Curriculum Committee

Minutes

Multidisciplinary Center West Conference Room (MCW-312)
February 3, 2015 at 3:00pm

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

CALL TO ORDER
A. Gonzales called the meeting to order at 3:07 p.m.

VOTING MEMBERS PRESENT: G. Arevalo, M. Bowen, C. Branciforte, T. Dalton, N. Fredrickson, A. Gaines, A. Gonzales (co-chair), R. Koerner, D. Newcomb, Ryan Petitfils, and C. Wendt.
[ABSENT: P. King, and D. Young (note vacant seats: AFT Representative, 1 representative from Distance Education, Professional Development, Social Science & Humanities Division, and 2 representatives from Communications & Learning Resources division)]

NON-VOTING MEMBERS PRESENT: S. Bricker, O. Duangpun, P. Jefferson (co-chair), D. Kumpf, and O. Long. *(ABSENT: ASVC Rep, T. Harrison, Gwendolyn Lewis-Huddleston, V. Lugo, K. Schrader and L. Wright)*

GUESTS: Alex Kolesnik and Jenchi Wu

Motion to reorder the agenda made by G. Arevalo, second by M. Bowen
Final Resolution: Motion was approved.
Yes: G. Arevalo, M. Bowen, C. Branciforte, T. Dalton, N. Fredrickson, A. Gaines, A. Gonzales (co-chair), R. Koerner, D. Newcomb, and C. Wendt.
Abstentions: R. Petitfils

Discussion ensued regarding agenda Section Three, Item F. Roles and Responsibility of Curriculum Committee Members. Please reference that item for notes.

APPROVAL OF MINUTES: December 2, 2014
A. Gonzales called for a motion to approve the minutes.
Motion by M. Bowen, second by D. Newcomb
Final Resolution: Motion was approved.
Yes: G. Arevalo, M. Bowen, C. Branciforte, T. Dalton, N. Fredrickson, A. Gaines, A. Gonzales (co-chair), R. Koerner, D. Newcomb, and C. Wendt.
Abstentions: R. Petitfils

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
ART V50C	Handbuilding Ceramics III	3 units
ART V50D	Handbuilding Ceramics IV	3 units
BUS V49*	Introduction to Social Media Marketing	3 units
*motion amended for first reading only on this course		
BUS V50	Public Relations	3 units
HED V22	Health and Social Justice	3 units
HED V32	Principles of Food with Lab	3 units

Motion by M. Bowen, amended with BUS V49 first reading only, all others first and second reading, motion seconded by D. Newcomb
Discussion: Jenchi Wu presented the Art courses, Debbie Newcomb presented the Business courses, and Raeann Koerner presented the Health Education courses. Discussion ensued regarding repeatability, transfer and C-ID.
Final Resolution: Motion was approved.
Yes: G. Arevalo, M. Bowen, C. Branciforte, T. Dalton, N. Fredrickson, A.

> Gaines, A. Gonzales (co-chair), R. Koerner, D. Newcomb, R. Petitfils, and C. Wendt.

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)

> Motion by M. Bowen, to vote separately on each course, motion second by R. Koerner
> Final Resolution: Motion was approved.
> Yes: G. Arevalo, M. Bowen, C. Branciforte, T. Dalton, N. Fredrickson, A. Gaines, A. Gonzales (co-chair), R. Koerner, D. Newcomb, R. Petitfils, and C. Wendt.
>
> - **ART V50A**
>   **T- from** *'Beginning Handbuilding'* **to** *'Handbuilding Ceramics I'*
>
> Motion by M. Bowen, second by G. Arevalo
> Final Resolution: Motion was approved.
> Yes: G. Arevalo, M. Bowen, C. Branciforte, T. Dalton, N. Fredrickson, A. Gaines, A. Gonzales (co-chair), R. Koerner, D. Newcomb, R. Petitfils, and C. Wendt.
>
> - **HED V9301**
>   **ID- from** *'HED V93'* **to** *'HED V01'*
>
> Motion by G. Arevalo, for first reading pending revision prior to second reading, second by M. Bowen
> *Discussion ensued regarding the impetus for the ID change and the unintended consequences regarding the change were discussed. R. Koerner agreed to an effective date of Fall 2016.*
> Final Resolution: Motion was approved.
> Yes: G. Arevalo, M. Bowen, C. Branciforte, T. Dalton, N. Fredrickson, A. Gaines, A. Gonzales (co-chair), R. Koerner, D. Newcomb, R. Petitfils, and C. Wendt.

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"***
   >   *motion for first reading only on this course*
   >
   > Motion by A. Gonzales, with BUS V49 first reading only, all others first and second reading, motion seconded by D. Newcomb
   > *Discussion: Jenchi Wu presented the Art courses, Debbie Newcomb presented the Business courses, and Raeann Koerner presented the Health Education courses. Discussion ensued regarding repeatability, transfer and C-ID.*
   > Final Resolution: Motion was approved.
   > Yes: M. Bowen, C. Branciforte, T. Dalton, N. Fredrickson, A. Gaines, A.

Gonzales (co-chair), R. Koerner, D. Newcomb, R. Petitfils, and C. Wendt. Abstentions: G. Arevalo

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)

  D. Newcomb presented the program proposals.

  Motion by D. Newcomb, for first reading with revision to course ID on last line from BUS V48 to BUS V47, second by M. Bowen
  Final Resolution: Motion was approved.
  Yes: G. Arevalo, M. Bowen, C. Branciforte, T. Dalton, N. Fredrickson, A. Gaines, A. Gonzales (co-chair), R. Koerner, D. Newcomb, R. Petitfils, and C. Wendt.

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**
  V14/V14LA/V14LB/V15/V15LA/V15LB/V16/V16LA/V16LB/V17/V17LA/ V17LB/V18/V18L/V20/V20LA/V20LB/V22/V22LA/V22LB

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 V93_01_** **(CO, CC)**~~ *pulled*
- **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 V93_01_**~~ *pulled*
  ~~**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)

Motion by M. Bowen, pulling HED V01 from section C and F, second by R. Koerner
Final Resolution: Motion was approved.
Yes: G. Arevalo, M. Bowen, C. Branciforte, T. Dalton, N. Fredrickson, A. Gaines, A. Gonzales (co-chair), R. Koerner, D. Newcomb, R. Petitfils, and C. Wendt.

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

   P. Jefferson stated that the committee needed a permanent co-chair elected. A brief discussion ensued regarding process. P. Jefferson stated that nominations should be forwarded to him before the next meeting in order for a vote to occur at the next meeting.

B. Course Proposals for which SLOs are unavailable (Information) – M. Bowen
   M. Bowen noted that he encountered a couple of courses during technical review that were missing SLOs. After a brief discussion, it was reiterated that courses missing SLOs would not be passed to the next level of tech review until the SLOs were entered.

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

   A. Gonzales provided an update and shared information about a discussion that occurred regarding DTRW-I curriculum agenda items that would be informational and not forwarded to the Board of Trustees.

D. Non-Credit Instruction and Training (Information/Discussion) – G. Arevalo
   G. Arevalo provided an update regarding organizing the training for non-credit instruction.

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

   G. Arevalo presented the information from the agenda packet.

F. Roles and Responsibility of Curriculum Committee Members (Information) – G. Arevalo
   G. Arevalo stated her concerns regarding the agenda format and brown act compliance. She provided handouts. A discussion ensued. A. Gonzales noted that a discussion regarding roles and responsibilities occurred at the technical review meeting and is ongoing.

G. Other
   G. Arevalo noted that the Police Academy was coming back and would be on the next agenda to be effective Fall 2015.

A. Gonzales adjourned the meeting at 4:41pm

NEXT MEETING
February 17, 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:

(signature)	1/26/15		
Originator	Date	Department Faculty	Date
(signature)	1/26/15		
Department Chair	Date	Department Faculty	Date
Kathleen Schrader	1-26-15		
Division Dean	Date	Department Faculty	Date
Stephanie A Bravo	1/26/15		
Department Faculty	Date	Department Faculty	Date
Ken Drake	1/26/15		
Department Faculty	Date	Department Faculty	Date
(signature)	1-26-15		
Department Faculty	Date	Department Faculty	Date

Attach additional signature page if needed.
Submit this form with your proposal, including supporting documentation to the Curriculum Committee for approval.

SOCIAL MEDIA MARKETING

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

REQUIRED COURSES:		Units
BUS V30	Introduction to Business	3
BUS V45	Business Communication	3
BUS V46	Marketing	3
*BUS V49	Introduction to Social Media Marketing	3
*BUS V50	Public Relations	3
BUS V95	Business Internship	2

REQUIRED ADDITIONAL COURSES:
Select one (1) of the following courses:

BUS V38/CDV38	Small Business Management	3
BUS V48	Sales	3
		20

* Course was submitted and is pending curriculum approval

SOCIAL MEDIA MARKETING PROGRAM

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.

Here are some facts from the 2013 Social Media Marketing Industry Report:
(http://www.socialmediaexaminer.com/SocialMediaMarketingIndustryReport2013.pdf Accessed 09-21-14)
 · 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

Requirements	Dept. Name/#	Name	Units	Sequence
Required Core (17 units)	BUS V30	Introduction to Business	3	Yr 1, Fall
	BUS V45	Business Communication	3	Yr 1, Fall
	BUS V46	Marketing	3	Yr 1, Spring
	BUS V49	Introduction to Social Media Marketing	3	Yr 2, Fall
	BUS V50	Public Relations	3	Yr 2, Fall
	BUS V95	Business Internship	2	Yr 2, Spring
One Elective (3 units)	BUS V38/CD V38	Small Business Management	3	Yr 1, Spring
	BUS V48	Sales	3	Yr 2, Spring

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

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 = 14 units
TOTAL UNITS: 57-59 units

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".[1]

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[1]http://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

CB01: Course Department Number	CB02: Course Title	FY 2013		FY 2014	
		Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
BUS V30	Introduction to Business	16	531	17	568
BUS V45	Business Communication	5	148	5	141
BUS V46	Marketing (new course effective Fall 2015)	*	*	*	*
BUS V49	Introduction to Social Media Marketing (new course pending approval)	*	*	*	*
BUS V50	Public Relations (new course pending approval)	*	*	*	*
BUS V95	Business Internship	*	*	*	*
BUS V38/CD V38	Small Business Management	4	93	3	80
BUS V48	Sales (new course	*	*	*	*

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[2] Centers of Excellence Environmental Scan Social Media, California, February 2012

[3] Centers of Excellence Environmental Scan Social Media, California, February 2012

	approved but not yet offered)				

* New course – no data available – student survey was completed

(B) Survey

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.

Interest in courses focused on Social Media in Business	79% Some to considerable interest
Interest in a COA or AS Degree in Social Media in Business	71% Yes or Maybe

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% or 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.

Attachments:
  A. Business Advisory Council Minutes
  B. Labor Market Information
  C. Student Survey

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@vcccd.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.   <u>Small Business</u> is one of those sectors. Here is a link the their web page:

    - <u>http://doingwhatmatters.cccco.edu/</u>

- **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

BAC MEMBER	Company	Q1 – Any changes in skills	Q2 – Certifications	Q3 – Entrepreneur	Q4 – Social Media	Comments
Carolyn Herrera	Quest Temps	N	N	Y	Y	
Lu Setnicka	Setnicka Consulting	Y	Y	Y	Y	Interviewing & presentation skills seem to be lacking so emphasis is needed on these. Also social media channels, Word, Excel & PowerPoint
Paul Newman	SGB-NIA Insurance	Y	Y	Y	Y	Computer & communications
Kay Wigton	Union Bank	–	–	Y	Y	These programs are very much needed
Jerome Williams	Sansum Clinic	Y	Y	Y	Y	Sales course is critical! Social media students should learn to use it to promote, build and inform. Entrepreneur curriculum is aggressive for entry-level students. Be sure to cover entrepreneur vs employee, problem solving, understanding the market, market research, & product development. Stay abreast of gov't changes, have entrepreneurial approach to employment.
David Fleisch	County of Ventura	N	N	Y	Y	
Lesa Caputo	Beneflex	Y	N	Y	Y	New skills needs: operational management, Human Resources generalist experience, training, and finance. Social media and marketing
Harriet Cohen	Training Solutions			M	M	Supports degrees only if they are practical and not theorectical. They must be future-thinking. Social Media: strongly linked to marketing, branding, and identifying the psychographic target. It needs to focus on the mission and vision of a business and understand if and how social media in all its forms is used. The forms range from websites and blogs to e-books, video, and linked in google, facebook, Instagram Pinterest, SEO and more. I would like to see more classes aimed at developing the specifics. Entrepreneur: focus on business basics. An entrepreneur is one who takes risks, see possibilities, seeks alternatives, and often finds a new path. I would like to see more on future trends. Students need the foundational tools to succeed, want to know how to get funding, from crown sourcing to angel investors to venture capital. They want to find collaborators who share their vision. They flourish in environments that are completely interactive and stretch their beliefs.
Patricia Duffy	WIB	Y	N	Y	Y	Credentials must be recognized by employer to be of value. Soft skills and critical thinking skills being requested by employers
TOTALS						
Respondents	9			8 Yes	8 Yes	
				1 Maybe	1 Maybe	
				89%	89%	

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).

Exhibit 1: Social Media Occupation Groups

Public Relations	Marketing & Media Communications	Business	Social Media Management
Management, oversight, and implementation of social media	Advertising, generating business, maintaining customer loyalty	Developing the relationship between social media, sales, and customer relationships	Leveraging social media to gain a competitive advantage

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

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.

Exhibit 3: 2011 Employment, 5-year Growth, and Replacement Jobs, California

Job Title	2011 Jobs	2016 Jobs	New Jobs	Total Job[12] Openings	% Change	Average Hourly Wages
Sales representatives, services, all other	86,599	91,804	5,205	15,947	6%	$27.61
Public relations specialists	36,243	40,239	3,996	8,290	11%	$29.58
Advertising sales agents	17,708	18,829	1,121	3,014	6%	$27.33
Media and communication workers, all other	12,603	13,424	821	2,309	7%	$23.35
Advertising & promotions managers	7,725	8,050	325	1,250	4%	$39.57
TOTALS	**160,878**	**172,346**	**11,468**	**30,810**	**7%**	**$28.26**

(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	4	3	2	1
Considerable interest	Moderate interest	Some interest	Little interest	No interest

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

5	4	3	2	1
Considerable interest	Moderate interest	Some interest	Little interest	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

From:	Andrew Cawelti
Sent:	Saturday, January 24, 2015 11:16 AM
To:	Michael Bowen; Olivia Long; Ornpawee Duangpun
Cc:	Kathleen Schrader; Eric Irwin; acawelti@hotmail.com
Subject:	Automotive Courses listed in Catalog
Attachments:	AutoTech_Requirements2015.docx; Certificate in Automotive Technology_VC2015.docx

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

NON-SUBSTANTIAL CHANGE
Addition to and removal of courses from existing approved program

VENTURA COLLEGE

Associate of Science Degree/Certificate of Achievement: Automotive Technology

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

Requirements	Dept. Name/#	Name	Units	Sequence
Required Core (~~41.5~~ *38.5* units)	~~AUTO V10~~	~~Introduction to Automotive Technology~~	1.5	
	AUTO V~~14~~ *27*	Automotive Electrical ~~Systems~~	~~4~~ *2*	
	AUTO V~~14LA~~ *27L*	Automotive ~~Chassis~~ Electrical Laboratory	1.*5*	
	AUTO V43	***Automotive Electronics***	***2***	
	AUTO V~~14LB~~ *V43L*	Automotive ~~Engine Electrical Systems~~ *Electronics* Laboratory	1.*5*	
	~~AUTO V15~~	~~Automotive Fuel Systems~~	~~2~~	
	~~AUTO 15LA~~	~~Automotive Fuel Systems Laboratories A~~	~~1~~	
	~~AUTO V15LB~~	~~Automotive Fuel Systems Laboratories B~~	~~1~~	
	~~AUTO V16~~	~~Automotive Emission Control Systems~~	~~2~~	
	~~AUTO V16LA~~	~~Automotive Emission Control Systems~~	~~1~~	
	~~AUTO V16LB~~	~~Laboratories A & B~~	~~1~~	
	~~AUTO V17~~	~~Automotive Drivability Diagnostics and Repair~~	~~2~~	
	~~AUTO V17LA~~	~~Automotive Drivability Diagnostics and Repair~~	~~1~~	
	~~AUTO V17LB~~	~~Laboratories A & B~~	~~1~~	
	AUTO V~~18~~ *38*	~~Automotive~~ Heating~~/~~ *and* Air Conditioning	~~1~~ *2*	
	AUTO V~~18L~~ *38L*	~~Automotive~~ Heating~~/~~ *and* Air Laboratory	1	
	AUTO V~~20~~ *34*	~~Automotive~~ Engine Repair	~~3~~ *2*	
	AUTO V~~20LA~~ *34L*	~~Automotive~~ Engine Repair Laboratory ~~A~~	2	
	~~AUTO V20LB~~	~~Automotive Engine Repair Laboratories B~~	~~1~~	
	AUTO V~~22~~ *30*	Automotive Transmission ~~and Drive Line~~ *Diagnosis and Repair*	~~3~~ *2*	
	AUTO V~~22LA~~ *30L*	Automotive Transmission ~~and Drive Line~~ *Diagnosis and Repair* Laboratory ~~A~~	2	
	~~AUTO V22LB~~	~~Automotive Transmission and Drive Line Laboratories B~~	~~1~~	
	AUTO V26	Automotive Brakes Service and Repair	2	
	AUTO V26LA	Automotive Brakes Service and Repair	1	
	AUTO V26LB	Laboratories A & B	1	
	AUTO V28	Automotive Suspension Systems	2	
	AUTO V28LA	Automotive Suspensions Laboratory	1	
	AUTO V28LB	Automotive Alignment Laboratory	1	
	AUTO V30	***Manual Transmissions and Driveline***	***2***	
	AUTO V30L	***Manual Transmissions and Driveline Laboratory***	***1***	
	AUTO V42	***Automotive Engine Management***	***4***	

	AUTO V47	Engine Drivability	4	
Select one (1) option:				
GROUP A **One course** **(1.5 units)**	AUTO V10	Introduction to Automotive Technology	1.5	
GROUP B **Two courses** **(3 units)**	AUTO V11 AUTO V12	Vehicle Maintenance for the Technician Introduction to Automotive Industry	2 1	
Students needing to complete dealership internship requirements will take:				
	AUTO V96	Automotive Internship	3	

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

REQUIRED COURSES:		Units
BUS V03	Introduction to Accounting	3
BUS V30	Introduction to Business	3
BUS V17 (was BIS V40)	Computer Applications	3
BUS V31/SUP V94	Organization and Management	3
BUS V45	Business Communications	3

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*
		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

Requirements	Dept. Name/#	Name	Units	Sequence
Required Core (~~25~~ **24** units)	~~CD V01~~	~~Introduction to Careers in Child Development~~	~~1~~	~~Yr 1/2, Fall~~
	CD V02	Child Growth and Development	3	Yr 1, Fall
	CD V05	Teaching in a Diverse Society	3	Yr 2, Fall/Spring
	CD V24	Child Nutrition, Health and Safety	3	Yr 1, Summer
	CD V61	Child, Family and Community	3	Yr 1, Fall/Spring
	CD V62	Principles and Practices in Early Childhood Education	3	Yr 1, Fall/Spring
	CD V63	Introduction to Curriculum in Early Childhood Education	3	Yr 2, Fall
	CD V64A	Practicum in Early Childhood Education: Observation and Assessment	3	Yr 1, Spring
	CD V64B	Practicum in Early Childhood Education: Field Experience	3	Yr 2, Spring
One course (2-3 units)	~~CD V11~~	~~Language and Literacy in Early Childhood Education~~	~~3~~	~~Yr 2, Fall/Spring~~
	~~CD V14~~	~~Creative Arts in Early Childhood Education~~	~~3~~	~~Yr 2, Fall/Spring~~
	~~CD V19~~	~~Math and Science in Early Childhood Education~~	~~3~~	~~Yr 2, Fall/Spring~~
	CD V10	*Introduction to Children with Special Needs*	*3*	*Yr 1, Spring*
	CD V16	*Behavior Management*	*3*	*Yr 2, Fall/Spring*
	CD V20	*Curriculum and Strategies for Children with Special Needs*	*3*	*Yr 2, Fall/Spring*
	CD V23	*Creative Experiences, Materials, and Environments in ECE*	*3*	*Yr 2, Fall/Spring*
	CD V27	*Infant and Toddler Development*	*3*	*Yr 1, Fall/Spring*
	CD V28	~~Programs for Infant and Toddler~~ Care *and Education for Infants and Toddlers*	3	Yr 2, Fall/Spring
	CD V29	*Adult Supervision in Early Childhood Education*	*2*	*Yr 2, Spring*
	CD V65	*Administration of Early Childhood Programs*	*3*	*Yr 2, Fall/Spring*

Required Major Total   ~~25~~ *24* units
Ventura College General Education Requirements   33 units
Electives (if needed)   *2*-3 units
TOTAL UNITS   60 units

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

NON-SUBSTANTIAL CHANGE
Addition to and removal of courses from existing approved program

REVISED NARRATIVE TEMPLATE for a (credit) Certificate of Achievement: Child Development

Item 3. Program Requirements

Certificate of Achievement: Child Development

Requirements	Dept. Name/#	Name	Units	Sequence
Required Core (~~25~~ *24* units)	~~CD V01~~	~~Introduction to Careers in Child Development~~	~~1~~	~~Yr 1/2, Fall~~
	CD V02	Child Growth and Development	3	Yr 1, Fall
	CD V05	Teaching in a Diverse Society	3	Yr 2, Fall/Spring
	CD V24	Child Nutrition, Health and Safety	3	Yr 1, Summer
	CD V61	Child, Family and Community	3	Yr 1, Fall/Spring
	CD V62	Principles and Practices in Early Childhood Education	3	Yr 1, Fall/Spring
	CD V63	Introduction to Curriculum in Early Childhood Education	3	Yr 2, Fall
	CD V64A	Practicum in Early Childhood Education: Observation and Assessment	3	Yr 1, Spring
	CD V64B	Practicum in Early Childhood Education: Field Experience	3	Yr 2, Spring
One course (2-3 units)	~~CD V11~~	~~Language and Literacy in Early Childhood Education~~	~~3~~	~~Yr 2, Fall/Spring~~
	~~CD V14~~	~~Creative Arts in Early Childhood Education~~	~~3~~	~~Yr 2, Fall/Spring~~
	~~CD V19~~	~~Math and Science in Early Childhood Education~~	~~3~~	~~Yr 2, Fall/Spring~~
	CD V10	*Introduction to Children with Special Needs*	*3*	*Yr 1, Spring*
	CD V16	*Behavior Management*	*3*	*Yr 2, Fall/Spring*
	CD V20	*Curriculum and Strategies for Children with Special Needs*	*3*	*Yr 2, Fall/Spring*
	CD V23	*Creative Experiences, Materials, and Environments in ECE*	*3*	*Yr 2, Fall/Spring*
	CD V27	*Infant and Toddler Development*	*3*	*Yr 1, Fall/Spring*
	CD V28	~~Programs for Infant and Toddler~~ Care *and Education for Infants and Toddlers*	3	Yr 2, Fall/Spring
	CD V29	*Adult Supervision in Early Childhood Education*	*2*	*Yr 2, **Spring***
	CD V65	*Administration of Early Childhood Programs*	*3*	*Yr 2, Fall/Spring*

Required Core Total   ~~25~~ *24* units
Electives (if needed)   *2*-3 units
TOTAL UNITS   ~~28~~ **26**-*27* units

Proposed Sequence:
Year 1, Fall = ~~7~~ **6** 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

Book   VCCCD Board Policy Manual
Section   Chapter 4 Academic Affairs
Title   BP 4050 ARTICULATION
Number   BP 4050
Status   Active
Legal   Title 5, Section 51022(b)
Adopted   February 16, 2006
Last Reviewed   October 11, 2011

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.

Book   VCCCD Administrative Procedure Manual
Section   Chapter 4 Academic Affairs
Title   AP 4050 ARTICULATION
Number   AP 4050
Status   Active
Legal   Education Code, Section 66730-66744
                    Education Code, Section 66725
                    California Education Code, Section 66720
                    Accreditation Standard II.A.6.a
                    Title 5, Section 51022(b)
Adopted   May 12, 2009
Last Reviewed   October 11, 2011

~~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 ~~a~~Articulation review processes are defined for ~~a~~:

1. the Colleges of VCCCD
2. ~~maintenance of existing articulation agreements of~~ public and private in-state community college~~s~~ ~~and/o~~
~~2.~~3.   ~~r~~public four-year institution~~s~~ - California State University (CSU) and University of California (UC)~~; and~~
~~3.~~4.   private, independent, proprietary or out-of-state institution~~s~~.

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.~~

2.27.14 DTRW-I review – version from AOs received 2.24.14
Cabinet review 4.14.14; 9.20.14
DTRW-I 9.18.14, DTRW-I 10.09.14 with edits from meeting

~~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 college~~s~~ and~~/or~~ public four-year institution~~s~~

The Articulation Officer r~~.~~

~~R~~eviews 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 agreement~~s~~, such as admission or graduation requirement~~s~~ by subject matter

The Process includes:

- Coordinating with the other institution to exchange needed documentation, such as catalog and/or~~, or~~ course outlines. ~~and/or~~ When 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.
  - ~~o~~ ~~t~~he 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, and College website. ~~The new articulation agreement will be publicized to faculty and students, in particular, the disciplines most directly affected by the agreement.~~

Private, independent, proprietary or out-of-state institution

Articulation agreement requests by other popular transfer destination campuses will be considered on case-by-case basis. Articulation priority will be given to VCCCD, ~~CCC~~in-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~~ Consults with ~~at the D~~district Articulation Officers ~~Colleges~~ to review the research and seek ~~unanimity~~ consensus for or against creating an articulation agreement with the ~~subjec~~requesting ~~t~~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~~ will be halted without further work.

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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~~ <u>DTRW-I</u>, the proposed agreement is reviewed at Chancellor's Cabinet prior to final signing by the Articulation Officer.

<u>Maintenance of Existing Articulation Agreements</u>

<u>-The Articulation Officer~~;~~</u>

<u>rReviews 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.</u>

<u>Articulation between VCCCD and High School Institutions</u>

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

~~**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.~~

2.27.14 DTRW-I review – version from AOs received 2.24.14
Cabinet review 4.14.14<u>; 9.20.14</u>
<u>DTRW-I 9.18.14, DTRW-I 10.09.14 with edits from meeting</u>

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Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	Articulation between VCCCD and High School Institutions
Number	AP 4051
Status	Proposed
Legal	Title 5, Section 55051

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.

DTRW-I and DTRW-SS review 1.15.15

Book   VCCCD Board Policy Manual
Section   Chapter 4 Academic Affairs
Title   BP 4105 DISTANCE EDUCATION
Number   BP 4105
Status   PROPOSED
Legal

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.

Book   VCCCD Administrative Procedure Manual
Section   Chapter 4 Academic Affairs
Title   AP 4105 Distance Education
Number   AP 4105
Status   PROPOSED
Legal   Title 5 Section 55200 et seq.
                42 U.S. Code Sections 12100 et seq.
                29 U.S. Code Section 794d
                ACCJC Guide to Evaluating Distance Education and Correspondence
                Education
                U.S. Department of Education reglations on the integrity of Federal Student
                Financial Aid
                Programs under Title IV of the Higher Education Act of 1965, as amended
                34 Code of Federal regulations part 600

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.

Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	AP 4235 CREDIT BY EXAMINATION
Number	AP 4235
Status	Active
Legal	[Title 5, Section 55052](#)
	[Title 5, Section 55050](#)

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.*

DTRW-I and DTRW-SS review 1.15.15 (with edits from both meetings)

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.

Course Identification Numbering System (C-ID)

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.
Math: 120,130,160, 955.
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

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

CCCCO TEMPLATES:

The following are the CCCCO Templates that are scheduled 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):

Discipline	Total # of Courses	Total # Approved	# Submitted	# In Progress
Child Development	218	202	0	1
Administration of Justice	773	596	1	2
Psychology	724	609	0	2
Geology	402	293	0	7
Computer Science	334	240	4	8
Accounting	242	190	1	9
Communication Studies	734	559	5	9
Early Childhood Education	591	509	0	9
English	1136	950	3	9
Philosophy	372	289	2	9

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

Discipline	Total # of Courses	Total # Approved	# Submitted	# In Progress
Studio Arts	1137	333	40	647
Mathematics	1297	269	24	475
Music	1442	962	7	410
History	666	202	12	373
Art History	525	159	3	248
Spanish	453	192	8	239
Anthropology	396	112	3	202

From: David Morse [mailto:dmorse@lbcc.edu]
Sent: Saturday, January 31, 2015 1:38 PM
To: Gloria Arevalo
Cc: Linda Kamaila; Shannon Davis; Mary Rees; Letrisha Mai; Michelle Grimes-Hillman (MHillman@mtsac.edu)
Subject: Re: Curriculum Agenda Items - Brown Act

Hi Gloria,
I have no wish to or intention of interfering with your local processes, but the Brown Act is not local process or policy, so, since you did cc me, I can at least partially answer the Brown Act part of your questions.

The Brown Act requires that your agenda be published 72 hours in advance of the meeting. Each agenda item should be identified in enough detail--usually just a sentence or so--to ensure that anyone reading the agenda can understand what the item is to deal with.

After that agenda is published, you generally should be adding nothing to it. You can only add an item to the agenda by vote of the committee and only if it is an exigent item. The definition for exigent is pretty simple: The issue came up after the agenda was published and an action on the item cannot wait until the next meeting. Obviously, very few items are going to fit that criteria, which is the point of having it--no surprises unless it is absolutely necessary. So if you are adding items that could have been known about prior to the agenda being published, then, yes, you are violating the Brown Act.

However, one thing people often do not realize is that the Brown Act talks only about the agenda itself; it says nothing at all about attachments. So, potentially, you could have an agenda item that said that you would consider for approval a list of technical revisions to previously approved courses, and you would not have to publish that list in advance, so I think that list could be adjusted within the 72 hour period, especially if it had not been published with the agenda. But you can't just add a new item to the agenda if it does not meet the exigent item criteria.

Again, I can't get into your local policies, which I do not know in any case. I'm just trying to help with the Brown Act aspects of the question. How you work within the Brown Act is your local decision.

Hope this helps,

David

Good Morning:

At Oxnard College, all agenda items for the next Curriculum meeting are due the Wednesday prior to the meeting by 5pm. That includes all courses, programs, any action items we will vote on, and discussion items that really act as first reading for things like APs/BPs etc. that we will be voting on sometime on a future agenda. These items are due to Krista and she runs them all by me (as the CC co-chair) for their placement (action vs. discussion). The two co-chairs are sent a copy of the draft agenda to approve prior to her sending an email to all curriculum committee members (which goes out the Thursday before the Wednesday meeting) as well as our Academic Senate President. This email has the agenda, the minutes from the previous meeting, and team review assignments for first reading items (if we have more than a small handful of courses for first reading). The agenda is then posted on bulletin boards all around campus either that same day or no later than Friday and posted online as well. We are strict about adhering to the Brown Act in this regard. If a course/program misses the deadline – too bad! They wait until the next time. The Curriculum Committee meets every 2nd and 4th Wednesday and the deadline has been the Wednesday prior for the 7 years I have been here so nobody can say they had no idea when the deadline was.

Agendas at the meetings
At the Curriculum meetings, during the adoption of the agenda, we do not add any new voting items – we only make slight changes if there were errors/edits, and we do allow members to add information items only. That doesn't happen that often, but when it does, it is usually a report out from a happening around campus (such as a new grant project) that a faculty member is trying to share in as many venues as possible. We have always allowed this because the committee isn't acting on or considering this info. in any formal way and this is not typically the only venue where a campus member or community member would hear the same information.

Technical Review
We do not have a technical review committee anymore. Review takes place by the department prior to being launched in CurricUNET and added to an agenda and then at that point, the course is reviewed by the Curriculum Committee, usually by teams of reviewers. As the Co-Chair, I divide the committee into 4 teams with each team having a team lead and a co-lead. Our practice is to assign CORs and programs to faculty from other disciplines so that there is more broad review since they are supposed to be reviewing departmental items prior to 1st reading. For example: Math and science courses are reviewed by social science, letters and CTE faculty (and each team has a mix of faculty too). That team lead can divide the workload among their group in whatever way they choose, but each course must be reviewed on CurricUNET prior to the meeting. In addition, Krista prints out copies of all items for the EVP and faculty co-chair and both review the items and bring the copies with their notes to the meeting. Krista and I both comment in CurricUNET as well.

First Reading
At the Curriculum meeting, each COR or program is presented by the faculty member bringing it forward or a designee and then the Team lead will read the comments from CurricUNET that their team made on the course and we'll view the course on the big screen (projected from CurricUNET) and the whole committee will look at each substantive item that is commented on. We do not review edits/typos at the meeting though we ask those to be noted in CurricUNET for the faculty to see. We ask that reviewers all break their comments down under the headings of Substantive and Non-Substantive so we know which ones should be read at the meeting and thus recorded in the minutes. Most courses are thoroughly reviewed by 4-6 faculty members for first reading (this is in addition to the departmental

review) plus scrutinized by the entire committee at least in some sections at the meeting. Some CORs are picked apart line by line in the meeting if it seems like there are many weak areas.

Second Reading

Krista and the faculty co-Chair review all items for 2nd Reading and make sure that all changes were made after 1st Reading and after DTRW-I review before the item goes on an agenda for 2nd Reading. Changes/edits that were just "suggestions" don't have to be made, only considered. We do try to clean up any typos/mistakes. The Committee votes to approve items at the meeting but can bring up any other concerns at this time as well. And if the committee wanted a change on a COR and the faculty disagreed and wouldn't make the change, that item would come back to 2nd Reading and we'd have further discussion on whether or not to approve it or send it back to the faculty again.

Our Curriculum Committee is also a sub-committee of Academic Senate and has its own subcommittees as well: General Education, LOT (Learning Outcomes Team), and Distance Education.

Here is the information about our Curriculum Committee from our website.

Curriculum Committee

AUTHORITY

The Curriculum Committee derives its authority from the Oxnard College Participatory Governance/Standing, Advisory and Ad-Hoc Committees Manual in 2010 by the Academic and Classified Senates, Associated Student Government, and OC Management. The Curriculum Committee is a subcommittee of the academic senate and is a participatory governance committee. The Oxnard College faculty is charged by Title 5 with the primary responsibility for making recommendations in the areas of curriculum and academic standards to the Board of Trustees. The Curriculum Committee reports out to the academic senate.

PURPOSE

In its role as the body that recommends new and revised curriculum to the governing board of the District, the Oxnard College Curriculum Committee provides guidance, advocacy, and oversight in the development of courses, programs, and academic policies, to ensure that the curriculum is academically sound, comprehensive, and responsive to the evolving needs of the academic, business, and social community, in the fulfillment of the college's mission. This committee directly supports Item No(s). 1, 2 and 4 under 10+1.

MEMBERSHIP

Members are to be appointed annually. The curriculum committee membership will consist of: Co-Chairs

- Executive Vice President of Student Learning

- Academic Senate President or designee

Voting Members:

- one voting faculty member to represent each instructional, library, and counseling department
- administrative representative (voting dean)
- classified senate representative
- student representative
- Articulation and Transfer Center Counselors
- one faculty representative from AFT

Ex-Officio Members:

- Registrar
- all instructional deans except the administrative representative

Members are requested to bring their meeting packets, current college catalog, and committee handbook to the meetings.

GOALS

- To recommend program changes, certificate pattern changes, course changes, or deletions for approval, when necessary, by the Board of Trustees, making sure such changes meet the standards set forth by the Education Code and Title 5.
- To recommend new courses, their classification as degree, non-degree credit, or non-credit, applicability to associate degree and transfer general education patterns, general transferability, and other curricular elements as mandated by Title 5.
- To recommend all credit and non-credit programs, certificate patterns, and proficiency awards for approval by the Board of Trustees. To be recommended, all programs must meet the standards set forth by the Education Code and Title 5.
- To recommend graduation requirements and general education requirements for the A.A. and A.S. degrees for approval by the Board of Trustees.
- To ensure that the college's curriculum is current and reviewed on a regular basis.

ACTIVITIES

In order to accomplish the above goals, the Curriculum Committee:

- Acts upon new course proposals, course revisions, program proposals and changes, and college and district academic policies. Course and program proposals and changes will receive two readings.
- Receives course and program proposals and revisions from departments and distributes them to the technical review subcommittee (technical review, Learning Outcomes Team, Distance Learning Subcommittee) and the articulation officer for review prior to first reading.
- Recommends revisions or clarifications as necessary at first reading.
- Approves proposals and revisions at second reading upon ascertaining that statutory, regulatory, and professional requirements are met.
- Communicates via the co-chairs with the District Technical Review Workgroup (DTRW), transmitting proposals as appropriate for review; and receives DTRW recommendations.
- Encourages the timely review and revision of courses within a five-year cycle.
- Receives, as information, proposals for new Community Services courses. Verifies that appropriate department/discipline faculty have been informed of them and agree that such courses do not conflict with the college's credit curriculum.
- Sponsors staff education and training in curriculum processes and the SLO processes.
- Receives updates on changes to Title 5.
- Updates the Curriculum Handbook as necessary but at a minimum of once every five years.
- Reviews any courses offered in the name of Oxnard College, regardless of location offered.
- Conducts an annual self-appraisal on achievements and processes.

EXPECTED OUTCOMES

- All college and district educational policies meet statutory and regulatory requirements and are designed for the students' best educational interest.
- All college courses are current, sound, and meet all statutory and regulatory requirements.
- Each college course is described in a course outline of record that will be maintained in the official college files and made available to each instructor.
- Ensures that suitable college courses will facilitate articulation and transfer with four-year institutions.
- Each course outline of record shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside of class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. (Title 5, Section 55002(a)(3) Course Outline of Record)

MEETINGS The Curriculum Committee meets twice a month, on the second and fourth Wednesday. Voting members are to designate proxies in their absence. If a member misses three consecutive meetings, he/she will no longer be considered a voting member.
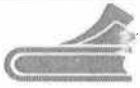
Shannon

Shannon M. Davis, M.S.
Articulation Officer
OXNARD COLLEGE
4000 South Rose Ave.
Oxnard, CA. 93033-6699

Academic Senate
for California Community Colleges

EXECUTIVE COMMITTEE MEETING

LEADERSHIP. EMPOWERMENT. VOICE

Friday, February 6, 2015 Meeting
San Jose City College
Student Center, Second Floor Room 204
2100 Moorpark Avenue San Jose, CA 95128
12:00 p.m. to 12:30 p.m. Lunch
12:30 p.m. to 5:30 p.m. Meeting

Saturday, February 7, 2015
Four Points by Sheraton San Jose Downtown
211 S. First Street, San Jose, CA 95113, United States
Phone: (408) 282-8800
8:30 a.m. to 12:30 p.m. Executive Committee Meeting Resumes

Handout Provided by G. Arevalo @ CC 2/3/15

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at info@asccc.org or contacting Tonya Davis at (916) 445-4753 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

Public Comments: A written request to address the Executive Committee shall be made on the form provided at the meeting. Public testimony will be invited at the beginning of the Executive Committee discussion on each agenda item. Persons wishing to make a presentation to the Executive Committee on a subject not on the agenda shall address the Executive Committee during the time listed for public comment. Public comments are limited to 3 minutes per individual and 30 minutes per agenda item. Materials for this meeting are found on the Senate website at: http://www.asccc.org/executive_committee/meetings.

I.   **ORDER OF BUSINESS**
    A. **Roll Call**
    B. **Approval of Agenda**
    C. **Public Comment**
       This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter <u>not</u> on the agenda. No action will be taken. Speakers are limited to three minutes.
    D. **Calendar**
    E. **Dinner Arrangements**

II.   **CONSENT CALENDAR**
    A. **December Strategic Planning Meeting Summary Minutes, Stanskas**
    B. **January Executive Committee Meeting Minutes, Stanskas**
    C. **Honoring Faculty – Emeritus, Rutan**
    D. **CIO Curriculum Event, Grimes-Hillman**
    E. **ASCCC Legislative Website, Bruno**
    F. **ASCCC Annual Report, Adams**
    G. **Survey on College Grants Processes, Freitas**
    H. **ASCCC Open Meeting Policy, Rutan**
    I. **Technical Assistance Provider—Career Pathways Design, Adams**

III. **REPORTS**
    A. **President's/Executive Director's Report, Morse/Adams – 25 mins.,**
    B. **Foundation President's Report, Bruno – 10 mins.,**
    C. **Legislative Activities, (Action, as necessary), Bruno – 20 mins.**
    D. **Chancellor's Office Liaison Report – 15 mins.,**
       A liaison from the Chancellor's Office will provide the Executive Committee members with an update of system-wide issues and projects.
    E. **Liaison Oral Reports** (*please keep report to 5 mins., each*)
       Liaisons from the following organizations are invited to provide the Executive Committee with update related to their organization: AAUP, CCA, CCCI, CFT, FACCC, CPFA, and Student Senate.

IV. **ACTION ITEMS**
   A. **Academic Academy Draft Program – 15 mins., Todd**
       The Executive Committee will consider for approval the final program for the Academic Academy 2015.
   B. **Norbert Bischof Faculty Freedom Fighter Award (NBFFF), 15 mins., Rutan**
       The Executive Committee will provide direction to the Standards and Practices Committee about how to proceed with the nomination for the Norbert Bischof Faculty Freedom Fighter Award.
   C. **Revision to the Disciplines Lists – 20 mins., Rutan**
       The Executive Committee will consider for approval revisions to the Disciplines Lists.
   D. **Spring Noncredit/Curriculum Regional Meetings – 15 min., Klein/Grimes-Hillman**
       The Executive Committee will consider for approval the program for the spring regional meetings on noncredit and curriculum.
   E. **ASCCC Certification – 15 mins., Adams/Davison**
       The Executive Committee will consider for approval a certification process for the Professional Development College.
   F. **Spring Session Planning – 2.5 hours, Morse/Adams**
       The Executive Committee will consider for approval the preliminary program for the 2015 Spring Session.
   G. **Local Senates Handbook – 1 hour, Braden**
       The Executive Committee to consider for approval the Relations with Local Senates Handbook.
   H. **NISOD Conference — 5 mins., Adams**
       The Executive Committee will consider for approval out of state travel.
   I. **Explore Joint ASCCC/CFT/CCC/CCCI Senate-Union Relations Paper—10 mins., Freitas**
       The Executive Committee will consider the development of a senate/union relations paper created jointly with union partners.
   J. **Ad Hoc Committee on Bachelor's Degree Requirements—15 mins., Stanskas**
       The Executive Committee will discuss the parameters of how to define community college bachelor's degrees and consider for approval an ad-hoc committee or some other action required at this time.

V. **DISCUSSION**
   A. **Board of Governors/Consultation Update – 15 mins., Morse/Bruno**
       The Executive Committee will receive an update on the recent Board of Governors and Consultation Council meetings.
   B. **Educational Planning Initiative Update – 15 mins., Rico**
       The Executive Committee will receive an update on the Educational Planning Initiative.
   C. **Resolution Writing Deadline – 5 mins., Freitas**
       The Executive Committee will review the resolution deadlines and resolution writing guidelines.
   D. **WICHE – 10 mins., Davison**
       The Executive Committee will discuss the role of the Academic Senate in the Western Interstate Commission on Higher Education Interstate Passport Initiative.
   E. **Institutional Effectiveness Grant—10 mins, Bruno/Stanskas**
       The Executive Committee will be appraised of the recent activities of the Institutional Effectiveness Initiative and its committees called by the Chancellor's Office.

VI. **REPORTS** (*if time permits, additionally Executive Committee announcements and report may be provided*)
- **A. Committee Reports**
    1. Professional Development Committee, Davison
    2. Standards and Practices Committee, Rutan
- **B. Task Force Reports**
- **C. Liaison Reports**
    1. Basic Skills Advisory Committee, Klein
    2. California Community Colleges Association of Occupational Educators, North
    3. Chief Instructional Officers, Grimes-Hillman
    4. System Advisory Committee on Curriculum, Grimes-Hillman
    5. Telecommunication and Technology Advisory Committee, Braden/Freitas
- **D. Senate Grant and Project Reports**
    1. C-ID Report, Bruno
- **E. Local Senate Reports**

VII. **ADJOURNMENT**

Section C. The Curriculum Committee

Purpose and Mission:

As mandated by A.B. 1725 (1989) and California Code of Regulations, Title 5, the Curriculum Committee is a committee of the Senate.   The mission of the Ventura College Curriculum Committee is to provide guidance, advocacy and oversight for the programs and curricula of Ventura College. The Curriculum Committee ensures that the curricula and programs of the college are academically sound, comprehensive and responsible to the evolving needs of the community so that the college's mission, goals, values and educational delivery modalities of our students are well served. A representative of the Curriculum Committee shall make regular reports to the Senate, no fewer than once a month, on the committee's activities.

Charge:

The Ventura College Curriculum Committee has the sole responsibility and authority to initiate and evaluate the programs and curricula of the college in terms of purpose, content, revision and methods of instruction. The Curriculum Committee makes direct recommendations to the Governing Board with respect to all academic, occupational and technical education courses and instructional programs of study. The Curriculum Committee conducts review of all credit and non-credit programs and curricula in accordance to the California Code of Regulations, Title 5 and as guided by the *Program and Course Approval Handbook* published by the California Community College Chancellor's Office.   The Curriculum Committee conducts curricular reviews in a timely and regular basis to ensure that the all courses are updated on a periodic cycle to ensure currency and viability for articulation. The Curriculum Committee conducts annual training for persons involved in curriculum development and review, in compliance with the California Community College Chancellor's Office requirement for local curriculum approval certification.

Subcommittees:

It is the responsibility of the Curriculum Committee to establish the following standing subcommittees:

1.   Philosophy and General Education

2.   Curriculum Technical Review & Prerequisites

3.   Distance Education

These subcommittees will respond directly to the Curriculum Committee on an "as needed" basis and whenever courses and/or programs related to the topics listed above are placed on the Curriculum Committee agenda. The charge and composition of all Curriculum Committee subcommittees shall be determined, reviewed and approved by the Curriculum Committee and on an annual basis and no later than Sept 15 of each academic year. Also, the Curriculum

Committee will appoint additional subcommittees, ad hoc committees or task forces for such special studies as are needed.

Chairs:

The Curriculum Committee is co-chaired by: 1.) a faculty member nominated and voted on by the Curriculum Committee; and 2.) the Chief Instructional Officer. The Curriculum Committee will accept nominations and vote for the Faculty Co-Chair for the upcoming two year academic term no later than the last Curriculum Committee meeting in October of the academic year preceding his/her term. The Faculty Co-Chair of the Curriculum Committee shall serve a two year term commencing in June and ending in May and does not serve as one of the Division representatives.

Membership:

The Curriculum Committee has a defined membership.

Voting members of the Curriculum Committee shall be faculty appointed by their respective divisions prior to the start of the academic year. Membership shall be non-proportional, with each division receiving two (2) members. Additionally, a librarian, the Articulation Officer and the Faculty Co-Chair shall also be voting faculty members of the Committee but shall not serve as Divisional representatives to the committee.

Ex-officio, non-voting members of the Curriculum Committee shall include the following: Recorder (Administrative Assistant to the Chief Instructional Officer, or designee), the college Registrar, the Chief Instructional Officer (who shall also serve as Co-Chair of the Committee), ASB President, or designee, and Academic Deans.

Quorum:

Quorum shall consist of 50% +1 of the voting membership.

Meetings:

The Curriculum Committee meets twice monthly during the academic year, on the first and third Tuesday of the month. As a legislative body that is stipulated in Title 5, the Curriculum Committee is governed by the Ralph M. Brown Act and therefore its meetings are open to all interested parties.