VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

Opening the Door to Higher Education

Curriculum Committee Agenda

Multidisciplinary Center West Conference Room (MCW-312)
October 20, 2015 at 3:30pm

ALL COURSES/PROGRAMS IDENTIFIED IN THE ATTACHMENTS WILL BECOME EFFECTIVE FALL 2016 UNLESS OTHERWISE NOTED.

I. ROLL CALL (Quorum is 8 out of 15 voting members)

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

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

IV. APPROVAL OF MINUTES: September 29, 2015 (Discussion/Action)

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

A. Curriculum Committee ~~Bylaws~~ *Charter* Amendment Proposals (Discussion/Action)

1. **Student Learning Outcomes position**
2. **Distance Education position**

B. Curriculum Committee Policies & Procedures (Discussion/Action)

C. Review and Approve District Decision Making Document (section presented to DTRW-I, attached for reference) (Discussion/Action)

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

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

VIII. FIRST READING: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)

IX. REQUISITE: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)

---

* Five minutes is allotted to any member of the public who wishes to address the curriculum committee, with a maximum of twenty minutes per topic aggregated for all speakers, unless extended by vote of the committee. At the request of any speaker proposing to address a specific agenda item, the committee may also vote to permit that speaker's comments to be deferred until the meeting progresses to that topic.

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

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

A. Request(s) for Future Agenda Items

XII. REPORTS (Information)

A. Co-chairs

1. Ensuring Effective and Efficient Curriculum Processes – An Academic Senate White Paper (attached for reference)

2. Fall 2015 Curriculum Regional Meeting (South)
November 14, 2015 - 9:30am to 3:30pm

B. Articulation/C-ID

C. DTRW-I

1. Meeting held October 8, 2015

D. Subcommittees/Workgroups

1. Schedule Philosophy & General Education Workgroup Meeting

a) AP 4025 attached for reference

E. CurricUNET/Banner/TracDat

1. CNET Deletion of Experimental Courses

a) ESL V88E/V88F/V88G

b) NS V88G/V88H

F. Other

1. Conclusion of Curriculum Committee Training

NEXT MEETING:

Tuesday, November 3, 2015 – 3:30 p.m.
Multidisciplinary Center West Conference Room (MCW-312)

DEADLINE

for effective date of Fall 2017

May 1, 2016

for all courses, degrees and distance education

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

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

Kim Hoffmans, Interim Vice President Academic Affairs
Ventura College - 4667 Telegraph Road - Ventura, CA 93003
(805) 289-6464

Ventura College Curriculum Committee

Curricular Proposals for 10/20/15

CONSENT AGENDA: COURSES					NONSUBSTANTIAL CHANGES TO CATALOG	ARTIC CHANGES				
COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation, P=Prereq, C=Coreq, RP=Recom. Prep.	OBJ=Course objectives, CC=Course content, LC=Lab content	EFFECTIVE	REQ	DE	
ART V24	Collage and Assemblage	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V28A	Visual Technologies for Graphic Communications I	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V28B	Visual Technologies for Graphic Communications II	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V29A	Illustration I	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V29B	Illustration II	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V31A	Head Drawing I	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V31B	Head Drawing II	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V33A	Intermediate Head Drawing I	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V33B	Intermediate Head Drawing II	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V34A	Two-Dimensional Mixed Media I	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V34B	Two-Dimensional Mixed Media II	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V34C	Two-Dimensional Misxed Media III	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V36A	Head Painting I	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V36B	Head Painting II	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V37A	Watercolor Painting I	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V37B	Watercolor Painting II	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V39A	Intermediate Head Painting I	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V39B	Intermediate Head Painting II	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V40A	Intermediate Watercolor Painting I	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V40B	Intermediate Watercolor Painting II	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V41A	Relief Printmaking I	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V41B	Relief Printmaking II	CR	3	Deletion	Remove from catalog		Fall 2016	X		
ART V42A	Intaglio Printmaking I	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V42B	Intaglio Printmaking II	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V43A	Silkscreen Printmaking I	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V43B	Silkscreen Printmaking II	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V44A	Lithography I	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V44B	Lithography II	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V44C	Lithography: Introduction to Color	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V45A	Intermediate Silkscreen Printmaking I	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V45B	Intermediate SIlkscreen Printmaking II	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V54A	Special Firing Techniques in Raku, Saggar and Primitive-Style Firing	CR	3	Deletion	Remove from catalog		Fall 2016	x		

Ventura College Curriculum Committee										
Curricular Proposals for 10/20/15										
CONSENT AGENDA: COURSES *(continued)*					NONSUBSTANTIAL CHANGES TO CATALOG	ARTIC CHANGES				
COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation, P=Prereq, C=Coreq, RP=Recom. Prep.	OBJ=Course objectives, CC=Course content, LC=Lab content	EFFECTIVE	REQ	DE	
ART V54B	Special Firing Techniques in Raku, Saggar and Primitive-Style Firing	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V55A	Decorating Techniques for Ceramics I	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V55B	Decorating Techniques for Ceramics II	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V56	Ceramic Tile/Mosaic Techniques	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V77	Website Design	CR	3	Deletion	Remove from catalog		Fall 2016	x		
ART V78	Flash for Animation and Web Development	CR	3	Deletion	Remove from catalog		Fall 2016	x		
BUS V07B	Business Calculations Using Excel	CR	2.5	Deletion	Remove from catalog		Fall 2016	x	x	
BUS V27B	Advanced Medical Terminology and Human Disease	CR	3	Deletion	Remove from catalog		Fall 2016	x	x	
FREN V03	Intermediate French I	CR	5	Deletion	Remove from catalog		Fall 2016			
FREN V04	Intermediate French II	CR	5	Deletion	Remove from catalog		Fall 2016			
FREN V51A	Situational Conversation in French I	CR	3	Deletion	Remove from catalog		Fall 2016			
FREN V51B	Situational Conversation in French II	CR	3	Deletion	Remove from catalog		Fall 2016			
FREN V51C	Situational Conversation in French III	CR	3	Deletion	Remove from catalog		Fall 2016			
FREN V80	Conversational French	CR	3	Deletion	Remove from catalog		Fall 2016			
FREN V90	Directed Studies in French	CR	1-6	Deletion	Remove from catalog		Fall 2016			
GERM V03	Intermediate German I	CR	5	Deletion	Remove from catalog		Fall 2016			
GERM V04	Intermediate German II	CR	5	Deletion	Remove from catalog		Fall 2016			
GERM V51B	Situational Conversation in German II	CR	3	Deletion	Remove from catalog		Fall 2016			
GERM V51C	Situational Conversation in German III	CR	3	Deletion	Remove from catalog		Fall 2016			
GERM V80	Conversational German	CR	3	Deletion	Remove from catalog		Fall 2016			
GERM V90	Directed Studies in German	CR	1-6	Deletion	Remove from catalog		Fall 2016			
ITAL V03	Intermediate Italian I	CR	4	Deletion	Remove from catalog		Fall 2016			
ITAL V04	Intermediate Italian II	CR	4	Deletion	Remove from catalog		Fall 2016			
ITAL V51A	Situational Conversation in Italian I	CR	3	Deletion	Remove from catalog		Fall 2016			
ITAL V51B	Situational Conversation in Italian II	CR	3	Deletion	Remove from catalog		Fall 2016			
ITAL V80	Conversational Italian	CR	3	Deletion	Remove from catalog		Fall 2016			
JAPN V51A	Situational Conversation Japanese I	CR	3	Deletion	Remove from catalog		Fall 2016			
JAPN V51B	Situational Conversation Japanese II	CR	3	Deletion	Remove from catalog		Fall 2016			
JAPN V80	Conversational Japanese	CR	3	Deletion	Remove from catalog		Fall 2016			
SPAN V20	Hispanic Literature in Translation	CR	3	Deletion	Remove from catalog		Fall 2016			
SPAN V51A	Situational Conversation in Spanish I	CR	3	Deletion	Remove from catalog		Fall 2016			
SPAN V51B	Situational Conversation in Spanish II	CR	3	Deletion	Remove from catalog		Fall 2016			
SPAN V70	Spanish for Medical Personnel	CR	3	Deletion	Remove from catalog		Fall 2016			
SPAN V75	Spanish for Law Enforcement	CR	3	Deletion	Remove from catalog		Fall 2016			
SPAN V79	Spanish for School Personnel	CR	3	Deletion	Remove from catalog		Fall 2016			
SPAN V80	Conversational Spanish	CR	3	Deletion	Remove from catalog		Fall 2016			

Ventura College Curriculum Committee

Curricular Proposals for 10/20/15

CONSENT AGENDA: COURSES *(continued)*					NONSUBSTANTIAL CHANGES TO CATALOG	ARTIC CHANGES				
COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation, P=Prereq, C=Coreq, RP=Recom. Prep.	OBJ=Course objectives, CC=Course content, LC=Lab content	EFFECTIVE	REQ	DE	
MATH V22	Introduction to Linear Algebra	CR	3	Revision	D	OBJ; CC	Fall 2016	x		
MATH V23	Introduction to Differential Equations	CR	3	Revision	D	OBJ; CC	Fall 2016	x		
MATH V38	Mathematics for Elementary School Teachers	CR	3	Revision	D; FT (***from*** 'not required' ***to*** 'May be required')	OBJ; CC	Fall 2016	x		
PHSC V01	***Concepts in*** Physical Science ~~Concepts~~	CR	4	Revision	T; D; P	OBJ; CC; LC	Fall 2016	x	x	
CT V50	Construction Contractor License Preparation	CR	3	Update			Fall 2016			
CT V52	Property Inspection	CR	3	Update			Fall 2016			
CT V70	California Green Building and Energy Code	CR	3	Update			Fall 2016			
CT V71	Uniform Plumbing Code	CR	3	Update			Fall 2016			
CT V72	Uniform Mechanical Code	CR	3	Update			Fall 2016			
CT V76	Construction Job Site Manangement	CR	3	Update			Fall 2016			
CT V77	Construction Business Management	CR	3	Update			Fall 2016			
PSY V25	Psychology of Human Sexuality	CR	3	Update		OBJ; CC	Fall 2016			
CONSENT AGENDA: PROGRAMS										
AWARD TYPE	DISCIPLINE:TITLE	CR NC	UNITS	PROPOSAL TYPE	COMMENTS		EFFECTIVE			
none										
SECOND READING: COURSES					SUBSTANTIAL CHANGES TO CATALOG	ARTIC CHANGES				
COURSE ID	COURSE TITLE	CR NC		PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation, P=Prereq, C=Coreq, RP=Recom. Prep.	OBJ=Course objectives, CC=Course content, LC=Lab content	EFFECTIVE	REQ	DE	BoT
ANTH V03	***Introduction to*** Archaeology ~~and World Prehistory~~	CR	3	Revision	T; D	OBJ, CC	Fall 2016	x	x	x
ENGL V01B	Critical Thinking and Composition Through Literature	CR	~~3~~ ***4***	Revision	U (from 3 to 4); H (from 3 to 4 lecture weekly); D	OBJ, CC	Fall 2016	x	x	x
SECOND READING: PROGRAMS										
AWARD TYPE	PRIMARY DISCIPLINE:TITLE	CR NC	UNITS	PROPOSAL TYPE	COMMENTS		EFFECTIVE			BoT
none										

Ventura College Curriculum Committee

Curricular Proposals for 10/20/15

FIRST READING: COURSES					SUBSTANTIAL CHANGES TO CATALOG	ARTIC CHANGES				
COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation, P=Prereq, C=Coreq, RP=Recom. Prep.	OBJ=Course objectives, CC=Course content, LC=Lab content	EFFECTIVE	REQ	DE	BoT
EDU V02	Introduction to Elementary Teaching	CR	3	New			Fall 2016	x		x
POLS V17	Street Law	CR	3	New			Fall 2016			x
POLS V18	Introduction to Global Issues	CR	3	New			Fall 2016			x
FIRST READING: PROGRAMS										
AWARD TYPE	PRIMARY DISCIPLINE:TITLE	CR NC	UNITS	PROPOSAL TYPE	COMMENTS		EFFECTIVE			BoT
none										
REQUISITE APPROVALS										
COURSE ID	COURSE TITLE	CR NC	UNITS	REQUISITE TYPE	REQUISITE TEXT		EFFECTIVE			
EDU V02	Introduction to Elementary Teaching	CR	3	New	Enrollment Limitation: ENGL V01A	(1st Reading)	Fall 2016			
MATH V38	Mathematics for Elementary School Teachers	CR	3	Revised	Prerequisite: ~~MATH V02 or 1 year of high school geometry with grade of C or better; and~~ MATH V03 ~~or MATH V03A-V03E~~ or ***MATH V13B*** ~~1 year of high school intermediate algebra (Algebra II) with grade of C or better~~; or placement as measured by the college assessment process ***Recommended Preparation: MATH V02 or 1 year high school Geometry with a grade of C or better***	(consent)	Fall 2016			
PHSC V01	***Concepts in*** Physical Science ~~Concepts~~	CR	4	Revised	Prerequisite: MATH V02 or 1 year of high school geometry with grade of C or better; and MATH V03 ~~or MATH V03A-V03E~~ or ***MATH V13B*** or 1 year of high school intermediate algebra ~~(Algebra II)~~ with grade of C or better.	(consent)	Fall 2016			
ANTH V03	***Introduction to*** Archaeology ~~and World Prehistory~~	CR	3	Review	Recommended Preparation: ANTH V01 or ANTH V02	(2nd Reading)	Fall 2016			
ENGL V01B	Critical Thinking and Composition Through Literature	CR	~~3~~ ***4***	Review	Prerequisite: ENGL V01A	(2nd Reading)	Fall 2016			
MATH V22	Introduction to Linear Algebra	CR	3	Review	Prerequisite: MATH V21B	(consent)	Fall 2016			
MATH V23	Introduction to Differential Equations	CR	3	Review	Prerequisite: MATH V21C or concurrent enrollment Recommended Preparation: MATH V22	(consent)	Fall 2016			

Ventura College Curriculum Committee										
Curricular Proposals for 10/20/15										
DISTANCE EDUCATION APPROVALS										
COURSE ID	COURSE TITLE	CR NC	NEW/REV	DE TYPE			EFFECTIVE			
ANTH V03	***Introduction to*** Archaeology ~~and World Prehistory~~	CR	New	**Hybrid (1-50%)** **Hybrid (51-99%)** **Fully Online (100%)**		(2nd Reading)	Fall 2016			
PSY V25	Psychology of Human Sexuality	CR	New	Hybrid (1-50%) Hybrid (51-99%)		(consent)	Fall 2016			
ENGL V01B	Critical Thinking and Composition Through Literature	CR	Review	Hybrid (1-50%) Hybrid (51-99%) Fully Online (100%)		(2nd Reading)	Fall 2016			
PHSC V01	***Concepts in*** Physical Science ~~Concepts~~	CR	Revised	Hybrid (1-50%)		(consent)	Fall 2016			
**** END OF LIST ****										

District Technical Review Workgroup - Instructional

The purpose of the District Technical Review Workgroup - Instructional (DTRW-I) is:

- To put into practice the collaboration of faculty and District administration in ensuring the technical and legal accuracy of new and substantially revised courses and programs approved by each College's Curriculum Committee; and
- To safeguard the primacy of each College Curriculum Committee and the College faculty in the design and modification of courses and programs.

The DTRW-I is an advisory group to the Chancellor through Cabinet and the District Consultation Council. It reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW-I is responsible for reviewing new and substantially revised courses and programs prior to submission through Cabinet and Consultation Council to the Chancellor and the Board of Trustees. DTRW-I is responsible for ensuring the technical and legal accuracy of all components of new and substantially revised courses and programs. In addition, the DTRW-I may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum.

In addition to the general operating agreements for District groups included previously in this Handbook, DTRW-I follows these additional operating agreements:

- Membership in DTRW-I for the following academic year will be chosen in the spring to ensure the members are prepared to meet as early as needed in the fall and there is sufficient time for members' schedules to be adjusted, if needed, to accommodate the DTRW-I meeting schedule.

- The Colleges' Curriculum Committees forward new and substantially revised courses, degrees, certificates and proficiency awards to the DTRW-I for review no later than 5:00 p.m. on the Friday prior to each meeting during the regular academic year. Each College will submit one packet via the DTRW-I email address or notification that there is no curriculum submission for the agenda. Submissions or revisions made after the deadline will be deferred to the following DTRW-I meeting.

- Substantially revised courses and programs are presented to the DTRW-I in conventional legislative format, with each College's current catalog as the foundational document. If there is a proposed revision to a course or program that is not yet published in the College catalog, a designee from that College will bring the current course outline.

- When the DTRW-I determines that element(s) of a new or substantially revised course or program do not comply with regulation or law, the DTRW-I, via the Colleges' representatives, shall advise the College Curriculum Committee of the variance, citing specific authority. The College Curriculum Committee shall duly consider the advice of the DTRW-I.

- Should the College Curriculum Committee's determination vary from the advice of the DTRW-I, documentation articulating the varying interpretations of technical/legal point(s) in dispute are forwarded to Cabinet.

- New and substantially revised courses and programs will be placed on the Board Agenda only after approval by the originating College Curriculum Committee and review by DTRW-I.

Substantial Change - an action to change an active program or course that will initiate a new control number. This will require College Curriculum Committee, Board, and California Community College Chancellor's Office (CCCCO) approvals:

Substantial Change of a Program:

- TOP code change to a different TOP code discipline.
- Addition/creation of a new program ~~award~~ (degree, certificate) or major/area of emphasis.
- Proficiency Awards (require Board review and approval but not CCCCO submission).
- Deletion of any program

Substantial Change to a Course:

- Course TOP Code (CB03)
- Course Credit Status (CB04)
- Units of Credit – Maximum (CB06)
- Units of Credit – Minimum (CB07)
- Course Basic Skills Status (CB08)
- Course SAM Priority Code (CB09)
- Course Prior to Transfer Level (CB21)
- Noncredit Eligibility Category (CB22) – Total Hours of Instruction (min)/variable Hours (max)

Nonsubstantial Change - an action to change an active program or course that will not initiate a new control number and requires College Curriculum Committee and CCCCO approval only (no DTRW-I and/or Board):

Nonsubstantial Change of a Program:

- Title change
- TOP Code change within the same TOP code discipline
- Certificate or degree unit change
- Certificate or diploma hour change
- Addition/removal courses from an existing approval program

Nonsubstantial Change of a Course:

- Deleted courses
- Experimental courses
- Reintroduced courses (inactivated/suspended at the campus level within past two years) with no substantial revisions
- Course Department and Number (CB01) (discipline name or abbreviation plus alphanumeric designation)
- Course Title (CB02)
- Course Transfer Status (CB05)
- Course Cooperative Work Experience Education Status (CB10)
- Course Classification Status (CB11)
- Course Special Class Status (CB13)
- Funding Agency Category (CB23)
- Course Program Status (CB24)

Other Action which will not issue a new control number:

- Correction – an action to correct a value previously reported in error.

- Active to Inactive – an action to make an active program or course inactive.

- Inactive to Active – an action to reactive an active program or course which was previously made inactive.

The Board Agenda template for new and-substantially revised courses and programs will include the notation "Reviewed by–Chancellor's Cabinet."

Members understand that they attend meetings to represent constituent groups at a College or the District Administrative Center. In this role, members formulate recommendations to the Chancellor through consultation and are responsible to serve as a conduit for information and the catalyst for discussion on topics raised at the District group and within the constituent group. These topics include, but are not limited to, the specific areas outlined in state law and regulation.

Chair: The Chancellor appoints a member to serve as the administrative chair on this workgroup. This member co-chairs the workgroup with a faculty member.

Co-Chair: The faculty co-chair is rotated among the three Colleges, and the

maximum term is two years.

From Each College:

Executive Vice President/Vice President of Academic Affairs and Student Learning
Faculty Co-Chair of the College Curriculum Committee
Articulation Officer
Academic Senate President or designee

Typically, this workgroup meets monthly during the academic year.

District Technical Review Workgroup - Instructional

The purpose of the District Technical Review Workgroup - Instructional (DTRW-I) is:

- To put into practice the collaboration of faculty and District administration in ensuring the technical and legal accuracy of new and ~~substantively~~ **substantially** revised courses and programs approved by each College's Curriculum Committee; and
- To safeguard the primacy of each College Curriculum Committee and the College faculty in the design and modification of courses and programs.

The DTRW-I is an advisory group to the Chancellor through Cabinet and the District Consultation Council. It reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW-I is responsible for reviewing new and ~~substantively~~ **substantially** revised courses and programs prior to submission through Cabinet and Consultation Council to the Chancellor and the Board of Trustees. DTRW-I is responsible for ensuring the technical and legal accuracy of all components of new and ~~substantively~~ **substantially** revised courses and programs. In addition, the DTRW-I may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum.

In addition to the general operating agreements for District groups included previously in this Handbook, DTRW-I follows these additional operating agreements:

- Membership in DTRW-I for the following academic year will be chosen in the spring to ensure~~:~~
  - ~~T~~the members are prepared to meet as early as needed in the fall~~;~~
  - ~~There is sufficient time for summer training on curriculum;~~ and ~~*(?is this going to be enforced?)*~~
  - ~~T~~there is sufficient time for members' schedules to be adjusted, if needed, to accommodate the DTRW-I meeting schedule.

- The Colleges' Curriculum Committees forward new and ~~substantively~~ **substantially** revised courses, degrees, ~~and~~ certificates **and proficiency awards** to the DTRW-I for review no later than 5:00 p.m. on the ~~third~~ Friday **prior to each meeting** ~~of~~ ~~each month~~ during the regular ~~school~~ **academic** year. Each College will submit one packet via the DTRW-I email address **or notification that there is no curriculum submission for the agenda. Submissions or** ~~R~~revisions ~~to this packet~~ made after the **deadline** ~~submission date~~ will be deferred to the

Formatted: Left
Formatted: Strikethrough
Formatted: Font: Bold
Formatted: Strikethrough
Formatted: Font: Bold
Formatted: Strikethrough
Formatted: Font: Bold
Formatted: Strikethrough
Formatted: Body Text, Right: 0.23", Bulleted + Level: 3 + Aligned at: 0.32" + Indent at: 0.57", Tab stops: 0.57", Left
Formatted: Font color: Auto, Not Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Indent: Left: 0.57", Hanging: 0.1", Right: 0.73"
Formatted: Font color: Auto, Strikethrough
Formatted: Font color: Auto
Formatted: Font: Italic, Font color: Auto
Formatted: Font: Italic, Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Font: Bold
Formatted: Strikethrough
Formatted: Font: Bold
Formatted: Font: Bold
Formatted: Strikethrough
Formatted: Font: Bold
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Font: Bold
Formatted: Font: Bold
Formatted: Font: Bold
Formatted: Strikethrough
Formatted: Font: Bold
Formatted: Strikethrough
Formatted: Font: Bold
Formatted: Strikethrough

following DTRW-I meeting.

- ~~Substantively~~ **Substantially** revised courses **and programs** ~~-~~are presented to the DTRW-I in conventional legislative format, with each College's current catalog as the foundational document. If there is a proposed revision to a course **or program** that is not yet published in the College catalog, ~~the Executive Vice President~~ **a designee** from that College will bring the current course outline.

Formatted: Strikethrough

Formatted: Font: Bold

Formatted: Font: Bold

Formatted: Font: Bold

Formatted: Strikethrough

Formatted: Font: Bold

~~not yet published in the College catalog, the Executive Vice President from that College will bring the current course outline.~~

- When the DTRW-I determines that element(s) of a new or ~~substantively~~ **substantially** revised course or program do not comply with regulation or law, the DTRW-I, via the Colleges' representatives, shall advise the College Curriculum Committee of the variance, citing specific authority. The College Curriculum Committee shall duly consider the advice of the DTRW-I.

- Should the College Curriculum Committee's determination vary from the advice of the DTRW-I, documentation articulating the varying interpretations of technical/legal point(s) in dispute are forwarded to Cabinet.

~~1.~~ New and ~~substantively~~ **substantially** revised courses and programs will be placed on the Board Agenda only after approval by the originating College Curriculum Committee and review by DTRW-I.

-

- ~~Course and program activity requiring DTRW-I review and Board approval are:~~

  - ~~Curricular matters involving international travel (? why is this here?)~~
  - ~~All new degrees, certificates, and awards~~
  - ~~Deleted degrees, certificates, and awards~~
  - ~~Substantial revisions of degrees, certificates, and awards~~
  - ~~All new courses~~
  - ~~Substantial revisions of courses, including changes to:~~

    1. ~~Title (if substantial)~~
    2. ~~Units and/or Hours (if increased)~~
    3. ~~Description (if substantial)~~
    4. ~~Prerequisite(s) and/or Corequisite(s) (if substantial)~~
    5. ~~Fees required~~
    6. ~~Course repetition (added or increased)~~

Substantial Change - an action to change an active program or course that will initiate a new control number. This will require College ~~Curriculum Committee~~Curriculum Committee, Board, and California Community College Chancellor's Office (CCCCO)~~state~~ approvals:

Substantial Change of a Program:

- **TOP code change to a different TOP code discipline.**
- **Addition/creation of a new program ~~award~~ (degree, ~~or~~ certificate)**

Formatted: Space Before: 0 pt
Formatted: Strikethrough
Formatted: Font: Bold
Formatted: Strikethrough
Formatted: Font: Bold
Formatted: Font color: Auto
Formatted: Body Text, Right: 0.36", Bulleted + Level: 3 + Aligned at: 0.32" + Indent at: 0.57", Tab stops: 0.57", Left
Formatted: Indent: Left: 0.07", No bullets or numbering
Formatted: Strikethrough
Formatted: Font color: Auto, Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Font: Bold
Formatted: Font: Bold
Formatted: Font: Bold
Formatted: Font: Bold
Formatted: Indent: Left: 0.5", No bullets or numbering
Formatted: Bulleted + Level: 1 + Aligned at: 0.5" + Indent at: 0.75"
Formatted: Font: Bold, Strikethrough
Formatted: Font: Bold
Formatted: Font: Bold

or major/area of emphasis.

- Proficiency Awards (require Board review and approval but not CCCCO submission).
- Deletion of any program

Course and program activity requiring DTRW-I review and Board approval are:

Substantial Changes to a Course:

- Course TOP Code (CB03)
- Course Credit Status (CB04)
- Units of Credit – Maximum (CB06)
- Units of Credit – Minimum (CB07)
- Course Basic Skills Status (CB08)
- Course SAM Priority Code (CB09)
- Course Prior to Transfer Level (CB21)
- Noncredit Eligibility Category (CB22) – Total Hours of Instruction (min)/variable Hours (max)

Course and program activity requiring College Curriculum Committee review only are:

Nonsubstantial Change - an action to change an active program or course that will not initiate a new control number and

Course and program activity requiringrequires College Curriculum Committee and stateCCCCO approval only (no DTRW-I and/or Board) review only are:

Nonsubstantial Change of a Program:

- Title change
- TOP Code change within the same TOP code discipline
- Certificate or degree unit change
- Certificate or diploma hour change
- Addition/removal courses from an existing approval program

Nonsubstantial Change of a Course:

- Non-substantive revisions to degrees, certificates, and awards
- Deleted courses
- Experimental courses (offered for only one year)
- Reintroduced courses (deleted inactivated/suspended at the campus level within past two years) with no substantial revisions
- Non-substantive revisions of courses including changes to:

- Non-substantive revisions to degrees, certificates, and awards
- Deleted courses
- Experimental courses (offered for only one year)

Formatted: Font: Bold
Formatted: Body Text, Indent: Left: 0.5", Right: 0.14", Line spacing: Exactly 14.65 pt, Tab stops: 0.57", Left
Formatted: Font: Bold, Strikethrough
Formatted: Font: Bold
Formatted: Space Before: 0.05 pt, Bulleted + Level: 1 + Aligned at: 0.5" + Indent at: 0.75"
Formatted: Space Before: 0.05 pt, Bulleted + Level: 1 + Aligned at: 0.5" + Indent at: 0.75"
Formatted: Indent: Left: 0.75", Space Before: 0.05 pt, No bullets or numbering
Formatted: Strikethrough
Formatted: Indent: Left: 0.5", Right: 0.14", Tab stops: 0.57", Left
Formatted: Font: Bold, Underline
Formatted: Font: Bold
Formatted: Indent: Left: 0.5"
Formatted: Font: Bold
Formatted: Font: Bold
Formatted: Font: Bold
Formatted: Bulleted + Level: 1 + Aligned at: 0.5" + Indent at: 0.75"
Formatted: Font: Bold
Formatted: Not Strikethrough
Formatted: Bulleted + Level: 1 + Aligned at: 0.57" + Indent at: 0.82"
Formatted: Bulleted + Level: 1 + Aligned at: 0.57" + Indent at: 0.82"
Formatted: Not Strikethrough
Formatted: Not Strikethrough
Formatted: Font: Bold
Formatted: Font: Bold
Formatted: Not Strikethrough
Formatted: Indent: Left: 0.57"
Formatted: Bulleted + Level: 1 + Aligned at: 0.57" + Indent at: 0.82"
Formatted: Line spacing: Exactly 14.6 pt
Formatted: Bulleted + Level: 1 + Aligned at: 0.57" + Indent at: 0.82"

- ~~Reintroduced courses (deleted within past two years) with no substantial revisions~~
- ~~Non-substantive revisions of **courses including changes to:**~~

Formatted: Bulleted + Level: 1 + Aligned at: 0.5" + Indent at: 0.75"

Formatted: Font: Bold

1. Course ~~ID~~ **Department and Number (CB01)** (discipline name or abbreviation plus alphanumeric designation)
2. **Course** Title **(CB02)** ~~(if modest – *e.g.*, Black Literature to African American Literature)~~
3. **Course Transfer Status (CB05)** ~~Units and/or Hours (if no increase)~~
4. **Course Cooperative Work Experience Education Status (CB10)** ~~Prerequisite(s) and/or corequisite(s) (correction, reduction, elimination)~~
5. **Course Classification Status (CB11)** ~~Recommended preparation~~
6. **Course Special Class Status (CB13)** ~~Description (if non-substantive)~~
7. **Funding Agency Category (CB23)** ~~Fees (removed)~~
8. **Course Program Status (CB24)** ~~repetition (reduced or removed~~)
   - ~~9.1. Field trips (required or may be required or removed)~~
   - ~~10.2. Former course ID (pro forma with revision of course ID)~~
   - ~~11.3. Co-designation (same as)~~
   - ~~12.4. Pass/No Pass only (no letter grade)~~
   - ~~13.5. Not applicable for degree credit~~
   - ~~14.6. Transfer credit~~
   - ~~15.7. Distance education~~

Other Action which will not issue a new control number:

- **Correction – an action to correct a value previously reported in error.**
- **Active to Inactive – an action to make an active program or course inactive.**
- **Inactive to Active – an action to reactive an active program or course which was previously made inactive.**

- The Board Agenda template for new and ~~substantively~~ **substantially** revised courses and programs will include the notation "Reviewed by– Chancellor's Cabinet."

Members understand that they attend meetings to represent constituent groups at a College or the District Administrative Center. In this role, members formulate recommendations to the Chancellor through consultation and are responsible to serve as a conduit for information and the catalyst for discussion on topics raised at the District group and within the constituent group. These topics include, but are not limited to, the specific areas outlined in state law and regulation.

Chair: The Chancellor appoints a member to serve as the administrative chair on this workgroup. This member co-chairs the workgroup with a faculty member.

Co-Chair: The ~~home College for the~~ faculty co-chair is rotated among the three Colleges, and the maximum term ~~for a faculty co-chair~~ is ~~up to~~ two years.

Formatted: Strikethrough
Formatted: Bulleted + Level: 1 + Aligned at: 0.5" + Indent at: 0.75"
Formatted: Font: Bold
Formatted: Strikethrough
Formatted: Font: Bold
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Font: Bold
Formatted: Strikethrough
Formatted: Font: Bold
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Indent: Left: 0.07"
Formatted: Font: (Default) Arial, Bold
Formatted: No bullets or numbering
Formatted: Indent: Left: 0.07", No bullets or numbering
Formatted: Strikethrough
Formatted: Font: Bold
Formatted: Strikethrough
Formatted: Strikethrough
Formatted: Strikethrough

From Each College:

Executive Vice President**/Vice President of Academic Affairs and Student Learning**
Faculty Co-Chair of the College Curriculum Committee
Articulation Officer
Academic Senate President or designee

Typically, this workgroup meets monthly during the academic year.

Formatted: Font: Bold

Formatted: Font: Bold

Ensuring Effective and Efficient Curriculum Processes –
An Academic Senate White Paper

Approved by the Executive Committee

October 3 – 4, 2015

2015-2016 Curriculum Committee
John Freitas (Chair), Chemistry, Los Angeles City College
Lori Bennett, Executive Vice President, Moorpark College
Ryan Carey, Emergency Medical Technology, El Camino College
Sofia Gelpi, Spanish, Allan Hancock College
Michael Heumann, English, Imperial Valley College
Diana Hurlbut, Life Sciences, Irvine Valley College
Ginni May, Mathematics, Sacramento City College
Gerald Sirotnak, Student Senate for CCC, Norco College
Tiffany Tran, Counseling/Articulation Officer, Irvine Valley College
Vivian Varela, Sociology, Mendocino College

Introduction

Curriculum is the driving force and foundation of all educational institutions. In the California community colleges, faculty assume primary responsibility not only for developing curriculum but also, through their local senates, for establishing effective local curriculum processes. Ensuring the effectiveness of local curricular processes is therefore a matter of faculty responsibility, and concerns about how well local curriculum processes function are often a source of discussion and concern at both the local and state levels. When development or approval of curriculum is stalled, inefficient, or otherwise not working properly, the entire institution suffers.
In recognition of this fact, the Academic Senate for California Community Colleges (ASCCC) adopted Resolution 9.01 S15:

> *Whereas, Colleges and districts have a variety of local curriculum processes, including timelines indicating when courses and programs are submitted to technical review committees, curriculum committees, academic senates, and governing boards;*
>
> *Whereas, Timely curriculum processes are required for all disciplines and programs; and*
>
> *Whereas, Colleges would benefit from a paper outlining effective practices for local processes on curriculum approval;*
>
> *Resolved, That the Academic Senate for California Community Colleges survey curriculum chairs on the timeliness of their local curriculum approval processes by Fall 2015 and develop a paper on effective practices for local curriculum approval and present it to the field for adoption at the Fall 2016 Plenary Session.*

With the release of the report of the Task Force on Workforce, Jobs, and a Strong Economy, which is focused on Career and Technical Education (CTE), and with the advent of the pilot baccalaureate degrees and the desire for certain pilot colleges to approve these degrees in spring 2016, effective and efficient curriculum approval processes are increasingly a subject of interest at the local and state level. Many of the task force recommendations relate directly to curriculum and, more specifically, to ensuring that local curriculum processes function in ways that allow for community college CTE programs to respond effectively and in a timely manner to changes in industry and the workforce as well as to the needs of the communities they serve.

Curriculum processes work best at colleges where sufficient resources are dedicated to ensure that local curriculum approvals and curriculum submissions to the Chancellor's Office occur in an efficient and timely manner. The need for resources and other matters important to ensuring effective local curriculum processes will be addressed in a position paper that is scheduled to be brought for approval to the Spring 2016 ASCCC Plenary Session. The purpose of this white paper is to provide to local senates and curriculum committees with more immediate guidance for reviewing and revising their local

curriculum policies and procedures as needed and to provide examples of effective practices for improving the effectiveness and efficiency of their curriculum approval processes.

The Curriculum Committee – Its Role and Authority

Curriculum committees derive their legal authority from the Education Code and the California Code of Regulations. Specifically, Education Code §70902(b)(7) gives local academic senates the right "to assume primary responsibility for making recommendations in the areas of curriculum and academic standards." California Code of Regulations Title 5 §53200 identifies curriculum as an academic and professional matter under the purview of academic senates, while Title 5 §55002 requires colleges and/or districts to establish a curriculum committee either as a committee of the local senate or as a separate committee established by mutual agreement between the administration and the local senate. Furthermore, §55002 gives curriculum committees the full authority to recommend approval of new collegiate credit, non-degree applicable credit, and noncredit courses directly to the governing board. Finally, while Title 5 is silent about the authority of curriculum committees to approve new degree and certificate programs, educational program development is an academic and professional matter identified in §53200 and in partnership with academic senates, curriculum committees are generally given the responsibility for reviewing and approving new programs. Furthermore, local curriculum committees may be granted the authority to recommend approval of new programs directly to the governing board.

While colleges and districts have local policies and procedures that require additional steps between curriculum committee approval and governing board approval of new courses and programs, no legal requirement mandates such intermediate approvals. Local senates are permitted to delegate authority for course and program approvals to their curriculum committees. Education Code and Title 5 contain no legal requirement that new courses and programs be approved by deans, chief instructional officers (CIOs), or college presidents prior to submission to the governing board following curriculum committee approval.

While no legal requirement exists for administrative approvals of new courses and programs following curriculum committee approval and prior to submission to the governing board, academic deans and CIOs should still be involved in curriculum processes. In fact, curriculum development should be a collegial and collaborative process involving all college constituencies as appropriate because everyone has a stake in ensuring that the college offers the curriculum that best serves the needs of its students, and thus academic deans and CIOs should assist faculty in the curriculum development and review process. CIOs and academic deans, which should include CTE and noncredit deans, are knowledgeable about compliance requirements for courses and programs, and their involvement early in the process can prevent mistakes and delays later in the process. Such expertise provides valuable and complementary guidance to the faculty content experts. A final review—though not approval—by the CIO of the proposals approved by the curriculum committee ensures that that the governing board can be

confident that the proposals align with the college mission, comply with the requirements of Title 5 and the Program and Course Approval Handbook (PCAH), and fulfill validated college needs and that there are sufficient resources to support the new curriculum.

Input from students is also important. Under Education Code 70902(b)(7), students are afforded the right to participate effectively in college governance, and Title 5 §51023.7 "shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students," including curriculum development. Thus, curriculum committees should include representatives from the local student senate leadership organization in order to afford students this opportunity to participate in curriculum development.

The final authority for approving new courses and programs always rests with the governing board or its designee. The CIO is often responsible for ensuring that proposals are forwarded to the governing board for approval. If the CIO, who has the ultimate authority on whether or not courses are offered in the schedule of classes, has serious concerns about curriculum proposals, those concerns will be brought to the governing board. If the CIO is included in the curriculum process before final approval of the proposals, such concerns may be addressed and resolved. Each governing board also includes at least one non-voting student trustee, and when the student voice is not considered—or is ignored—in the curriculum development process, the governing board will take notice and may often delay approval of new courses and programs when students raise serious objections. Therefore, students, deans, and the CIO should be involved throughout the curriculum development process. Such involvement will help the faculty identify potential problems with curriculum early in the process and minimize any concerns that may be expressed to the governing board when new courses and programs come before them for approval.

Local Curriculum Approval Processes: Review, Evaluate, and Improve

Stage 1 - Review and Evaluate the Process

Before implementing any change to the local curriculum approval processes, local senates and curriculum committees should first conduct a review and evaluation of the effectiveness and efficiency of those processes. Important questions to ask during such a review include the following:

- How long does it take to approve a new course or program, or to revise an existing course or program, from initiation of the process by the discipline faculty to approval by the governing board, and could this timeline be improved?
- Does the approval process contain redundant or unnecessary steps, and, if so, what steps could be eliminated without negative impacts?
- Does the process require too many approvals relative to what is actually required by Title 5?
- Does the process contain steps that could be completed simultaneously rather than sequentially?
- Are local course and program submission and deadlines too infrequent or restrictive?

- Is the process impeded by problems caused by ineffective technology, or even a lack of technology, at the local level?
- Does the process focus too much on complying with course outline formatting instructions and too little on course and program quality?

While academic senates and curriculum committees must lead the effort to review and evaluate their curriculum approval processes, CIOs, academic deans including CTE and noncredit deans, curriculum specialists, articulation officers and student leadership should be included in the conversation about the curriculum process. A good review process should also include input from the faculty at large, who can provide a perspective about the curriculum process that may not be readily apparent to curriculum leaders who are more closely engaged with the process on a regular basis. Regardless of how the local review and evaluation is done, since curriculum approval policies and processes are academic and professional matters, local academic senates are responsible for recommending revisions to curriculum policies and procedures directly to their governing boards or their designees as appropriate.

Stage 2. Make the Changes - Recommendations for Optimizing Curriculum Processes

1. Make sure the process for initiation of new curriculum and revisions to existing curriculum is clear.

Provide faculty with a clear description of the process and timelines. Effective practices for doing this include the following:

- Creating a curriculum calendar or a process flow chart that clearly presents important due dates and illustrates the process from initiation to approval.
- Create a curriculum website that allows easy access to local, district, and statewide curriculum resources.
- Create a curriculum handbook that includes all curriculum policies and procedures, a discussion of the importance of high quality curriculum and an explanation of its elements, and descriptions and instructions for all aspects of the curriculum process including instructions for using the curriculum management system.

2. Make sure the technical review process is streamlined and effective.

A common criticism of local curriculum processes is that they are too slow. Local senates and curriculum committees should work on developing ways to minimize the time between curriculum development, technical review, and curriculum approval without sacrificing quality. Ideally, once a new course or program is submitted for review and approval, it should come to the curriculum committee for first reading within one month of submission, provided the curriculum developer responds to requests for corrections to the course or program submission during the technical review and other stages. Some examples of ways to make technical review more efficient include the following:

- Make technical review simultaneous with the curriculum development process so that the curriculum developer is receiving constructive input by technical reviewers prior to submission for formal or official technical review.

- Limit the technical review committee to the most critical individuals, such as the curriculum chair, articulation officer, librarian, SLO coordinator, distance education expert, curriculum specialist, and the CIO or designee, and allow them to conduct their review simultaneously rather than sequentially.
- Create criteria, submission schedules, and approval processes that allow minor changes to courses and programs to undergo an expedited or streamlined technical review rather than a full technical review.

3. Make sure curriculum committee meetings are run efficiently.
Once the technical review of new curriculum is completed, proposals move to the curriculum committee for review and approval. Curriculum committee members must be well prepared and curriculum committee meetings should be run as effectively as possible. Curriculum committees should focus on the content of the curriculum rather than on technical minutiae during meetings. Focusing too much on minutiae can render a curriculum committee ineffective and result in delays to the approval and offering of new curriculum. Some effective practices that can be employed to ensure curriculum committees complete their business in a timely and effective manner include the following:

- Prepare a well-organized agenda that includes the pertinent information such as course number, title, and whether the proposal is for a revision or new course.
- Assign several curriculum committee members to each proposal as readers that will provide prepared responses to the curriculum developers and help the curriculum committee from becoming too overwhelmed, particularly when a large number of new curriculum proposals are submitted.
- Use a consent agenda for non-substantial changes to curriculum.
- Engage in detailed review of new curriculum during first readings and use consent calendars for approval at the second reading.
- Allow CTE proposals that are the result of a statutory or external accreditation requirement to be approved without a second reading by the curriculum committee.
- Consider giving curriculum committee members access to the curriculum management system so that they can make reviewer comments prior to the first reading by the curriculum committee.

4. Streamline the approval process.
While governing boards must approve new courses and programs, colleges may grant their curriculum committees authority for final approval of minor revisions. Again, no legal requirement exists for boards, CEOs, CIOs, or even local senates to approve minor revisions to courses and programs. Effective technical review processes should eliminate the need for further approvals beyond the curriculum committee.

Colleges may also consider expedited approval for time-sensitive curriculum proposals. Some new courses may not need to go through all of the steps of curriculum adoption; certain time-sensitive cases, particularly in CTE, may require more immediate action. In addition to approval by the governing board, new CTE degree and certificate programs require separate review and action by the appropriate regional consortium prior to

submission to the Chancellor's Office (Title 5 §55130). At the same time, any expedited approval must not come at the expense of the quality or rigor of the curriculum. Examples of methods for expediting approval of new curriculum include the following:

- Give curriculum committees full authority to make recommendations on new courses and programs directly to the governing board and remove any intermediate approval steps.
- Give curriculum committees full authority to approval non-substantial changes—as defined locally—to courses and programs without any additional approvals, including from the governing board.
- Limit the requirements for curriculum submissions to the governing board to approval of new courses and programs.
- Submit new CTE program proposals to the regional consortium simultaneously with submission to the curriculum committee for local program approval and prior to submission to the governing board.[1]
- Expedite technical review for course revisions that only involve changes to course attributes such as content and objectives or for changes to courses and programs that are required as a result of changes to statutory or external accreditation requirements;
- Multi-college districts may consider giving college curriculum committees the authority to grant final approval for adoption at one college of courses that already exist at other colleges within the district, since those courses have already been approved by the governing board.[2]

5. Increase the frequency of curriculum approvals by the curriculum committee and the governing board.

The frequency of curriculum approvals among the California community colleges varies widely. No matter how efficient and timely the technical review process is, if the rate of review and approval by the curriculum committee and governing board is slow, then approval of curriculum will be slow. Some curriculum committees meet weekly or biweekly, while others meet only monthly. Given that many curriculum committees use a first reading/second reading model for curriculum approvals, new course and program approvals by curriculum committees that meet monthly can take two months. Likewise, some governing boards consider curriculum at every meeting, while others consider it only once per term or even once per academic year. Such limitations in frequency of approvals by governing boards are local practices that have no legal basis and can be changed. Recommendations for improving the frequency of curriculum approvals include the following:

---

[1] Regional consortia establish their own procedures for submission and review of new program proposals. Be sure to check the requirements of the regional consortium to determine if it does allow submissions of proposals prior to local curriculum committee or governing board approval.

[2] An example of this process exists in the Los Rios CCD. The Los Rios CCD is a four-college district and allows colleges to adopt courses upon curriculum committee approval if those courses have already been approved by the governing board for adoption at another college in the district. The Chancellor's Office only requires the original approval date of the course by the governing board when the college submits the newly adopted course to the Curriculum Inventory.

- Schedule biweekly, or even weekly, standing meetings of the curriculum committee, particularly in the fall when curriculum approval workload is often the heaviest.
- Change local policies and procedures so that the governing board can approve curriculum at every meeting.

6. Consider giving colleges in multi-college districts autonomy over their curriculum. Multi-college districts present additional challenges. For example, some districts have aligned or partially aligned curriculum that requires district-wide review before new courses and programs are approved or even before approval of substantial changes to existing courses and programs. No legal requirement exists for colleges in multi-college districts to have identical or aligned curriculum. While alignment of curriculum in multi-college districts can certainly be of benefit to students, curriculum alignment requirements can also make curricular improvement at colleges much more difficult. Furthermore, accreditors hold colleges, not districts, responsible for the quality of their curriculum and the effectiveness of their curriculum approval processes, and if a district-wide process is identified as not meeting the accreditation standards, then all of the colleges in the district will be sanctioned for not meeting the standard. If district-wide processes are identified as reasons that curriculum is not approved in a timely manner, then local senates should strongly consider changing their district-wide processes. Considerations include the following:

- Eliminating district-wide approvals or requirements for achieving consensus among the colleges in the district.
- Give each college in the district full autonomy over its curriculum, including attributes such as units and contact hours.
- If alignment is a concern, use C-ID or articulation agreements as means to ensure alignment of curriculum rather than using rigid district-wide alignment requirements.

Conclusions and Recommendations

Local academic senates and curriculum committees should work together to review, evaluate, and revise the college's and/or district's curriculum approval policies and procedures. The release of the *Report of the Task Force on Workforce, Jobs, and a Strong Economy*, along with the need for some pilot colleges to approve new baccalaureate degrees by spring 2016, has created a new sense of urgency for local senates and curriculum committees to ensure that their curriculum approval processes are effective and efficient so that new courses and programs as well as course and program revisions can be approved in a timely manner to meet community and industry needs. Recommendations for local senates and curriculum committees include the following:

- Review and evaluate the effectiveness of local curriculum processes.
- Make certain the process for the initiation of new curriculum and revisions to existing curriculum is clear.
- Make certain the technical review process is streamlined and effective.
- Make certain curriculum committee meetings are run efficiently.

- Streamline the curriculum approval process, including increasing the frequency of curriculum approval by the curriculum committee and the governing board.
- Consider establishing an expedited approval process for time-sensitive proposals.
- Consider giving colleges in multi-college districts autonomy over their curriculum.

In addition to providing the recommended effective practices provided in this white paper, the Academic Senate for California Community Colleges is also available to work with colleges and districts that may need additional assistance in revising their curriculum processes. Assistance from the Academic Senate may be requested at http://asccc.org/contact/request-services.

Resources

California Community Colleges Task Force on Workforce, Jobs and a Strong Economy: *Report and Recommendations,* August 14, 2015
http://doingwhatmatters.cccco.edu/Portals/6/docs/SW/2015_08_22%20BOG%20TF%20DRAFT%20report%20v5.pdf

Program Course and Approval Handbook, 5th Edition,
http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf

The Course Outline of Record: A Curriculum Reference Guide, Academic Senate for California Community Colleges (adopted spring 2008).
http://asccc.org/sites/default/files/publications/Curriculum-paper_0.pdf

Sacramento City College Curriculum Handbook (2009 Edition)
https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/93b14b61-3541-4dc8-8366-ddf2bdaa1d03/SCC_Curriculum_Handbook_2009.pdf

Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	AP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION
Number	AP 4025
Status	Active
Legal	Accreditation Standard II.A.3
	Title 5, Section 55061
	Title 5, Section 55062
	Title 5, Section 55063
Adopted	July 14, 2009
Last Reviewed	June 18, 2013

Philosophy and Criteria for Associate Degree
The philosophy and criteria for the associate degree and general education of the Ventura County Community College District address the considerations contained in the references listed above. These include, but are not limited to:

The programs of District colleges are consistent with the District mission, objectives, demographics and economics of its community.

The philosophy and criteria regarding the associate degree reference the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including but not limited to:

- To think, communicate, speak, and write clearly and effectively
- To understand and apply mathematical concepts
- To understand the modes of inquiry of the major disciplines
- To be aware of other cultures and time periods
- To achieve insights gained through experience in thinking about ethical problems
- To develop the capacity for self understanding

The Curriculum Committee of each District college establishes a curriculum proposal and review process that methodically and consistently validate the above principles within the college's course and program inventory.

At a secondary level, the District Technical Review Workgroup-Instructional (DTRW-I) provides technical oversight to ensure that the colleges' course and program curriculum are in regulatory compliance.

Philosophy and Criteria for General Education
The philosophy and criteria regarding general education reference the policy of the Board of Governors that general education should lead to better self-understanding, including:

- Understand the modes of inquiry and critique used in the natural, social, and behavioral sciences and the humanities
- Understand and appreciate the role of culture and the arts in society and in one's personal life
- Think logically and communicate effectively
- Understand and adopt the concepts of personal health and fitness to enhance the quality of life

- Recognize the multitude of diversities in the physical and human environments and how these diversities impact individuals and society
- Understand the connections among the various disciplines
- Use a variety of means to find information, examine it critically, and apply it appropriately
- Work ethically and effectively with others
- Apply the skills necessary for successful living in an ever-changing and global environment
- Become productive workers and life-long learners
- Meet the objectives of general education

General education is designed to introduce students to the variety of means through which people comprehend the modern world.

General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology proficiency, affective and creative capabilities, social aptitude, and an appreciation for cultural diversity.

To meet the objectives of general education, each District college shall place GE courses in the following areas:

(A) Natural Sciences: A minimum of 6 units including one course in Biological Sciences and one course in Physical Science.

(B) Social and Behavioral Sciences: A minimum of 6 units including one course in American History/Institutions and one course in other Social and Behavioral Science.

(C) Humanities: A minimum of 6 units including one course in Fine Arts/Performing Arts and one course in any other Humanities.

(D) Language and Rationality: A minimum of 6 units including one course in English Composition and one course from Communication/Analytical Thinking. Additional District requirements may be met by courses in the previous General Education area.

(E) Health/Physical Education and Kinesiology: No unit minimum. One Health Education course and one Physical Education Activity course.

(F) Ethnic/Gender Studies: Students selecting an Associate in Arts degree in General Studies must complete a course in Ethnic/Gender Studies.

The Curriculum Committees of the colleges, as part of the curriculum proposal and review process, will specifically address the placement of courses into the general education areas.

(A) Natural Sciences
Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in Natural Sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific methods, and encourage an understanding of the relationship between science and other human activities.

(B) Social and Behavioral Sciences
Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in Social and Behavioral Science, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and an appreciation of how societies and social subgroups operate.

(C) Humanities
Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments.

(D) Language and Rationality
Courses in Language and Rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

(i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

(E) Health/Physical Education and Kinesiology
Courses in Health, Physical Education, and Kinesiology should help students develop the understanding of integrated wellness strategies and the skills necessary for designing, implementing and maintaining a healthy lifestyle.

(F) Gender Studies
Courses in ethnic and gender studies should help students develop an awareness of the diverse historical roots and an appreciation of the cultural contribution of minorities and women; and/or should lead to an understanding of the causes and consequence of socioeconomic inequality based on race, sex, sexual orientation, gender identity, or ethnicity; and explore ways of eliminating such inequities.

Elements of the review process will include, at a minimum, the following:

- The alignment of the course outcome to general education outcome of the proposed area
- The rigor and comprehensive nature of the course as a lower-division introduction into the discipline
- Applicability of the course for fulfilling CSU GE-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) for transfer

Each college will have student learning outcomes (SLO) to assess these GE courses.

Completion of the District College General Education pattern shall be required for all Associate degrees except:

1. When prohibited by legislated transfer degrees (Associate in Art for Transfer and Associate in Science for transfer) that require completion of CSU GE-Breadth and/or Intersegmental General Education Transfer Curriculum (IGETC) and forbid additional District graduation requirements.
2. General Studies Pattern II requires students to complete a transfer institutions own GE pattern while also meeting the 18 units of general education minimum established in Title 5. The additional District graduation requirements of Health/PE and Kinesiology and Ethnic/Gender Studies still apply.
3. General Studies Pattern III requires students to complete either CSU GE-Breadth or IGETC. the additional District graduation requirements of Health/PE and Kinesiology and Ethnic/Gender Studies still apply.
4. When the degree is designed specifically for transfer and another general education pattern (such as CSU GE-Breadth, IGETC, or a university's native GE pattern) more adequately serves the needs of the students.