9 units towards a specific business department Certificate of Achievement or AA/AS degree’</td>
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<td>C- Revise: ‘enrolled in a minimum of 6 7 units to include internship’</td>
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<td>RP- Remove: ‘completion of or concurrent enrollment in one course in the discipline’</td>
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<td>EL- New: ‘approval of the department chair’</td>
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<td>PHYS V02A</td>
<td>P- Revise: ‘MATH V 05 with grade of C or better or Prerequisite the fourth year of high school mathematics (advanced mathematics) with grade of C or better</td>
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<td>C-Review: ‘PHYS V 02AL’</td>
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<td>RP-Revise: ‘MATH V 20 and PHSC V 01 or PHYS V 01 or high school physics’</td>
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<td>PHYS V02AL</td>
<td>C-Review: ‘PHYS V02A’</td>
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<td>PHYS V02B</td>
<td>P-Review: ‘PHYS V 02A with grade of C or better and PHYS V 02AL with grade of C or better grade’</td>
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<td>C-Review: ‘PHYS V 02BL’</td>
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<td>PHYS V02BL</td>
<td>C-Review: ‘PHYS V 02B’</td>
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<td>PHYS V04</td>
<td>P-Revise: ‘PHYS V 01 or high school physics with grade of C or better; and MATH V21A with grade of C or better. KEEP</td>
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<td>C-Review: ‘PHYS V 04L’</td>
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<td>RP-Add: ‘Concurrent enrollment in MATH V21B’</td>
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Curriculum Committee Meeting – 12/02/14
C-Review: ‘PHYS V04’

- **PHYS V05**
  P-Revise: ‘MATH V 21B with grade of C or better and PHYS V 04 with grade of C or better and PHYS V 04L with grades of C or better and Concurrent enrollment.’
  C-Review: ‘PHYS V 05L’
  RP-New: ‘MATH V 21C Concurrent enrollment.’

- **PHYS V05L**
  C-Review: ‘PHYS V05’

- **PHYS V06**
  P-Revise: ‘PHYS V 04 with grade of C or better and PHYS V 04L with grades of C or better and MATH V 21C with grade of C or better or concurrent enrollment’
  C-Review: ‘PHYS V 06L’
  RP-Review: ‘PHYS V 05’ ‘PHYS V 05L’

- **PHYS V06L**
  C-Review: ‘PHYS V06’

A robust discussion ensued regarding the Physics prerequisites.

Motion by G. Arevalo, second by D. Young.
Final Resolution: Motion was approved.
Yes: G. Arevalo, M. Bowen, T. Dalton, A. Gaines, A. Gonzales, A. Kolesnik, D. Newcomb, P. Sezzi (co-chair), and D. Young

4. 88s and 89s

5. Distance Education

- **CD V05**
  New: Hybrid (1-50% online)
  New: Fully Online (100% online)

- **PHYS V02A**
  Review: Hybrid (51-99% online)

- **PHYS V02B**
  Review: Hybrid (51-99% online)

- **PHYS V04**
  Review: Hybrid (51-99% online)

A brief discussion ensued regarding notation of distance education in the CRN notes.

Motion by A. Kolesnik, second by A. Gonzales.
Final Resolution: Motion was approved.
Yes: G. Arevalo, M. Bowen, T. Dalton, A. Gaines, A. Gonzales, A. Kolesnik, D. Newcomb, P. Sezzi (co-chair), and D. Young

6. Degrees, Certificates and Awards (new programs, deleted, and substantial revisions): First Reading
7. Noncredit Courses

8. Study Abroad/International Education

SECTION TWO:
COURSE AND PROGRAM INFORMATION ONLY—CONSENT AGENDA

II. Curricular Activity: Technical Action

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B. Technical Revisions (Nonsubstantial Changes in Catalog)

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C. Technical Revision (Articulation Purposes)

Does not require DTRW-I or Board approval

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D. Course Review/Update (No catalog changes)

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<th>FT</th>
<th>R</th>
<th>Was</th>
<th>Same as</th>
<th>RS</th>
<th>Non-degree</th>
<th>TR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ANTH V01</td>
<td>(Update)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>ANTH V01L</td>
<td>(Update)</td>
<td></td>
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<tr>
<td></td>
<td>ANTH V02</td>
<td>(Update)</td>
<td></td>
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<tr>
<td></td>
<td>ANTH V07</td>
<td>(Update)</td>
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</tr>
<tr>
<td></td>
<td>CD V05</td>
<td>(Update)</td>
<td></td>
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</tr>
</tbody>
</table>
E. Prerequisite(s)/Corequisite(s)/Recommended Preparation Review

- **CHEM V01A** (Update)
- **CHEM V01AL** (Update)
- **CHEM V01BL** (Update)
- **CHEM V30L** (Update)
- **HIST V13** (same as AES V41) (Update)
- **HIST V15** (same as AES V61) (Update)

- **ANTH V01L**
  - P- Review: ‘ANTH V01 or concurrent enrollment’
- **ANTH V07**
  - RP – Review: ‘ANTH V02’
- **BIOL V18** (same as BIOT V18)
  - RP – Review: ‘BIOL V01 and BIOL V01L or BIOL V04’
- **BIOT V18** (same as BIOL V18)
  - RP – Review: ‘BIOL V01 and BIOL V01L or BIOL V04’
- **CHEM V01BL**
  - P-Review: ‘CHEM V01AL with grade of C or better’ and ‘CHEM V01B with grade of C or better or concurrent enrollment’
- **CHEM V01A**
  - P-Revise: ‘CHEM V20 and CHEM V20L’ or ‘high school chemistry with grades of C or better; and MATH V03 or MATH V03A-V03E or 1 year of high school intermediate algebra (Algebra II)’
- **CHEM V01AL**
  - P-Review: ‘CHEM V01A with grade of C or better or concurrent enrollment’
- **CHEM V30L**
  - P-Review: ‘CHEM V30 or concurrent enrollment’

F. Distance Education (Revision/Update – No catalog changes)

- **ANTH V01**
  - Review: Fully Online (100% online)
- **ANTH V01L**
  - Review: Fully Online (100% online)
- **ANTH V02**
  - Review: Fully Online (100% online)
- **BIOL V18** (same as BIOT V18)
  - Review: Hybrid (51-99% online)
- **BIOT V18** (same as BIOL V18)
  - Review: Hybrid (51-99% online)
- **HIST V13** (same as AES V41)
  - Review: Fully Online (100% online)

G. Degrees, Certificates and Awards (Nonsubstantial)

Motion by M. Bowen, noting subject to technical review, second by G. Arevalo
Final Resolution:  Motion was approved.
Yes:  G. Arevalo, M. Bowen, T. Dalton, A. Gaines, A. Gonzales, A. Kolesnik, D. Newcomb, P. Sezzi (co-chair), and D. Young
SECTION THREE:
DISCUSSION (CONSENT and/or ACTION)

III. Action/Information/Discussion

A. Expectations and Responsibilities of Curriculum Committee members (Discussion) – P. Sezzi
   P. Sezzi noted that expectations and responsibilities were reviewed last year, but the document was not finalized. He stated that it included coming to the meetings prepared, being present for the full meeting, and communicating information back to divisions.

B. Goal Setting for 2014-2015 (Discussion) – P. Sezzi
   P. Sezzi passed out goals
   P. Sezzi stated that the main goals were to streamline the technical review process and develop a process for reviewing curriculum in an efficient, yet comprehensive manner. G. Arevalo noted the need for non-credit training. P. Sezzi suggested getting someone from the state, perhaps Julie Bruno, and suggested inviting the other 2 colleges.

C. Curriculum Committee support of SB850 baccalaureate degree pilot program (Action) – G. Arevalo
   G. Arevalo tabled this item.

D. Other
   M. Bowen noted that the revised Automotive and Child Development programs would be coming forward to be effective for Fall 2015.

   ADJOURNED at 4:54 p.m.

   NEXT MEETING
   February 3, 2015 – 3:00 p.m.
   Multidisciplinary Center West Conference Room (MCW-312)

DEADLINE
for effective date of Fall 2016
May 1, 2015
for all courses, degrees and distance education
Ventura College
Office of Student Learning

Program and New Course Approval Request Form

Proposal Type: (check one) □ Course □ Program
Proposal Request: (check one) □ New (program/course) □ Revision (program only)

Program or Course Title: Social Media Marketing

Faculty Originator Name: Debbie Newcomb

Discipline: BUS-Business

Purpose or Justification: (Please provide the reason for development or revision and provide supporting documentation if applicable).

The Ventura College Social Media Marketing Program is designed with the goal of enabling students to develop skills and strategies to integrate social media into the conventional marketing variable mix.

Social media is now inextricably embedded in the current business environment. Social media has

Was the above proposal reviewed and discussed by the department? □ Yes □ No Date: 11/04/13
Number of FT faculty in the department? 4

How many FT faculty in the department approved the program or course? 4
(Please note this action requires a two-thirds vote)

Signatures of those that endorsed this proposal:

Originator 1/26/15 Department Faculty Date
Department Chair 1/26/15 Department Faculty Date
Division Dean 1/26/15 Department Faculty Date
Department Faculty 6/26/15 Department Faculty Date
Department Faculty 1-26-15 Department Faculty Date

Attach additional signature page if needed.
Submit this form with your proposal, including supporting documentation to the Curriculum Committee for approval.
The Social Media Marketing Program develops skills and strategies required for integrating social media marketing into the integrated marketing plans of businesses.

**REQUIRED COURSES:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS V30</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS V45</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS V46</td>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>*BUS V49</td>
<td>Introduction to Social Media Marketing</td>
<td>3</td>
</tr>
<tr>
<td>*BUS V50</td>
<td>Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>BUS V95</td>
<td>Business Internship</td>
<td>2</td>
</tr>
</tbody>
</table>

**REQUIRED ADDITIONAL COURSES:**

Select one (1) of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS V38/CDV38</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS V48</td>
<td>Sales</td>
<td>3</td>
</tr>
</tbody>
</table>

20

* Course was submitted and is pending curriculum approval
Item 1. Program Goals and Objectives

The goals, objectives, program student learning outcomes (PSLOs), and occupational preparedness of the Ventura College Social Media Marketing Program are presented below.

The Ventura College Social Media Marketing Program is designed with the goal of enabling students to develop skills and strategies to integrate social media into the conventional marketing variable mix.

Social media is now inextricably embedded in the current business environment. Social media has changed the way businesses communicate with their target market, customers and other businesses. It has also changed the skills needed by today’s business workforce. The inclusion of social media for market planning can mean success or failure of a business plan.

- 86% of marketers said that social media was important to their businesses.
- 88% of marketers want to know more about the most effective social media tactics and ways to increase engagement of their target market using it.
- 89% of all businesses reported that use of social media increased their market exposure.

Social media allows businesses to cost effectively reach out to consumers on a more frequent basis than conventional marketing thereby increasing exposure to their target market. It allows for specific targeting of individual consumers, reaches a more expansive market through mobile technology, and enables interactivity between businesses and consumers. In addition, social media helps to develop brand awareness, provide customer relations management for existing customers, and acquire new business.

For social media marketing to be effective, it is important that it be strategically implemented. This requires education and training in this new age media.

The design of this program is consistent with the mission of Ventura College as stated below:

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

The college is dedicated to enhancing the lives of students, developing their potential and improving the economic future of both students and the community. This program will enable students to enhance their business skills, increase employability skills, and contribute to increasing success for the businesses for which they will work or for businesses they will create.

The objectives of this program are as follows:
- Explore factors that drive social media
- Understand social media networks
- Utilize effective communication strategies in social media
- Identify and analyze social media marketing opportunities
- Learn how to design and implement social media strategies
- Learn how to integrate social media into a business marketing plan

Program Student Learning Outcomes for the Social Media Marketing Program are:
1. Students will be able to identify opportunities for use of social media in marketing.
2. Students will be able to design social media marketing strategies.
3. Students will be able to integrate use of social media into a business marketing plan.

The Social Media Marketing Program prepares students for work in the following areas.
- Social Media Marketer
- Marketing and Media Communications Worker
- Advertising Sales Agent
- Sales Representative
- Public Relations Specialist
- Business Professional

This program is not selective and there is no specific entry criterion. Student fees include the standard community college registration fees, tuition for twenty units of credit, and textbooks.

Item 2. Catalog Description

The Social Media Marketing Program develops skills and strategies required for integrating social media marketing into the integrated marketing plans of businesses.
Program Student Learning Outcomes for the Social Media Marketing Program are:

1. Students will be able to identify opportunities for use of social media in marketing.
2. Students will be able to design social media marketing strategies.
3. Students will be able to integrate use of social media into a business marketing plan.

Successful completion of the program will enable students to enhance their business skills, increase employability skills, and contribute to increasing success for the businesses for which they will work or for businesses they will create.

The Social Media Marketing Program prepares students for careers such as the following:

- Social Media Marketer
- Marketing and Media Communications Worker
- Advertising Sales Agent
- Sales Representative
- Public Relations Specialist
- Business Professional

Successful completion of the courses required for this program may culminate in a Certificate of Achievement or Associate of Science degree. Successful completion may also contribute to requirements for the Ventura College Business Management Certificate of Achievement and Associates of Science degree.

**Item 3. Program Requirements**

**Associate of Science Degree and Certificate of Achievement: Social Media Marketing**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Dept. Name/#</th>
<th>Name</th>
<th>Units</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core</td>
<td>BUS V30</td>
<td>Introduction to Business</td>
<td>3</td>
<td>Yr 1, Fall</td>
</tr>
<tr>
<td></td>
<td>BUS V45</td>
<td>Business Communication</td>
<td>3</td>
<td>Yr 1, Fall</td>
</tr>
<tr>
<td></td>
<td>BUS V46</td>
<td>Marketing</td>
<td>3</td>
<td>Yr 1, Spring</td>
</tr>
<tr>
<td></td>
<td>BUS V49</td>
<td>Introduction to Social Media Marketing</td>
<td>3</td>
<td>Yr 2, Fall</td>
</tr>
<tr>
<td></td>
<td>BUS V50</td>
<td>Public Relations</td>
<td>3</td>
<td>Yr 2, Fall</td>
</tr>
<tr>
<td></td>
<td>BUS V95</td>
<td>Business Internship</td>
<td>2</td>
<td>Yr 2, Spring</td>
</tr>
<tr>
<td>One Elective</td>
<td>BUS V38/CD V38</td>
<td>Small Business Management</td>
<td>3</td>
<td>Yr 1, Spring</td>
</tr>
<tr>
<td></td>
<td>BUS V48</td>
<td>Sales</td>
<td>3</td>
<td>Yr 2, Spring</td>
</tr>
<tr>
<td></td>
<td>BUS V50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BUS V95</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Required Major Total: 20 units
Completion of CSU-GE Breadth or IGETC pattern: 37-39 units
TOTAL UNITS: 57-59 units

Proposed Sequence:
Approval of Business Advisory Council

The Business Advisory Council was provided with an update on the Ventura College Business Department activities in October of 2014. They were also asked to vote on the proposed Certificate of Achievement and Associates of Science Degree for Social Media Marketing. Of the total respondents, 89% voted in favor of both the COA and AS Degree. The remaining respondent voted “Maybe” with the stipulation that she was in favor of both the COA and degree as long as they included practical applications and not just theory. It should be noted that practical applications are, in fact, included in this program as is an internship experience.

Item 4. Master Planning

As was stated in page one of this narrative document, social media has become a powerful force that is now being harnessed by the business world for use in reaching target markets and developing ongoing relationships with customers. Social media has changed the way businesses communicate with their target market, customers and other businesses, and the skills needed by their workforce. The Social Media Marketing Program at Ventura College meets the needs of businesses, both locally and globally, by providing education and training in the incorporation of social media marketing into the integrated marketing plans of businesses.

According to the Economic and Workforce Development Small Business Survey for the South Central Region, employers reported that marketing and promotion were barriers for many small businesses due to the time and complexity involved in them. They reported that increased marketing skills would be likely to help them move their business to the next level. Nearly 60% of those surveyed indicated an interest in learning more about social networking and on-line presence and 65% wanted to learn more about marketing. (Small Business Survey, April 2014 Economic and Workforce Development through the California Community Colleges). This program fills a need in the business community by providing the educational opportunities businesses are requesting and providing a trained workforce to contribute to these businesses. It also aligns directly with the California Community Colleges’ Doing What Matters program for the Small Business Sector. The goals of this program include “Increase the success of business through partnerships and collaborations with industry, education and government” and “Expand entrepreneurship curriculum across community college campuses”.

1http://www.cccewd.net/initiative_business_entrepreneurship.cfm Accessed 09-21-14
The Centers of Excellence environmental scan on Social Media documented that social media occupations are growing “at an average of seven percent over the next 5 years”\(^2\). Their data also indicates that businesses surveyed indicated a need to update the skills of their current workforce. This report states that “California Community Colleges are well positioned to build a pipeline of skilled workers, create and expand industry partnerships, and meet existing workforce needs in social media and future needs as they arise.”\(^3\) The COE indicates that the community college system has the opportunity to develop courses in social media and professional certificates. Ventura College’s Social Media Marketing Program is doing just that. We have created courses in Social Media Marketing, Marketing, Public Relations, and Sales as well as an Associate of Science Degree and Certificate of Achievement in Social Media Marketing. A labor market reports can be found in Attachment B.

Currently there are no other community colleges in the state that are offering this program. Additionally, there are no colleges in the service region surrounding Ventura College that are offering a course in Social Media Marketing. Santa Barbara City College offers two courses in the use and creation of social media content but these courses are computer technology courses and are not specifically for the use of social media in the marketing plans for business.

**Item 5. Enrollment and Completer Projections**

<table>
<thead>
<tr>
<th>CB01: Course Department Number</th>
<th>CB02: Course Title</th>
<th>FY 2013</th>
<th>FY 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Annual # Sections</td>
<td>Annual Enrollment Total</td>
<td>Annual # Sections</td>
</tr>
<tr>
<td><strong>BUS V30</strong> Introduction to Business</td>
<td>16</td>
<td>531</td>
<td>17</td>
</tr>
<tr>
<td><strong>BUS V45</strong> Business Communication</td>
<td>5</td>
<td>148</td>
<td>5</td>
</tr>
<tr>
<td><strong>BUS V46</strong> Marketing (new course effective Fall 2015)</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>BUS V49</strong> Introduction to Social Media Marketing (new course pending approval)</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>BUS V50</strong> Public Relations (new course pending approval)</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>BUS V95</strong> Business Internship</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>BUS V38/CD V38</strong> Small Business Management</td>
<td>4</td>
<td>93</td>
<td>3</td>
</tr>
<tr>
<td><strong>BUS V48</strong> Sales (new course)</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

\(^2\) Centers of Excellence Environmental Scan Social Media, California, February 2012  
\(^3\) Centers of Excellence Environmental Scan Social Media, California, February 2012
Because of the inclusion of new courses in this new program, there is no historical data available on the courses noted with asterisks above. Therefore, a survey was distributed to Fall 2014 business students. A copy of the survey can be found in Attachment A. The results are shown in the table below.

<table>
<thead>
<tr>
<th>Interest in courses focused on Social Media in Business</th>
<th>79% Some to considerable interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in a COA or AS Degree in Social Media in Business</td>
<td>71% Yes or Maybe</td>
</tr>
</tbody>
</table>

The Centers of Excellence environmental scan on Social Media shows that occupations in this field are growing at a rate of 7%. The Economic and Workforce Development Small Business Survey for the South Central Region demonstrates that over 60% of small businesses are interested in either use of social media and/or learning more about marketing for their companies. Additionally, it is important to note that these statistics do not account for the number of employers seeking employees with additional skills in social media marketing. Therefore, a comparison of the completer projections and the labor market demand demonstrates that this program will be beneficial not only to program completers who seek employment in related careers but also for incumbent workers and business owners.

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

The Social Media Program is a new program that allows our college to offer students education and training in the latest business and marketing competencies. It does not replace any other programs or curriculum and enhances our current programs by providing the means for students to achieve multiple, “stackable” certificates. Many of the courses in this program are also in the Business Management Program as well as in our proposed Entrepreneurship Program, which will also be submitted this year. It incorporates existing courses as well as some new courses that were approved in the past year. It also incorporates two courses that are currently going through the curriculum process.

**Item 7. Similar Programs at Other Colleges in Service Area**

Currently there are no other community colleges in the state that are offering this program. Additionally, there are no colleges in the service region surrounding Ventura College that are offering a course in Social Media Marketing. Santa Barbara City College offers two courses in the use and creation of social media content but these courses are computer technology based and are not specifically for the use of social media in the marketing plans for business.
Attachment A: Business Advisory Council Minutes

The Business Advisory Council held a meeting via e-mail for Fall 2014. The council members were updated on the status of the Business Department activities and the Career Pathways Grant, which will affect all CTE programs. A copy of the letter, which includes the survey, can be found below. Although there was a low response to the e-mail, there was overwhelming support of the proposed courses, degree and certificate in Social Media. Nearly 100% of the respondents supported all of the proposals. The one member who responded as a ‘maybe’ instead of ‘yes’ stated that she supported it as long as the program was practical and not theoretical. The plans for this program will include very practical applications, including a student internship experience.

Letter sent to Business Advisory Council Members (copies of the two AS Degree/COA proposals were also attached):

BUSINESS ADVISORY COUNCIL REQUEST AND UPDATE
November, 2014

WHAT WE NEED FROM YOU:

1. What, if anything, has changed in your business environment since our last meeting, that could affect our business curriculum?

2. Are employers asking for any new credentials or knowledge when hiring new business employees?

3. Please vote on establishing our proposed new Entrepreneurship Certificate of Achievement/AS degree (Yes/No). (See attachment and explanation below)

4. Please vote on establishing our proposed new Social Media in Marketing Certificate of Achievement/AS degree (Yes/No). (See attachment and explanation below)
5. Do you have any other comments on our current or future course offerings?

Thanks for your responses. Please e-mail them by Nov. 15th to dnewcomb@vccd.edu - they’re important!

WHAT’S NEW SINCE OUR MARCH MEETING:

- "Doing What Matters for Jobs and the Economy" program: The California Community College launched this program, which focuses on 10 of the top sectors for jobs. Small Business is one of those sectors. Here is a link to their web page:
  
  • http://doingwhatmatters.cccco.edu/

- Two new Certificates of Achievement (COA)/AS Degrees: As part of the above program, our Business Department has proposed these certificates and degrees. One of our new programs is a COA/AS degree in Entrepreneurship. The other program is in the hottest topic in business - use of social media. We will be the first California Community College to have a program in Social Media in Marketing. Attachments regarding these certificates are included and we are asking for your votes of confirmation on these.

- Entrepreneurship Grant: We used this grant to survey 2500 small- and medium-sized businesses in Ventura County about their use of social media and traditional marketing methods. We also asked about their interest in using a Ventura College business intern. Summarized data will be forthcoming.

- Associate Degree in Administrative Assistant: Our proposal received unanimous approval from the South Central Regional Consortium (SCAC). We are pursuing final approval from the State.

- 4-week intersession: For summer 2015, we will add this as well as the regular 8-week summer school session.

- Funding from the California Career Pathways Trust: Opportunities for students to receive real-world experience and hands-on learning will be increased with the recent $13M to Ventura County Community College District and the VC Office of Education. This will provide career exposure through guest speakers, field trips, job shadowing, internships, and expanding and updating curriculum to focus on relevant career topics. Currently, we have a number of partners and will be developing 62 career pathways over the next four years.

  Alan Walker          Debbie Newcomb          Kathy Schrader
  Chairperson          Department Chair        Dean
  Business Advisory Council  Business Department  Career/Technical Education

Summary of Data from Business Advisory Council Survey
Attachment B: Labor Market Information

Social Media is one of the newest and strongest aspects of marketing plans for businesses across all industries and all sizes. According to Brazen Life, “One thing is abundantly clear: social media is now necessary for global commerce, and 2014 will be the catalyst for vital social media marketing positions.” It will be a vital factor for businesses in global commerce.  
(Accessed 09-08-14: http://jobs.aol.com/articles/2014/01/13/6-social-media-jobs-that-will-be-big-in-2014/). Social Media has become a staple for marketing plans, especially for small businesses. A survey done in May 2013, showed that 87% of small businesses are using it as part of their marketing plans.

The skills needed for this type of marketing include:

- Analytical skills
- Research skills and metrics
- Communication skills
- Linking social media to business strategies
- Execution of social media strategies

Job titles include:

- Search engine optimization (SEO) specialist
- Social media strategist
- Online community manager
- Social media marketing manager
- Social media marketing coordinator
- Blogger or social media copywriter

According to Marketingprofs.com, social media jobs will be in the top five marketing positions that will be needed.  (Accessed 09-08-14:  http://www.marketingprofs.com/charts/2013/9760/2013-marketing-jobs-outlook-whos-hiring-must-have-skills).

The Centers of Excellence conducted an environmental scan in Social Media in February of 2012. The research concluded that social media was growing at a rapid pace and was affecting four major occupations. Those include: Public Relations, Marketing and Media Communications, Business Professionals, and Social Media Management (refer to Exhibit 1 below).

Their research showed that social media occupations are “growing at an average of seven percent over the next 5 years”. According to the COE, social media jobs provide good pay and sustainable employment.

Employment projections are illustrated in the diagram below.

(Accessed from Centers of Excellent Environmental Scan Social Media February 2012)

<table>
<thead>
<tr>
<th>Job Title</th>
<th>2011 Jobs</th>
<th>2016 Jobs</th>
<th>New Jobs</th>
<th>Total Job Openings</th>
<th>% Change</th>
<th>Average Hourly Wages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales representatives, services, all other</td>
<td>86,599</td>
<td>91,004</td>
<td>5,205</td>
<td>15,947</td>
<td>6%</td>
<td>$27.61</td>
</tr>
<tr>
<td>Public relations specialists</td>
<td>36,243</td>
<td>40,239</td>
<td>3,996</td>
<td>6,290</td>
<td>11%</td>
<td>$29.58</td>
</tr>
<tr>
<td>Advertising sales agents</td>
<td>17,708</td>
<td>18,829</td>
<td>1,121</td>
<td>3,014</td>
<td>6%</td>
<td>$27.33</td>
</tr>
<tr>
<td>Media and communication workers, all other</td>
<td>12,603</td>
<td>13,424</td>
<td>821</td>
<td>2,309</td>
<td>7%</td>
<td>$23.33</td>
</tr>
<tr>
<td>Advertising &amp; promotions managers</td>
<td>7,723</td>
<td>8,050</td>
<td>325</td>
<td>1,250</td>
<td>4%</td>
<td>$39.57</td>
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<tr>
<td>TOTALS</td>
<td>160,878</td>
<td>172,284</td>
<td>11,468</td>
<td>30,810</td>
<td>7%</td>
<td>$28.26</td>
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</tbody>
</table>

(Accessed from Centers of Excellent Environmental Scan Social Media February 2012)
Employers have indicated a need for an updating of skills as social media grows in prevalence, which the Social Media Program at Ventura College could provide. Additionally, the COE report indicated that the California Community Colleges are "well positioned" to provide these skills. Their report showed that 64% of employers said they would encourage workers to attend one-day seminars in social media and 51% would encourage workers to attend a certificate program in social media if offered by a community college. (Source: COE Environmental Scan on Social Media February 2012) The COE further stated that the California Community Colleges “can play a critical role in preparing the social media workforce through:

- The development of professional certificates
- The development of courses in social media to provide a skills update for professionals
- Embedding social media into current programs

They also indicated that offerings at community colleges were "sparse". Ventura College is prepared to fill that role.

**Attachment C: Student Survey**

The following survey was used to assess the interest of the Ventura College Business students in this program.

**Business Student Survey**
**October 2014**

Please participate in this survey by circling your response to each of the questions below. Thank you.

**What is your level of interest in courses focused on Social Media in Business?**

- 5 Considerable interest
- 4 Moderate interest
- 3 Some interest
- 2 Little interest
- 1 No interest

**What is your level of interest in courses focused on Entrepreneurship?**

- 5 Considerable interest
- 4 Moderate interest
- 3 Some interest
- 2 Little interest
- 1 No interest

**Would you be interested in completing a Certificate of Achievement or an Associate Degree in Social Media in Business?**

- Yes
- No
- Maybe

**Would you be interested in completing a Certificate of Achievement or an Associate Degree in Entrepreneurship?**

- Yes
- No
- Maybe

Results were as follows.

- 51% Moderate to considerable interest in Social Media courses
28%  Some interest in Social Media courses
79%  Total interest in Social Media courses

71%  Interest (Yes or Maybe) in Social Media Certificate of Achievement or Associate Degree in Social Media in Business
Hello Michael, Olivia, and Nan,

The automotive department wants to drop the following courses:
AUTO V14, V14LA, V14LB
AUTO V15, V15LA, V15LB
AUTO V16, V16LA, V16LB
AUTO V17, V17LA, V17LB
AUTO V18, V18L
AUTO V20, V20LA, V20LB
AUTO V22, V22LA, V22LB

These courses have been replaced by new courses per the NATEF accreditation requirements.

Please see the revised list of courses leading to a certificate. This revised path for an automotive certificate should be listed in the next college catalog.

Thanks for your help,

Andrew Cawelti “Andy”
Ventura College Automotive
805.289.6008 office
VENTURA COLLEGE

Associate of Science Degree/Certificate of Achievement: Automotive Technology

Item 3. Program Requirements
Associate of Science Degree/Certificate of Achievement: Automotive Technology

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Dept. Name/#</th>
<th>Name</th>
<th>Units</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core</td>
<td>AUTO V10</td>
<td>Introduction to Automotive Technology</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AUTO V14 LAB</td>
<td>Automotive Electrical Systems</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AUTO V14 LA</td>
<td>Automotive Chassis Electrical Laboratory</td>
<td>1.5</td>
<td></td>
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<tr>
<td></td>
<td>AUTO V14 LA</td>
<td>Automotive Electronics</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AUTO V14 LAB</td>
<td>Automotive Engine Electrical Systems</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AUTO V16</td>
<td>Automotive Fuel Systems</td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td>AUTO V16 LA</td>
<td>Automotive Fuel Systems Laboratories A</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AUTO V16 LA</td>
<td>Automotive Fuel Systems Laboratories B</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AUTO V16</td>
<td>Automotive Emission Control Systems</td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td>AUTO V16 LA</td>
<td>Automotive Emission Control Systems Laboratories A &amp; B</td>
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<td></td>
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<tr>
<td></td>
<td>AUTO V17</td>
<td>Automotive Drivability Diagnostics and Repair</td>
<td>2</td>
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</tr>
<tr>
<td></td>
<td>AUTO V17 LA</td>
<td>Automotive Drivability Diagnostics and Repair Laboratories A &amp; B</td>
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<tr>
<td></td>
<td>AUTO V17 LA</td>
<td>Automotive Heating/ and Air Conditioning</td>
<td>1.2</td>
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<td></td>
<td>AUTO V19 38L</td>
<td>Automotive Heating/ and Air Laboratory</td>
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<tr>
<td></td>
<td>AUTO V20 34</td>
<td>Automotive Engine Repair</td>
<td>3.2</td>
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<td></td>
<td>AUTO V20 LA</td>
<td>Automotive Engine Repair Laboratory A</td>
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<td></td>
<td>AUTO V20 LB</td>
<td>Automotive Engine Repair Laboratories B</td>
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<td></td>
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<tr>
<td></td>
<td>AUTO V22 30</td>
<td>Automotive Transmission and Drive Line</td>
<td>3.2</td>
<td></td>
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<tr>
<td></td>
<td>AUTO V22 LA</td>
<td>Automotive Transmission and Drive Line</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>AUTO V22 LB</td>
<td>Automotive Transmission and Drive Line</td>
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<td></td>
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<tr>
<td></td>
<td>AUTO V26</td>
<td>Automotive Brakes Service and Repair</td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td>AUTO V26 LA</td>
<td>Automotive Brakes Service and Repair</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AUTO V26 LB</td>
<td>Laboratories A &amp; B</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td>AUTO V28</td>
<td>Automotive Suspension Systems</td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td>AUTO V28 LA</td>
<td>Automotive Suspensions Laboratory</td>
<td>1</td>
<td></td>
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<td></td>
<td>AUTO V28 LB</td>
<td>Automotive Alignment Laboratory</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AUTO V30</td>
<td>Manual Transmissions and Driveline</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AUTO V30 L</td>
<td>Manual Transmissions and Driveline Laboratory</td>
<td>1</td>
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<td></td>
<td>AUTO V42</td>
<td>Automotive Engine Management</td>
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<td>Course Title</td>
<td>Units</td>
<td></td>
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<tr>
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<td>--------------------------------------------------</td>
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<td></td>
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<tr>
<td>AUTO V47</td>
<td>Engine Drivability</td>
<td>4</td>
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</table>

Select one (1) option:

**GROUP A**

One course (1.5 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTO V10</td>
<td>Introduction to Automotive Technology</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**GROUP B**

Two courses (3 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTO V11</td>
<td>Vehicle Maintenance for the Technician</td>
<td>2</td>
</tr>
<tr>
<td>AUTO V12</td>
<td>Introduction to Automotive Industry</td>
<td>1</td>
</tr>
</tbody>
</table>

Students needing to complete dealership internship requirements will take:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTO V96</td>
<td>Automotive Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Major Total: 40 – 41.5 units
College GE Requirements: 27.5-36.5 units
Electives (if needed):

Total Units: 67.5 - 78 units

Proposed Sequence:
Year 1, Fall =
Year 1, Spring =
Year 1, Summer =
Year 2, Fall =
Year 2, Spring =
Total Units:
## Associate in Science Degree

Certificate of Achievement

### BUSINESS MANAGEMENT

<table>
<thead>
<tr>
<th>REQUIRED COURSES:</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS V03 Introduction to Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS V30 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS V17 (was BIS V40) Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>BUS V31/SUP V94 Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS V45 Business Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

**REQUIRED ADDITIONAL COURSES:**

*Select one (1) of the following courses:

| BUS V32/SUP V93 Human Resource Management | 3     |
| BUS V33 Business Law                     | 3     |
| BUS V53 Legal Environment of Business    | 3     |

*Select one (1) of the following courses:

| BUS V34 Exercise in Management Decision Making | 3     |
| BUS V38/CD V38 Small Business Management     | 3     |
| BUSV40/SUP V92 Organizational Behavior       | 3     |
| BUS V43 Introduction to International Business | 3     |
| BUS V44/SUP V81 Business English             | 3     |
| **BUS V46 Marketing**                       | **3** |

Total Units: 21

### Recommended courses:

In addition to the required courses listed above, it is recommended that students who seek to obtain additional insight into the field of study consider taking one or more of the following courses: BUS V40, V43, V44; ECON V01A; SUP V81, V90, V96. Although these supplemental courses may be of value to the student, please note that they do **NOT** satisfy the requirements for this degree.
TO: Curriculum Committee  
From: Jennifer Parker, Department Chair of Child Development  

RE: Curriculum Actions  
Date: September 1, 2014  

Rational for changes to the Child Development course and program offerings:

1. The Child Development Advisory Committee has recommended more course work in infant and toddlers (CD V27 added), behavior management (CD V16 reinstated), and working with children with special needs (CD V18 reinstated, CD V20 added). The committee also recognized the challenge of students receiving advanced curriculum in only one area (CD V11, CD V14, and CD V19 deleted) and recommended an overall advanced curriculum class (CD V20 added).
2. The statewide curriculum alignment project (CAP) has created three areas of emphasis for community college alignment. VC’s Child Development program is CAP approved for the core 8 classes and will pursue alignment in the area of Infants and Toddlers and Children with Special needs.
3. The new college wide requirements for education plans and orientations have replaced the need for an introduction course to the major of Child Development (CD V01). Remaining curriculum content will be absorbed in other courses. Course will be deleted.
4. There has been more of an interesting in distance education classes, hence, courses have been written or revised to include distance education.
5. Change CD V63 as a co-requisite to a prerequisite in CD V64B so students are better prepared for this capstone/student teaching experience.
6. The course additions to the Child Development Degree and the Certificate of Achievement will provide students more choices in the directions of their education and careers. Students can become more skilled in the areas of curriculum, infants/toddlers, special needs, mentoring, or administration.
7. Two low unit Certificates of Achievement (Preschool/Child Development Associate Teacher, Infant-Toddler Care Teacher) have been proposed to serve three purposes:
   a. Capture better data of student success of students seeking entry-level employment as required by Community Care Licensing in the CA Department of Social Services, Title XXII. Fulfills an initiative identified in program review.
   b. Provide better information to students about education requirements for entry-level employment in private programs serving infants/toddlers and/or preschool children.
   c. Provide better information to students regarding the education requirements for a Child Development Permit at the Associate Teacher level.

The following summarizes the proposed curriculum additions, deletions, and changes:

Delete the following courses immediately: CD V01, CD V09, CD V11, CD V14,  
Delete after Spring 2015 semester: CD V19
Note: CD V01 has been deleted at our sister colleges, Moorpark and Oxnard, CD V11, CD V14, CD V19 are being deleted with the expectation that the new class CD V20 will fulfill the need for more education on curriculum.

Reinstate CD V16, CD V18 and change the units from 1.5 to 3

Add CD V23, CD27

Revisions to CD V05, CD V28, CD V29, CD V64B and CD V65

Changes to the Associate Degree in Science for Child Development
Changes to the Certificate of Achievement for Child Development
Addition of two Certificate of Achievements:
  Preschool/Child Development Associate Teacher, 12-unit
  Infant-Toddler Care Teacher, 12-unit
NON-SUBSTANTIAL CHANGE
Addition to and removal of courses from existing approved program

REVISED NARRATIVE TEMPLATE for a (credit) Traditional Associate Degree: Associate in Science (A.S.) Child Development

Item 3. Program Requirements

A.S. Child Development

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Dept. Name/#</th>
<th>Name</th>
<th>Units</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core</td>
<td>CD V01</td>
<td>Introduction to Careers in Child Development</td>
<td>3</td>
<td>Yr 1/2, Fall</td>
</tr>
<tr>
<td></td>
<td>CD V02</td>
<td>Child Growth and Development</td>
<td>3</td>
<td>Yr 1, Fall</td>
</tr>
<tr>
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<td>CD V05</td>
<td>Teaching in a Diverse Society</td>
<td>3</td>
<td>Yr 2, Fall/Spring</td>
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<tr>
<td></td>
<td>CD V24</td>
<td>Child Nutrition, Health and Safety</td>
<td>3</td>
<td>Yr 1, Summer</td>
</tr>
<tr>
<td></td>
<td>CD V61</td>
<td>Child, Family and Community</td>
<td>3</td>
<td>Yr 1, Fall/Spring</td>
</tr>
<tr>
<td></td>
<td>CD V62</td>
<td>Principles and Practices in Early Childhood Education</td>
<td>3</td>
<td>Yr 1, Fall/Spring</td>
</tr>
<tr>
<td></td>
<td>CD V63</td>
<td>Introduction to Curriculum in Early Childhood Education</td>
<td>3</td>
<td>Yr 2, Fall</td>
</tr>
<tr>
<td></td>
<td>CD V64A</td>
<td>Practicum in Early Childhood Education: Observation and Assessment</td>
<td>3</td>
<td>Yr 1, Spring</td>
</tr>
<tr>
<td></td>
<td>CD V64B</td>
<td>Practicum in Early Childhood Education: Field Experience</td>
<td>3</td>
<td>Yr 2, Spring</td>
</tr>
<tr>
<td>One course</td>
<td>CD V11</td>
<td>Language and Literacy in Early Childhood Education</td>
<td>3</td>
<td>Yr 2, Fall/Spring</td>
</tr>
<tr>
<td></td>
<td>CD V14</td>
<td>Creative Arts in Early Childhood Education</td>
<td>3</td>
<td>Yr 2, Fall/Spring</td>
</tr>
<tr>
<td></td>
<td>CD V19</td>
<td>Math and Science in Early Childhood Education</td>
<td>3</td>
<td>Yr 2, Fall/Spring</td>
</tr>
<tr>
<td></td>
<td>CD V10</td>
<td>Introduction to Children with Special Needs</td>
<td>3</td>
<td>Yr 1, Spring</td>
</tr>
<tr>
<td></td>
<td>CD V16</td>
<td>Behavior Management</td>
<td>3</td>
<td>Yr 2, Fall/Spring</td>
</tr>
<tr>
<td></td>
<td>CD V20</td>
<td>Curriculum and Strategies for Children with Special Needs</td>
<td>3</td>
<td>Yr 2, Fall/Spring</td>
</tr>
<tr>
<td></td>
<td>CD V23</td>
<td>Creative Experiences, Materials, and Environments in ECE</td>
<td>3</td>
<td>Yr 2, Fall/Spring</td>
</tr>
<tr>
<td></td>
<td>CD V27</td>
<td>Infant and Toddler Development</td>
<td>3</td>
<td>Yr 1, Fall/Spring</td>
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<tr>
<td></td>
<td>CD V28</td>
<td>Programs for Infant and Toddler Care and Education for Infants and Toddlers</td>
<td>3</td>
<td>Yr 2, Fall/Spring</td>
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<tr>
<td></td>
<td>CD V29</td>
<td>Adult Supervision in Early Childhood Education</td>
<td>2</td>
<td>Yr 2, Spring</td>
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<td>CD V65</td>
<td>Administration of Early Childhood Programs</td>
<td>3</td>
<td>Yr 2, Fall/Spring</td>
</tr>
<tr>
<td>Description</td>
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<td>Required Major Total</td>
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<tr>
<td>Electives (if needed)</td>
<td>2-3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>TOTAL UNITS</td>
<td>60</td>
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</tbody>
</table>

Proposed Sequence:
- Year 1, Fall = 15 units
- Year 1, Spring = 12 units
- Year 1, Summer = 3 units
- Year 2, Fall = 14 units
- Year 2, Spring = 16 units

TOTAL UNITS: 60 units
### Item 3. Program Requirements

Certificate of Achievement: Child Development

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Dept. Name/#</th>
<th>Name</th>
<th>Units</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core</td>
<td>CD V01</td>
<td>Introduction to Careers in Child Development</td>
<td>1</td>
<td>Yr 1/2, Fall</td>
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<tr>
<td></td>
<td>CD V02</td>
<td>Child Growth and Development</td>
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<td>Yr 1, Fall</td>
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<td>CD V05</td>
<td>Teaching in a Diverse Society</td>
<td>3</td>
<td>Yr 2, Fall/Spring</td>
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<td></td>
<td>CD V24</td>
<td>Child Nutrition, Health and Safety</td>
<td>3</td>
<td>Yr 1, Summer</td>
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<td>CD V61</td>
<td>Child, Family and Community</td>
<td>3</td>
<td>Yr 1, Fall/Spring</td>
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<td></td>
<td>CD V62</td>
<td>Principles and Practices in Early Childhood Education</td>
<td>3</td>
<td>Yr 1, Fall/Spring</td>
</tr>
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<td></td>
<td>CD V63</td>
<td>Introduction to Curriculum in Early Childhood Education</td>
<td>3</td>
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<td>CD V64A</td>
<td>Practicum in Early Childhood Education: Observation and Assessment</td>
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<td>Practicum in Early Childhood Education: Field Experience</td>
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<td>CD V11</td>
<td>Language and Literacy in Early Childhood Education</td>
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<td>Yr 2, Fall/Spring</td>
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<td>Yr 2, Fall/Spring</td>
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<td>Introduction to Children with Special Needs</td>
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<td>CD V16</td>
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<td>CD V20</td>
<td>Curriculum and Strategies for Children with Special Needs</td>
<td>3</td>
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<td></td>
<td>CD V23</td>
<td>Creative Experiences, Materials, and Environments in ECE</td>
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<td>Yr 1, Fall/Spring</td>
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<td>Programs for Infant and Toddler Care and Education for Infants and Toddlers</td>
<td>3</td>
<td>Yr 2, Fall/Spring</td>
</tr>
<tr>
<td></td>
<td>CD V29</td>
<td>Adult Supervision in Early Childhood Education</td>
<td>2</td>
<td>Yr 2, Spring</td>
</tr>
<tr>
<td></td>
<td>CD V65</td>
<td>Administration of Early Childhood Programs</td>
<td>3</td>
<td>Yr 2, Fall/Spring</td>
</tr>
</tbody>
</table>
Required Core Total
Electives (if needed)
TOTAL UNITS

25 24 units
2 3 units
28 26-27 units

Proposed Sequence:
Year 1, Fall = 26 units
Year 1, Spring = 6 units
Year 1, Summer = 2-3 units
Year 2, Fall = 6 units
Year 2, Spring = 6 units
TOTAL UNITS: 28 26-27 units

Or

Year 1, Fall = 13 12 units
Year 1, Spring = 12 units
Year 1, Summer = 2-3 units
TOTAL UNITS: 28 26-27 units
The Chancellor, in consultation with the Academic Senates, shall establish procedures that assure appropriate articulation of the District's educational programs with proximate high schools and baccalaureate institutions. The procedures also may support articulation with institutions, including other community colleges and those that are not geographically proximate but that are appropriate and advantageous for partnership with the District.

See Administrative Procedure 4050.
Articulation between VCCCD and Baccalaureate Institutions

The responsibility for the development, maintenance, and distribution of articulation agreements between VCCCD (Ventura College Community College District) and in-state community colleges and baccalaureate institutions is assigned to the individual Articulation Officers at each college in the District.

The Articulation review processes are defined for:

1. the Colleges of VCCCD
2. maintenance of existing articulation agreements of public and private in-state community colleges and/or public four-year institutions - California State University (CSU) and University of California (UC); and
3. private, independent, proprietary or out-of-state institutions.

The Colleges of VCCCD

The Articulation Officer:

- Annually reviews the type(s) of articulation agreement sought and updates the following articulation:
  - Transfer
  - General education/breadth requirements
  - Major preparation
  - Courses by department
  - Course-to-course
  - Other, such as admission or graduation by subject matter

- Coordinates with the other institution to exchange needed documentation, such as catalog or course outlines.

- Coordinates with on-campus department(s) to ensure accuracy of the proposed courses to be included in an agreement.

- Completes agreement.
Once approved by both institutions, the Articulation Officer ensures that information is appropriately publicized and updated through publications such as Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST), the college catalog, and the schedule of classes. The new articulation agreement will be publicized to faculty and students, in particular, the disciplines most directly affected by the agreement.

- VCCCD Comparable Course List with C-ID (Course Identification Number System)
- VCCCD General Education (GE) Placement List
- VCCCD Approved Course Identification Number System (C-ID) Course List

Maintenance of existing articulation agreements of in-state community colleges and/or public four-year institutions

The Articulation Officer:

Reviews and updates the following:

- University of California Transfer Course Agreement (UC TCA)
- California State University (CSU) Baccalaureate Level Course List
- Intersegmental Segmental General Education Transfer Curriculum (IGETC)
- CSU General Education/Breadth (CSU GE-Breadth) requirements
- CSU United States History, Constitution, and American Ideals Courses
- Course Identification Numbering System (C-ID)
- Articulation Agreements by Major (major prep)
- Articulation Agreements by Courses by Department (course-to-course)
- Other agreements, such as admission or graduation requirements by subject matter

The Process includes:

- Coordinating with the other institution to exchange needed documentation, such as catalog and/or course outlines, and/or syllabi are required, the Articulation Officer will request them from the respective division/department.
- Coordinating with on-campus department(s) to ensure accuracy of the proposed courses to be included in an agreement.
- Completing the agreement.
- Once completed, publicize the agreement.

Articulation agreements requests by other popular transfer destination campuses will be considered on case-by-case basis. Articulation priority will be given to VCCCD, CCCin-state community colleges, CSU and UC campuses and to state-mandated programs and projects (i.e., C-ID).
Articulation Officer reviews the type(s) of articulation agreement sought (see list in previous section).

The Articulation Officer:

- Researches the institution’s background, including the type and status of its accreditation, its educational philosophy, and the pros and cons of an articulation agreement.
- Meets with his or her counterparts at the District Colleges to review the research and seek unanimity for or against creating articulation with the subject institution.
- Reviews this research with the appropriate College Dean and EVP prior to the development of a potential agreement.

In the event of a lack of district-wide consensus on a proposal, the EVP refers that proposal to the College President, who will collaborate to make the final determination.

If the elements of a potential agreement do not align with the college mission, or appear not to serve the interest of students, the process is halted without further work.

If consensus is reached district-wide with the Articulation Officers, and if the College Dean and EVP have reviewed and approved the proposed agreement, the proposed agreement is forwarded to DCSL (District Council for Student Learning) for review.

Upon review and recommendation by DCSL, the proposed agreement is reviewed at Chancellor’s Cabinet prior to final signing by the Articulation Officer.

New Articulation Agreements

The Articulation Officer:

- Researches the institution’s background, including the type and status of its accreditation (VCCCD will only accept proposals from Regionally Accredited Institutions), its educational philosophy, and the pros and cons of an articulation agreement.
- Meets with his or her counterparts at the District Colleges to review the research and seek unanimity, consensus for or against creating an articulation agreement with the subject institution.
- Reviews this research with the appropriate College Dean and/or EVP prior to the development of a potential agreement.

In the event of a lack of district-wide consensus on a proposal, the EVP refers that proposal to the College President, who will collaborate to make the final determination.

If the elements of a potential agreement do not align with the college mission, or appear not to serve the interest of students, the process is halted without further work.

If consensus is reached district-wide with the Articulation Officers, and if the College Dean and EVP have reviewed and approved the proposed agreement, the proposed agreement is forwarded to DCSL DTRW-I (District Technical Review Workgroup-Instructional Council for Student Learning) for review.
Upon review and recommendation by DCSL DTRW-I, the proposed agreement is reviewed at Chancellor’s Cabinet prior to final signing by the Articulation Officer.

**Maintenance of Existing Articulation Agreements**

- The Articulation Officer;

  - Reviews and updates articulation agreements as requested and provided by the Outside Institutions and follows the same process as the In-State Community College or Four-year Institutions as outlined above.

**Articulation between VCCCD and High School Institutions**

The responsibility for the development of new, maintenance and high schools to and colleges articulation agreements, maintenance and distribution of existing articulation agreements, distribution of articulation agreements between VCCCD and the high schools is assigned to the individual Career Educational Specialist, to the appropriate individual, a dean or designee at each college in the District and is defined in AP 4051.

**New Articulation Agreements**

The Career Education Specialist:

- Coordinates the process of course reviews between the participating high school and the college.
- The high school and college discipline faculty are responsible for the curriculum review for comparability of courses, and
- The College discipline faculty will determine how courses and unit credits will be awarded for college credit.

**Maintenance of Existing Articulation Agreements**

The Career Education Specialist:

Reviews and updates of the high school articulation agreements are conducted when there are changes to the curriculum and on as-needed basis.
The responsibility for the development of new articulations, maintenance and distribution of articulation agreements between VCCCD and the high schools is assigned to the designated Career Education Specialist or designee at each college in the District.

**New Articulation Agreements**

- The Career Education Specialist or designee coordinates the process of course reviews between the participating high school and the college.
- The high school and college discipline faculty are responsible for the curriculum review for comparability of courses, and the college faculty determine which courses and unit credits will be awarded for college credit, and the method of evaluation of high school student work for credit petition.
- Completed articulation agreements are approved by the dean and faculty member of the course discipline and the high school administrator and teacher, and forwarded to each college’s curriculum committee as an informational item.
- Completed agreements are held by the Career Education Specialist or designee and respective dean at each campus.

**Maintenance of Existing Articulation Agreements**

- The Career Education Specialist or designee coordinates the review and update of the high school articulation agreements when there are changes to the curriculum and on as-needed-basis, and conducts an articulation agreement review at a minimum of once per year.

**The High School Articulation Agreement Credit By Exam Petition Process**

- The Career Education Specialist or designee ensures that high school students in classes with articulation agreements are enrolled as VCCCD students, that the students register in the designated articulation tracking database (i.e. CATEMA), that a college faculty member from the appropriate discipline evaluates the students’ work as per the agreement in each articulation, and that the registrar at each campus appends the awarded units of credit and grade to the transcripts of students who satisfactorily pass the examination for the completed articulated course and submit the approved petition.

See Board Policy 4050 and Administrative Procedure 4050.
The Chancellor will establish procedures that ensure distance education courses, training, and activities comply with applicable regulations and are consistent with District colleges’ missions and goals.

See Administrative Procedure 4105.
Definition

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. This definition includes both hybrid and fully online courses.

Course Approval

Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of instruction in a course replaces face-to-face time, or if an entire section of a course, is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020, Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Certification

When approving distance education courses, the Curriculum Committee (CC) will certify the following:

A. Course quality standards: The same standards of course quality are applied to distance education courses as are applied to traditional classroom courses.

B. Course quality determinations: Determinations and judgments about the quality of distance education courses are made in accordance with all CC course approval criteria and procedures.

C. Instructor contact: Each section of a course that is offered through distance education will include regular effective contact between instructor and students. Distance Education includes the following specifications of instructor/student contact:
1. **Instructor-initiated interaction:** In hybrid or fully online courses, ensuring regular effective instructor/student contact guarantees the student receives the benefit of the instructor’s presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. 

In a face-to-face instructional format, instructors are present at each class meeting and interact via class announcements, lectures, activities, and discussions, which take a variety of forms. In hybrid and online instructional formats, instructors will regularly initiate interaction with students to assess if they are doing all of the following:

   a) Accessing and comprehending course material
   b) Participating regularly in course activities

Faculty office hours are not included as fulfilling the regular effective contact requirement and are a separate requirement. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor-initiated interaction.

Instructor-initiated interaction will create an environment of academic integrity that discourages fraud in the form of student misrepresentation and constitutes a means for the following:

   a) Monitoring satisfactory progress, defined as earning grades consistent with a final course grade of a “C” or “Pass”
   b) Tracking student attendance
   c) Determining the last day of attendance for students who drop the course via the following methods:
      - Prior to the first census date, the instructor will initiate an activity that requires student participation
      - The instructor will include various robust assessments and assignments on a frequent basis throughout the semester

2. **Frequency of interaction:** Distance education courses are considered the virtual equivalent of traditional classroom courses; thus, the frequency of instructor/student interaction in a distance education course will be at least the same as would be established in its face-to-face counterpart. At the very least, the number of instructor contact hours per week that would be available for face-to-face students will also be available, in asynchronous and/or synchronous mode, with students in the distance education format (based on the Carnegie unit). Given the nature of asynchronous instructional methodologies, contact shall be distributed in a manner that ensures regular instructor/student contact is maintained over the course of a week and the duration of the term and should occur as often as is appropriate for the course.

3. **Establishing expectations and managing unexpected instructor absence:** An instructor- and/or department-established policy describing the frequency and timeliness of instructor-initiated contact and instructor feedback will be posted in the syllabus and/or other course documents made available to students when the course officially opens each semester. This information will also refer students to the section in the college catalog on student rights and responsibilities.
During the course, instructors will notify students when they must be out of contact beyond what is described in the course documents as mentioned above. This notification will include when students can expect regular effective contact to resume. If the offline time results in a lengthy absence (e.g., more than three or four instructional days, excluding holidays and weekends), the instructor will file an absence report so that a substitute instructor may be secured per college policies to assist students while the instructor is unavailable. It is the instructor’s responsibility to evaluate and determine whether the length of the anticipated absence in regular effective contact will exceed three or four instructional days (excluding holidays and weekends) and, if so, to notify the department chair of the need for a substitute.

4. Quality of contact: Regarding the type of contact that will exist in all Ventura distance education courses, instructors will use a variety of means to initiate contact with students, such as the following:

a) Threaded discussion forums (with appropriate instructor participation)
b) “Questions for the instructor” forums
c) General email
d) Weekly announcements
e) Timely and frequent feedback for student work
f) Instructor-prepared electronic lectures or introductions in the form of electronic lectures to any publisher-created materials (written, recorded, broadcast, etc.) that, combined with other course materials, create the virtual equivalent of the face-to-face class.

In addition, instructors shall enable effective instructor/student interaction in distance education courses by doing all of the following:

a) Allocating sufficient hours per week for contact. This may include informing students of the option to meet on a face-to-face basis or via web conferencing or via telephone.
b) Conducting student/instructor interaction with similar care and attention to students as that which occurs during face-to-face office hours and meetings.
c) Responding to student emails, postings, phone calls, etc., in a timely manner.
d) Duration of approval: All distance education courses approved under this procedure will continue to be in effect unless substantive changes are made to their official course outlines of record.

Verification of Student Identity

Consistent with federal regulations pertaining to federal financial aid eligibility, the district must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The district will provide to each student at the time of registration a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Chief Instructional Officer shall ensure the institution utilizes one or more of these methods to authenticate or verify student identity:
A. Secure login and password to enable authenticated access to student information and course management system
B. Proctored examinations.
C. New or other technologies and practices that are effective in verifying student identification.

Student Support Services

The colleges will assure that distance learners have reasonable access to student support services that are comparable to those services provided to on-campus learners.
Granting unit credit for a course by examination is based on the principle that previous experience, training, or instruction is the equivalent of a specific course taught by the college.

**Courses Eligible for Credit by Examination:**

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

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

- **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 3- to 6 units of credit for each exam (3 units for one-semester courses and 6 units for two-semester courses).
- **International Baccalaureate (IB):** Students who complete the IB diploma with a score of 30 or above will receive 20 units of credit. Students completing IB Higher Level examinations with scores of 5, 6 or 7 will receive 6 units of credit for each exam. 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.
- **College Level Examination Program (CLEP):** Students who earn scores of 50 or higher on a CLEP exam will receive 3 to 6 units, depending on the exam.
- **College Examinations:** Students receive credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog.
- **High School to College Articulation:** high school students may be granted college credit pursuant to established articulation agreements between the high school and college. Credit will be awarded as “credit by examination.” Credit will be awarded with a letter grade and notated as “Credit By Exam.” The per-unit fee for credit by examination will not be charged for credit awarded under this provision.

**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 college faculty in
collaboration with the Academic Senates and Consultation Council.

To Receive Credit for AP, IB and CLEP Examinations:

- 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 faculty at each college of the district 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.
- Units (Credits) granted for the AP, IB or CLEP exams will not be subject to the unit limits for credit-by-exam or PASS/NO PASS grading which otherwise apply within the district.

To Receive Credit by Examination for a Locally Administered Test:

- Official transcripts of all previous coursework must be on file with the college before a petition for credit by examination is submitted to a counselor.
- The appropriate petition, a "Petition for Credit by Examination," 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.
- The examination is to be administered prior to the last day of the final examination period.

Determination for Eligibility for Credit by Examination (locally administered test):

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

Credits, Units and Grades Recorded for Credit by Examination (locally administered test):

- Credit units are assigned for work of such quality as to warrant a letter grade of "C" or better.
- The student will receive the appropriate credit units if he or she satisfactorily passes the examination.
- no other grade or units will be recorded.
- Transcript entries shall distinguish credit units obtained by examination from credit units obtained as a result of regular course enrollment.
- Students who are unsuccessful in an attempt to challenge by examination will not receive a NP (no pass) grade, and no record of the attempt for credit by examination will appear on a student's transcript.
- 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.

**To Receive Credit by Examination for a High School Articulated Course:**

- The student will apply online to one of the colleges in the VCCCD and create an account in the CATEMA tracking system.
- The High School Petition for Credit by Examination with required signatures will be completed at the time the student is enrolled in the equivalent high school course and submitted to the registrar after the student successfully completes the course as a record of the request.
- The student passes the college’s course via a comprehensive exam or evaluation determined solely by college faculty in the discipline.

**Determination for Eligibility for Credit by Examination (High School Articulated Course):**

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

**Credits Units and Grades Recorded for Credit by Examination (High School Articulated Course):**

- Credit units are assigned for work of such quality as to warrant a letter grade of "C" or better.
- The student will receive the appropriate credit units if he or she satisfactorily passes the examination; a letter grade and units will be recorded and "Credit By Examination" will be notated on the transcript for the term in which it was earned.
- Students who are 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 student’s transcript.

**Limits of Credit by Examination (All Methods):**

- Students may challenge a given course only once.
- Credits acquired by examination are not applicable to meeting of such unit load requirements as credits acquired by examination are not counted in determining the 12 semester hours of credit in residence required for an Associate Degree.
- Students should be aware that other colleges may not accept credit by examination for transfer purposes.
- A student should be advised that the use of units granted through Credit by Examination to establish 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 or 4 courses under the Credit by Examination policy towards an Associate Degree or Certificate of Achievement, except that units awarded for AP, IB and CLEP examinations shall not be subject to such limit.
- 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 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 the administrator responsible...
for vocational programs, or where the curriculum in occupational programs makes it necessary. See Board Policy 4235, Board Policy and Administrative Procedure 4050, and Administrative Procedure 4051.
**RECRUITMENT:**

**CORE:**
While we welcome and would benefit from additional CSU reviewers in most disciplines, the following disciplines urgently need additional CSU reviewers to review the indicated descriptors:

- Anthropology: 110, 115L, 120, 130
- Art History: All descriptors.
- *FTVE: All descriptors.*
- Political Science: All descriptors.
- *Spanish: All descriptors.*
- Studio Arts: All descriptors.
- Theater: 114

*Highest priority. In addition, we need CCC reviewers for both FTVE and theatre. Please email krystinne@asccc.org if you have CCC/CSU faculty recommendations, or are interested in serving!*

**DISCIPLINE UPDATES:**

**Biotechnology:**
Five Biotechnology descriptors are vetting and need feedback from statewide faculty. Please encourage your discipline faculty to participate in the vetting by Friday, February 13, 2015: [https://c-id.net/forum.html](https://c-id.net/forum.html)

**Emergency Medical Services:**
Six Emergency Medical Services (EMS) descriptors are vetting and need feedback from statewide faculty. Please encourage your discipline faculty to participate in the vetting by Friday, February 20, 2015: [https://c-id.net/forum.html](https://c-id.net/forum.html)

**CCCO TEMPLATES:**
The following are the CCCCO Templates that are scheduled to be released on February 1, 2015:

- Agriculture – Plant Sciences
- Biology
- Chemistry
- Child and Adolescent Development
- Film/TV/Electronic Media
- Nutrition and Dietetics

You can access the templates [here.](#)

**ANNOUNCEMENTS:**

**Disciplines in Progress:**
The following faculty discipline review groups (FDRGs) are in the process of convening to consider the development of descriptors and TMCs: Social Work, Allied Health/Exercise Science, Diversity Studies, and Global and International Studies. These disciplines are looking specifically to develop area of emphasis (AOE) TMCs. The final names of these potential TMCs have yet to be determined. Environmental Science is waiting on CSU appointments; once appointments are made to the discipline FDRG, work will begin on TMC and associated descriptors. The Graphic Arts/Graphic Design FDRG is now complete and will begin work on the TMC and any associated descriptors.

**TCSU Courses Expired in C-ID**
All TCSU submissions in C-ID expired on December 31, 2014. If you haven't already, we urge you to submit the appropriate course(s) in place of the expired TCSU submission in the system. Please email krystinne@asccc.org if you have any questions.

**Reminder! 5-Year Descriptor Review:**
The FDRGs for Communication Studies, Psychology, and Sociology finished reviewing feedback from the general call for comment period. Minor changes were made to many of the descriptors that will **not** require resubmission of courses. A follow up survey with the changes to the descriptors is now available for feedback through **February 20, 2015.** Below is a link to each of the discipline survey. Please encourage your faculty to review and respond to the proposed changes.

- Communication Studies
- Psychology
- Sociology

**AO Open Forum:**
The next AO Open Forum is scheduled for **Wednesday, February 18, 2015- 10:15 a.m. to 12:00 p.m.** If there are agenda items you would like to propose for the upcoming call, please email Krystinne@asccc.org with the item(s) by Monday, February 9, 2015, 12:00 p.m. The agenda will be sent out on the CIAC listserv on Wed, February 11.

**Reminder for CCC AOs:**
In light of the upcoming June 2015 deadline for C-ID approval of courses in ADTs, we encourage you to review your approved ADTs to confirm that all of the required courses that are specified by C-ID in the associated Chancellor's Office Template have maintained or obtained the required C-ID designation. Please keep in mind that C-ID submission may not have been necessary when you initially submitted your degree.

**DATA ON COURSES SUBMITTED TO C-ID:**
The information below is meant to provide a snapshot of the status of the disciplines that are current and those that have a backlog. In the backlogged disciplines, descriptors that are required in a TMC are being given the highest priority. With the exception of music, CSU reviewers are critical to clearing the backlog in all of these disciplines. "Submitted" means the course is in the queue but has yet to be assigned to a reviewer. "In Progress" means the course has been assigned to one or more reviewers – and one or both reviews may be complete.

### List of disciplines with fewer than 10 courses in progress (as of 1/20/2015):

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Total # of Courses</th>
<th>Total # Approved</th>
<th># Submitted</th>
<th># In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development</td>
<td>218</td>
<td>202</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Administration of Justice</td>
<td>773</td>
<td>596</td>
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<td>2</td>
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<td>7</td>
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<td>Computer Science</td>
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<td>240</td>
<td>4</td>
<td>8</td>
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<td>Accounting</td>
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<td>190</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Communication Studies</td>
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<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Early Childhood Education</td>
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<td>509</td>
<td>0</td>
<td>9</td>
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<tr>
<td>English</td>
<td>1136</td>
<td>950</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Philosophy</td>
<td>372</td>
<td>289</td>
<td>2</td>
<td>9</td>
</tr>
</tbody>
</table>

### List of disciplines with a serious backlog (as of 1/20/2015):

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Total # of Courses</th>
<th>Total # Approved</th>
<th># Submitted</th>
<th># In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Arts</td>
<td>1137</td>
<td>333</td>
<td>40</td>
<td>647</td>
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<tr>
<td>Mathematics</td>
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<td>Music</td>
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<td>7</td>
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<td>History</td>
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<td>Spanish</td>
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