Curriculum Committee Agenda
VIA CONFERZOOM

Date/Time: Tuesday, September 15, 2020 - 3:00 p.m.

Call information:
Join from PC, Mac, Linux, iOS or Android:
https://cccconfer.zoom.us/j/6631981863

Or iPhone one-tap (US Toll): +16699006833,6631981863# or
+13462487799,6631981863#

Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 346 248 7799 (US Toll)
+1 253 215 8782 (US Toll)
+1 301 715 8592 (US Toll)
+1 312 626 6799 (US Toll)
+1 646 876 9923 (US Toll)
Meeting ID: 663 198 1863
International numbers available: https://cccconfer.zoom.us/u/acYOR3APtu

Or Skype for Business (Lync):
SIP:6631981863@lync.zoom.us

Curriculum Committee Agenda
VIA CONFERZOOM

Tuesday, September 15, 2020 at 3:00pm
<mark>ALL COURSES/PROGRAMS IDENTIFIED IN THE ATTACHMENTS WILL BECOME EFFECTIVE FALL 2021 UNLESS OTHERWISE NOTED.</mark>

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

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

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

III. **INTRODUCTIONS, AND PUBLIC COMMENTS (Information)[1]**

 A. **Curriculum Committee members can contact Blair Gilbertson (Sr. Admin Assistant to the VP of Student Affairs) for an appointment to pick up a copy of the 2020-2021 catalog on campus**

IV.   **APPROVAL OF MINUTES: September 1, 2020 (Discussion/Action)**

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

 A. **Round 2 of Summer and Fall DE Courses (see additional attachment)**

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

 A. **Round 2 of Summer and Fall DE Courses (see additional attachment)**

VII. **MINIMUM QUALIFICATIONS:**

 A. **Round 2 of Summer and Fall DE Courses (see additional attachment)**

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

 A. **Round 2 of Summer and Fall DE Courses (see additional attachment)**

IX.   **FIRST READING:**

 A. **CURRICULAR PROPOSALS NOT REQUIRING SECOND READING (Discussion/Action; see attachment)**
  1. **Round 2 of Summer and Fall DE Courses (see additional attachment)**

X. **PHIILOSOPHY AND GENERAL EDUCATION CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action)**

 A. **Removal from local AA/AS GE list: requested by host department:**
  1. **ANAT V01**

 B. **Next meeting: Tuesday, September 29, 2020, 3pm**

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

 A. **Curriculum Committee Meeting Schedule (Discussion/Action; see attachment) – M. Bowen**

 B. **Spring 2021 potential DE Addenda (Discussion/Action) – J. Kalfsbeek-Goetz, D. Farias (on behalf of TADA workgroup), M. Bowen**

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

1. ≈120 courses identified as likely candidates for Spring 2021 updates
2. Distinguishing spring DE updates from Fall/Summer
3. Effective date? Spring 2021?

C. Faculty Resolution Regarding DE Class Caps (Discussion/Information; see attachment) – M. Bowen, D. Clark

D. Backlog of Programs from AY 19-20 (Discussion/Action) – M. Bowen, D. Farias (on behalf of TADA workgroup)

E. Banner Sync Issue (Discussion) – M. Bowen. M. Callahan, J. Kalfsbeek-Goetz

F. Priority 1 courses from AY 19-20 and AY 20-21 and issues with ADT updates (Discussion/Action) – D. Farias (on behalf of TADA workgroup)

G. Creation/Dissemination of quick reference materials that can be used for minor COR updates (Discussion) – D. Farias (on behalf of TADA workgroup) Link to Curriculum Handbook: **https://mbowenvc.000webhostapp.com/curriculum/docs/Ventura%20College%20Curriculum%20Handbook%202020.docx**

H. Delegation of Curriculum Committee members to create working teams to assist in Curriculum Committee duties/tasks/backlog (Discussion/Action) – D. Farias (on behalf of TADA workgroup)

I. Curriculum Committee Goals for AY 20-21 (Discussion/Action) – M. Bowen, D. Farias, P. Sezzi (on behalf of TADA workgroup)
1. Election of Curriculum Co-Chair (October deadline)
2. Other Goals

J. New Program Forms: CP-3, CP-4, NP-3, NP-4 (Discussion/Action; see attachments) – M. Bowen, M. Callahan

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

L. Standing Item: Anti-racism content in curriculum – J. Kalfsbeek-Goetz

XII. **CONSENT AGENDA: CURRICULAR PROPOSALS FOR APPROVAL (Action; see attachment)**

A. None

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

A. None

XIV. **FIRST READING:**

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

        1. **None**

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

        1. **None**

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

    A. None

XVI. **REPORTS (Information)**

    A. Co-Chairs

    B. Articulation

        1. **Final CSUGE-B and IGETC check sheets for Counseling**

        2. **Recent C-ID submissions:**

        i. **ART V03 for ARTH 140 (co-listed course AES V10 already approved)**

        ii. **AES V03 for SJS 120 (co-listed course CHST V03 already approved)**

        3. **Recent C-ID Approvals:**

        i. **AG V61 for AG-AS 104**

    C. Board of Trustees/ DTRW-I

    D. Subcommittees/Workgroups

        1. **TADA Workgroup – M. Bowen, D. Farias**

    E. New Curriculum Approvals at the State (CCCCO): Fall 2020 Update – S. Ayala

        1. **Curriculum Technician has submitted 100 of the 203 DE Addendum Courses approved at 9/1/20 CC meeting. The rest are held up at the Dept. Chair level.**

        2. **All Fall 2020 credit and noncredit courses approved and active**

        3. **Fall 2020 Programs approved and active: AS-T MATH (revision), COA Veterinary Assistant (new), AS Veterinary Technology (new), AA-T Social Justice Studies, Chicano Studies (new), COA Basic Law Enforcement (revised), AS-T Agriculture Plant Science (new), COA Plant Science (new)**

        4. **Fall 2020 Programs pending approval at the State: AS Advanced Manufacturing (new), COCN Basic Law Enforcement (noncredit/new)**

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

    A. Updated Title 5 Index Spreadsheet: https://mbowenvc.000webhostapp.com/curriculum/docs/Index%20to%20Title%205,%20Division%206%20(California%20Community%20Colleges).xlsx (Information) – M. Bowen

    B. Acronym Excerpt from Curriculum Handbook (Information; see attachment – M. Bowen

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

XVIII.GENERAL ANNOUNCEMENTS AND REQUESTS FOR FUTURE AGENDA ITEMS

NEXT MEETING
Tuesday, October 6, 2020 – via zoom

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

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

Curriculum Committee Minutes - <mark>DRAFT</mark>

Via Zoom

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

Called to order: 3:00 p.m.

I. ROLL CALL (Quorum is 9 out of 17 voting members)

VOTING MEMBERS		
Faculty co-chair/Interim Articulation Officer	☒Michael Bowen (MB)	
Technical Review Chair	☒Michael Callahan (MC)	
Academic Senate President	☒Dan Clark (DC)	
AFT Rep.	Vacant	
Career Education I Division	☒Kelly Wellman (KW)	☒Nicole Falco (NF)
Career Education II Division	☒Dorothy Farias (DF)	☐John Clark (JC)
College Outcome Group Representative	☐Asher Sund/Aurora Meadows	
English & Math Division	☒Peter Yi (PY)	(Vacant)
Health, KIN, ICA, Performing & Visual Arts Division	☒Jeff Fischer (JF)	☒Krenly Guzman Gonzalez (KGG)
Library, Languages, Behavioral & Social Sciences Division	☒Rubisela Gamboa (RG)	☒Maline Werness-Rude (MWR)
Librarian	☒Peter Sezzi (PS)	
Sciences Division	☒Gabriela Wood (GW)	☒Hafez Alawdi (HA)
Student Services Division	☒Mario Rivera (MR)	☒Gema Espinoza Sanchez (GES)
NON-VOTING MEMBERS		
CIO co-chair (Interim)	☒Jennifer Kalfsbeek-Goetz	
ASVC Rep. (ASVC President)	☐Michael Shouten	
Dean	☐Tim Harrison	☐Dan Kumpf
Dean	☒Lisa Putnam	☒Felicia Dueñas
Dean	☐Lynn Wright	☐Marcelo Vazquez
Dean	☒Debbie Newcomb	☐Phil Briggs
Academic Data Specialist	☒Olivia Long	
Academic Data Specialist	☒Felicia Torres (Kelly Denton)	
Recorder/Curriculum Technician	☒Sarah Ayala	
Distance Education Liaison	☒Sharon Oxford	
Registrar	☐Gaby Asamsama-Acuna	

Guests: Eric Irwin (ACE), Robert Pipal (BIOL), Ty Gardner (BIOL), James Walker (Athletics), Crystal Kallik (BUS)

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

M. Bowen called for a motion to approve the agenda

Motion by:	*D. Farias moved to approve the agenda but to reorder items VII, XII, XIII and XIV up on the agenda between Items IV and V on the agenda.*
Seconded by:	*P. Yi*
Discussion:	*None*
Final resolution:	*Items re-arranged, agenda approved*
Yes:	*H. Alawdi, M. Bowen, M. Callahan, D. Clark, G. Espinoza-Sanchez, N. Falco, D. Farias, J. Fischer, R. Gamboa, K. Guzman Gonzalez, M. Rivera, P. Sezzi, K. Wellman, M. Werness- Rude, G. Wood, P. Yi*
No:	*None*

Voting Tally:

AS/AM	DC	DF	GW	GES	HA	JF	JC	KW	KGG	MWR	MR	MB	MC	NF	PS	PY	RG
	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

III. INTRODUCTIONS, AND PUBLIC COMMENTS (Information)[1]

New members to the committee: Hafez Alawdi (Natural Sciences) and Gabi Wood (Natural Sciences), Krenly Guzman Gonzalez (Performing Arts)
Several guests mentioned: Jimmy Walker (Athletics), Robert Pipal (BIOL), Ty Gardner (BIOL)
S. Ayala: Tisa Medrano, the new Office Assistant in the Student Learning and Academic Affairs office will be assisting in taking notes at the Tech Review and Curriculum Committee meetings (and possibly the P&GE meeting) this semester. Please be aware she is new to the meetings and terminology, please slow down/repeat items for the notes as needed. Thank you team and thank you, Tisa!

Public Comments:
D. Newcomb – Would like to recognize the unbelievable "TADA" workgroup and the leadership of Dorothy Farias and Chloe Branciforte in completing the DE Addendum project this summer - and thank them sincerely.
E. Irwin (ACE) – Here to answer any questions about the ACE program

IV. APPROVAL OF MINUTES: (Discussion/Action)

M. Bowen called for a motion to approve the minutes from the 5/5/20 Curriculum Committee meeting

Motion by:	*N. Falco*
Seconded by:	*P. Sezzi*
Discussion:	*Correction requested. Item V.C Credit by Exam: Add note in the minutes that this vote should not have been taken due to insufficient information on the topic. Strike votes from the record. The vote is not binding due to not receiving the information in accordance with Brown Act rules.*
Final resolution:	*Minutes from 5/5/20 approved with correction as noted above*
Yes:	*H. Alawdi, M. Bowen, M. Callahan, D. Clark, G. Espinoza-Sanchez, N. Falco, D. Farias, J. Fischer, R. Gamboa, K. Guzman Gonzalez, M. Rivera, P. Sezzi, K. Wellman, M. Werness- Rude, P. Yi*
No:	*None*

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

AS/AM	DC	DF	GW	GES	HA	JF	JC	KW	KGG	MWR	MR	MB	MC	NF	PS	PY	RG
	Yes	Yes	Abstain	Yes	Abstain	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

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

A. Curriculum Deadlines (Discussion/Action; see attachment) – M. Bowen, O. Long

This item briefly mentioned at the end of the meeting.
See attachments for further information. First deadline is major revisions to credit courses and programs/all noncredit courses and programs – submission deadline is Sept 14th.
Deadlines tied to the Banner roll, which is done District-wide.

B. Curriculum Committee Meeting Schedule (Discussion/Action; see attachment) – M. Bowen

Item postponed until next meeting due to time.

C. Spring 2021 potential DE Addenda (Discussion/Action) – J. Kalfsbeek-Goetz, D. Farias (on behalf of TADA workgroup), M. Bowen

1. **≈120 courses identified as likely candidates for Spring 2021 updates**
2. **Distinguishing spring DE updates from Fall/Summer**
3. **Effective date? Spring 2021?**

Item postponed until next meeting due to time.

D. Faculty Resolution Regarding DE Approval (Discussion/Information) – M. Bowen

Item postponed until next meeting due to time.

E. Backlog of Programs from AY 19-20 (Discussion/Action) – M. Bowen, D. Farias (on behalf of TADA workgroup)

Item postponed until next meeting due to time.

F. Banner Sync Issue (Discussion) – M. Bowen. M. Callahan, J. Kalfsbeek-Goetz

Item postponed until next meeting due to time.

G. Priority 1 courses from AY 19-20 and AY 20-21 and issues with ADT updates (Discussion/Action) – D. Farias (on behalf of TADA workgroup)

Item postponed until next meeting due to time.

H. **Creation/Dissemination of quick reference materials that can be used for minor COR updates (Discussion) – D. Farias (on behalf of TADA workgroup) Link to Curriculum Handbook:**
https://mbowenvc.000webhostapp.com/curriculum/docs/Ventura%20College%20Curriculum%20Handbook%202020.docx

Item postponed until next meeting due to time.

I. **Delegation of Curriculum Committee members to create working teams to assist in Curriculum Committee duties/tasks/backlog (Discussion/Action) – D. Farias (on behalf of TADA workgroup)**

Item postponed until next meeting due to time.

J. **Curriculum Committee Goals for AY 20-21 (Discussion/Action) – M. Bowen, D. Farias (on behalf of TADA workgroup)**
    1. **Election of Curriculum Co-Chair (October deadline)**
    2. **Other Goals**

Item postponed until next meeting due to time.

K. **New Program Forms: CP-3, CP-4, NP-3, NP-4 (Discussion/Action; see attachments) – M. Bowen, M. Callahan**

Item postponed until next meeting due to time.

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

Item postponed until next meeting due to time.

VI. **REQUISITES: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
     A. **None**

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

A. **DE Blanket Addendum "DE ONLY" Courses, Summer and Fall 2020: Courses will be effective Summer 2020 (see additional attachment) – Time Certain 3:45 p.m.**

See agenda attachment showing all of the courses – approx. 203 courses - that have been updated for distance education (DE) addendums. This first batch of courses have been designated as ready to be submitted to the State with the approval date of Summer 2020. These courses were selected due to not having any other corrections needed other than the DE addendum.

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

Motion by:	M. Werness-Rude
Seconded by:	G. Espinoza-Sanchez
Discussion:	*Question: Why are all of the courses (approx. 400) not here now for approval, even if initial work isn't all finished? Seems like it will slow down the process.*

Answer: There was a discussion at the last Tech Review meeting about this. The decision to bring these 203 courses only forward now was taking into account the load on the Curriculum Committee as well as those that have work to do on the courses in the post Curriculum Committee approval process.

Faculty concern is that approval records will be spread out over many meetings, hard to track in the history/notes, etc. Concerned that the second half these courses will be unnecessarily held up with technical review, creating a bottleneck and time issues in relation to our deadlines and other Curriculum Committee business.

Some courses have changes to course descriptions, requisites, etc. If the Curriculum Committee is ok with approving courses without looking at all of that, then we can do that.

DE, Requisites, MQs are all separate votes as it is – why not approve DE portions and bring other changes back at subsequent meetings?

Concern seems to be that we were all looking forward to being done in August with the DE addendum. Now there is a deflated feeling among the group with concerns of being back in a bottleneck hole.

Maybe it would be helpful if we approve the first 203 of these courses now as planned, and at the next meeting, have an item listing the remaining courses within this DE addendum still in progress because of (whatever reason), as an information item. This would be mostly for documentation in the minutes, and more concise record keeping. Maybe the first Curriculum Committee meeting of the month there is an update.

Final resolution:	*Group agreed to approve these initial 203 courses, and bring list of others forward at next meeting.*
Yes:	*H. Alawdi, M. Bowen, M. Callahan, D. Clark, G. Espinoza-Sanchez, N. Falco, D. Farias, J. Fischer, R. Gamboa, K. Guzman Gonzalez, M. Rivera, P. Sezzi, K. Wellman, M. Werness- Rude, G. Wood, P. Yi*
No:	*None*

Voting Tally:

AS/AM	DC	DF	GW	GES	HA	JF	JC	KW	KGG	MWR	MR	MB	MC	NF	PS	PY	RG
	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

VIII. MINIMUM QUALIFICATIONS
A. None

IX. CONSENT AGENDA: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)
A. Updates: None

X. SECOND READING COURSES: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)
A. None

XI. SECOND READING PROGRAMS: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)
1. None

XII. **A. FIRST READING: CURRICULAR PROPOSALS REQUIRING SECOND READING (Discussion/Action; see attachment)**
    1. None

B. FIRST READING: CURRICULAR PROPOSALS NOT REQUIRING SECOND READING (Discussion/Action; see attachment)
    1. None

C. FIRST READING: PROGRAM PROPOSALS FOR APPROVAL
    1. New: A.S. Automotive Career Education

M. Bowen called for a motion to approve the First Reading proposals

Motion by:	*D. Farias*
Seconded by:	*P. Sezzi*
Discussion:	*E. Irwin: Department is restructuring the way the program is being delivered. It aligns more appropriately with industry standards and employment, and was developed in a 6-tier structure. Program is a work focused, internship based program. It provides students with more options with 6 certificates, and vetted with our community of employers.*
	Comment from M. Bowen: Program proposal was extremely thorough and well written. It can be used as an example for other CTE programs in development.
	Question: Are classes comparable to what the proposed course numbers are now (AUTO to ACE)?
	Answer: Yes, for a specific time, in conjunction with catalog rights.
Final resolution:	*Program approved for First Reading, will return at the next meeting for Second Reading approval*
Yes:	*H. Alawdi, M. Bowen, M. Callahan, D. Clark, G. Espinoza-Sanchez, N. Falco, D. Farias, J. Fischer, R. Gamboa, K. Guzman Gonzalez, M. Rivera, P. Sezzi, K. Wellman, M. Werness- Rude, G. Wood, P. Yi*
No:	*None*

Voting Tally:

AS/AM	DC	DF	GW	GES	HA	JF	JC	KW	KGG	MWR	MR	MB	MC	NF	PS	PY	RG
	Yes	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*		*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*

Recorder's Note: P. Yi and H. Alawdi left the meeting after the First Reading Program vote.

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

A. MT V04/DRFT V04 (approved 4/21/20), MT V07 (approved 5/5/20): effective dates changed from Fall 2021 to Fall 2020

The issue with these two courses is that they are required for the Advanced Manufacturing Degree – courses had to be updated. We'd like to get the program approved for Fall 2020, but can't do that with course outlines that are marked effective 2021. Would the Curriculum Committee consider backdating the courses for program submission ASAP?

M. Bowen called for a motion to approve the MT and DRFT Administrative Change proposals
Motion by: *D. Farias*
Seconded by: *K. Wellman*
Discussion: *None*
Final resolution: *Administrative Change proposal approved.*
                        Committee comment: Hard and fast deadlines always seem to be moved. One would hope and appreciate the same consideration would be given to other programs or courses if needed in the future.
Yes: *M. Bowen, M. Callahan, G. Espinoza-Sanchez, N. Falco, D. Farias, J. Fischer, R. Gamboa, K. Guzman Gonzalez, M. Rivera, P. Sezzi, K. Wellman, M. Werness- Rude, G. Wood*

No: *None*

Voting Tally:

AS/AM	DC	DF	GW	GES	HA	JF	JC	KW	KGG	MWR	MR	MB	MC	NF	PS	PY	RG
	Abstain	Yes	Yes	Yes		Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes

B. BIOL V10 (co-listed course ESRM V01 was approved 3/31/20, but BIOL V10 was not listed)

Normal procedure is if courses are co-listed, we print both on the agenda. In the case with Item B., BIOL V10 was not listed on the same agenda as ESRM V01 and should have been.

M. Bowen called for a motion to approve the BIOL V10 Administrative Change proposal
Motion by: *P. Sezzi*
Seconded by: *G. Espinoza-Sanchez*
Discussion: *None*
Final resolution: *Administrative Change proposal approved*
Yes: *M. Bowen, M. Callahan, D. Clark, G. Espinoza-Sanchez, N. Falco, D. Farias, J. Fischer, R. Gamboa, K. Guzman Gonzalez, M. Rivera, P. Sezzi, K. Wellman, M. Werness- Rude, G. Wood*

No: *None*

Voting Tally:

AS/AM	DC	DF	GW	GES	HA	JF	JC	KW	KGG	MWR	MR	MB	MC	NF	PS	PY	RG
	Yes	Yes	Yes	Yes		Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes

XIV. PHILOSOPHY AND GENERAL EDUCATION CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action)
A. P&GE Meeting Date: 9/22
Ask for one rep from each division to volunteer to attend. 9/22 is a 4th Tuesday. Is there any person who will not be able to attend that would want to? Another option for the meeting is 9/29. Group agreed to move the P&GE Meeting to 9/29 and move Tech Review to 9/22.

B. Additions to local AA/AS GE list: requested by host department:
1. HED V20 (B2), HED V22 (B2), HIST V47/AES V47 (B2), KIN V13 (E2), KIN V33 (E2), KIN V81 (E1)
All approved for CSU or IGETC – effective as Fall 2020. These courses listed will be added to the GE check sheet.

M. Bowen called for a motion to approve the P&GE proposals in XIV.B.1

Motion by:	*R. Gamboa*
Seconded by:	*M. Rivera*
Discussion:	*Question: Have the departments been notified? Answer: Yes, emails have been sent.*
Final resolution:	*Approved*
Yes:	*M. Bowen, M. Callahan, D. Clark, G. Espinoza-Sanchez, N. Falco, D. Farias, J. Fischer, R. Gamboa, K. Guzman Gonzalez, M. Rivera, P. Sezzi, K. Wellman, M. Werness- Rude, G. Wood*
No:	*None*

Voting Tally:

AS/AM	DC	DF	GW	GES	HA	JF	JC	KW	KGG	MWR	MR	MB	MC	NF	PS	PY	RG
	Yes	Yes	Yes	Yes		Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes

C. Removal from local AA/AS GE list: requested by host department:
1. ANAT V01

M. Bowen called for a motion to approve the P&GE proposals in XIV.C.1

Motion by:	*D. Clark*
Seconded by:	*D. Farias*
Discussion:	*This course is currently in area A1.*
	Preston Pipal in attendance to discuss – to explain the decision
	P. Pipal: Some history on this decision: Our Dept. asked last year for this course to be removed from the GE list. It started to go through the process, but hit snags. Justification backup - https://www2.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/geac/documents/GE-Reviewers-Guiding-Notes.pdf (Page 16 and 17 of this guiding document). Main concern is when you look at the actual wording of what the CSU and UCs want, we (BIOL Dept.) simply don't do any of those in ANAT V01. We thought it was inappropriate for this course to be listed as a GE when we do not meet the requirements.
	The question has been asked, that if we remove this – what are the students going to take in its place? There's 27 other courses listed for GEs – most in biological sciences – and they all still currently have space for enrollment.
	ANAT V01 is a required course for a certain subset of our students – Pre-Allied Health and Nursing specifically. In terms of enrollment pressure – ANAT V01 has one of the highest enrollments on campus. Moving it off of the GE list, aside from the fact it doesn't have the requirements, will help serve our students who require it for their programs, and re-direct others to courses that don't always fill and also fulfill their requirements. There are other human-focused, life courses that BIOL Sciences offers: BIOL V12 and BIOL V18.
	G. Espinoza-Sanchez – Counseling would like to table this and bring it back for discussion at a later meeting. This is the first time that Counseling is hearing about the desire for removal. Counseling would like to discuss this further with the BIOL department.
	T. Gardner: This has been a long-term interest for BIOL depart. We can pretend it's serving as a GE course, but it's not. It doesn't serve as GE at the universities. It's meant to provide

a basic intro to Health Sciences that students follow up with in other specific courses. Students will get the GE on their pathway. We are doing a disservice to students who are taking ANAT as their GE course. They are not getting an intro to Human BIology by taking it.

G. Wood: Opposed to postponing. Course does not include the Scientific Method. Why postpone unless it will not be approved? Creates untrustworthy feeling.

R. Pipal offered to come to next Counseling meeting to explain the logic behind the BIOL Dept.'s request, or to answer any questions.

P. Sezzi: To appease both sides, can we agree to postpone to the next meeting to vote one way or another at the next Curriculum Committee meeting? Gives counseling a chance for another conversation, and does not take the vote off the table.

Final resolution:	*D. Clark – amended motion to postpone vote and further discussion until next Curriculum Committee meeting*
	D. Farias – seconded
Yes:	*M. Bowen, M. Callahan, D. Clark, G. Espinoza-Sanchez, N. Falco, D. Farias, J. Fischer, R. Gamboa, K. Guzman Gonzalez, M. Rivera, P. Sezzi, K. Wellman, M. Werness- Rude*
No:	*G. Wood (10 to 1).*

Recorder's Note: K. Guzman-Gonzalez and R. Gamboa left the meeting before the P&GE proposals XIV.C.1 vote.

Voting Tally:

AS/AM	DC	DF	GW	GES	HA	JF	JC	KW	KGG	MWR	MR	MB	MC	NF	PS	PY	RG
	Yes	Yes	No	Yes		Yes		Yes		Yes	Yes	Yes	Yes	Yes	Yes		

XV. REPORTS (Information)

A. Co-Chairs

B. Articulation/C-ID

1. Final CSUGE-B and IGETC check sheets for Counseling

Item postponed until next meeting due to time.

2. Recent C-ID submissions:

i. ART V03 for ARTH 140 (co-listed course AES V10 already approved)

ii. AES V03 for SJS 120 (co-listed course CHST V03 already approved)

Item postponed until next meeting due to time.

3. Recent C-ID Approvals:

i. AGV61 for AG-AS 104
Item postponed until next meeting due to time.

C. **Board of Trustees/ DTRW-I**

D. **Subcommittees/Workgroups**

    1. **TADA Workgroup – M. Bowen, D. Farias**

Item postponed until next meeting due to time.

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

    1. **All Fall 2020 credit and noncredit courses approved and active**

    2. **Fall 2020 Programs approved and active: AS-T MATH (revision), COA Veterinary Assistant (new), AS Veterinary Technology (new), AA-T Social Justice Studies, Chicano Studies (new), COA Basic Law Enforcement (revised)**

    3. **Fall 2020 Programs pending approval at the State: AS Advanced Manufacturing (new), AS-T Plant Science (new), COA Plant Science (new), COCN Basic Law Enforcement (noncredit/new)**

Item postponed until next meeting due to time.

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

A. **Updated Title 5 Index Spreadsheet (Information; see attachment) – M. Bowen**
Item postponed until next meeting due to time.

B. **Acronym Excerpt from Curriculum Handbook (Information; see attachment – M. Bowen**
Item postponed until next meeting due to time.

C. **Proposed Program Submission Excerpt from Curriculum Handbook (Information; see attachment) – M. Bowen**
Item postponed until next meeting due to time.

D. **Interim Articulation Officer, Michael Bowen (Information) – M. Bowen**
Item postponed until next meeting due to time.

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

Meeting adjourned: 4:46 p.m.

NEXT MEETING

September 15, 2020 - 3:00 PM

Location: via Zoom

Course ID	Co-List-1	Co-List-2	DE Only	Requisites	Catalog	COCI	Other	P1 Year
ACE N172			N	N				2020
ACT N103			N	N		Y		
ACT N125			N	N		Y		
AES V20	CHST V01		N	N			Objectives, Content, MQs	2020
AES V65	ART V08		N	N				2020
ANPH V01			N	Y	Y		Content	2020
ARCH V11	CT V20	DRFT V02B	N	N			MQs	
ARCH V21			N	Y			Objectives, Content	
ARCH V23	DRFT V05A		N	Y			MQs	
ARCH V58	CT V58		N	N	Y		MQs	
ARCH V60	CT V60		N	N			MQs	
ARCH V64	CT V64		N	N			MQs	
ARCH V95			N	Y				2020
ARCH V96			N	Y				2020
ART V02A			N	N			MQs	2020
ART V02B			N	N	Y			2020
ART V08	AES V65		N	N			Content	2020
ART V11A			N	N				2020
ART V12A			N	N				2020
ART V12B			N	Y				2020
ART V13A			N	N	Y			2020
ART V13B			N	Y	Y			2020
ART V13C			N	Y	Y			2020
ART V13D			N	Y	Y			2020
ART V15A			N	Y			Objectives	2020
ART V15B			N	Y	Y		Content	2020
ART V15C			N	Y			Objectives, Content	2020
ART V16A			N	Y			Objectives, Content	2020
ART V16B			N	Y			Objectives, Content	2020
ART V19			N	N			Objectives, Content	2020
ART V20A			N	Y			Content	2020
ART V20B			N	Y			Content	2020
ART V20C			N	Y			Content	2020

Course ID	Co-List-1	Co-List-2	DE Only	Requisites	Catalog	COCI	Other	P1 Year
ART V25A			N	N	Y		Objectives, Content	2020
ART V25B			N	Y	Y		Objectives, Content	2020
ART V26A			N	Y	Y		Objectives, Content	2020
ART V26B			N	Y	Y		Objectives, Content	2020
ART V29A			N	Y	Y	Y		2020
ART V29B			N	Y	Y	Y		2020
ART V46A			N	Y	Y		Objectives, Content	2020
ART V46B			N	Y	Y		Objectives, Content	2020
ART V47A			N	Y	Y		Content	2020
ART V47B			N	Y			Content	2020
ART V50A			N	N	Y			2020
ART V50B			N	Y	Y		Objectives, Content	2020
ART V50C			N	Y	Y		Objectives, Content	2020
ART V50D			N	Y	Y		Objectives, Content	2020
ART V51A			N	N	Y		Objectives, Content, GE	2020
ART V51B			N	Y	Y		Objectives, Content	2020
ART V52A			N	Y	Y		Objectives, Content	2020
ART V52B			N	Y	Y		Objectives, Content	2020
BIOL V03			Y	Y				
BIOL V10	ESRM V01		N	N				2020
BUS N164			N	N			MQs	2020
BUS V01A			N	Y			MQs	
BUS V01B			N	Y			MQs	
BUS V04			N	N			MQs	
BUS V08			N	Y			MQs	
BUS V25			N	Y		Y	MQs	
BUS V26			N	N				2020
BUS V28A			N	N				2020
BUS V49			N	Y	Y	Y	Content	
BUS V64			N	N		Y		2020
BUS V95			N	Y	Y			2020
BUS V96			N	Y				2020
CDL N101			N	N		Y		

Course ID	Co-List-1	Co-List-2	DE Only	Requisites	Catalog	COCI	Other	P1 Year
CHST V01	AES V20		N	N			Objectives, Content, MQs	2020
CJ V03			N	N				2020
CJ V08			N	Y				2020
CJ V18			Y	N				
CJ V25			Y	N				
CJ V30			Y	N				
CS V11			N	Y	Y			
CS V13			N	Y	Y			
CS V30			N	Y	Y			
CS V40			N	Y	Y			
CT V20	ARCH V11	DRFT V02B	N	N				
CT V58	ARCH V58		N	N				
CT V60	ARCH V60		N	N				
CT V64	ARCH V64		N	N				
DANC V10A			N	N	Y			
DANC V10B			N	Y	Y			
DANC V10C			N	Y	Y			
DANC V10D			N	Y	Y			
DANC V15A			N	N	Y			
DANC V15B			N	Y	Y			
DANC V15C			N	Y	Y			
DANC V15D			N	Y	Y			
DM V34			N	Y	Y			
DRFT V02A	WEL V02		N	N			MQs	
DRFT V02B	ARCH V11	CT V20	N	N				
DRFT V05A	ARCH V23		N	Y				
DRFT V43			N	Y			Objectives	
EDU V03			N	Y	Y			
EMS V10			N	Y	Y			
ENGL V01B			N	Y	Y			2020
ENGL V29B			N	Y	Y			
ENGM V02			N	N		Y		
ENGM V22			N	Y	Y			

Course ID	Co-List-1	Co-List-2	DE Only	Requisites	Catalog	COCI	Other	P1 Year
ENGR V18			N	Y		Y		
ENGR V18L			N	Y		Y		
ESL N100A			N	N		Y		
ESL N100B			N	N		Y		
ESL N100C			N	N		Y		
ESL N100D			N	N		Y		
ESRM V01	BIOL V10		N	N				2020
ESRM V02			N	N				2020
ESRM V03	POLS V12		N	N			MQs	2020
ESRM V10			N	N		Y	MQs	2020
HS V10			N	N	Y			
IDS N100			N	N				2020
INTR V96			N	Y	Y			2020
KIN V10			N	N	Y			
KIN V12			N	N	Y			
KIN V13			N	Y	Y	Y		
KIN V18			N	N	Y			
KIN V19			N	N	Y			
KIN V20			N	N	Y			
KIN V21			N	N	Y			
KIN V22			N	N	Y			
KIN V23			N	N	Y			
KIN V24			N	N	Y			
KIN V26			N	N	Y			
KIN V28			N	N	Y			
KIN V44A			N	N	Y			
KIN V44B			N	Y	Y			
KIN V46A			N	N	Y			
KIN V46B			N	Y	Y			
KIN V48A			N	N	Y			
KIN V48B			N	N	Y			
KIN V50A			N	N	Y			
KIN V50B			N	Y	Y			

Course ID	Co-List-1	Co-List-2	DE Only	Requisites	Catalog	COCI	Other	P1 Year
KIN V52			N	N	Y			
KIN V70A			N	N	Y			
KIN V70B			N	N	Y			
KIN V74A			N	N	Y			
KIN V74B			N	Y	Y			
MATH V01			N	Y	Y	Y		
MATH V02			N	Y	Y			2020
MATH V03			N	Y	Y			
MATH V04			N	Y	Y			
MATH V04J			N	Y	Y			
MATH V05			N	Y	Y			
MATH V20			N	Y	Y			
MATH V21A			N	Y	Y			
MATH V21B			N	Y	Y			2020
MATH V21C			N	Y	Y			
MATH V22			N	Y	Y			2020
MATH V23			N	Y	Y			2020
MATH V35			N	Y	Y			2020
MATH V38			N	Y	Y			2020
MATH V40			N	Y	Y			
MATH V40J			N	Y			Eval Methods and Instructional Modes	
MATH V44			N	Y	Y			2020
MATH V44J			N	Y			Eval Methods and Instructional Modes	
MATH V46			N	Y	Y			2020
MICR V01			N	Y				2020
MT V02			N	Y	Y			2020
MT V05			N	N	Y	Y		2020
MT V06			N	Y	Y	Y		2020
MT V08			N	Y	Y	Y		2020
MT V10			N	Y		Y		2020
MT V15			N	Y				2020

Course ID	Co-List-1	Co-List-2	DE Only	Requisites	Catalog	COCI	Other	P1 Year
MT V35			N	Y	Y			2020
MUS V02A			N	Y	Y			
MUS V02AL			N	Y	Y			
MUS V02B			N	Y	Y			
MUS V09A			N	N	Y			
MUS V09B			N	N	Y			
MUS V31A			N	Y	Y			
MUS V31B			N	Y	Y			
MUS V31C			N	Y	Y			
MUS V31D			N	Y	Y			
MUS V31E			N	Y	Y			
MUS V31F			N	Y	Y			
MUS V31G			N	Y	Y			
MUS V31H			N	Y	Y			
NS V07			N	N	Y		Objectives, Content	2020
NS V10			N	Y				2020
NS V20			N	Y				2020
NS V30			N	Y				2020
NS V31			N	N	Y		Lab Content	2020
NS V40			N	Y	Y		Lab Content	2020
NS V41			N	Y	Y		Course Content	2020
NS V84A			N	Y				2020
NS V84B			N	Y				2020
NS V84C			N	Y			Course Content	2020
NS V84D			N	Y			Objectives, Course Content	2020
NS V85			N	N			Course Content	2020
PHOT V01			N	N				2020
PHOT V02			N	N			Content	2020
PHOT V04A			N	Y			Objectives	2020
PHOT V04B			N	Y			Objectives, Content	2020
PHOT V06A			N	Y			Objectives, Content	2020
PHOT V06B			N	Y			Objectives, Content	2020
PHSO V01			N	Y	Y			

Course ID	Co-List-1	Co-List-2	DE Only	Requisites	Catalog	COCI	Other	P1 Year
PHYS V02A			N	Y	Y			2020
POLS V12	ESRM V03		N	N			MQs	2020
SPAN V02			N	Y			Objectives	
THA V02A			N	N	Y	Y		
THA V02B			N	Y	Y	Y		
THA V02C			N	Y	Y			
THA V02D			N	Y	Y			
THA V03A			N	N	Y			
THA V03B			N	Y	Y			
THA V11A			N	Y	Y	Y		
THA V11B			N	Y	Y	Y		
THA V11C			N	Y	Y			
THA V11D			N	Y	Y			
THA V13A			N	N	Y			
THA V13B			N	N	Y			
THA V13C			N	N	Y			
THA V13D			N	N	Y			
WEL V02	DRFT V02A		N	N			MQs	
WEL V96			N	Y				2020
WS V95			Y	Y				

APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation[1], P=Prereq[1], C=Coreq[1], RP=Recom. Prep.[1] ([1]see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BOT
		CONSENT AGENDA: COURSES				**NONSUBSTANTIAL CHANGES TO CATALOG**	**ARTIC CHANGES**					
		None										
		SECOND READING: COURSES				**SUBSTANTIAL CHANGES TO CATALOG**	**ARTIC CHANGES**					
		None										
		SECOND READING: PROGRAMS				**SUBSTANTIAL CHANGES TO CATALOG**	**ARTIC CHANGES**					
	A.S.	Automotive Career Education	CR		New	Add to catalog			Fall 2021			Yes
		FIRST READING: COURSES REQUIRING SECOND READING				**SUBSTANTIAL CHANGES TO CATALOG**	**ARTIC CHANGES**					
		None										
		FIRST READING: COURSES NOT REQUIRING SECOND READING				**SUBSTANTIAL CHANGES TO CATALOG**	**ARTIC CHANGES**					
		Round 2 of Summer and Fall DE Courses (see separate attachment)							Sum 2020			
	AWARD TYPE	DISCIPLINE:TITLE	CR NC	UNITS	PROPOSAL TYPE	**FIRST READING: PROGRAMS**	**CHANGES TO CATALOG** — COMMENTS **ARTIC CHANGES**		EFFECTIVE			BOT
		None										

	ADMINISTRATIVE CHANGES										
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS		CHANGE			EFFECTIVE		
		None									

	REQUISITE APPROVALS										
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	REQUISITE TYPE	REQUISITE TEXT	SOURCE		EFFECTIVE		
		Round 2 of Summer and Fall DE Courses (see separate attachment)							Sum 2020		

	DISTANCE EDUCATION APPROVALS										
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/REV	DE TYPE		SOURCE		EFFECTIVE		
		Round 2 of Summer and Fall DE Courses (see separate attachment)							Sum 2020		

	MINIMUM QUALIFICATIONS										
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/REV	"P" - Primary MQ, "A"= additional MQ, "C" - required certifications		SOURCE		EFFECTIVE		
		Round 2 of Summer and Fall DE Courses (see separate attachment)									
	** END OF LIST **										

* Proposed 1st and 2nd Reading / REQ= Requisites / DE = Distance Education / BoT = Board of Trustees / GE = General Education proposal / SA = Stand Alone Course

Page 2 of

Program Narrative

Associate in Science in Automotive Career Education

The proposed Ventura College 6-tier stackable certificate system provides students with multiple pathways for employment within the automotive industry. The certificates are closely aligned with common job specialties and categorizations and program internship requirements ensue that work experience is acquired as increasingly higher skill set certificates are awarded. Occupations related to this program include (but are not limited to); Automotive Maintenance Technician, Automotive Service Technician, Automotive Repair Technician, Automotive Master Technician, Automotive Specialty Technician, and First Line Supervisors of Mechanics, Installers, and Repairers.

The program emphasizes critical thinking skills, practical hands-on skills, safety, and employability (soft) skills throughout the curriculum which is reinforced by nationally recognized instructor-led modular certificate programs such as NC3 (National Coalition of Certification Centers) sponsored Snap-On Industry certification for On-Car Brake Lathes, Digital Multimeters, Mitchell ProDemand (a repair and service information database), SP2 safety training (an industry standard automotive safety program), and T-TEN (Toyota's Technician Training and Education Network) Manufacturer level certification. Students can continue their education by pursuing a 2-year ASE Education Foundation (formerly NATEF, National Automotive Technicians Education Foundation) program certificate, and/ or a 2-year Associates of Science (AS) degree in Automotive Career Education (ACE). Additionally the program offers non-core courses that prepare students for a California State Smog licensing exam and entry into the field as a vehicle Smog Inspector.

While the main focus of the program is to place students in career positions within regionally located automotive repair facilities, students who do not wish to pursue a working career as an Automotive Technician and who do not meet the internship hours requirements have the option of acquiring the Maintenance Certificate, 2-Year ASE Education Foundation Certificate, and the 2-Year AS degree.

Item 1. Program Goals and Objectives

The goal of the Ventura College Automotive programs is to provide students with qualified certificates of achievement that demonstrate their preparedness to perform specialized skill sets that are aligned with current automotive industry technician positions. In order to achieve this the Automotive Career Education program has established a sequence of 6 stackable certificates that provide students with multiple career pathway opportunities. The program competencies have been developed in partnership with T-TEN (Toyota's Technician Training and Education Network) and the local automotive advisory group, aligned with and accredited under Master ASE Education Foundation program standards and the California Bureau of Automotive Repair (BAR) Smog Program.

T-TEN is a non-profit group under the ASE (Automotive Service Excellence) umbrella and is comprised of community college and vocational automotive programs ran by automotive educators from across the nation working in partnership with Toyota, Lexus, and regional dealerships to provide an accelerated career path.

It should be noted that the current Ventura College automotive program places a high number of students into jobs, especially over the last 3 years as recently evidenced by earning a Strong Workforce Bronze Star for post college outcomes of a 58% increase in earnings. The ACE program will replace the current program AUTO program and expand upon its success.

ACE AS Degree:

Associate in Science in Automotive Career Education

a) The Associate in Science in Automotive Career Education program certificate provides technical skills preparation for inspection, service, and repair of all major automotive systems. Students who wish to further their career options within the automotive industry, and students who do not pursue employment within the industry as an automotive technician can achieve a degree with transfer options. The program emphasizes critical thinking skills, safety and hands-on practical application, and employability skills throughout the program. Students pursuing transfer and further degree options will attain an "emphasis/specialty in automotive technology" in correlation with their chosen educational pathway.

b) Automotive Career Education AS Degree Outcomes:

1) Identify and describe automotive system theory and operation.
2) Perform maintenance service procedures in a timely manner and to industry standards.
3) Practice safety in the repair and service associated with automotive systems.
4) Using a systematic approach, determine the proper method of testing to be performed on automotive systems.

Program(s) Occupational Preparedness:

The design of the proposed certificate structure 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 develop their critical thinking skills, increase employability skills, and contribute to increasing success for the industry for which they will work. The stackable Certificate of Achievement Programs are in alignment with the mission of the college.

The Associate in Science in Automotive Career Education is designed and intended to prepare students for careers with job titles that include the following:

- Automotive Maintenance Technician
- Automotive Service Technician
- Automotive Repair Technician
- Automotive Diagnostic Technician
- Automotive Master Technician
- Automotive Service Advisers
- Automotive Supervisors / Lead Technician

The program has a requisite structure and requires students begin the program with the ACE V11 Vehicle Maintenance course. Students identify their personal goals and objectives in the Vehicle Maintenance course and receive counseling to guide them on the correct pathway. From there a cohort system is established to align student goals with multiple program competencies.

Item 2. Catalog Description

Associate in Science in Automotive Career Education

The Associate in Science in Automotive Career Education provides technical preparation in the skills required to maintain, inspect, service, repair, and diagnose vehicles and is suitable for students wishing to further their education and career opportunities. Students who pursue the degree option can benefit from the combination of hands-on, skills competency based education combined with general education and work experience. Further education can be pursued through transfer opportunities. Four-year degree programs can benefit automotive technicians and students who are pursuing related fields such as technical writing, engineering and manufacturing, business, and education.

Item 3: Program Requirements

A. Program Requirements

Course ID	Title	Units
ACE V11	Vehicle Maintenance	3
ACE V12	Automotive Electrical Systems I	4
ACE V13	Automotive Engine Repair	4
ACE V21	Automotive Brakes	4
ACE V22	Automotive Steering & Suspension	4
ACE V23	Automotive Electrical Systems II	4
ACE V31	Automotive AC & Heating	4
ACE V32	Automotive Engine Management	4
ACE V33	Automotive Manual Transmissions and Transaxles	4
ACE V41	Automotive Automatic Transmissions and Transaxles	4
ACE V42	Automotive Engine Driveability	4
Total		**43**

B. Plan of Study

The following Plan of Study is a sample only. Students may satisfy General Education requirements by completing any course approved for a specific GE Area. The semester order in which students satisfy the different GE Areas may also vary from the sample plan.

Required Major Units: 43 - 43
Ventura College General Education Units: 29 - 33
Total Units for the Degree: 72 - 76

Year 1		
Fall Semester		**Units**
ACE V11	Automotive Vehicle Maintenance	3
ACE V12	Auto Electrical Systems I	4
ACE V13	Automotive Engine Repair	4
ENGL V01A	English Composition (GE Area D1 - Writing Competency course)	4
KIN V10	Aerobic & Strength Training (or other GE Area E2 course)	1
	Total	**16**
Spring Semester		
ACE V21	Automotive Brake Systems	4
ACE V22	Auto Steering & Suspension Sys	4
ACE V23	Auto Electrical Systems II	4
HIST V56	US History Since 1877 (or other GE Area B1 course)	3
HED V01	Health and Wellness (or other GE Area E1 course)	3
	Total	**18**

	Summer Semester	
BUS V30	Introduction to Business (or other GE Area B2 course)	3
AST V01	Elementary Astronomy (or other GE Area A2 course)	3
	Total	**6**
	Year 2	
	Fall Semester	
ACE V31	Auto Heating and AC Systems	4
ACE V32	Automotive Engine Management	4
ACE V33	Manual Transmissions	4
MATH V03	Intermediate Algebra (or other GE Area D2 / Math Competency course)	5
	Total	**17**
	Spring Semester	
ACE V41	Automatic Transmissions	4
ACE V42	Automotive Engine Driveability	4
MUS V07	History of Jazz (or other GE Area C2 course)	3
ART V51A	Beginning Ceramics I (or other GE Area C1 course)	3
ANTH V01	Biological Anthropology (or other GE Area A1 course)	3
	Total	**17**
	Total Degree	**74**

Recommendation of Automotive – T-Ten Advisory Committee

On April 13, 2018 the Ventura College Automotive – T-Ten Advisory Committee met and was presented with a finalized proposal of the program and participated in a vote to move forward with the proposal. The vote passed unanimously. The proposal that was voted on included the new program name to be established and all certificates and degrees under that program.

Item 4. Master Planning

The Automotive Technology Program has been present at Ventura College for decades. As the program has grown in size and the curriculum updated to meet new industry standards and technology, multiple pathways for employment within the industry were developed. These pathways depend upon students moving through the program in cohorts and taking the courses in the required sequence. To make this effective the program needs both prerequisites and corequisites in place, which it currently does not require. Additionally, the course numbering needs to be arranged so that is easily identifiable to incoming students and the courses need to be aligned with the California Course Descriptors. The new Ventura College Automotive Career Education (ACE) Program corrects all of these conditions and will result in a substantial increase to the number of employed students with increased income, certificates awarded, and program completers.

The Ventura College Mission states "Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills." The new Ventura College ACE program focuses on workforce preparation, associate degree and certificate completion and primarily serves to meet two of the five goals set forth in the 2017 – 2023 Master Educational Plan:

- **Goal 1**: Increase the success of our students while closing equity gaps
  - **Objective 7:** Ensure that all Workforce Preparation programs meet student employment goals set by the State of California.

- **Goal 2**: Increase our community's access to transfer, workforce preparation, and basic skills education

Item 5. Enrollment and Completer Projections

The Ventura College Automotive program has undergone a realignment of its courses and sequencing over the last four school years. This process involved implementing a true four-semester rotational schedule with a repeatable sequence designed to guarantee students the opportunity of program completion within two academic years (21 months). In the fall of 2018 the final scheduling corrections were made allowing for two cohorts of 24 students each to move through the program. Four cohorts of students exist at any given time and student attrition is accounted for by accepting additional students which accommodates both part-time and special-population students; this makes the cohort size a variable between 24 and 29 students, or 96 – 116 at any given time. While full-time students are ideal so that each cohort moves through the program in a two year cycle, it is not required as part time and special population's pathways must be accommodated to meet both industry and educational needs.

The schedule of classes was developed originally on a previous curriculum model which had different courses with different units and hours. As these units and hours, and course sequencing have been standardized, the Automotive Department has also worked in conjunction with its accrediting agencies and regional employers to develop a new schedule to better meet industry demand. The new schedule is expected to provide students and employers with a better schedule management system leading to higher enrollment and completion rates. It however should also be noted that currently the program fills to capacity, additional enrollments will be a factor of growth as the program is already very successful in course enrollment and success rates. The 2-3 Day Schedules do not show the placement of ACE V11 as ACE V11 runs once each semester and is the starting point for the program.

Ventura College 2-3 Day Schedule for ACE Program:

Fall Semester (1st and 3rd Semester students)

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
8am	V34 - V13	V27 - V12	V34 - V13	V27 - V12	V42 - V32	V38 - V31	V42 - V32	V38 - V31	V33 - V33	V43 - V23
	Engines	Electrical 1	Engines	Electrical 1	Eng. Perf 1	AC / Heat	Eng. Perf 1	AC / Heat	Man Trans	Electronics
9am	4 units	4 units	4 units	4 Units	4 Units	4 Units	4 Units	4 Units	4 Units	4 Units
	140 Hours	140 Hours	140 Hours	140 Hours	140 Hours	140 Hours	140 Hours	140 Hours	140 Hours	140 Hours
10am	17.5 weeks	17.5 Weeks	17.5 Weeks	17.5 Weeks	17.5 Weeks	17.5 Weeks	17.5 Weeks	17.5 Weeks	17.5 Weeks	17.5 Weeks
	35 days	35 Days	35 days	35 Days	35 Days	35 Days	35 Days	35 Days	17.5 Days	17.5 Days
11am	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2
	1st	1st	1st	1st	3rd	3rd	3rd	3rd	3rd	3rd
12pm	8-12PM	8-12PM	8-12PM	8-12PM	8-12PM	8AM-11:30A	8-12PM	8AM-11:30A	9AM-5PM	
1pm	V27 - V12	V34 - V13	V27 - V12	V34 - V13	V38 - V31	V42 - V32	V38 - V31	V42 - V32		
	Electrical 1	Engines	Electrical 1	Engines	AC / Heat	Eng. Perf 1	AC / Heat	Eng. Perf 1		
2pm	4 Units	4 units	4 Units	4 units	4 Units	4 Units	4 Units	4 Units		
	140 hors	140 hours	140 hours	140 hours	140 hours	140 hours	140 hours	140 hours		
3pm	17.5 Weeks	17.5 weeks	17.5 Weeks	17.5 weeks	17.5 Weeks	17.5 Weeks	17.5 Weeks	17.5 Weeks		
	35 Days	35 days	35 Days	35 days	35 Days	35 Days	35 Days	35 Days		
4pm	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2		
	1st	1st	1st	1st	3rd	3rd	3rd	3rd		
5pm	1-5PM	1-5PM	1-5PM	1-5PM	1PM-4:30PM	1-5PM	1PM-4:30PM	1-5PM	9AM-5PM	8AM-5PM

Spring Semester (2nd and 4th semester students)

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
8am	V47 - V42	V30 - V41	V47 - V42	V30 - V41	V26 - V21	V28 - V22	V26 - V21	V28 - V22	V43 - V23	V33 - V33
	Driveability	Auto Trans	Driveability	Auto Trans	Brakes	Steer/Susp	Brakes	Steer/Susp	Electronics	Man Trans
9am	4 units	4 Units	4 units	4 Units	4 Units	4 Units	4 Units	4 Units	4 Units	4 Units
	140 Hours	140 hors	140 Hours	140 hors	140 hours	140 hours	140 hours	140 hours	140 Hours	140 hours
10am	17.5 weeks	17.5 Weeks	17.5 weeks	17.5 Weeks	17.5 Weeks	17.5 Weeks	17.5 Weeks	17.5 Weeks	17.5 Weeks	17.5 Weeks
	35 days	35 Days	35 days	35 Days	35 Days	35 Days	35 Days	35 Days	17.5 Days	17.5 Days
11am	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2
	4th	4th	4th	4th	2nd	2nd	2nd	2nd	2nd	2nd
12pm	8-12PM	8-12PM	8-12PM	8-12PM	8-12PM	8-12PM	8-12PM	8-12PM	9AM-5PM	9AM-5PM
1pm	V30 - V41	V47 - V42	V30 - V41	V47 - V42	V28 - V22	V26 - V21	V28 - V22	V26 - V21		
	Auto Trans	Driveability	Auto Trans	Driveability	Steer/Susp	Brakes	Steer/Susp	Brakes		
2pm	4 Units	4 units	4 Units	4 units	4 Units	4 Units	4 Units	4 Units		
	140 hours	140 Hours	140 hors	140 Hours	140 hours	140 hours	140 hours	140 hours		
3pm	17.5 Weeks	17.5 weeks	17.5 Weeks	17.5 weeks	17.5 Weeks	17.5 Weeks	17.5 Weeks	17.5 Weeks		
	35 Days	35 days	35 Days	35 days	35 Days	35 Days	35 Days	35 Days		
4pm	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2		
	4th	4th	4th	4th	2nd	2nd	2nd	2nd		
5pm	1-5PM	1-5PM	1-5PM	1-5PM	1-5PM	1-5PM	1-5PM	1-5PM	8AM-5PM	8AM-5PM

Note: The core programs run during a day schedule. Elective coursework is not reflected as part of the program as those courses are not part of the stackable certificate, or 2-year COA / AS course sequencing requirements.

The new 2-3 day schedule better accommodates student needs by matching scheduling with employment opportunities. Furthermore, the schedule staggers student cohort groups so that first semester students who are employed benefit from fourth semester

students who are employed, pairing stronger students with more experience with those who have little to no experience. This method provides a peer to peer experience at the student's place of employment. It is important to note that the Automotive Department programs currently and historically have been successful in placing a large number of technicians into regional automotive facilities and students often move through the program as a cohort in both the educational and employment arena.

The Automotive Department and its Faculty have tracked and conducted their own analysis of data available through the schools web portal and by means of intercollege collaboration. The attached tables identify student seat capacities, census enrollments, contact hours, FTES (Full Time Equivalent Student) and FTEF (Full Time Equivalent Faculty) calculations and productivity as well as projected data for the new Ventura College ACE program.

Fall 2017 FTES/FTEF Numbers Based on Department Analysis

Course No.	CRN	Seat Cap	Contact Hours	Census Enrollment	Term Length	FTES	FTES to $	WSCH	FTEF (Faculty Load)	Productivity
V10	75024	24	3.5	22	17.5	2.56667	12123.907	77	0.1666	462.1848739
V11	70437	24	3.5	27	17.5	3.15	14879.34	94.5	0.1666	567.2268908
V11	71632	24	3.5	25	17.5	2.91667	13777.167	87.5	0.2	437.5
V12	70318	24	2	27	17.5	1.8	8502.48	54	0.0666	810.8108108
V12	71995	24	2	28	17.5	1.86667	8817.3867	56	0.1333	420.1050263
V27	72007	24	2	28	17.5	1.86667	8817.3867	56	0.1333	420.1050263
V27	72012	24	2	25	17.5	1.66667	7872.6667	50	0.2	250
V27L	72366	24	4.5	28	17.5	4.2	19839.12	126	0.2	630
V27L	72141	24	4.5	25	17.5	3.75	17713.5	112.5	0.1333	843.9609902
V33	72053	24	2	28	17.5	1.86667	8817.3867	56	0.2	280
V33L	73018	24	4.5	28	17.5	4.2	19839.12	126	0.1333	945.2363091
V34	72163	24	2	27	17.5	1.8	8502.48	54	0.2	270
V34	72368	24	2	26	17.5	1.73333	8187.5733	52	0.1333	390.0975244
V34L	72362	24	6	27	17.5	5.4	25507.44	162	0.2666	607.651913
V34L	72386	24	6	26	17.5	5.2	24562.72	156	0.1333	1170.292573
V38	72441	24	2	28	17.5	1.86667	8817.3867	56	0.2	280
V38L	72782	24	4.5	28	17.5	4.2	19839.12	126	0.2	630
V42	70680	24	8	24	17.5	6.4	30231.04	192	0.4	480
V42	72784	24	8	30	17.5	8	37788.8	240	0.4	600
V43	72186	24	2	26	17.5	1.73333	8187.5733	52	0.4	130
V43L	72993	24	3.5	26	17.5	3.03333	14328.253	91	0.4	227.5
Totals	73228	504	74.5	559		66.65	314827.94	1999.5	4.2996	519.5243532

Ventura College
Career Education Division
Automotive Career Education

Spring 2018 FTES/FTEF Numbers Based on Department Analysis

Course No.	CRN	Seat Cap	Contact Hours	Census Enrollment	Term Length	FTES	FTES to $	WSCH	FTEF (Faculty Load)	Productivity
V11	30692'	28	4	27	17.5	3.6	17004.96	108	0.2	540
V12	30766'	28	1	28	17.5	0.93333	4408.6933	28	0.0666	420.4204204
V26	30005'	28	2	25	17.5	1.66667	7872.6667	50	0.1333	375.0937734
V26	30392	28	2	26	17.5	1.73333	8187.5733	52	0.1333	390.0975244
V26L	32305'	28	4.5	25	17.5	3.75	17713.5	112.5	0.2	562.5
V26L	32309'	28	4.5	26	17.5	3.9	18422.04	117	0.2	585
V28	31559'	30	2	26	17.5	1.73333	8187.5733	52	0.1333	390.0975244
V28	30695'	30	2	28	17.5	1.86667	8817.3867	56	0.1333	420.1050263
V28L	30764'	30	4.5	26	17.5	3.9	18422.04	117	0.2	585
V28L	32290'	30	4.5	28	17.5	4.2	19839.12	126	0.2	630
V30	30791	22	2	21	17.5	1.4	6613.04	42	0.1333	315.0787697
V30	33067	22	2	26	17.5	1.73333	8187.5733	52	0.1333	390.0975244
V30L	31978'	22	6	21	17.5	4.2	19839.12	126	0.2666	472.6181545
V30L	33069	22	6	26	17.5	5.2	24562.72	156	0.2666	585.1462866
V33	30849	24	2	26	17.5	1.73333	8187.5733	52	0.2	260
V33L	30861	24	4.5	26	17.5	3.9	18422.04	117	0.1333	877.7194299
V43	32486'	28	2	22	17.5	1.46667	6927.9467	44	0.1333	330.0825206
V43L	32762'	28	4.5	21	17.5	3.15	14879.34	94.5	0.2	472.5
V47	32765'	26	8	24	17.5	6.4	30231.04	192	0.4	480
V47	32765'	26	8	21	17.5	5.6	26452.16	168	0.4	420
V48	30893	24	8	22	17.5	5.86667	27711.787	176	0.4	440
V49	30909	24	8	4	17.5	1.06667	5038.5067	32	0.4	80
Totals		532	92	525		62.0667	293178.11	1862	3.8662	475.0778477

Fall 2018 FTES/FTEF Numbers Based on Department Analysis

Course No.	CRN	Seat Cap	Contact Hours	Census Enrollment	Term Length	FTES	FTES to $	WSCH	FTEF (Faculty Load)	Productivity
V11	71632	28	4	31	17.5	4.13333	19524.213	124	0.2	620
V12	71995	28	2	28	17.5	1.86667	8817.3867	56	0.1333	420.1050263
V27	72007	24	2	25	17.5	1.66667	7872.6667	50	0.1333	375.0937734
V27	72012	24	2	26	17.5	1.73333	8187.5733	52	0.2	260
V27L	72366	24	4.5	25	17.5	3.75	17713.5	112.5	0.2	562.5
V27L	72141	24	4.5	26	17.5	3.9	18422.04	117	0.1333	877.7194299
V33	72053	24	2	27	17.5	1.8	8502.48	54	0.2	270
V33L	73018	24	4.5	27	17.5	4.05	19130.58	121.5	0.1333	911.4778695
V34	72163	24	2	29	17.5	1.93333	9132.2933	58	0.2	290
V34	72368	24	2	27	17.5	1.8	8502.48	54	0.1333	405.1012753
V34L	72362	24	6	29	17.5	5.8	27396.88	174	0.2666	652.6631658
V34L	72386	24	6	27	17.5	5.4	25507.44	162	0.1333	1215.303826
V38	70318	24	2	25	17.5	1.66667	7872.6667	50	0.2	250
V38	72441	24	2	24	17.5	1.6	7557.76	48	0.2	240
V38L	70895	24	4.5	25	17.5	3.75	17713.5	112.5	0.2	562.5
V38L	72782	24	4.5	24	17.5	3.6	17004.96	108	0.2	540
V42	72784	24	8	28	17.5	7.46667	35269.547	224	0.4	560
V42	70680	24	8	23	17.5	6.13333	28971.413	184	0.4	460
V43	72186	24	2	19	17.5	1.26667	5983.2267	38	0.4	95
V43L	72993	24	4.5	19	17.5	2.85	13462.26	85.5	0.4	213.75
Totals		488	77	514		66.1667	312544.87	1985	4.4664	489.0607183

Year to Year Comparison (Fall 2017 – 2018)

Term	Total Seat Capcity	Total Contact hours	Total Census	Total FTES	Total FTES $	WSCH	Faculty Load	Productivity	Total No. of Courses
Fall 2017	504	74.5	559	66.65	314827.9	1999.5	4.2996	515.294406	21
Fall 2018	488	77	514	66.16667	312544.9	1985	4.4664	489.0607	19
Total	992	151.5	1073	132.8167	627372.8	3984.5	8.766	1004.35511	
Difference	-16	2.5	-45	-0.48333	-2283	-14.5	0.1668	-26.2337055	-2
Averge	496	75.75	536.5	66.40834	313686.4	1992.25	4.383	502.177553	20

Projected ACE Program Numbers Based on Department Analysis:

Fall 2020 Semester Projections

Course No.	Seat Cap	Contact Hours	Projected Census Enrollment	Term Length	FTES	FTES to $	WSCH	FTEF (Faculty Load)	Productivity
V11	28	6	30	17.5	6	28341.6	180	0.3	600
V12	24	8	27	17.5	7.2	34009.92	216	0.4	540
V12	24	8	26	17.5	6.93333	32750.293	208	0.4	520
V13	24	8	28	17.5	7.46667	35269.547	224	0.4	560
V13	24	8	27	17.5	7.2	34009.92	216	0.4	540
V23	24	8	20	17.5	5.33333	25192.533	160	0.4	400
V31	24	8	26	17.5	6.93333	32750.293	208	0.4	520
V31	24	8	27	17.5	7.2	34009.92	216	0.4	540
V32	24	8	26	17.5	6.93333	32750.293	208	0.4	520
V32	24	8	26	17.5	6.93333	32750.293	208	0.4	520
V33	24	8	27	17.5	7.2	34009.92	216	0.4	540
Totals	268	86	290		75.3333	355844.53	2260	4.3	527.2727273

Spring 2021 Semester Projections

Course No.	Seat Cap	Contact Hours	Projected Census Enrollment	Term Length	FTES	FTES to $	WSCH	FTEF (Faculty Load)	Productivity
V11	28	6	26	17.5	5.2	24562.72	156	0.3	520
V21	24	8	26	17.5	6.93333	32750.293	208	0.4	520
V21	24	8	25	17.5	6.66667	31490.667	200	0.4	500
V22	24	8	24	17.5	6.4	30231.04	192	0.4	480
V22	24	8	25	17.5	6.66667	31490.667	200	0.4	500
V23	24	8	26	17.5	6.93333	32750.293	208	0.4	520
V33	24	8	25	17.5	6.66667	31490.667	200	0.4	500
V41	24	8	24	17.5	6.4	30231.04	192	0.4	480
V41	24	8	26	17.5	6.93333	32750.293	208	0.4	520
V42	24	8	26	17.5	6.93333	32750.293	208	0.4	520
V42	24	8	24	17.5	6.4	30231.04	192	0.4	480
Totals	268	86	277		72.1333	340729.01	2164	4.3	503.6363636

Comparison of Current Auto Program to Projected ACE Program

Term	Total Seat Capcity	Total Contact hours	Total Census	Total FTES	Total FTES $	WSCH	Faculty Load	Productivity
2016-17 (AUTO)		158	1153	135.5905	640475.17	4067.714	8.2988	952.665914
2017-18 (AUTO)	1012	175.5	1073	151.4667	715467.95	4544	8.766	1018.58257
2-Year Avergages (AUTO)	1000	166.5	1036	128.7167	608006.05	3861.5	8.1658	994.602201
Projected 2020-21 (ACE)	536	172	567	147.4667	696573.55	4424	8.6	1030.90909
Difference, Current AUTO vs. Projected ACE	**-464**	**5.5**	**-469**	**18.74997**	**88567.497**	**562.5**	**0.4342**	**36.3068897**

Course enrollments reported through the Total Census column show a decrease in enrollments by 469; this is the result of the ACE program structure in which lecture and lab components are combined. This has been done to benefit both the program and the students and places emphasis on the career education skills competency-based learning objectives of the program. The total seat capacity of the new ACE program has therefore also been reduced by approximately 50%. Total contact hours, FTES, WSCH, Faculty Load, and Productivity all see positive gains. Faculty Load has an increase of 0.4342 while Productivity reflects modest gains. The new program is built from the old one and does not require additional resources to implement, it can be sustained with current college and third-party resources and donations.

Course enrollments for the Automotive Program have been well above the local and state college averages for some time. Course success rates have also been above average; however, the certificate and degree completions have historically been below average. The current Automotive program staff has worked at closing the certificate gaps and success can be seen in the number of certificates issued rising from a 5-year average of 11.5 per year, to an average of 33.5 certificate completions over the last two academic school years (17-18, 18-19). This has also been the result of emphasis on workforce development by the state and college. The rollout of the new certificate structure is expected to significantly increase the number of completers, as COAs will now be awarded to students who have attained competency in industry-standard skills.

Available data tables (below) for the current 18-19 AY Program Review confirm the data above, however the data is not exclusive to the Automotive Program as the Diesel Program is included. The Diesel program graduated its first class in the 17-18 AY. The 5-year trend for the Automotive Program Overall Course Success Rate is also provided below. Department analysis and tracking of its data is more accurate and reflect the actual number of students in classes based on census reporting.
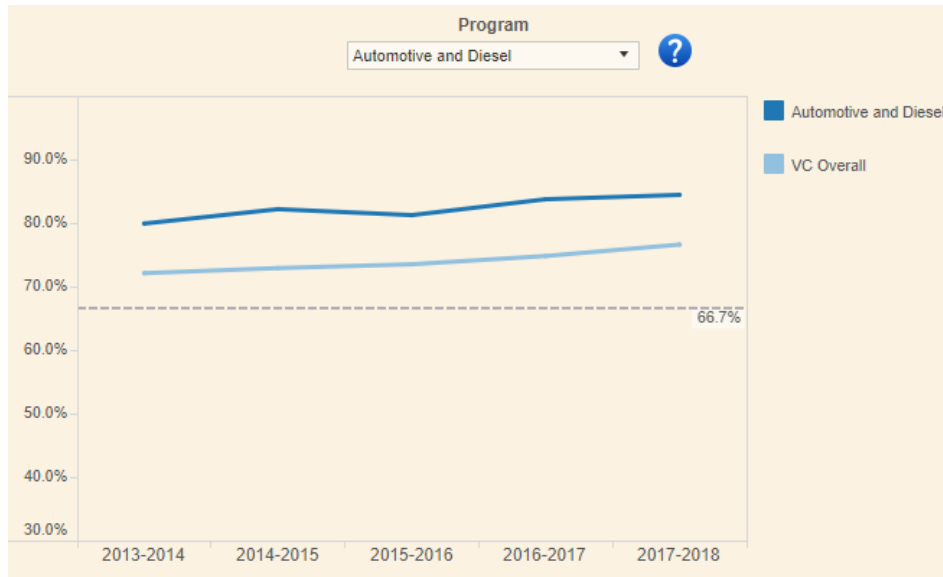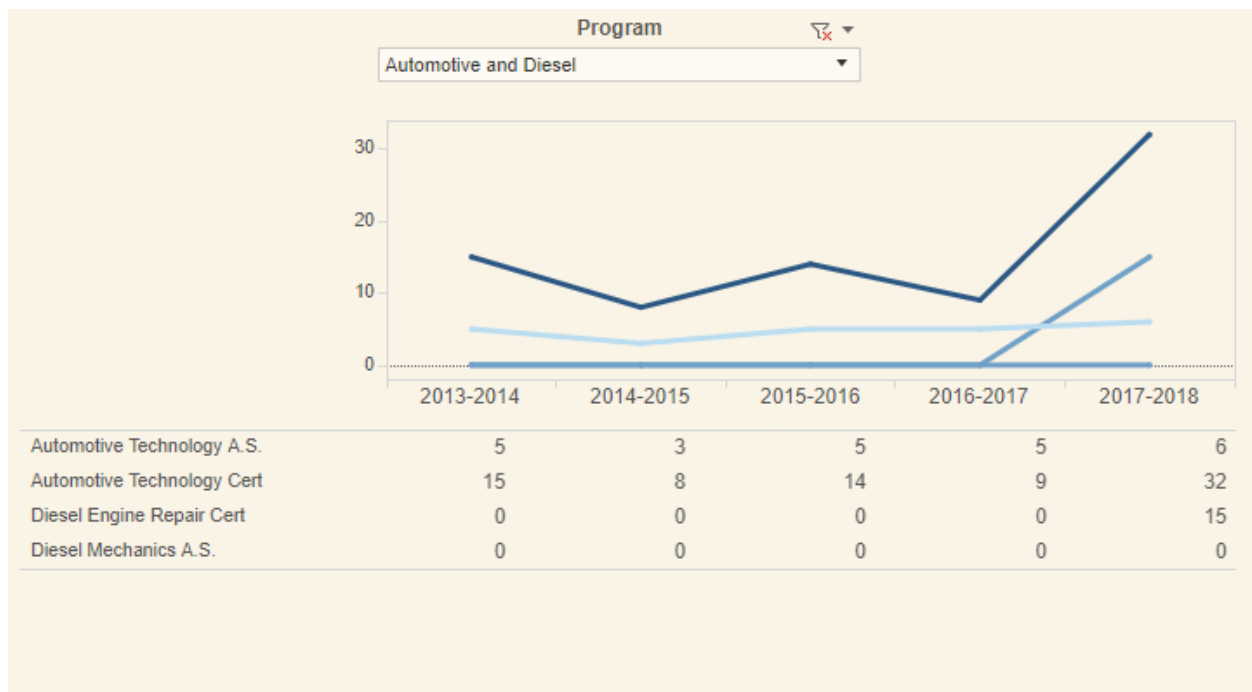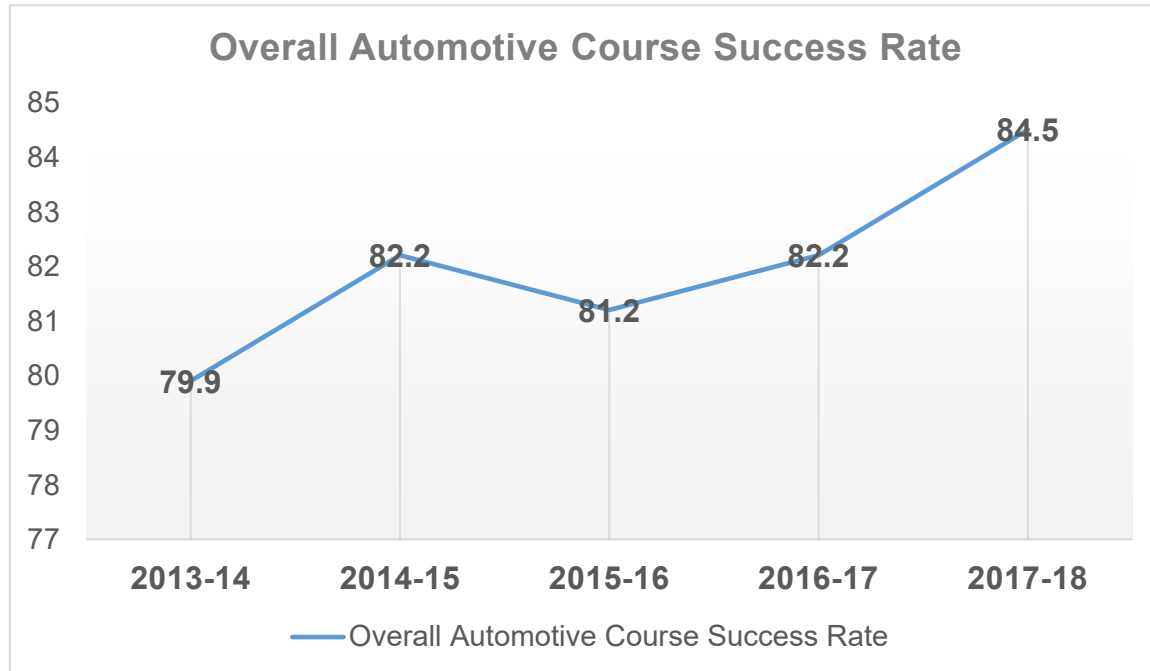
Course Success Rates, Ventura College 18-19 AY Program Review Data

Certificates and Degrees awarded, Ventura College 18-19 AY Program Review Data

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Automotive Technology A.S.	5	3	5	5	6
Automotive Technology Cert	15	8	14	9	32
Diesel Engine Repair Cert	0	0	0	0	15
Diesel Mechanics A.S.	0	0	0	0	0

It should be noted that student success is not accurately correlated with the student course success rates as some students do not complete the current program and / or courses when they acquire employment in the field. This is often the result of students who accept full-time positions during the day.

Overall Automotive Course Success Rate

	2013-14	2014-15	2015-16	2016-17	2017-18
Overall Automotive Course Success Rate	79.9	82.2	81.2	82.2	84.5

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

Implementation of the ACE program requires deleting the current AUTO program from the catalog and adding all new courses under a new program name. This is required as the current AUTO program does not have enough remaining course numbers to make a sensible number order of courses (VCCCD District Policy is to not reuse old course numbers). Additionally, the hours are increased in four courses and core course program unit's increase from 41 to 43. The Ventura College Automotive Advisory Board has also voted unanimously on the name change with the consensus that the title is more appropriate for what the program provides, and in-line with current language.

All courses have been fully developed and have made their way to the state level. It is believed that the course shave been approved but the ACE program information was lost during the change from Curricunet to CourseLeaf. SLO's (Student Learning Outcomes) in TracDat have already been input and there are currently two sets of SLO's, one for the existing AUTO program, and 1 for the pending ACE Programs. All other required changes will primarily involve program name changes and minimal rewriting of current language used for the AUTO program. The ACE program is replacing the AUTO program; however, since the focus has changed, it is being submitted as a new program.

Item 7. Similar Programs at Other Colleges in Service Area

There are many Automotive Programs in the California Community College system. A current study of College Automotive Programs using the California Community College

Chancellors Office (CCCC) program search features shows the following colleges with programs in the area (note that this search expands upon our regional service area):

- Allan Hancock College, Santa Maria
- Cuesta College, San Luis Obispo
- Oxnard College, Oxnard
- Santa Barbara City College, Santa Barbara
- Taft College, Taft
- College of the Canyons
- Los Angeles Peirce College, Woodland Hills
- Bakersfield College, Bakersfield
- Antelope Valley College, Lancaster
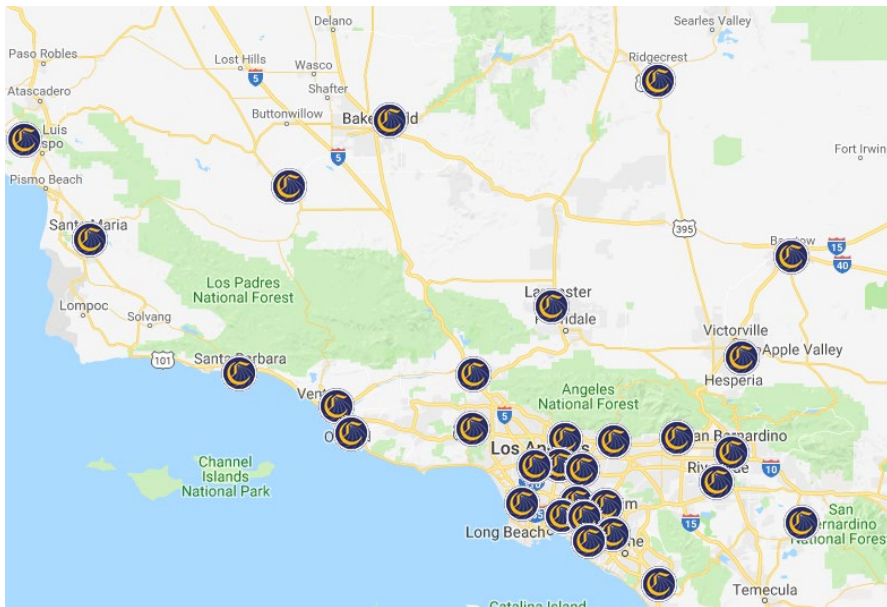
Area map of secondary and post-secondary schools with Automotive Programs

Automotive programs and curriculum can vary widely, with only six of the eight core areas (normally delivered over 10 courses) having recent CID's (Course Descriptors) established. The ASE Education Foundation (formerly NATEF) provides secondary and post-secondary schools with three levels of program accreditation. Those three levels of program accreditation, in order from lowest to highest level, are:

- MLR – Maintenance and Light Repair
- AST – Automotive Service Technology
- MAST – Master Automotive Service Technology

Ventura College has been a MAST accredited program for well over two decades (1988). Of the colleges identified with Automotive Programs, only three have current NATEF / ASE Education Foundation accreditation, and only one other college has the highest level (MAST) of accreditation:

- Santa Barbara City College: MAST (Master Auto Service Technology)
- Oxnard College: AST (Auto Service Technology)
- College of the Canyons: MLR (Maintenance and Light Repair)

Note: It is unclear what accreditation program changes will be implemented under the newly formed ASE Education Foundation program standards. The above information reflects long standing accreditation requirements of the former NATEF group.

In addition, Ventura College also provides third party manufacturer certification through the T-TEN (Toyota's Technician Training and Education Network) program. T-TEN programs are required to have MAST NATEF Accreditation and a specialized set of rigorous, competency based learning objectives:

"T-TEN programs are not your average automotive programs. Schools that partner with Toyota agree to comply with rigorous training standards. Starting with NATEF** accreditation, each T-TEN school goes through a two year certification process under Toyota's leadership. No other manufacturer technician-training program provides the level of support to students, schools and dealerships that Toyota does."

"Since its' inception in 1986, T-TEN has been considered as the auto manufacturers' benchmark for technician career-entry programs, with over 10,000 students that have completed the program and received Toyota factory Certification. Each year 9 out of 10 T-TEN graduates are hired by a Toyota or Lexus Dealer."

"T-TEN graduates have not only successfully applied their T-TEN training as technicians, hundreds have progressed into other positions, including Dealership Service Management, or various corporate, manufacturing or field positions within Toyota."

"T-TEN world-class training is available with different programs, degrees and certificate options. The typical program is two years and can lead to an associate's degree."
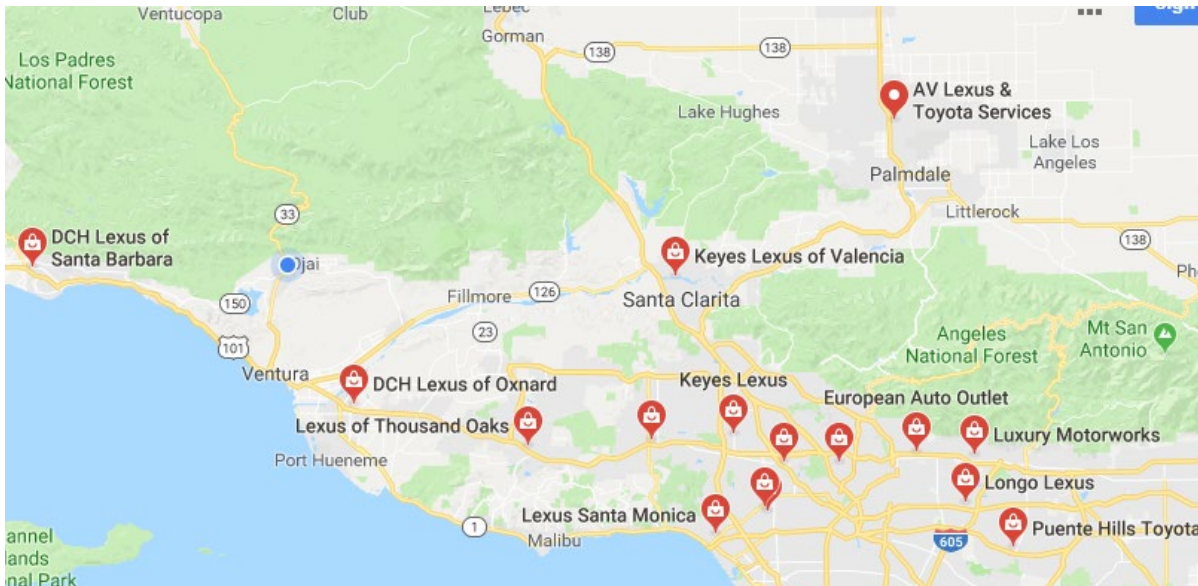
https://www.toyota.com/usa/tten/programdesc.html#/ttenProgram

Currently there are only five schools in the state of California that offer a TTEN program:

- Ventura College
- Citrus College
- Cypress College
- Miramar College
- UTI Sacramento
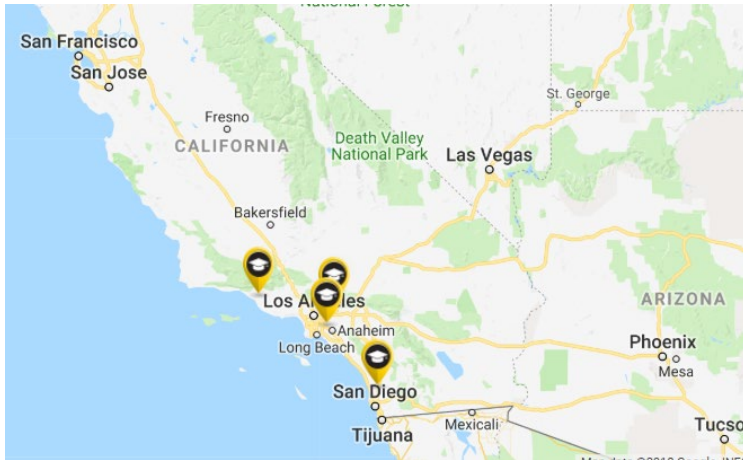
Area map of T-TEN Programs

Area map of Toyota and Lexus Dealerships

The Ventura College Automotive Program provides a unique guided pathway for students entering the program and beginning their careers. This pathway fast tracks their career through competency based learning and nationally recognized skills certifications. The program focuses on ASE (Automotive Service Excellence) certification, Toyota Manufacturer Certification, and several smaller modular certificates for specific equipment usage such as digital multimeters and on-car brake lathes. Department analysis of employed students shows a high level of success in terms of employment, living wages, and skills attainment:

Academic School Year	Number of Employed Students
2015 – 2016	18
2016 – 2017	25
2017 - 2018	22

Note: The data does not reflect students employed in non-Toyota / Lexus dealers as the development of the internship requirements is underway for those students.

The program is also certified by the State of California to deliver all BAR (Bureau of Automotive Repair) Smog Program courses and competencies, providing another focused path for employment and wage increases. The combination of skills certifications achievable by students, job placement successes, rigorous curriculum, and multiple pathways within the program provides students with options not available in other colleges within the regional service area. Additionally, the base of automotive repair facilities within the region has historically, and continues to be, large enough to serve the two Automotive Programs in the County (Oxnard and Ventura).

The ACE program is a replacement for the long standing AUTO program that provides much needed structural changes and realigns the program with current industry and educational needs. The implementation of the ACE program will not create any competition as both the Oxnard and Ventura College Automotive Programs have been long-standing and successful. Due to the different support levels in equipment and facilities, the two programs also serve different focus groups. With well over $1 million in vehicle support, Ventura College primarily trains students to work in the manufacturer dealerships as the program equipment is current within the industry. The Ventura College ACE program is not duplicative and provides a different employment path than similar programs in the service area.

Ventura College is a member of the South-Central Coast Regional Consortium (SCCRC). The consortium reviews all new programs for appropriateness, regional duplication, and competition.

Tech Review and Curriculum Committee Meeting Dates for AY 2020/2021

Tech Review Meetings	**Curriculum Committee Meetings**
2nd and 4th Tuesdays	1st and 3rd Tuesdays
LRC- 125	MCW-312
2pm- 3:30pm	3pm – 4:30pm

August 25, 2020	September 1, 2020
September 8, 2020	September 15, 2020
September 22, 2020	October 6, 2020
October 13, 2020	October 20, 2020
October 27, 2020	November 3, 2020
November 10, 2020	November 17, 2020
December 8, 2020	December 15, 2020
January 12, 2021	January 19, 2021
January 26, 2021	February 2, 2021
February 9, 2021	February 16, 2021
March 9, 2021	March 16, 2021
March 23, 2021	April 6, 2021
April 13, 2021	April 20, 2021
April 27, 2021	May 4, 2021

P&GE Meetings
MCW – 312
3pm – 4:30pm
Tuesday, September 29, 2020
Tuesday, March 2, 2021

Barclays Official California Code of Regulations Currentness
  Title 5. Education
    Division 6. California Community Colleges
      Chapter 6. Curriculum and Instruction
        Subchapter 3. Alternative Instructional Methodologies
          Article 1. Distance Education

5 CCR § 55208

§ 55208. Faculty Selection and Workload.

(a) Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

(b) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.

(c) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

(d) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

CREDIT DEGREE OR COA - INFORMATION FORM

PROPOSAL ATTRIBUTES

Department: **Division:**

Proposal Type:

Updates Only: Indicate area/s of the program that are being proposed for change/s.

Program Title:

Program Goal:

Program Award:

PROGRAM SUMMARY

TOP Code & Desc.:   (Refer to TOP-SIC Crosswalk)

CIP Code & Desc. :   (Refer to TOP-SIC Crosswalk)

Effective Start: (mm-yy)   **Review Date:**   The 1st review after local approval (CTE: 2 yrs; Others: 5 yrs)

PROGRAM DETAILS / UNITS AND HOURS

Distance Education: Percentage of the <u>entire</u> program which will be able to be completed online.

Employment Potential: For CTE programs; choose source used to estimate potential employment.

Core Courses   **Total Core Courses**:   **Total Core Hours**:   -

Elective Courses   **Total Elective Courses**:   **Total Elective Hours**:   -

Units for Degree or COA   **Minimum**:   (ADT is 60 units)   **Maximum**:   (ADT is 60 units)

Units for Major/Area of Emphasis **Minimum**:   (ADT is 18 units)   **Maximum**:

Program Completion: Non-ADTs only: Weeks required to <u>complete</u> the program; a semester is 17.5 weeks.

Registrar/Admissions: Any special application requirements or scheduling that need the Registrar's review?

PROGRAM RESOURCE REQUIREMENTS

Where will the program be offered?

Faculty Workload: **FTEF** (<u>Estimate</u> the FTEF that will be dedicated to teaching courses in this program <u>each</u> year.)

Additional Resources Necessary to Offer the Program

  Faculty Positions: Provide the number of identified <u>new</u> positions, both FT and PT - Consult with area Dean.

  Classified Positions: Provide the number of identified <u>new</u> positions, both FT and PT - Consult with area Dean.

  Equipment: $ Estimate cost of <u>new</u> equipment necessary for the program - Consult with area Dean et al.

  Facilities: $ Estimate cost of any necessary <u>new</u> / <u>remodeled</u> facilities – Consult with F, M & O Director.

  Library: $ Estimate cost of <u>additional</u> library acquisitions – Consult with the college Librarian.

  Software/IT: $ Estimate cost of any software licensing and/or IT expenses – Consult with IT Supervisor.

  Miscellany: $ Estimate any <u>substantive</u> costs, not reflected in the items above; explain below.

  Total Cost: $ 0 Sum of above cost estimates is performed automatically.

Grant/Contribution: Is a grant or an in-kind contribution expected to cover some or all of the above costs?

Annual Completers: Estimated <u>annual</u> number of students getting degree/COA after program fully established.

Gainful Employment: COA only: Will program prepare students for gainful employ in a recognized occupation?

CREDIT DEGREE OR COA - APPROVAL FORM

Proposal Type

Requestor Information

Department: Division:

<u>Faculty Originator</u>   <u>Email Address</u>   <u>Phone Number</u>

Program Information

Program Title:

Purpose or Justification

(Briefly state the reason/s for development *or* update <u>and</u> provide supporting documentation if applicable.)

Department Review of Proposal

This proposal was reviewed and discussed by the department on the following date: _____

Number of full-time (FT) faculty in the department: _____

Number and percentage of FT department faculty who approved the proposal: _____   _____ %

(A simple majority, 51% or greater, is <u>required</u> for the proposal to receive departmental approval.)

Approval Signatures (Append an additional Approval Signatures sheet if more space is required)

Signatures of the following individuals attest to their approval of the proposal:

_____		_____	
Originator	Date	Department Chair	Date
_____		_____	
Department Faculty	Date	Department Faculty	Date
_____		_____	
Department Faculty	Date	Department Faculty	Date
_____		_____	
Department Faculty	Date	Department Faculty	Date
_____		_____	
Department Faculty	Date	Department Faculty	Date
_____		_____	
Department Faculty	Date	Department Faculty	Date
_____		_____	
Department Faculty	Date	Department Faculty	Date
_____		_____	
Department Faculty	Date	Department Faculty	Date
_____		_____	
Division Dean	Date	Vice President of Academic Affairs	Date

NONCREDIT PROGRAM - INFORMATION FORM

PROPOSAL ATTRIBUTES

Department: **Division:**

Proposal Type:

Updates Only: Indicate area/s of the program that are being proposed for change/s.

Program Title:

Program Goal:

Program Award: Noncredit Program (NIL)

Noncredit Program Type:

PROGRAM SUMMARY

TOP Code & Desc.:   (Refer to TOP-SIC Crosswalk)

CIP Code & Desc. :   (Refer to TOP-SIC Crosswalk)

Effective Start: (mm-yy)   **Review Date:**   The 1st review after local approval (CTE: 2 yrs; Others: 5 yrs)

PROGRAM DETAILS / HOURS

Distance Education: Percentage of the entire program which will be able to be completed online.

Employment Potential: For CTE programs; choose source used to estimate potential employment.

CDCP Eligibility Criteria:

Core Courses   **Total Core Courses**:   **Total Core Hours**:
Elective Courses   **Total Elective Courses**:   **Total Elective Hours**:

Program Completion: Non-ADTs only: Weeks required to complete the program; a semester is 17.5 weeks.

Registrar/Admissions: Any special requirements (e.g., Nursing) or scheduling needing Registrar's review?

PROGRAM RESOURCE REQUIREMENTS

Where will the program be offered?

Faculty Workload: **FTEF** (Estimate the FTEF that will be dedicated to teaching courses in this program each year.)

Additional Resources Necessary to Offer the Program

   Faculty Positions: Provide the number of identified new positions, both FT and PT - Consult with area Dean.

   Classified Positions: Provide the number of identified new positions, both FT and PT - Consult with area Dean.

   Equipment: $ Estimate cost of new equipment necessary for the program - Consult with area Dean et al.

   Facilities: $ Estimate cost of any necessary new / remodeled facilities – Consult with F, M & O Director.

   Library: $ Estimate cost of additional library acquisitions – Consult with the college Librarian.

   Software/IT: $ Estimate cost of any software licensing and/or IT expenses – Consult with IT Supervisor.

   Miscellany: $ Estimate any substantive costs, not reflected in the items above; explain below.

   Total Cost: $ Sum of above cost estimates is performed automatically.

Grant/Contribution: Is a grant or an in-kind contribution expected to cover some or all of the above costs?

Annual Completers: Estimated annual number of students getting certificate after program fully established.

Gainful Employment: Will program prepare students for gainful employ in a recognized occupation?

NONCREDIT PROGRAM- APPROVAL FORM

Proposal Type

Requestor Information

Department: Division:

<u>Faculty Originator</u>   <u>Email Address</u>   <u>Phone Number</u>

Program Information

Program Title:

Purpose or Justification
(Briefly state the reason/s for development *or* update <u>and</u> provide supporting documentation if applicable.)

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Number and percentage of FT department faculty who approved the proposal: _____   _____ %
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Signatures of the following individuals attest to their approval of the proposal:

_____   _____
Originator   Date   Department Chair   Date

_____   _____
Department Faculty   Date   Department Faculty   Date

_____   _____
Department Faculty   Date   Department Faculty   Date

_____   _____
Department Faculty   Date   Department Faculty   Date

_____   _____
Department Faculty   Date   Department Faculty   Date

_____   _____
Department Faculty   Date   Department Faculty   Date

_____   _____
Department Faculty   Date   Department Faculty   Date

_____   _____
Department Faculty   Date   Department Faculty   Date

_____   _____
Division Dean   Date   Vice President of Academic Affairs   Date

Glossary of Abbreviations and Terms

- 10 + 1: The list of specific policy development and implementation matters enumerated in Title 5 section 53200(c), with respect to which local academic senates are to make recommendations to the administration of a college and to the governing board of a district
- 4CS: California Community Colleges Classified Senate
- 5C: (another abbreviation for CCCCC)
- AA: Associate in Arts degree
- AAM: Articulation Agreement by Major
- AA-T: Associate in Arts for Transfer
- AB: Assembly Bill
- ABE: Adult Basic Education
- ACE: American Council on Education
- ACCE: Association of Community and Continuing Education
- ACCJC: Accrediting Commission for Community and Junior Colleges
- ADA: Americans with Disabilities Act
- ADT: Associate Degree for Transfer (also known as a "transfer degree"; includes both AA-T and AS-T degrees)
- AEBG: Adult Education Block Grant (now renamed CAEP)
- AEP: Alternative Education Program
- AHSD: Adult High School Diploma
- AP: Administrative Procedure *or* Advanced Placement
- AS: Associate in Science degree
- ASCCC: Academic Senate for the California Community Colleges (also known as the "Statewide Academic Senate")
- ASSIST: Articulation System Stimulating Interinstitutional Student Transfer, a website (https://www.assist.org) that serves as the official articulation (student transfer) repository for California's colleges and universities
- AS-T: Associate in Science for Transfer
- BCT: CSU Baccalaureate Level Course List by Department
- BIW: Business Information Worker, an educational and career pathway created by the Information Communication and Small Business Sector teams, as part of the "Doing What Matters for Jobs and the Economy" CCCCO initiative
- BoT or BOT: Board of Trustees (also known as the "Governing Board" or the Ventura County Community College District (VCCCD) Board of Trustees), the group of five elected officials (plus a nonvoting student trustee) that is authorized by section 70902(a)(1) of the California Education Code to control the operations of the VCCCD
- BP: Board Policy
- BRN: California Board of Registered Nursing
- BSTEM: Business, Science, Technology, and Engineering Mathematics
- BSI: Basic Skills Initiative

- C-ID: Course Identification Numbering System (standardized templates or "descriptors" for high-demand lower-division courses offered throughout the state; courses with the same C-ID designation are considered equivalent statewide and at some out-of-state institutions)
- CAC: California Apprenticeship Council, an agency of the State of California Department of Industrial Relations
- CAEL: Council for Adult and Experiential Learning
- CAEP: California Adult Education Program (formerly AEBG)
- CB: Course Basic (one of about two dozen data elements used in COCI/MIS to record descriptive information about a course)
- CBA: Collective Bargaining Agreement
- CBE: Competency Based Education
- CC: Curriculum Committee
- CCC: California Community College(s)
- CCCCC: California Community Colleges Curriculum Committee (the statewide Curriculum Committee that advises CCCCO, not to be confused with the ASCCC Curriculum Committee); formerly SACC (System Advisory Committee on Curriculum) and also known as "5C."
- CCCCIO: California Community Colleges Chief Instructional Officers
- CCCCO: California Community Colleges Chancellor's Office (also known as the "State Chancellor's Office)
- CCAP: College and Career Access Pathways (authorized by A.B. 288 (Holden, 2015)), a partnership between a community college governing board and the governing board of a school district, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness; the centerpiece of the partnership involves high school students enrolling in up to 15 units per semester of community college coursework while also completing high school graduation requirements, so this is also known as "dual enrollment"
- CCCMC: California Community Colleges Model Curriculum (an analog to the TMC for selected CE majors that typically lead to certificates or terminal two-year degrees)
- CDCP: Career Development and College Preparation (the categories of noncredit courses that are eligible for noncredit enhanced funding)
- CDE: California Department of Education
- CE: Career Education (*see also* CTE or WED)
- Centers of Excellence: A statewide network of seven grant-funded technical assistance providers that furnish labor market research for community college in California, including customized data on high growth, emerging, and economically-critical industries and occupations and their related workforce needs; the source of LMI reports for CTE degrees and certificates
- CEO: Chief Executive Officer
- CGP: California Guided Pathways, a project modeled from the American Association of Community Colleges (AACC) Pathways Project and designed to substantially increase the number of students who earn a certificate or degree at a California Community College by helping California community colleges to implement an integrated, institution-wide approach to student success through the

creation of structured educational experiences that support each student from point of entry to attainment of high-quality postsecondary credentials and careers

- CIO: Chief Instructional Officer
- CIP: Classification of Instructional Programs, a numerical classification scheme used to categorize the nature of specific programs; used in 49 states (California, the exception, uses TOP codes [*see* TOP] for this purpose)
- CLEP: College Level Examination Program
- CO: Chancellor's Office
- COA: Certificate of Achievement
- COCI (pronounced "ko-kee"): Chancellor's Office Curriculum Inventory (the new, as of 2017, curriculum inventory system at the state chancellor's office)
- COR: Course Outline of Record (also known as the "course outline" or the official documentation of a course)
- CPL: Credit for Prior Learning (a mechanism for granting college credit to students who have obtained prior knowledge related to their educational goals through military, industrial, or government training not provided by a regionally accredited college or university)
- CSLO: Course Student Learning Outcome
- CSU: California State University
- CSU GE-Breadth: Lower-division general education pattern required by all CSU campuses (also known as "CSU GE" or "CSUGE-B")
- CSUCO: California State University Chancellor's Office (CSU's chancellor, not ours)
- CTE: Career (and) Technical Education (a course or program which is vocational education that enhances knowledge and skills in a way that is focused on a particular career path; such courses and programs are assigned a CTE TOP code, and since 1983, CTE TOP codes have been designated with an asterisk; *see also* CE *or* WED)
- CVC-OEI: California Virtual Campus-Online Education Initiative, a collaborative effort among California community colleges to ensure that significantly more students can complete their educational goals by increasing both access to and success in high-quality online courses
- CWE: Cooperative Work Experience (internship or internship-like courses such as VC's V95 and V96 courses)
- DAS: Degree Audit System *or* Division of Apprenticeship Standards, an agency of the State of California Department of Industrial Relations
- DE: Distance Education (synonymous with Distance Learning)
- DED: Data Element Dictionary (describes the CB and other codes used by COCI/MIS)
- DEI: Diversity/Equity/Inclusion (some colleges are requiring a DEI addendum for their courses)
- DIG: Discipline Input Group (a group of faculty from multiple colleges that meets to identify core competencies and program learning outcomes for a discipline, and draft C-ID course descriptors and model curricula
- DL: Distance Learning (synonymous with Distance Education)
- DSN: Deputy Sector Navigators
- DSPS: Disabled Students Programs and Services
- DTRW-I: District Technical Review Workgroup—Instruction (the district-level standing committee which reviews courses and programs from all three VCCCD campuses for possible corrections or

improvements before they are sent to the BoT, and which recommends curriculum-related AP and BP language to the BoT)

- DTRW-SS: District Technical Review Workgroup—Student Services
- DWM: Doing What Matters (for Jobs and the Economy) (a statewide framework designed to allow community colleges to become catalysts for California's economic recovery)
- Dual enrollment: *See* CCAP
- EDD: Employment Development Department
- EFL: Educational Functioning Levels (may become a replacement for CB21 levels-below-transfer designations)
- EO: Executive Order (CSU)
- EPI: Education Planning Initiative
- EPT: Educational Planning Tool
- ESL: English as a Second Language
- ETAC: Educational Technologies Advancement Committee
- FDRG: Faculty Discipline Review Group (faculty who are appointed by their local academic senates to serve on the statewide faculty review group that will complete the work on the C-ID model curricula (MC) and descriptors drafted during the Discipline Input Group (DIG) meetings)
- FII: Fund for Instructional Improvement
- FOMA: Fully Online by Mutual Agreement; a clause in a distance education addendum indicating that a course is not ideally suited for distance education, but may be offered that way on a temporary basis during an emergency when access to campus classrooms is limited or impossible
- FSA: Faculty Service Area (the term that VCCCD uses to describe a discipline in which a faculty member is qualified to teach; the list of disciplines is taken from the CCCCO's statewide disciplines list; faculty may qualify for an FSA either on the basis of having acquired the appropriate degree and/or required experience, or as the result of a positive determination of equivalency in the discipline)
- FTES: Full-time Equivalent Students
- GE: General Education (may refer to either the local general education pattern for the AA/AS degree or the CSU GE-Breadth and IGETC transfer patterns, but most commonly the former)
- GECC: CSU GE Certification Course List by Area
- GED: General Education Diploma
- GELO (pronounced "jello"): General Education Learning Outcome
- Golden Four: For CSU transfer purposes, the four most important lower-division GE courses which students are generally expected to complete before being considered for admission; they fall in the areas of Oral Communication (CSU GE-Breadth area A1 or IGETC area 1C), Written Communication (CSU GE-B A2/IGETC 1A), Critical Thinking (CSU GE-B A3/IGETC 1B), and Mathematics/Quantitative Reasoning (CSU GE-B B4/IGETC 2)
- GP: Guided Pathways
- GPA: Grade Point Average
- HBA: Hours by Arrangement
- HiSET: High School Equivalency Test (GED alternative)
- IB: International Baccalaureate
- ICAS: Intersegmental Committee of Academic Senates

- ICC: Intersegmental Coordinating Committee
- IE: Institutional Effectiveness
- IEPI: Institutional Effectiveness Partnership Initiative
- IGETC: Intersegmental General Education Transfer Curriculum (the UC GE transfer pattern, although this is sometimes also accepted by CSU campuses for certain majors)
- IMC: (*see* ISMC)
- ISLO: Institutional Student Learning Outcome
- ISMC: Intersegmental Model Curriculum, a type of Model Curriculum that prepares students for transfer in selected Career Education majors for which a four-year degree is generally available
- JAC: Joint Apprenticeship Committee
- JST: Joint Services Transcript (official record of a veteran's service and educational experience)
- LEA: Local Educational Agency (includes community colleges, school districts, Regional Occupational Programs (ROPs), or adult schools)
- LMI: Labor Market Information, a report that authors of new degree and certificate programs that have a CTE TOP code must obtain and submit to the CCCCO as a component of the program documentation package; whenever an LMI is needed, program authors should submit a request to the Centers of Excellence
- LMID: Labor Market Information Division
- MC: Model Curriculum (*see also* CCCMC *and* ISMC) *or* Moorpark College
- MIS: Management Information System
- MQ(s): Minimum Qualifications
- NPA: Nursing Practice Act
- OC: Oxnard College
- OEI: Online Education Initiative
- OER: Open Educational Resources
- OES: Occupational Employment Statistic
- PA: Proficiency Award
- PCAH: *Program and Course Approval Handbook* (interprets Title 5 and CCCCO requirements for curriculum submissions, and is incorporated by reference into Title 5)
- PDC: Professional Development College or *(referring to the statewide Academic Senate)* Professional Development Committee
- PSLO: Program Student Learning Outcome
- QFE: Quality Focus Essay, a comprehensive plan for improvement that constitutes a portion of a college's self-evaluation conducted in preparation for an accreditation visit
- Regional Consortium: One of seven such organizations serving the state of California; composed of CTE faculty and administrators from community colleges in each region, the regional consortium recommends new CTE certificates and degrees
- Requisite: A term encompassing all possible forms of preparation a student may be expected to have before enrolling in a course; it encompasses prerequisites, corequisites, advisories on recommended preparation, and enrollment limitations, or any combination thereof
- RFP: Request for Proposal
- RN: Registered Nurse

- RSI: Related and Supplemental Instruction (off-the-job formal education [at least 144 hours per year, as recommended by Standards of Apprenticeship, 29 CFR §29.5(b)(4), (2019)] that is provided by a community college, adult school, or regional occupation program center) *or* Regular and Substantive Interaction
- SACC: System Advisory Committee on Curriculum (former name of CCCCC or 5C)
- SAM: Student Accountability Model
- SB: Senate Bill
- SCANS: Secretary of Labor's Commission on Achieving Necessary Skills
- SCFF: Student Centered Funding Formula (the new state funding formula that takes student success measures into account for determining apportionment to the California Community Colleges)
- SEAP: Student Equity and Achievement Program (successor, as of September 2018, to SSSP)
- SIS: Student Information System (refers to Banner or any successor system used to manage and report courses, programs, student records and transcripts, enrollments, teaching assignments, budgets, *etc.*)
- SLAM: Statistics and Liberal Arts Mathematics
- SLO: Student Learning Outcome
- SOC: Standard Occupational Classification, a statistical standard used by federal agencies to classify workers into occupational categories for collecting, calculating, or disseminating data (*see also* CIP *and* TOP)
- SSSP: Student Success and Support Program (defunded September 2018 by an amendment to section 78222 of the California Education Code, and replaced with the Student Equity and Achievement Program [SEAP])
- STEM: Science, Technology, Engineering, and Mathematics
- TAG: Transfer Admission Guarantee (only available at UC Davis, UC Irvine, UC Merced, UC Riverside, UC Santa Barbara, and UC Santa Cruz)
- TASC: Test Assessing Secondary Completion (GED alternative)
- TBA: To Be Arranged
- TCSU: Transfer California State University
- TMC: Transfer Model Curriculum (generic course pattern template for an ADT)
- TOP: Taxonomy of Programs (A numerical coding system which the CCCCO uses to categorize programs and courses, used to identify programs and courses, and to justify facilities, budgets, faculty, financial aid, and funding; *see also* CIP *and* SOC)
- TTAC: Telecommunications and Technology Advisory Committee (advises the CCCCO on the continued development and deployment of telecommunications and educational technologies in the California Community Colleges)
- UC: University of California
- UC TCA: University of California Transfer Course Agreement; also, a list of the courses at a CCC that are generally accepted for transfer by the University of California system
- UCOP: University of California Office of the President
- VC: Ventura College
- VCCCD: Ventura County Community College District
- WASC: Western Association of Schools and Colleges (regional accrediting body, of which ACCJC is an affiliate)

- WED: Workforce and Economic Development (*see also* CE *or* CTE)
- ZTC: Zero Textbook Cost (degrees)

level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by demonstrating competency that is comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra or higher satisfies both this competency requirement and the Communication and Analytical Thinking GE coursework requirement.

It should be noted that the competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and disciplines, and which, as determined by the district governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively.

Requirements for demonstrating competency in reading shall be locally determined.

For the purpose of this section, "satisfactorily completed" means either credit earned on a "pass-no pass" basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.

Associate Degree for Transfer Degrees: AA-T and AS-T

Associate Degrees for Transfer (ADT) were developed in response to Senate Bill 1440 (Padilla, 2010) and subsequent revisions to Education Code § 66746(a) that required community colleges to develop and offer "associate degrees for transfer" which fulfill the lower division component of a baccalaureate major at a California State University. These degrees allow students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete an ADT and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. These degrees require students to meet both of the following requirements:

> *(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:*
>
> *(A) The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).*
>
> *(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.*
>
> *(2) Obtainment of a minimum grade point average of 2.0.*

ADTs include both Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees. The law authorizing these degrees also requires that students must earn a "C" or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is also an acceptable grade for courses in the major if the course is taken on a Pass/No Pass basis. Education Code § 66746(b) prohibits a community college district from imposing any additional course requirements for a student to be eligible for the associate degree for transfer, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for the associate degree for transfer (AA-T or AS-T). Title 5, § 55002(b) describes such courses as "nondegree-applicable credit courses."

The designators for the Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) degrees have been established by the ASCCC and are reserved only for associate degrees that meet all requirements of SB 1440 and Education Code § 66746. The term "transfer degree" is likewise restricted to ADTs.

Degree Standards

The following standards apply to the development and approval of the Associate Degree for Transfer:

- 60 semester units or 90 quarter units,

- Minimum 18 semester or 27 quarter units in major or area of emphasis,

- Must use CSU GE-Breadth or IGETC,

- May include transferable electives to reach 60 semester units or 90 quarter units,

- No local graduation requirements not specified or permitted in the statute,

- Must align with structure of TMC, and

- Constituent courses must have either C-ID or articulation/transfer status with CSU as specified on the TMC and the Chancellor's Office Template.

Minimum Units

The minimum number of units for the ADT is 60 semester or 90 quarter units that are CSU transferable. Students awarded this degree must complete at least 12 semester or 18 quarter units in residence.

Major or Area of Emphasis: Transfer Model Curriculum

An inter-segmentally developed Transfer Model Curriculum (TMC) defines the major or area of emphasis for all ADT degrees. In the implementation process for SB 1440 and Education Code § 66746 the ASCCC, in collaboration with the Academic Senate of the California State University, has developed a Transfer Model Curriculum (TMC) for certain majors that have been identified for students who transfer from a California community college to CSU. According to Title 5, § 55063 and Education Code § 66746 the associate degree must include a major or area of emphasis consisting of a minimum of 18 semester or 27 quarter units.

TMCs were developed as a means of facilitating a statewide response to the mandate that all community colleges offer "associate degrees for transfer." Draft TMCs are developed by intersegmental faculty (California community colleges and CSU, primarily) in the discipline and then made available for vetting at C-ID (www.c-id.net). Once a template for a TMC is finalized, community college faculty may then develop degrees that align with the TMC. The designators for these aligned TMC degrees are Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T).

When an associate degree for transfer is approved by the California Community Colleges

Chancellor's Office, the California State University Chancellor's Office will be notified so that the approved associate degree may be included in the CSU Mentor transfer application and in other publications. This data is used to identify eligible students who apply to the CSU for admission as described in Education Code § 66747.

Education Code § 66746 requires that community colleges create an ADT when they offer a degree in the same discipline (i.e., under the same TOP Code) as an existing transfer model curriculum (TMC) within 18 months of the approval of the TMC.

A TMC is considered to have final approval when the template is posted by the Chancellor's Office. The approved templates are located on the Chancellor's Office Educational Services and Support Division webpage under Templates for Transfer Model Curriculum.

Furthermore, similar agreements between UC and the California community colleges that depend on an approved transfer pathway template for development and approval of the degree shall be submitted using the same program goal and process as ADTs.

General Education

Education Code § 66746(a)(1)(A) requires that students complete the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education– Breadth (CSU GE-Breadth) Requirements. Additional GE requirements are not permitted. Courses used to meet the major requirement may also be used to meet the GE requirement if those courses have been approved for IGETC or CSU GE-Breadth.

Most ADTs require full completion of IGETC or CSU GE-Breadth. However, certain ADTs are instead based on the completion of IGETC for STEM or CSU GE-Breadth for STEM. The IGETC for STEM and CSU GE-Breadth for STEM options permit students to follow the IGETC or CSU GE-Breadth curriculum but delay one Arts or Humanities course and one Social or Behavioral Science course until after transfer.

Electives

ADTs may include additional transferable electives, if necessary, to bring the total degree-applicable units to 60 semester units or 90 quarter units.

Prohibited Practices

Education Code § 66746(b) states "community college district shall not impose any requirements in addition to the requirements of this section, including any local college or district requirements …." Local college or district requirements that are prohibited include additional graduation requirements, such as additional GE requirements or a residency requirement that exceeds the minimum set by Title 5.

While the current program submission and approval process requires colleges to design ADTs that do not exceed 60 semester or 90 quarter units, a community college may confer the ADT to students who exceed the minimum units required for the degree

Criteria for Approval

ADTs must meet the following criteria for approval:

- Submission includes all required documentation:

  ○ Program Narrative,

  ○ Completed Chancellor's Office Template,

  ○ C-ID or ASSIST Articulation Information, as required by the TMC, and

  ○ COR for all courses included in major or area of emphasis.

- Degree meets all standards as listed above. Verification of meeting these standards is conducted through review of required documentation.

- Degree is submitted with program goal of "Transfer."

Program Narrative

Only the Program Goals and Objectives and Catalog Description items are required for the Narrative. The catalog description must reflect the following:

- Completion of 60 semester units or 90 quarter units of degree-applicable courses,

- Minimum overall grade point average of 2.0,

- Minimum grade of "C" (or "P") for each course in the major, and

- Completion of IGETC and/or CSU GE-Breadth.

Submission of a COR is required for each course specified in the major. All ADT degrees are submitted with "Transfer" as the program goal.

Chancellor's Office Templates for Approved Transfer Model Curriculum

The Chancellor's Office develops a template for each approved TMC. The templates are located on the Chancellor's Office Educational Services and Support Division webpage under Templates for Approved Transfer Model Curriculum. All submissions must include a completed, current template.

Course Identification Numbering System or ASSIST Articulation Documentation

The template specifies all of the courses that may be included in the ADT and the documentation required for each course when the degree is submitted for approval. Typically, all required core courses are identified by a Course Identification Numbering System (C-ID) descriptor, which sets the minimum standards for what should be included the COR. When a C-ID descriptor is listed on the template, C-ID articulation is required for the course(s) to be included in that section of the template. Additional information on C-ID descriptors and C-ID articulation is located on C-ID (www.c-id.net). However, courses pending C-ID approval over 45 days may be included in the degree if the program application demonstrates evidence

that those courses have been submitted to and are under review in the C-ID System. Thus, for evidence, please submit a screenshot from the C-ID website that includes the date of submission, course name, and college.

Courses on the template that do not need an approved C-ID descriptor require different documentation to justify the inclusion of the course. These include:

- **Articulation Agreement by Major** (AAM) demonstrating lower division preparation at one CSU campus,

- **CSU Baccalaureate Level Course List by Department** (BCT) showing the courses are CSU transferable, and

- **CSU GE-Breadth Certification Course List by Area** (GECC) identifying the transfer GE area(s) for which the course was approved.

Documentation for the above can be located on the articulation website ASSIST (www.assist. org) for inclusion in the application.

Double Counting Procedures for General Education

The TMC template also requires the IGETC and CSU GE-Breadth status of each course and how the units may be double counted, i.e., how the units can be used to fulfill both major preparation and transfer GE requirements. The general guidelines for double counting are:

The maximum number of "double counted" units is limited to the number of units assigned to each GE Area.

Example: A college's Calculus course is 5 units. The maximum number of units allowed for CSU GE-B Area B4 and IGETC Area 2 is 3 units. Thus, only 3 of the 5 units of the calculus course can be double counted for the CSU GE Area B4 or IGETC Area 2.

Courses can only be double counted in one GE Area.

Example: The Early Childhood Education Transfer Model Curriculum (TMC) identifies C-ID CDEV100 as applicable to CSU GE Area D and Area E. However, the "double counted" units can only apply to either CSU GE Area D or E, but not both. (The course maximum for either CSU-GE Area D or E is 3.)

Career Technical Education Degrees: AA and AS

The standards for all associate degrees are set forth in Title 5, § 55063. These include demonstrated competence in reading, in written expression, and in mathematics, and satisfactory completion of at least 60 semester units or 90 quarter units of degree-applicable credit course work in a major or area of emphasis, GE, and elective courses as needed to meet the minimum unit requirement. Associate degrees are classified as Career Technical Education (CTE) when they are in a TOP Code designated as vocational in the TOP Manual. CTE degrees may include transfer preparation as a component or as the primary intent of the program.

Degree Standards

Associate degrees classified as CTE must meet the following standards applicable to the development and approval of all AA and AS degrees submitted in this category:

- Minimum of 60 semester units or 90 quarter units;

- Minimum 18 semester units or 27 quarter units in major or area of emphasis as described in title 5, section 55063(a);

- Any GE pattern allowed by regulations, as determined by the college;

- Must include local graduation requirements;

- Must be offered in a vocational TOP Code;

- Recommendation by appropriate Regional Consortium

- May be designed for both CTE and transfer preparation.

Minimum Units

Title 5, § 55063 requires that students earning the associate degree complete at least 60 semester units or 90 quarter units of degree-applicable credit course work. These units must include at least 18 semester units or 27 quarter units in GE and at least 18 semester units or 27 quarter units in a major or area of emphasis. Of the total required units, at least 12 semester units or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the district governing board when it determines that an injustice or undue hardship would be placed on the student.

Major or Area of Emphasis

Title 5, § 55063(a) was modified to allow colleges to develop associate degrees requiring 18 or more semester (27 or more quarter) units in a major or "area of emphasis." A major may be defined by the lower-division requirements of a specific major at the UC or CSU or a minimum of 18 semester (27 quarter) units in a field or in related fields selected by the community college. The requirements for a major must consist of courses that all students are expected to complete for a specific number of units. A small number of the required units may be completed by selecting courses from a list of restricted electives.

An area of emphasis is considered to be a broader group of courses and may be defined as 18 or more semester (27 or more quarter) units in related fields intended to prepare the student for a single major or related majors at a baccalaureate institution or to prepare a student for a particular field as defined by the community college. Such a degree may be similar to patterns of learning that a student undertakes in the first two years of attendance at a baccalaureate institution in order to prepare for a major, area of emphasis, or field of study. The requirements for an area of emphasis must specify the number of units that students will select from a list of courses that prepare students for a specific academic or professional goal. Each area of emphasis will be awarded as a separate degree and assigned a separate program control number.

If the CTE degree is designed to provide specific transfer preparation in addition to career preparation, the proposal must demonstrate through the narrative and required documentation that required courses in the program substantially satisfy the lower division coursework requirements for the corresponding baccalaureate major or concentration. The submission must show a good-faith effort on the part of the college to assure that, to the extent possible:

- Courses will count not only for transfer elective credit, but specifically toward completion of a major after transfer;

- Courses required in the lower division will not have to be repeated in the upper division; and

- All major requirements usually fulfilled in the lower division can be fulfilled at the community college.

General Education

For all associate degrees, it is important to maintain the philosophy that the associate degree represents more than an accumulation of units. Instead, it embodies completion of a well-defined pattern of learning experiences that are designed to develop certain capabilities. Title 5, § 55061 describes the completion of GE, one component of the degree, as a learning experience that demonstrates:

> …the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.

Title 5, § 55063(b) requires that students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of GE coursework that includes a minimum of 3 semester or 4 quarter units in each of the following areas:

- Natural Sciences

- Social and Behavioral Sciences

- Humanities

- Language and Rationality

  ○ English Composition

  ○ Communication and Analytical Thinking

Ethnic Studies must be offered in at least one of the four areas listed above. While a course might satisfy more than one GE requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a GE requirement and a major or area of emphasis requirement.