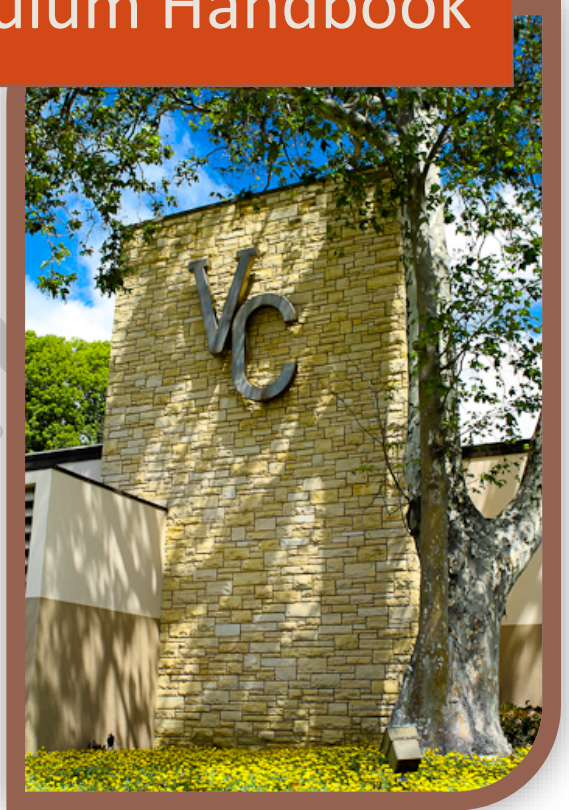


Ventura College Curriculum Handbook

Administration building
(credit: Dina Pielaet)



Ventura College Curriculum Committee
Ventura County Community College District
2022 Edition

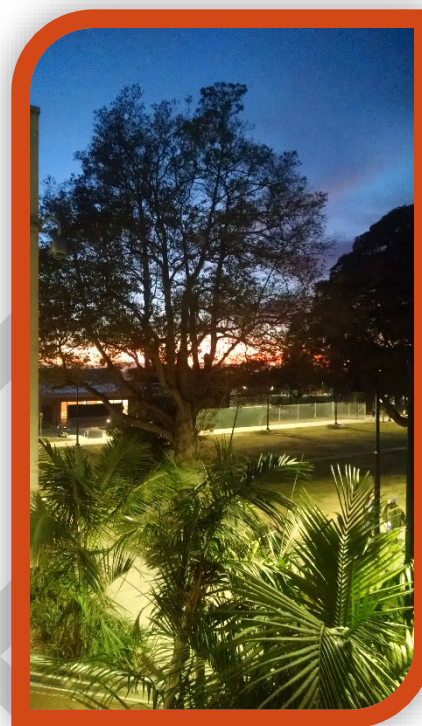
Thanks to CCCC, ASCCC, VC Academic Senate, and colleagues at community colleges throughout California
and to our students, to whom this work is dedicated

Purpose of This Document

While *Title 5* of the *California Code of Regulations* (hereinafter “Title 5”), the *Program and Course Approval Handbook* (“PCAH”), and *The Course Outline of Record: A Curriculum Reference Guide Revisited* provide broad parameters and practices for community college curriculum committees throughout California, these bodies must also develop local processes and standards. A local handbook is the logical repository for these aspects of curriculum.

This Handbook aims to achieve the following goals:

- Make curriculum processes transparent.
- Clarify the responsibilities of the Curriculum Committee, its workgroups, and related parties.
- Clarify the responsibilities of the curriculum developer/originator/initiator.
- Clarify the curriculum-related responsibilities of the Academic Affairs Office.
- Serve as a guide/roadmap to the beginner.
- Ease the process of course and program creation, modification, and approval.
- Assist faculty with curriculum development and review.
- Define the interplay between Title 5, BOT policies and administrative procedures, and local practice.
- Identify resources to assure that local policies and state regulations for curriculum development and are followed and demonstrate process compliance to external accrediting bodies.¹



Sunset view from the Math/Science building (credit: Michael Bowen)

Note on hyperlinks: The hyperlinks in this document are live; if you are viewing an electronic version of the document, you may access the URL related to an underlined word or phrase by depressing and holding the CTRL key, then selecting (e.g., clicking on) the desired link. Please report broken links to the Ventura College curriculum leadership team.

Note on units of credit: Ventura College is a semester institution; all references to “unit(s)” should be assumed to mean “semester unit(s)” (as opposed to “quarter unit(s)”) unless otherwise qualified.

¹ Information in this section was adapted from:

- Boyd, Marie, and Erik Shearer. “Curriculum by the Book: Developing a Local Curriculum Handbook.” Academic Senate for California Community Colleges 2013 Curriculum Institute. Sheraton Park at the Anaheim Resort, Anaheim, CA. 12 July 2013. PowerPoint presentation
- Hurlbut, Diana, Marie Boyd, Dyan Pease, and Marilyn Perry. “Effective Practices for Creating Curriculum Handbooks.” Academic Senate for California Community Colleges 2016 Curriculum Institute. DoubleTree by Hilton Hotel, Anaheim-Orange County, Orange, CA. 7 July 2016. PowerPoint presentation

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Ventura College Curriculum Committee

Sections 53200 et seq. of Title 5 of the California Code of Regulations delegate to the Ventura College *Academic Senate* the responsibility for policy development and implementation of curriculum. At Ventura College, the Academic Senate has further delegated this responsibility to the Ventura College *Curriculum Committee*. To formalize this relationship, the *Academic Senate bylaws* (especially Article IV, Section B) specify many aspects of the Curriculum Committee's structure and function. Italicized passages in the following subsections are quoted from the fall 2016 revision of the Senate bylaws; [bracketed] editorial comments clarify or add context to some of the passages.



Purpose and Mission

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

Charge

The Ventura College Curriculum Committee has the sole responsibility and authority to initiate and evaluate the programs and curricula of the college with respect to purpose, objectives, content, and methods of instruction. The Curriculum Committee makes direct recommendations to the Governing Board with respect to all academic, occupational, and technical education courses and instructional programs of study. The Curriculum Committee conducts review of all credit and noncredit programs and curricula in accordance with the California Code of Regulations, Title 5, and as guided by the Program and Course Approval Handbook published by the California Community Colleges Chancellor's Office. The Curriculum Committee conducts curricular reviews on a timely and regular basis to ensure that all courses are updated on a periodic cycle to ensure currency and viability for articulation. The Curriculum Committee conducts annual training for persons involved in curriculum development and review, in compliance with the California Community Colleges Chancellor's Office requirement for local curriculum approval certification. In addition, the Committee monitors compliance with portions of Accreditation Standard II.A. The [F]aculty Co-chair of the Curriculum Committee serves as a member of the Accreditation Steering Committee.

With a few exceptions, the Curriculum Committee must approve all additions, changes, or inactivations of courses and programs before they are forwarded to BOT (when applicable) and CCCCO for chaptering or approval, and before they may be published in the college catalog. Articulation-related changes (GE,



C-ID, UC TCA, etc.) occurring outside the formal course approval process may be completed as administrative changes, but these and all other administrative changes should be forwarded to Curriculum Committee as information items as soon as practicable following their implementation in the CMS. The Faculty Co-chair(s) of the Curriculum Committee have discretion to determine whether any given course or program modification constitutes an administrative change or should undergo the normal Curriculum Committee approval process but are expected to use their best professional judgment in doing so..

Membership and Standing Workgroups

The Curriculum Committee has a defined membership. Divisional representatives shall be faculty [who are] appointed by their respective divisions prior to the start of the academic year. Membership shall be non-proportional, with each division having two (2) voting representatives. Additionally, one AFT representative (as mandated by Article 17 of the [AFT contract](#)), one librarian, the Articulation Officer, the Curriculum Technical Review and Prerequisites [Workgroup] Chair, the Academic Senate President, and the Faculty Co-chair shall also be voting faculty members of the Committee, but shall not serve as Divisional representatives to the Committee. [N]on-voting members of the Curriculum Committee shall include the Recorder (Administrative Assistant to the Chief Instructional Officer, or designee), the college Registrar, the Chief Instructional Officer (who shall serve as Administrative Co-chair of the Committee), ASB president, or designee, and the Academic Deans.

The names and positions of current members of the Curriculum Committee are [available online](#). The membership of the standing Curriculum Committee workgroups mandated by the [Academic Senate bylaws](#) (the Philosophy and General Education (P&GE) Workgroup, the Curriculum Technical Review and Prerequisites Workgroup, and the Distance Education Workgroup) are enumerated in [Standing Workgroups](#).

Co-chairs

The Curriculum Committee is co-chaired by: (1) a faculty member nominated and voted on [elected] by the Curriculum Committee [in accordance with the provisions of the [Curriculum Committee Charter](#)], and (2) the Chief Instructional Officer. The Faculty Co-chair of the Curriculum Committee shall serve a two-year term commencing on June 1 [of an odd-numbered year] and ending on May 31 [of the next odd-numbered year], and does not serve as one of the Division[al] representatives. The Curriculum Committee will accept nominations and vote for the Faculty Co-chair for the upcoming two-year term of office no later than the last Curriculum Committee meeting in October of the academic year preceding the beginning of his/her term. Only current voting members of the Curriculum Committee are eligible to be nominated or elected to the position of Faculty Co-chair.



Meetings

The Curriculum Committee meets twice monthly during the academic year, on the first and third Tuesdays of the month. As a legislative body which is stipulated in Title 5, the Curriculum Committee is subject to the Ralph M. Brown Act¹, so its meetings are open to all interested parties.

Any scheduled meeting falling during a holiday, a break period, or a scheduled flex day is generally postponed or canceled (although training sessions, at which no curriculum or procedures are approved, may be held on flex days). Special meetings may be called on rare occasions as warranted; however, all such meetings (excluding training sessions) must be noticed in accordance with applicable provisions of the Brown Act. Most meetings are held in the Multipurpose Classroom Building-West (MCW-312) on the Ventura College campus. Meeting agendas, which include the time and place of each meeting, are generally emailed to all faculty and deans (and to the [VC student government](#)) at least three days before each meeting, and are also published in or near the Ventura College administration building. Meeting schedules, agendas, and minutes are all available [online](#).

¹ The specific provisions of the Brown Act, also known as the California Open Meeting Law, are documented in Sections 54950 through 54963 of the California Government Code. The California Attorney General's Office has published an excellent summary of the Brown Act's most important provisions, which is much more understandable to the layman than the original text of the law, and which addresses the issues most likely to arise.



VCCCD Board Policies and Procedures for Curriculum

The [Ventura County Community College District](#) [hereinafter, "VCCCD"] is governed by a five-member locally-elected [Board of Trustees](#) [hereinafter, "Board" or "BoT"] and a student board member....The Board of Trustees is responsible for adopting policies that direct all activities relating to conducting the business of the district and its colleges.¹



Curriculum is one of the areas for which the BoT is legally required to establish district-wide policies, as mandated in [Title 5](#). Often, these policies quote or paraphrase language from Title 5. The BoT has also adopted administrative procedures describing how the policies should be implemented. The policies governing curriculum are documented in Chapter 4 (Academic Affairs) of the VCCCD [Board Policy Manual](#). The corresponding procedures are documented in Chapter 4 (Academic Affairs) of the VCCCD [Administrative Procedure Manual](#). (To access this resource, navigate using the link provided, select the "Book" field, then select "VCCCD Administrative Procedure Manual.") The BoT reviews each policy and procedure in Chapter 4 of the respective documents on a five-year rotating basis, taking into consideration the recommendations of the college curriculum committees and academic senates, the [District Council on Curriculum and Instruction](#) (DCCI), and other advisory bodies as appropriate. Each Board Policy (BP) and Administrative Procedure (AP) is assigned a four-digit identifying number, and the administrative procedure associated with a given policy has the same four-digit number (with one exception in Chapter 4: both AP 4050 and AP 4051 are associated with BP 4050).

The Board policies and administrative procedures relating to curriculum include the following (a few of the policies and procedures have slightly different titles). All are accessible using the links provided in the preceding paragraph.

- BP/AP 4010: Academic Calendar
- BP 4020: Program and Curriculum Development; AP 4020: Program, Curriculum, and Course Development
- BP/AP 4021: Program Discontinuance
- BP/AP 4022: Course Approval
- BP/AP 4025: Philosophy and Criteria for Associate Degree and General Education
- BP/AP 4030: Academic Freedom
- BP/AP 4040: Library and Learning Support Services
- BP/AP 4050: Articulation; AP 4051: Articulation between VCCCD and High School Institutions
- BP/AP 4060: Delineation of Functions Agreements
- BP/AP 4070: Auditing and Auditing Fees

¹ "Ventura County Community College District." *Trustees*. N.p., n.d. Web. 28 June 2016.



- BP/AP 4100: Graduation Requirements for Degrees and Certificates
- BP/AP 4101: Independent Study
- BP/AP 4102: Career Technical Education Programs
- BP/AP 4103: Work Experience
- BP/AP 4104: Contract Education
- BP/AP 4105: Distance Education
- BP/AP 4106: Nursing Program
- BP/AP 4110: Honorary Degrees
- BP/AP 4220: Standards of Scholarship
- BP/AP 4222: Remedial Coursework
- BP 4225: Course Repetition for Substandard Grades; AP 4225 Course Repetition
- BP/AP 4226: Multiple and Overlapping Enrollments
- BP/AP 4227: Repeatable Courses
- BP 4230: Grading Symbols; AP 4230: Grading and Academic Record Symbols
- BP/AP 4231: Grade Changes
- BP/AP 4232: Pass/No Pass
- BP/AP 4235: Credit for Prior Learning
- BP/AP 4240: Academic Renewal
- BP 4250: Probation, Disqualification, and Readmission; AP 4250: Probation and AP 4255: Disqualification and Dismissal
- BP 4260: Pre-requisites and Co-requisites and Advisories on Recommended Preparation; AP 4260: Prerequisites and Co-requisites
- BP/AP 4300: Field Trips and Excursions
- BP/AP 4400: Community Services Programs
- BP/AP 4500: Student News Media
- BP/AP 4610: Instructional Service Agreements

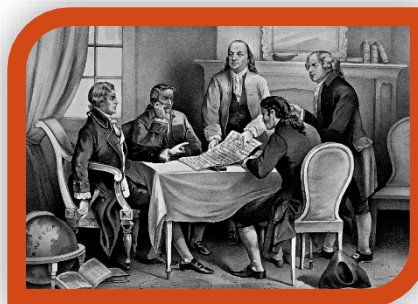


Curriculum Committee Charter, Standard Operating Procedures, and Standing Workgroups

Charter

The [Curriculum Committee Charter](#) constitutes the bylaws for the Curriculum Committee. The document was named the Curriculum Committee Charter to avoid confusing the Curriculum Committee's bylaws with those of the Ventura College Academic Senate. The Curriculum Committee Charter is incorporated into this Handbook by reference.

When there is a conflict between the Charter and information presented in this document, the provisions of the Charter control.



Standard Operating Procedures

Over the years, the Curriculum Committee has adopted procedures to help it achieve the goals of conducting its business in a fair, efficient, and consistent manner (*e.g.*, by minimizing the influence of politics on its deliberations), applying best practices whenever possible, and maintaining compliance with all externally imposed laws, regulations, and policies (including accreditation requirements) governing the development and maintenance of curriculum. Unlike the Charter, for which adoption and amendments must be approved by a two-thirds vote of the Curriculum Committee and by a vote of the Ventura College Academic Senate, the standard operating procedures may be adopted, amended, or rescinded by a simple majority vote of the Curriculum Committee, provided they appear on the agenda as an action item. A list of the most significant of these is included herein; they may be amended from time to time as noted above. The list is numbered, and headings are provided, for convenience in discussion. However, the numbering does not correspond to the procedures' relative precedence (all procedures are of equal importance), nor does it indicate the chronology of their adoption. The headings are descriptive but not prescriptive.

1. Curriculum Management System and Curriculum Submission Requirements

Beginning in the 2019-20 academic year, CourseLeaf Curriculum Inventory Management (CourseLeaf CIM) became the curriculum management system (CMS) adopted by the [VCCCD](#) and the VC Curriculum Committee. The committee requires that all course and program proposals must be submitted via CIM for review and approval, except new program proposals, which should undergo Extended Technical Review before the originator enters program information into CIM. The committee also requires curriculum originators to complete supplemental forms (in addition to the information entered into CIM) for [program](#) and [new or reactivated course](#) proposals. These forms enable the Academic Affairs Office to efficiently process the proposals after Curriculum Committee approval and submit them to the [BoT](#) and/or [CCCCO](#) in a timely manner. For new programs, the forms also enable Extended Technical Review Workgroups to evaluate and make recommendations regarding the program's feasibility and viability. Course and program originators must submit all information requested in CIM, including attached copies of the supplemental forms in good order (including all signatures on the forms) before the Curriculum Committee will consider a program or course proposal for approval. All information submitted is subject to technical review, which may return submissions to the originator for correction if



the technical review process determines that proposal information is either missing, erroneous, or insufficient for the proposal to move forward.

2. Catalog Information

The Curriculum Committee must approve any change, addition, or removal (collectively, “modification”) to/from the published catalog information for a course or program before that change may be reflected in electronic or paper versions of the college catalog, including (when applicable) catalog addenda. Exceptions may be made on a case-by-case basis for compelling reasons (*e.g.*, the need to comply rapidly with changes to accreditation requirements) with the consent of the CIO, but the Curriculum Committee must still approve these modifications at the earliest possible opportunity thereafter.

3. Courses Approved Before Programs

Before the Curriculum Committee will consider a new or revised program proposal, all requirements (core or elective courses) used in satisfaction of the program must have obtained Curriculum Committee approval and must have current (less than five years old) course outlines of record. If new courses are developed to satisfy requirements for a new or revised program, these courses may be considered and approved for **second** reading at the same Curriculum Committee meeting at which the corresponding program is approved; however, the course approval(s) must occur earlier in the meeting than the program approval. Likewise, outdated course outlines must be corrected and approved for their final Curriculum Committee reading (first or second, depending on how extensive the changes are) before the Committee will consider any program whose requirements include those courses.

4. Student Learning Outcomes (SLOs)

As required by accreditation standards, each course proposal submitted to the Curriculum Committee must document one or more course student learning outcomes (CSLOs), and each program proposal must document one or more program student learning outcomes (PSLOs). As a good practice, the Curriculum Committee recommends a minimum of three CSLOs for transferable courses to help document the academic rigor expected for such courses. The language of CSLOs and PSLOs must be consistent with the language documented in [TracDat](#) or other such SLO repository as may be adopted by Ventura College or the VCCCD. The Curriculum Committee may appoint one or more members to review each program and course proposal to ensure consistency between the CMS and the SLO repository. This is considered an essential part of the technical review process; if the Curriculum Committee is notified by either the Technical Review and Prerequisites Workgroup Chair or the SLO representative(s) that there is a discrepancy between the CMS SLOs and the information in the SLO repository, then it should postpone approving the applicable curriculum until the originating department corrects the discrepancy.

As declared in the Academic Senate for California Community Colleges (ASCCC) paper titled [Guiding Principles for SLO Assessment](#) and reaffirmed in ASCCC [Plenary Resolution 09.06 \(Spring 2016\)](#), the assessment of student learning outcomes is a curricular matter, and therefore falls within the purview of the “ten-plus-one” provision in [Section 53200\(c\)](#) of Title 5. However, the Ventura College Curriculum Committee has passed a resolution, effective 1 November 2016, not to evaluate the quantity, quality, or appropriateness of SLOs; only that they are present in the COR or program outline and consistent with the SLO repository as described above.



5. Same-as Courses

As a general principle, the Curriculum Committee discourages the adoption of co-listed (same-as) courses, as they require special attention and significant additional work at many stages of the development, approval, and articulation processes. New co-listing relationships should therefore be approved only for compelling reasons. If the COR and college catalog state that one co-listed course satisfies a GE, competency, requisite, or program requirement, then the data stored in the CMS and the catalog must also document that all its co-listed partner courses satisfy the same requirement. Likewise, articulation agreements should be negotiated to include all co-listing IDs of any articulated course.

6. Separate Approval of Requisites

If a course proposal specifies one or more requisites (including prerequisites, corequisites, advisories on recommended preparation, or enrollment limitations), then the action item and motion to approve these requisites must be distinct from the action item and motion to approve the course, and recorded as such in the meeting minutes to document compliance with [Section 55003](#) of Title 5.

7. Separate Approval of Distance Education

If a course proposal specifies that some or all sections of the course may be offered using a distance education mode (including hybrid and 100% online courses, but excluding traditional face-to-face courses which are merely Web-enhanced), then the action item and motion to approve the course's eligibility to be offered in a distance education mode must be distinct from the action item and motion to approve the course, and recorded as such in the meeting minutes, to document compliance with [Section 55206](#) of Title 5.

If a course outline is updated through the distance-education-only routing mechanism in the CMS, this does not reset the clock on the five-year review cycle for that course. The Curriculum Technical Review and Prerequisites Workgroup may therefore recommend that if a department desires to add or change distance education modalities for a course whose outline is more than three or four years old, that a revision or update be used instead to accomplish this.

8. Separate Approval of Local General Education (AA/AS GE)

Commencing with the fall 2017 semester, new, reactivated, and substantially revised courses which may be applicable for placement on the local general education list (also known as the AA/AS GE list or the A-through-F list) must undergo review by the Philosophy and General Education (P&GE) Workgroup. To assist the Workgroup with its assessment, the host department of a course being proposed to satisfy local GE requirements in one or more of the A-through-F categories will be asked to complete and submit a copy of the AA/AS GE Addendum Rubric form. This form is available from the Academic Affairs Office. A course that is local GE-applicable must be linked to one or more of Ventura College's Institutional Student Learning Outcomes (ISLOs), as these also serve as the college's General Education Learning Outcomes (GELOs). (See the Ventura College catalog section titled "College Information: Institutional/GE Student Learning Outcomes.") The P&GE Workgroup also reviews and makes recommendations regarding requests to remove a previously approved course from the AA/AS GE list.

The normal procedure to approve a course for designation as AA/AS GE applicable follows (but also see below for exceptions):

- A discipline faculty member develops (or substantially revises) a course outline of record (COR) which may satisfy one or more AA/AS GE requirements. The author should designate the course as



being potentially GE-applicable in the CMS by clicking the GE check box. (Faculty may review the requirements for GE courses by reading [Section 552063\(b\)](#) of Title 5 and VCCCD Board Administrative Procedure [AP 4025](#).)

- The originator of the COR, or the chair of the host department, should complete the top half of the [General Education Approval Form](#) and the appropriate page(s) of the [AA/AS GE Rubric](#). These forms should be submitted (electronically if possible) to the Articulation Officer, the Curriculum Technician, and the Faculty Co chair. Electronic copies of these forms should also be appended to the course addition or revision proposal in the CMS.
- The above paperwork, if submitted timely, will be considered at the next meeting of the P&GE Workgroup. (This Workgroup typically meets once per semester or as needed.) For each course submitted, this group must either make a recommendation to the Curriculum Committee to approve the course for the AA/AS GE list, or (only when necessary) to return the paperwork to the submitting faculty member with specific suggestions for correction and subsequent reconsideration. It is recommended that the faculty submitter, or another representative from the host department, be invited to and attend the P&GE Workgroup meeting to address questions and expedite the workgroup's ability to formulate recommendations.
- The recommendations of the P&GE Workgroup should be placed on the next following Curriculum Committee agenda as an action item for final approval by the Committee. GE approvals do not need to be sent to the BOT, but the Curriculum Committee has an obligation to adhere to the GE standards set forth in Title 5 (particularly [section 55063\(b\)](#)) and in BOT Administrative Procedures (particularly [AP 4025](#)).

Exception 1: If a new course is substantially similar to an existing course that was previously approved to satisfy an AA/AS GE requirement, the Curriculum Committee may vote to “grandfather” the previous approval forward to the new course. For example, when SL V10A/V10B/V10C was converted from a three-semester sequence to the two-semester sequence ASL V01/V02 in March 2022, the committee agreed to transfer the previous Area C2 approvals from the SL courses to the ASL courses without further P&GE Workgroup review.

Exception 2: If a course is approved for the CSU GE-Breadth and/or IGETC lists, the Curriculum Committee may subsequently approve it as satisfying a corresponding AA/AS GE area (if such a correspondence exists). In such cases the paperwork submission requirement and the need to obtain a P&GE Workgroup recommendation, as described above, may be waived. *Curriculum Committee approval date: 5 September 2017.*

At its meeting of 6 October 2020, the Curriculum Committee accepted the P&GE Workgroup's recommendation that the Workgroup should also be the initial body to review requests to *remove* a previously approved active course from the GE lists. P&GE further recommended that the [General Education Approval Form](#) and the [AA/AS GE Rubric](#) be updated to accommodate both addition and removal requests in a parallel manner. The Curriculum Committee will appoint an ad hoc task force to complete this work and make recommendations to the Curriculum Committee; the resulting procedures should be documented here in the future, and the new GE approval and rubric documents posted to the Curriculum Committee's website.

For the record, neither the P&GE Workgroup nor the Curriculum Committee have the authority to approve CSU GE-Breadth or IGETC designations for courses. However, the workgroup may hold discussions with the Articulation Officer and/or host department faculty regarding appropriate courses



to submit or withdraw for these approvals and make recommendations as appropriate. The American Ethnic Studies Workgroup may make recommendations to the Curriculum Committee and/or Articulation Officer regarding the suitability of courses recommended for CSU GE-Breadth Area F. Courses not approved as AA/AS GE applicable are generally not appropriate for the CSU GE-Breadth or IGETC lists.

9. Assignment of Courses to Disciplines: Minimum Qualifications (MQs)

In October 2016, the Ventura College Academic Senate passed a resolution formally delegating approval authority for placement of courses within disciplines to the Curriculum Committee. The uncorrected text of the Senate resolution read:

NEW COURSES

1. *The author(s) of a new course will have access to a field in [the curriculum management system] that will contain a drop-down menu of all disciplines listed in the latest Minimum Qualifications Handbook, developed by ASCCC and approved by the Board of Governors. They will select one or more disciplines for this particular course. Faculty teaching such a course will have to meet the minimum qualifications for one of the selected disciplines, or go through the local equivalency process.*
2. *The author(s) will fill out the form for departmental approval of the course (required for new courses). The form will have the selected disciplines listed, and the department submitting the course must approve the selected discipline(s) for the course.*
3. *The Technical Review [and Prerequisites] Workgroup will make sure that the selected discipline(s) are appropriate for the course content submitted.*
4. *The Curriculum Committee will have a separate item [placed on the agenda] for approval of the selected discipline(s) for the courses.*
5. *A two-thirds approval vote shall be required for the assignment of discipline(s) to a course that is not prima facie.*

REVISED AND UPDATED COURSES

1. *The author(s) of a course revision will have access to a field in [the curriculum management system] that will contain a drop-down menu of all disciplines listed in the latest Minimum Qualifications Handbook, developed by ASCCC and approved by the Board of Governors. They will verify that the discipline(s) previously selected for the course are still valid, and make adjustments as necessary to make course content changes. Only faculty in the discipline(s) in which the course is presently assigned shall be allowed to propose changes (i.e., additions or deletions) to the discipline(s) existing on the course outline of record. If any change is made to the discipline field, the department shall communicate the rationale for the changes to the Curriculum Committee in a memo.*
2. *The Technical Review [and Prerequisites] Workgroup will make sure that the selected discipline(s) are appropriate for the revised course content submitted.*
3. *The Curriculum Committee will have a separate item [placed on the agenda] for approval of the selected discipline(s) for the courses.*



4. *A two-thirds approval vote shall be required for the assignment of discipline(s) to a course that is not prima facie.*

CHANGES TO STATE MINIMUM QUALIFICATIONS HANDBOOK

In the event that a change affecting a course discipline occurs (change in course discipline minimum qualifications, creation of a new discipline, and/or deletion of a discipline):

1. *The department(s) that have discipline(s) that are currently listed on the course outline of record (COR) will review the state handbook changes, and make any necessary changes to the course outline (course update).*
2. *The Technical Review [and Prerequisites] Workgroup will make sure that any changes are appropriate for the course content of the updated course.*
3. *The Curriculum Committee will have a separate item [placed on the agenda] for approval of the selected discipline(s) changes for the courses.*
4. *A two-thirds approval vote shall be required for the assignment of discipline(s) to a course that is not prima facie.*

10. Program and Course Inactivations

If a department wishes to inactivate a course or program under its purview, then a member of the department must submit an inactivation proposal via the CMS. The department chair must also submit a declaration that a majority of the department faculty voted to approve the decision to inactivate the course or program. The department chair must forward copies of the declaration to the Curriculum Technician, the Technical Review and Prerequisites Workgroup Chair, and the Faculty Co-chair(s) of the Curriculum Committee. Either a paper or electronic memo (email) suffices. The Curriculum Technician maintains a copy of the declaration as part of the course history and/or attaches it to the inactivation proposal in the CMS.

The purpose of this procedure is to document that the department recommended the inactivation in accordance with the “academic and professional matters” (ten-plus-one) provision in [Section 53200\(c\)](#) of Title 5. Program and course inactivations initiated and approved directly by the BoT are exempt from this requirement. Courses that are merely being merged or renumbered and whose content will continue to be taught under a different course ID number are also exempt. The Curriculum Committee has final authority to inactivate individual courses. Program inactivations also require BoT approval.

11. Readings and Criteria for Sending Curriculum to DCCI and the BOT

These types of action items may be approved in full following a single reading and do not need to be sent to DCCI or BOT:

- Course updates (modifications that do not change the catalog)
- Minor course revisions (modifications that change the catalog but do not require BoT approval)
- Course inactivations
- Local GE approvals and revocations
- Changes to Curriculum Committee procedures (including the addition of a new procedure or the removal of an existing procedure) or the Curriculum Handbook

These types of action items require two readings to be approved in full, and must be forwarded to DCCI and BOT or to the VC Academic Senate, as appropriate:

- New courses and programs
- Major course revisions (modifications that require BOT approval and trigger the generation of a new control number at CCCC)
- Program inactivations
- Recommendations regarding curricular policies or procedures (including, but not limited to, VCCCD Board Policies and Administrative Procedures, changes to the Curriculum Committee charter, or any joint resolution of the Curriculum Committee and an external body) that are to be forwarded to an external body such as the Academic Senate, DCCI, or BOT for review or approval

Action items requiring two readings may be approved for both first and second reading at the same meeting if this is explicitly stated in the motion for approval or in the meeting agenda. However, this practice is discouraged unless there is an exigent need for full approval due to timing issues or other good cause, as it defeats the purpose of the second reading, namely, a deliberate vetting of major changes to programs, courses, and policies/procedures.

Following local approval by the VC Curriculum Committee, the following types of curriculum proposals are required to be sent to DCCI for review, and to the BOT for approval, before they may be implemented and offered. All new and modified curriculum (except proficiency awards) must be sent to the CCCC for chaptering or final approval. The CIO of the college must also submit new programs which have been recently approved by CCCC to ACCJC.

1. All new programs (degrees, certificates of achievement, noncredit certificates, and proficiency awards); in accordance with CCCC Memorandum AA18-56, dated 18 October 2018, the CCCC no longer distinguishes between substantial and non-substantial changes to programs, and DCCI has since recommended that program modifications should no longer be sent to the BOT unless they constitute a new program as defined in Memorandum AA18-56.
2. All new courses (credit and noncredit); note that the CCCC has rescinded the former exception for experimental (V88x/V89x) courses, so these must also be submitted to DCCI and BOT
3. Major revisions to courses, including any of the following changes:
 - CB03 (TOP code, excepting changes that modify only the last two digits of the code)
 - CB04 (Credit status)
 - CB06/CB07 (Units)
 - CB08 (Basic skills status)
 - CB09 (SAM code)
 - CB21 (Courses prior to college level)
 - CB22 (Noncredit category)
 - Changing the status of a course between credit and noncredit
4. Program inactivations

12. Unit-hour Relationships

The nominal number of hours of instruction (sum of supervised hours and outside work) per unit of credit (and hence the divisor used to convert hours of study to units) for lecture and lab courses is 52.5 (or 26.25 hours of study per half-unit of credit). The hours per unit fall within the range of 48 to 54 hours per unit, stated in the guidelines published in the [*7th edition of the Program and Course Approval*](#)



Handbook (PCAH). Variations for individual course sections are allowable in practice, provided they fall within the 48-to-54-hour range. Also, in accordance with the PCAH, the relationships for cooperative work experience (CWE) courses (e.g., internship courses) are 60 hours per unit (unpaid) or 75 hours per unit (paid). Beginning in summer 2018, credit for CWE courses may be granted in half-unit increments, per [Title 5 section 55256.5\(c\)\(3\)](#). CWE hours are neither lecture nor laboratory hours; they constitute a separate category of hours. Noncredit courses grant zero units of credit, without regard to the number of hours of study. CORs for noncredit courses may, but are not required to, include outside study hours, but there is no specified ratio for in-class to out-of-class study hours as there is for lecture, activity, or laboratory credit courses. The distinction between lecture and laboratory hours is not meaningful for noncredit courses and should therefore not be made in the COR or catalog description.

A nominal 3-unit lecture course consists of approximately 52.5 hours of in-class work plus approximately 105 hours of outside study, for a total of 157.5 hours of study. A nominal 1-unit laboratory course consists of approximately 52.5 hours of work, the preponderance of which should occur in-class (including clinical or laboratory settings). More or fewer units must be awarded in direct proportion to increased or decreased hours of study relative to these benchmarks. If the total of study hours for a course does not divide evenly by the nominal divisor of 52.5, the units awarded must be rounded down to the next **lower** whole-number multiple of 0.5 units, except that no **credit** course may award zero units of credit, whereas **noncredit** courses always award zero units. The PCAH explains these unit/hour relationships and calculations in detail.

Because noncredit courses do not award unit credit, there is no need to distinguish between lecture, laboratory, activity, and CWE hours for these. This distinction is required only for **credit** lecture, laboratory, activity, or CWE courses to facilitate the computation of unit/hour relationships.

A course having CWE hours should not also have lecture, activity, or laboratory hours. Although they are often a vital aspect of a CWE course, the additional hours that students spend on logs, journals, reports, reflections, instructor consultations, or other assignments that may be completed outside the employment venue are not relevant to the CWE unit/hour calculation.

13. Review and Implementation Cycles

All courses are reviewed no less often than every five years (every two years for CTE courses), per AP 4020; updates and/or revisions must be made as necessary, even if just to update the publication dates of textbooks. This is to ensure that articulation, requisite, and accreditation requirements are satisfied. In addition, requisites for CTE courses and programs must be reviewed every two years ([Title 5 Section 55003\(b\)\(4\)](#)). The [Curriculum Technical Review and Prerequisites Workgroup](#) maintains a Curriculum Tracking Database that records the last time each active course was reviewed. Early each spring semester (no later than the end of February), the Technical Review and Prerequisites Workgroup Chair and/or the Faculty Co-chair of the Curriculum Committee are expected to identify to the departments and divisions all active courses that are due for review.

With rare exceptions, new and revised curriculum should have Fall implementation dates to align with the catalog publication cycle. (Each catalog is valid from the beginning of Fall term to the end of the succeeding Summer term.) Degree Works™ software only accepts fall dates as well. If the originator requests a Spring or Summer implementation date, the out-of-cycle implementation request must be (1) recommended by the Technical Review and Prerequisites Workgroup, and (2) approved by a 2/3 vote of the Curriculum Committee. *Curriculum Committee approval date: 16 October 2018.*



14. Procedure for Disposition of Courses Not Recently Reviewed or Not Recently Offered

The Ventura College Curriculum Committee (CC), with the assistance and support of its Technical Review and Prerequisites Workgroup, will enforce periodic review of course outlines of record (CORs), with a nominal period of no more than five years between successive reviews, and monitor class schedules to ensure that active courses are offered no less frequently than once every six years.

In addition to the annual Priority 1 reports (lists of courses due or overdue for five-year review) that the Technical Review and Prerequisites Workgroup already produces and disseminates each spring, that Workgroup will separately contact the host department chair, most recent COR originator, and dean, in the year that a COR reaches an age of six years, or that the course has not been offered in at least six years, with a request to revise or inactivate the course, or to offer it in the immediately following academic year, as appropriate.

Absent a response from the host department to the above notification, the Technical Review and Prerequisites Workgroup will issue a second notification to the host department chair, most recent COR originator, and dean, in the year that a COR reaches an age of seven or more years, or that the course has not been offered in at least seven years, to include a request to provide cause for the Curriculum Committee not to commence involuntary inactivation proceedings for the course, or to provide a firm commitment to revise and/or offer the course no later than the academic year following issuance of the notice.

The Curriculum Committee may, absent a response to these notifications, commence involuntary course inactivation proceedings in the academic year following the issuance of the second notification, but only after sending a third notification to the host department, most recent COR originator, and dean advising that course inactivation is imminent; such notifications may only be sent during the academic year. The Curriculum Committee may make an exception to this procedure to accommodate extenuating circumstances, if the host department or dean requests it and furnishes a written plan for resolution, and the Curriculum Committee finds, by simple majority vote, that there is good cause to allow an exception. *Curriculum Committee approval date: 7 September 2021.*

15. Reserved Course ID Prefixes, Numbers, and Suffixes

Certain ID numbers or ranges of numbers, prefixes, and suffixes are reserved for specific course types. The “V” prefix is used for all credit courses, and the “N” prefix is used for all noncredit courses. Experimental courses are numbered V88 (non-transferable credit), V89 (transferable credit), or N188 (noncredit), plus a sequentially assigned alphabetic suffix character appended to identify specific instances of courses within a discipline (V88A, V88B, etc.). Directed-studies courses (courses allowing students to engage in studies not included in a discipline’s regular curriculum) are numbered V90 (credit) or N190 (noncredit) without an alphabetic suffix. Cooperative work experience courses (e.g., internships) are numbered V95 (unpaid) or V96 (paid), with a possible letter suffix allowed to distinguish generic internship courses from those requiring specific preparation. Laboratory-only courses affiliated with a lecture course should be assigned the same number as the affiliated lecture course, plus the suffix “L.” Honors versions of a course should be assigned the same number as the regular course, plus the suffix “H.” All credit courses not categorized above are assigned ID numbers of V01 through V87, V91 through V94, or V97 through V99 (inclusive), plus zero, one, or two alphabetic suffix characters. Noncredit courses should be assigned numbers of N101 through N199 (inclusive), plus zero or one alphabetic suffix characters.



Courses should not be assigned an ID number containing an alphabetic suffix character unless the course is part of a sequence (V01A, V01B, *etc.*), related to another course with the same numeric designation (*e.g.*, a lab course V01L affiliated with a lecture course V01), or a special version of an existing course (*e.g.*, a suffix of “H” for an honors course). There should not be a course numbered V01A unless there is also a V01B course in the same discipline. Students often assume that a course with a suffix of “A” is a prerequisite to a course with the same number but a suffix of “B,” which can adversely affect enrollment in the “B” course even if a prerequisite relationship does not exist. The suffixes “A” and “B” are therefore best avoided when there is no prerequisite relationship between the two courses. Suffixes may be combined, *e.g.*, CHEM V01AL and CHEM V01BL are sequential courses but also laboratory courses.

Due to student information system (SIS) and repeatability issues, a course number that is retired (*e.g.*, due to a course inactivation) must not be reassigned to another course unless that course is substantially similar (in content or purpose) to the course that was retired, (*i.e.*, a course reactivation). Unless Title 5 permits repeatability (which is rare), a retired course ID number should **not** be reassigned to a new or reactivated course if a student who successfully completed the old course before it was retired would be allowed to re-enroll in the new version of the course. Using the same course ID number would cause the SIS to block the student’s re-enrollment.

16. Repeatability Families

From time to time, courses may be added or removed from the repeatability families established in accordance with the [Credit Course Repetition Guidelines](#). The Curriculum Committee has authorized the Curriculum Technical Review and Prerequisites Workgroup to recommend whether the repeatability information in the catalog pertaining to all courses affected by such changes may be modified administratively (that is, without revising the COR through the CMS-supported review and approval process). The Curriculum Technical Review and Prerequisites Workgroup should consider the age (time since last approval) of each affected COR when it makes its recommendations. An affected COR that is near or over five years in age should be recommended to undergo the full review and approval process. The Curriculum Committee makes the final decision for each recommended course. *Curriculum Committee approval date: 17 April 2018.*

17. Parliamentary Authority and Special Orders

The Curriculum Committee Charter specifies that Robert’s Rules of Order constitutes the parliamentary authority for meetings of the Curriculum Committee. However, whenever Robert’s Rules conflicts with the Ralph M. Brown Act, then the applicable Brown Act provisions, which have the force of law, shall prevail.

Robert’s Rules allow for local variances as well as parliamentary mechanisms for suspending the rules or adopting new ones when local custom and/or special situations call for this. By custom, due to the relatively small size of the body, the Curriculum Committee generally adheres to the less formal rules that apply to “committees” (as that term is defined in Robert’s Rules), except that the body still requires motions to be seconded, and it permits the introduction of motions to extend or limit debate (specifically including “moving the question,” also informally known as “calling the question”). In addition, the Curriculum Committee has accepted the following variances (and possibly others not explicitly identified here):



A strict interpretation of Robert's Rules, as adapted to meet the requirements of the Brown Act, would allow non-members to address the committee, but only at specific times during the meeting, and without the opportunity to interact significantly with the voting membership. (As an example, this more rigid interpretation is typically observed at VCCCD BoT meetings, where, excepting designated public-comment periods, usually only the BoT members discuss the issues of the day.)

At Curriculum Committee meetings, however, a strong tradition of collegiality has established the precedent that non-voting members, non-member faculty, invited speakers, and other guests are typically introduced to the body (with the understanding that the Brown Act explicitly prohibits the body from compelling guests to identify themselves [[Cal. Gov't Code §54953.3](#)]) and permitted significant verbal interaction with the committee members when the proceedings reach a topic of interest to the guest(s). However, this privilege is extended at the discretion of the presiding Co-chair(s), and the Co-chair(s) may restrict speaking privileges (outside of the public comments period) to committee members when the situation calls for it, *e.g.*, when a topic proves to be controversial or when a non-member speaker interferes with the orderly conduct of the meeting.

The Brown Act prohibits consideration of an item brought up as the result of a member or non-member comment or request unless that item is already on the current meeting agenda; discussions or decisions relating to such items must be deferred to a future meeting. For this reason, it is also inadvisable for Curriculum Committee members to interact with speakers during the public comments period, as the interaction might be construed as an untimely consideration of the speaker's issue.

After a main motion is made, seconded, and restated by the chair, Robert's Rules states that it then belongs to the body and therefore any motion to amend the main motion must be moved, seconded, debated, and adopted or rejected by the body before debate on the main motion may continue. At the discretion of the presiding Co-chair(s), when a motion to amend is introduced and seconded, and there seems to be general agreement that the amendment is "friendly" (*i.e.*, it improves or furthers the purpose of the main motion), they may simply ask the members who made and seconded the main motion whether they concur with the amendment. If both are agreeable, then debate on the original motion (as amended) may continue without requiring a formal discussion and vote on the motion to amend. However, if any Curriculum Committee member objects to the amendment, then the Curriculum Committee Co-chair(s) should adhere to the process described in Robert's Rules for handling motions to amend.

Standing Workgroups

The [Academic Senate bylaws](#) mandate the establishment and maintenance of four standing workgroups of the Curriculum Committee. The Curriculum Committee and/or Ventura College Academic Senate may establish additional standing or ad hoc workgroups as needed. To satisfy Brown Act requirements, workgroup meetings must not involve enough Curriculum Committee members to constitute a quorum, unless they are properly noticed and accessible or occur during a regular or special Brown Act-compliant meeting of the Curriculum Committee.

1. Curriculum Technical Review and Prerequisites Workgroup

This workgroup usually meets the week before each Curriculum Committee meeting. A separate Charter document defines its mission and other pertinent details. This workgroup reviews course and program proposals; it places properly completed proposals onto the agenda of the next Curriculum Committee



meeting. It also discusses procedural and legal issues, and, as necessary, prioritizes the work of the technical reviewer(s). The membership of this workgroup includes the Technical Review and Prerequisites Workgroup Chair (who leads meetings of the workgroup), both Curriculum Committee Co-chairs, the Instructional Data Specialist(s), and the Curriculum Technician, who documents the proceedings. Agenda requests should be directed to the Technical Review and Prerequisites Workgroup Chair.

2. Philosophy and General Education (P&GE) Workgroup

This workgroup meets as needed (typically once or twice per semester) to review new, reactivated, and significantly revised courses for applicability in satisfying local (AA/AS) general education (GE) requirements. It consistently applies a written rubric (the AA/AS GE Addendum Rubric form) developed by P&GE, and approved by the Curriculum Committee, that reflects current Title 5 and BOT GE specifications. Curriculum Committee should consider P&GE's recommendations for approval as soon thereafter as practicable and direct the Articulation Officer to update the catalog and counseling check-sheet to document the approvals.

If a course is approved for CSU GE-Breadth or IGETC before it is approved for local GE, the Curriculum Committee may choose to approve the course as satisfying local GE requirements without receiving a recommendation from P&GE if (1) there are one or more comparable GE areas in the local pattern, (2) there is no objection from the course's host department(s), and (3) the Articulation Officer concurs with the designation.

The membership of this workgroup must be drawn from current Curriculum Committee members; this generally includes one of the two divisional representatives from each division, the Faculty Co-Chair of the Curriculum Committee (who leads meetings of the workgroup), the Articulation Officer, and the Curriculum Technician, who documents the proceedings. Agenda requests should be directed to the Faculty Co-Chair of the Curriculum Committee.

This workgroup does not recommend courses to be submitted for CSU GE-Breadth or IGETC approval. These submissions are arranged via consultation between the Articulation Officer and faculty from each course's host department.

3. Distance Education Workgroup

The full Curriculum Committee has elected to fulfill this workgroup's role and function. It considers and approves (when appropriate) distance education requests. Distance education modalities must be reapproved each time a course proposal (new, updated, or revised) comes before Curriculum Committee; approval is contingent upon the merits of each proposal, which, at a minimum, must document the methods of instruction, how the instructor maintains regular effective contact with and between students, and how the instructor maintains ADA ([42 U.S.C. §12100 et seq.](#)) and Section 508 ([29 U.S.C. §794d](#)) compliance. The originator of any distance education course (excepting online-enhanced courses) may accomplish this by completing a Distance Education addendum (available through the CMS by selecting "Distance Education" as a method of instruction) for each course that may be offered in a distance education format. The Distance Education Workgroup reviews and approves these addenda through a motion, second, and vote which must be conducted separately from the course approval motion, second, and vote. The Curriculum Technician or designee documents the actions taken by this workgroup, which are an integral part of the minutes of each Curriculum



Committee meeting. Agenda requests should be directed to the Faculty Co-chair of the Curriculum Committee. *Curriculum Committee adoption date: 16 October 2007.*

4. American Ethnic Studies Workgroup

This workgroup's responsibility is to develop and interpret American Ethnic Studies requirements and guidelines. It also establishes review and selection procedures and identifies courses likely to meet the CSU GE-Breadth Area F requirements. The Curriculum Committee will need to establish procedures defining the interactions and relationships between this Workgroup, the Curriculum Committee, and the Articulation Officer. Only the Articulation Officer can submit recommended Area F courses to ASSIST. The membership of this Workgroup includes the teaching faculty in the American Ethnic Studies discipline (one of whom serves as Workgroup chair), one faculty member with a background in American Ethnic Studies, one student services faculty member with a background in Ethnic Studies, one faculty member from an aligned discipline with C-ID descriptive experience, and two student representatives, preferably from M.E.Ch.A. and B.S.U. *Ventura College Academic Senate adoption date: 18 March 2021.*

DRAFT



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

Introduction

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

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



The Curriculum Leadership Team

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

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

External Committees

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

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



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

The Curriculum Committee and its Workgroups

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

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

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

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

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

The American Ethnic Studies Workgroup was authorized by a resolution of the Ventura College Academic Senate on 18 March 2021. At the time of this writing, the Workgroup has not met, and the



level of involvement of the faculty co-chair of the Curriculum Committee in the activities of this Workgroup has not been established.

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

Hiring Committees

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

Setting Dates and Deadlines

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

Technical Review of Curriculum

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

Technical corrections may need to be made at any step of the review and approval process, from initial submission through final submission to the state. A course or program is never really finished until it is chaptered or approved at the CCCCO or BOT and finalized in the CMS. (If a course or program proposal is not finalized in CIM, then it will not appear in the online catalog.) Usually, the earlier an error is identified, the less complicated and time-consuming it is to correct.

Direct Faculty Support

One of the faculty co-chair's central roles is to aid other faculty with all questions relating to curriculum development. This can range from Title 5 questions to resolving (or working around) quirks in the curriculum management software. Introducing or revising programs typically generates the greatest variety of questions, but courses also produce their fair share. The faculty co-chair may need to call or email faculty members or meet with them in their offices or via Zoom teleconference. Most issues can be resolved via email, but the volume of questions can make this a time-consuming activity for the



faculty co-chair, who should enlist the assistance of the Technical Review Chair or knowledgeable curriculum committee members to help, especially with routine issues. A broad range of issues can often be addressed quickly if the faculty co-chair invites the Articulation Officer or Technical Review Chair to participate in these visits or teleconferences.

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

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

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

Information Sharing

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

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

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



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

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

Periodic Review of Curriculum

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

Curriculum Handbook and Curriculum Forms

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

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

The College Catalog

Early each spring, the Curriculum Technician or designee begins to prepare the next edition of the college catalog. The faculty co-chair plays an integral role, ensuring that courses and programs are current and reflect recent Curriculum Committee activity and approvals, reviewing for typographical errors, and general quality control. Although the Chief Instructional Officer of the college is ultimately responsible for the catalog, the faculty co-chair should expect to have some of that responsibility



delegated to him or her, particularly the operational aspects of making the catalog as current and accurate as possible. This task generally starts around mid-January and concludes in May each year. The Articulation Officer and other members of the curriculum leadership team also play important roles.

Annual State Certification

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

Curriculum Management System Maintenance and Selection

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

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

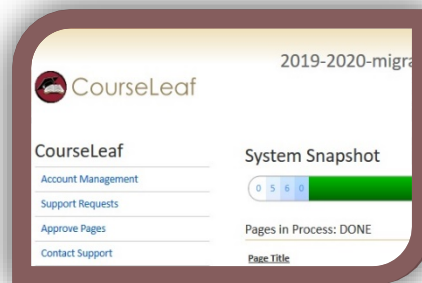


CourseLeaf CIM User's Guide

Obtaining a Username and Password

Introduction

User accounts are assigned by CIM system administrators (typically these are the Curriculum Committee Faculty Co-chair(s), the Technical Review and Prerequisites Workgroup Chair, and the Curriculum Technician). If you do not already have a CIM user account, please have your department chair or dean contact a CIM system administrator. It is possible to establish an account for an adjunct faculty member, but this requires prior approval from the area dean or the Vice-President of Academic Affairs, and only to adjunct faculty who are currently teaching a class. For security and authentication reasons, accounts are not available to anyone not having an active staff VCCCD email address, excepting employees of the CMS vendor.



Username

Your username is the same as the first portion of your VCCCD email address (the portion preceding "@VCCCD.EDU"). If your District email address changes for any reason, you will need to request another CIM account with the new ID.

Passwords

Unlike CurricUNET, CourseLeaf CIM uses the same password as your VCCCD Portal (my.vcccd.edu) account. It is no longer necessary to create or memorize a separate user ID or password. Changing your portal password automatically changes your CIM password (there may be a delay of a few minutes for synchronization to occur).

Logging On

The easiest way to log in is to log into your VCCCD portal (my.vcccd.edu) account, click Employee Tools in the Tools menu in the left margin, then click either the CourseLeaf CIM Courses or CourseLeaf CIM Programs links in the drop-down menu. Users may need to select the "Show more..." option to reveal all available options. Department chairs and others who need to approve course and program proposals should click the nearby CourseLeaf CIM Approvals link. If you have been using another portal application such as Outlook Webmail, Canvas, or Starfish, you should close all such applications before attempting to log on to CIM. If you cannot log on, contact one of the CIM system administrators to establish or reset your account. The above instructions are subject to change whenever the VCCCD portal is updated.

Safety Precautions: How Not to Lose or Corrupt Course or Program Data

While making extensive corrections to a course or program outline, it is possible that your VCCCD portal connection will time out. Most users will not be notified of this time-out if it occurs. However, after time-out occurs, the system will not accept requests to save your work. To avoid losing your work, open a new tab or window **in the same browser**, and log back into CIM (using the instructions in the previous subsection). Then return promptly to the browser window or tab that contains your unsaved work and attempt the save for a second time. Unlike CurricUNET, it is safe to open, edit, and save multiple proposals concurrently in the same browser.



Courses: Updates, Revisions, Reactivations, Inactivations, or Distance Education Only

Please do not use these instructions to create a course outline for a new course; see ??? instead. The steps required to update, revise, or delete a course may be summarized as:

TBD

*****THE REMAINDER OF THIS SECTION IS UNDER CONSTRUCTION AND SHOULD NOT BE CONSIDERED A VALID PART OF THIS HANDBOOK*****

(Image here)

Figure 1. Location of "Build/Courses" option in CIM

(Image here)

Figure 2. How to initiate a course update, revision, reactivation, inactivation, or distance education change in CIM

TBD

(Image here)

Figure 3. Selecting course status and course identifier in CIM

TBD

(Image here)

Figure 4. "Copy" icon used to clone an existing course outline of record in CIM

TBD



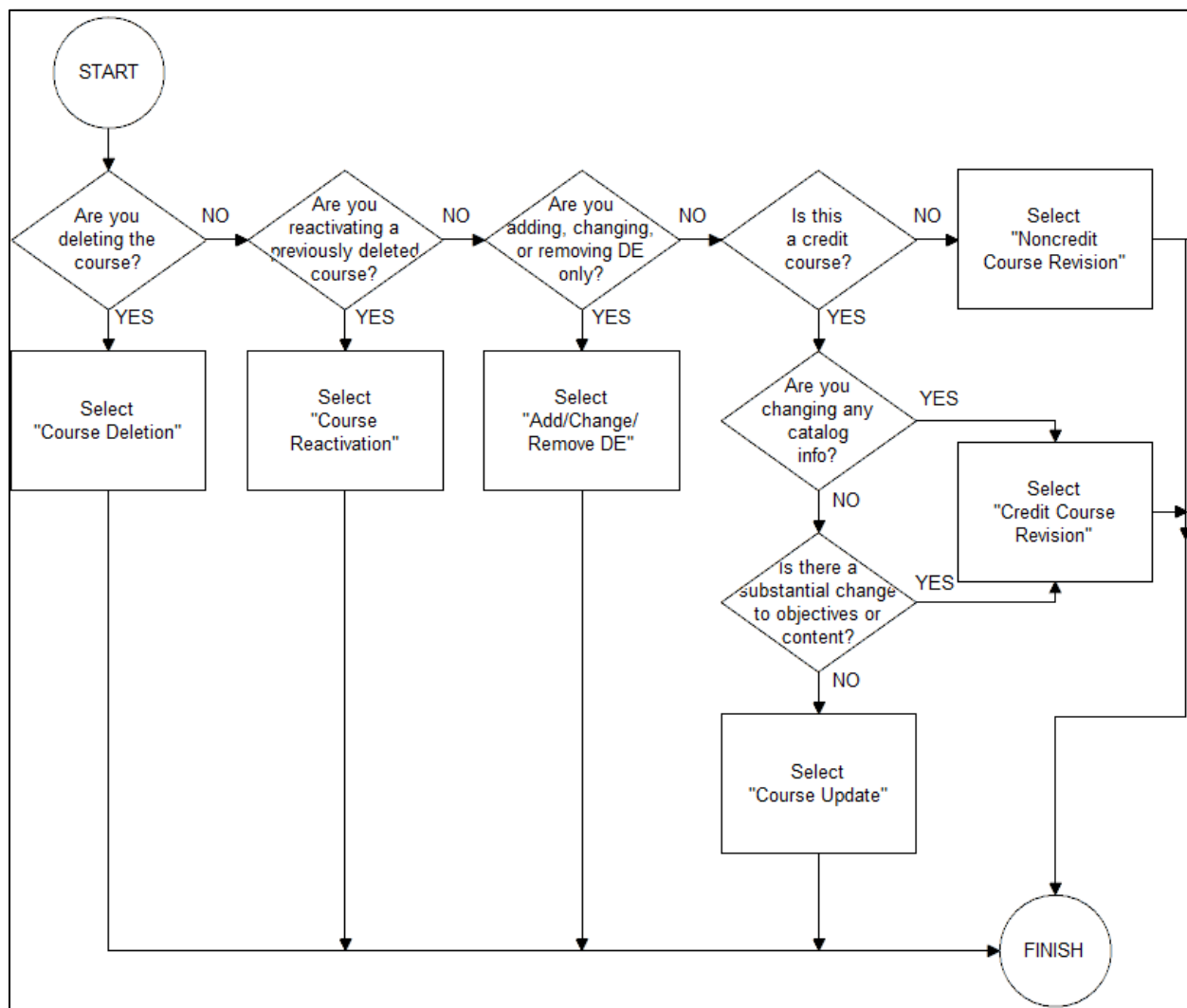


Figure 5. Decision tree for determining CIM course proposal type



(Image here)

Figure 6. Proposal type selection menu in CIM

TBD

(Image here)

Figure 7. Course change rationale dialog in CIM

TBD

Enter changes as necessary

TBD

(Image here)

Figure 8. Course Construction Main Menu showing checklist of course outline topics which must be completed (boxed in red) before you will be able to submit the proposal to technical review

TBD

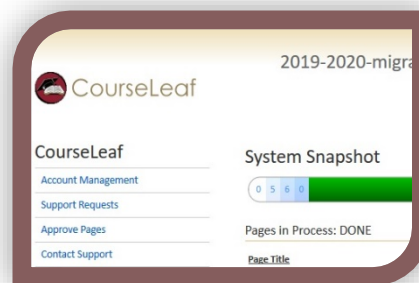
Note that DE-only and SLO-only proposals do not reset the clock on the required five-year review cycle for active courses; all other proposal types mentioned in this subsection do reset the five-year clock upon approval at Curriculum Committee.



CourseLeaf CIM Administrator's Guide

Introduction

A CourseLeaf CIM system administrator is entrusted with the power to make almost any change to the VCCCD's official inventory of courses and programs. Unlike CurricUNET, for which a user error would affect at most one college, CourseLeaf CIM is a districtwide system. User errors now have the potential to affect a critical system that is shared by all three district colleges and upon which hundreds of district employees (and, indirectly, tens of thousands of students) depend. CourseLeaf CIM has many more configuration options than CurricUNET did, thus amplifying the opportunities to do either good or harm. A system administrator should not take any action requiring administrative privileges unless he/she fully understands the consequences. If there is any doubt, please discuss your proposed action with other system administrators, your Curriculum Committee co-chair, or your academic data specialists (as appropriate) before carrying it out.



The features documented in this section are only available to CIM users with administrative privileges. If you are aware that one of these changes is needed, but do not have administrative privileges in CIM, you must contact a system administrator and describe what needs to be done and why it is necessary.

This section assumes that the administrative user is already familiar with basic end-user tasks such as searching for curriculum, editing courses and programs, and so on. A system administrator who is new to both end-user and administrative functions may also need to refer to the documentation that has been developed for end-users.

The CourseLeaf Console (accessible via <https://cleaf.vccd.edu/courseleaf/>) is the starting point from which all CourseLeaf administrative functions may be accessed. Most of the following subsections also provide URLs that navigate to the specific functions they address. Unfortunately, this link is not provided on the VCCCD Portal's Work Life tab; you must type it manually or create a browser bookmark for it.

You may find that other portal features such as Drupal or Canvas do not function well (or at all) while you are using CourseLeaf. This can usually be solved by logging out of all open CourseLeaf CIM browser windows or tabs, logging out of the portal and all open portal-based applications, and then logging back into the portal to access the desired feature.


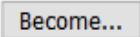

How to Recover if CIM Logs You Out

When you use the URL provided in the preceding paragraph to log into CourseLeaf CIM, you will typically be redirected (temporarily) to the VCCCD portal to furnish your login credentials. The system will generally return you to the CIM page from where you started after you sign in. Each time you complete a transaction in CIM (such as clicking a "Save" button), CIM will check (internally) that the authentication cookie set by the portal is still valid before proceeding with the transaction. If you leave your computer for even a relatively short period (half an hour or more), your authentication cookie may time out. You will not receive notification of this, but when you return and attempt to complete another transaction, you may receive an error message in CIM such as "Please Log In/You are not fully logged in./Please click on the icon to log in." or "Unable to save; another user is editing this table." If this happens while you


have unsaved data, and you would rather not lose those data, open a new browser tab and log into the portal again. Keep the portal tab open but return to the browser tab displaying CIM administrative page and attempt the save again. You may be told that you are not fully logged in; if so, click the icon as directed, count slowly to ten as the screen updates, and attempt your save again.

Adding a New User Account

To add a new user account, complete the following steps:



1. Open a new Web browser tab to User Provisioning at <https://cleaf.vcccd.edu/admin/users/>. (Or, from the *CourseLeaf Console*, click “User Provisioning” in the CourseLeaf navigation section in the left margin.) Sign into the portal if you are redirected there.
2. In the upper right corner of the window, immediately below “You are logged in as <user-ID>”, click the  icon. (This may have no visible effect, but in some cases, it will clear pre-existing entries in the data entry section immediately below the table of user IDs.)
3. If the browser window is small enough that a vertical scroll bar is available, scroll to the bottom of the page. (Keyboard users may press the “End” button to accomplish this.) Otherwise skip this step and continue with the one that follows.
4. Complete all the boxes in the data entry section below the table of user IDs by clicking each box and typing the data requested.
 - *User ID*: This **must** be set to the first portion (preceding “@vcccd.edu”) of the user’s VCCCD email address. (There is no password because users log in through the portal.) Do not click the  button unless you need to log in as that user.
 - *First Name*: This is the given name by which the user would like to be known.
 - *Last Name*: This is the surname by which the user would like to be known. It usually agrees with the surname portion of the user’s email address, but this is not required.
 - *Email Address*: The user’s VCCCD email address. (The user will receive auto-notifications from CourseLeaf CIM at this address.)
 - *Authorization Area(s)*: This field identifies the user’s college; specify 1 for Moorpark, 2 for Oxnard, or 3 for Ventura. If the user will write curriculum at more than one college, separate with commas (for example: 2,3). Since CIM is a district-wide system, this value restricts the submission of curriculum proposals to the queue of the user’s college. Although this is a large box and appears designed for an ample amount of text, please do not enter any other data here.
5. Click the  button to submit the new user’s data.
6. Most new users will also need to have one or more roles assigned to them. See the subsection titled [Assigning or Changing a User’s Role\(s\)](#) on page 39 of this document.
7. A few new users may also need to be granted system administrator privileges. See the subsection titled [User Account Management](#) on page 38 of this document.
8. **What can go wrong**: A few users have case-sensitive user IDs in the portal. If you add a user (say “mbowen”), and if he/she still reports not being able to log in to CourseLeaf, and if you have verified there are no typos in the user ID, then contact District IT and ask them to change the email address to all-lowercase. It may be necessary to delete and then re-enter the user after the email address is corrected. To remove the user, use the Find function to locate the account (or just scroll until you



find it), and use the icon in the upper right corner to remove the account. Then re-enter the user ID and check that he/she can log in with this modification. Do not forget to click the  button.

Editing an Existing User Account


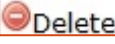
Sometimes users change names and email addresses, or transfer to a different college, so it becomes necessary to update their information. The process is not unlike that for adding a new user:

1. Open a new Web browser tab to User Provisioning at <https://cleaf.vcccd.edu/admin/users/>. (Or, from the [CourseLeaf Console](#), click “User Provisioning” in the CourseLeaf navigation section in the left margin.) Sign into the portal if you are redirected there.
2. Find the user’s name in the CourseLeaf Users table. **Optional:** Click the  **Find** icon in the upper right corner of the browser window, immediately below “You are logged in as <user-ID>,” to filter the results. For example, entering *bowen in the User ID box of the Search dialog (note the leading asterisk) and clicking “Search” would restrict the display of table entries to all users (at all colleges) whose user IDs ended in “bowen.”
3. Click **once** on the name of the user to be modified. This will populate the data entry fields below the table with that user’s current information. Also, the corresponding row in the CourseLeaf Users table will turn red.
4. If the browser window is small enough that a vertical scroll bar is available, scroll to the bottom of the page. (Keyboard users may press the “End” button to accomplish this.) Otherwise skip this step.
5. Update boxes in the data entry section below the table of user IDs as needed by clicking each box requiring modification and updating the data.
 - *User ID:* This **must** be set to the first portion (preceding “@vcccd.edu”) of the user’s VCCCD email address. This field should not be changed from its current value until **after** the campus or district IT department has changed the user’s portal logon and VCCCD email address.
 - *First Name:* This is the same as for adding a new user.
 - *Last Name:* This is the same as for adding a new user.
 - *Email Address:* This is the same as for adding a new user.
 - *Authorization Area(s):* This is the same as for adding a new user.
6. Click the  button to submit the new user’s data.

Removing a User Account

Removing a user’s account makes it impossible for that user to access the district’s curriculum (courses and programs), even in read-only mode. A user who asks for his/her account to be deleted, but who is not terminating employment with the VCCCD, should be advised of this before proceeding. Removing the user’s roles and/or administrative privileges, but not his/her account, may be a better choice if the reason for the removal request is an overstuffed e-mail inbox. For a user who is moving to another college, the system administrator should change the college number(s) in the Authorization Area of the User Provisioning interface to reflect the transfer (“1” for Moorpark, “2” for Oxnard, or “3” for Ventura), rather than deleting the user’s account. It may also be necessary to deactivate such a user’s role(s) and/or administrative privileges. Until we have a better understanding of CourseLeaf CIM’s quirks, it would probably also be best not to change the college or remove the account of any user who had a course or program proposal in workflow. To remove a user account:




1. Open a new Web browser tab to User Provisioning at <https://cleaf.vcccd.edu/admin/users/>. (Or, from the *CourseLeaf Console*, click “User Provisioning” in the CourseLeaf navigation section in the left margin.) Sign into the portal if you are redirected there.
2. Find the user’s name in the CourseLeaf Users table. **Optional:** Click the  Find icon in the upper right corner of the browser window, immediately below “You are logged in as <user-ID>,” to filter the results. For example, entering *bowen in the User ID box of the Search dialog (note the leading asterisk) and clicking “Search” would restrict the display of table entries to all users (at all colleges) whose user IDs ended in “bowen.”
3. Click **once** on the name of the user to be modified. The corresponding row in the CourseLeaf Users table will turn red.
4. Click the  Delete icon in the upper right corner of the browser window.
5. User deletions are irrevocable. The “Do you wish to delete this row?” dialog is your last chance to change your mind. Click “Cancel” to reconsider, or “OK” to permanently delete the user. A user who is accidentally removed must be entered from scratch as a new user.

User Account Management

The procedures in this subsection describe how to grant or revoke CourseLeaf administrative privileges to a user on the system. To add or modify non-administrative (end-user) roles such as division deans, department chairs, faculty reviewers, Curriculum Committee members, *etc.*, see the subsection titled [Assigning or Changing a User’s Role\(s\)](#) on page 39 of this document. The following procedures assume that someone has already added an account for the user through User Provisioning, according to the procedure provided in [Adding a New User Account](#) on page 36 of this document.

To **grant** administrative privileges to an existing user:

1. Open a new Web browser tab to User Provisioning at <https://cleaf.vcccd.edu/courseleaf/courseleaf.cgi?page=config.html&step=useradmin>. (Or, from the *CourseLeaf Console*, click “Account Management” in the CourseLeaf navigation section in the left margin.) Sign into the portal if you are redirected there.
2. Search for the user’s ID in the user list-box at the top center of the Account Management page. Usually it will **not** be there; if it is **not** present, then skip this step and continue with the one that follows. If the user’s ID does appear in the list box (which is possible but unlikely), single-click it, and check the “Administrator” checkbox in the *Permissions* field. Leave the *passwd* and *Email* fields blank. (If the “Administrator” checkbox is already checked, then that user already has administrative privileges; do not un-check the box unless your intent is to remove that user’s administrative privileges.) Click “OK” to complete the process and return to the main administrative screen.  **Stop here; you are finished.** Do not continue with the remaining steps listed below, which apply only if the user’s ID does **not** appear in the list box.
3. Click the “New User” button immediately to the right of the user list-box. In the dialog box that opens, type the user ID of the user to whom you intend to grant administrative privileges. Click the “OK” button to close the dialog.
4. The name you just typed should now appear both in the user list-box and in the *User Name* field. Check the “Administrator” checkbox in the *Permissions* field. Leave the *Passwd* and *Email* fields blank. Click “OK” to complete the process and return to the main administrative screen.



To **revoke** administrative privileges from an existing user, follow steps 1 and 2 in the above procedure. At step 2, un-check the “Administrator” checkbox in the *Permissions* field. Leave the *passwd* and *Email* fields blank. Click “OK” to complete the process and return to the CourseLeaf Console.


Assigning or Changing a User’s Role(s)

A user’s CourseLeaf role(s) may change as he/she moves into or out of job functions. Some users report that they are not receiving curriculum-related notifications (or complain of receiving too many). In all these cases, a role adjustment will often solve the problem. The procedures in this subsection refer only to **non-administrative** roles; to grant/revoke administrative privileges to/from a CourseLeaf end-user, see the subsection titled [User Account Management](#) on page 38 of this document.

Note that department and division roles are not easy to identify, because they are only labeled with their SIS ID numbers, not with their commonly used names. This is an unfortunate quirk of the CMS. For example, the role of the dean of VC’s English & Math division is labeled “VC 323 Dean,” and the role of VC’s math department chair is labeled “3170 Chair.” Before assigning or changing a user’s department or division role, the CIM system administrator should ask one of the academic data specialists for a current listing of the correlation between SIS ID numbers and the corresponding division and department names. An alternative is to look up the codes in CourseLeaf; see the subsection titled [Looking Up SIS Department and Division Codes](#) on page 40 of this document. The conventions used in the SIS are that MC department and division codes begin with “1,” OC codes with “2,” and VC codes with “3.” Division codes are three digits in length, and department codes are four digits in length.

In general, when assigning or changing roles in CIM, the system administrator first looks up the role and then adds or removes the user. This contrasts with CurricUNET, for which it was necessary to look up the user first and then add or remove roles.

To add or change a role, complete the following steps:

1. Open a new Web browser tab to Role Management at <https://cleaf.vcccd.edu/courseleaf/courseleaf.cgi?page=/courseleaf/roles.html&step=role&steparqs=autodone>. (Or, from the [CourseLeaf Console](#), click “Role Management” in the CourseLeaf navigation section in the left margin.) Sign into the portal if you are redirected there.
2. If the role is for a division dean, department chair, or faculty review of curriculum, look up the division or department number using one of the methods described in the introductory paragraph above.
3. Find the user’s name in the CourseLeaf Users table. **Optional:** Click the  **Find** icon in the upper right corner of the browser window, immediately below “You are logged in as <user-ID>,” to filter the results. For example, entering *bowen in the User ID box of the Search dialog and clicking “Search” will restrict the table entries to all users (at all colleges) whose user IDs end in “bowen.”
4. Click **once** on the name of the user to be modified. This will populate the data entry fields below the table with that user’s current information.
5. If the browser window is small enough that a vertical scroll bar is available, scroll to the bottom of the page. (Keyboard users may press the “End” button to accomplish this.)
6. Update boxes in the data entry section below the table of user IDs as needed by clicking each box requiring modification and updating the data.



- *User ID*: This **must** be set to the first portion (preceding “@vcccd.edu”) of the user’s VCCCD email address. This field should not be changed from its current value until **after** the campus or district IT department has changed the user’s portal logon and VCCCD email address.
 - *First Name*: This is the same as for adding a new user.
 - *Last Name*: This is the same as for adding a new user.
 - *Email Address*: This is the same as for adding a new user.
 - *Authorization Area(s)*: This is the same as for adding a new user.
7. Click the **Done** button to submit the new user’s data and return to the CourseLeaf Console.

Looking Up SIS Department and Division Codes

(This subsection is under construction)


Adding a New Discipline

From time to time, it becomes necessary to add a new discipline. Examples of reasons why this may occur include:





- The college may be starting a new program
- Faculty may decide to rename a discipline to correspond to a C-ID discipline name
- An existing discipline may run out of unused SIS ID numbers, so a new one is needed.

Faculty and management will follow the college’s procedure for establishing the discipline in principle and giving it a two- to four-letter designation corresponding to the course’s CB01A value. If another district college has already established a comparable discipline, it is less confusing to students to adopt that college’s designation. For example, Ventura College adopted “DM” rather than “DZL” for Diesel Mechanics after research revealed that Oxnard College was already offering courses in that discipline.

It is recommended that a new discipline name be added to the SIS **before** it is added to CIM. This procedure assumes that an academic data specialist has already added the discipline name to the SIS, and that the CIM system administrator knows (perhaps by requesting this information from an academic data specialist) the four-digit department code(s) into which courses established in the new discipline will be placed. It is a good practice for the academic data specialist to include this information in a memo sent to the campus’s CourseLeaf administrator(s) whenever a discipline is established, changed, or retired. The remaining steps are:

1. Open a new Web browser tab to CIM Code Management at <https://cleaf.vcccd.edu/admin/cimcodes/>. (Or, from the *CourseLeaf Console*, click “Code Management” in the CIM navigation section in the left margin.) Sign into the portal if you are redirected there.
2. Check to see whether the discipline is already in use at another college, either by asking an academic data specialist or searching for it in CIM Code Management. To accomplish the latter, click the  icon in the upper right corner of the window, immediately below “You are logged in as <user-ID>.” In the Search dialog box that opens, type the discipline (CB01A) code, such as HIST, ACT, ANTH, or DRFT, in the Code box. (This search is not case sensitive; you may also use hist, act, anth, or drft.) Leave all the other boxes blank. Click “Search.”
 - If no “subject” records are found containing the discipline name, or if your academic data specialist has told you that the discipline is not yet in use at any college, then skip step 3 and continue this procedure with step 4.



- If a record is found (a line in the table is displayed and highlighted in red), or if your academic data specialist has told you that the discipline is already in use, then continue this procedure with step 3.
3. If the browser window is small enough that a vertical scroll bar is available, scroll to the bottom of the page. (Keyboard users may press the “End” button to accomplish this.) In the data entry section below the table of CIM codes, *only* edit the very last field (*SIS Parents*). Append the four-digit SIS department code to the one(s) already showing in the box without changing or removing the codes already present. For example, if the box already contains an SIS department code 2210 and your college’s SIS department code is 3213, edit *SIS Parents* so it contains 2210,3213 (append a comma and your college’s code with *no* intervening spaces). Click the  button to submit the new user’s data.  **Stop here; you are finished.** Do not continue with the remaining steps listed below, which apply only if the discipline is not already in use.
 4. In the upper right corner of the window, immediately below “You are logged in as <user-ID>,” click the  icon. (This may have no visible effect, but in some cases, it will clear pre-existing entries in the data entry section below the table of subject names.)
 5. If the browser window is small enough that a vertical scroll bar is available, scroll to the bottom of the page. (Keyboard users may press the “End” button instead.) Otherwise skip this step.
 6. Complete some of the boxes in the data entry section below the table of CIM codes by clicking each box and typing the data requested.
 - *Form Field*: From the drop-down menu, select “Discipline (CB01A) (subject).” Finding this selection may require a considerable amount of scrolling through the menu. One way to speed up this process is to open the menu via mouse click in the usual manner, then quickly type the characters “di” (omit the quotes) followed by a two-second pause. Repeat “di” without clicking the mouse until “Discipline (CB01A) (subject)” appears highlighted in blue. Click the highlighted text to confirm your selection of this option.
 - *Group Name*: Skip this field (leave it blank).
 - *Code*: Type the two- to four-letter discipline abbreviation; for example, HIST, ANTH, ACT, or DRFT. Use ALL CAPITALS for this code, and do not embed spaces or punctuation.
 - *Name*: Type the full discipline name in Title Case; for example, History, Assistive Computer Technology, Anthropology, or Drafting. Spaces, hyphens, or diagonal slashes may be included if the discipline name contains two or more words.
 - *Rank (Integer Ascending Sort)* and *Access*: Skip these fields (leave them as they are).
 - *SIS Code*: Skip this field (leave it blank).
 - *SIS Parents*: Type the four-digit SIS department code. If the discipline’s courses will be placed in more than one SIS department, type a comma-separated list, such as 1080,3080,3081. Do not leave any spaces in this field. Note that, as in the example, a discipline may be offered at more than one college (1080 is a department at Moorpark College, and 3080 and 3081 are departments at Ventura College). If codes from another college are already present in this field, take care not to modify or delete them.
 7. Click the  button to submit the new discipline.



Adding a New Department

This may become necessary if a new 4-digit department code is added to the SIS. New departments should be added to the SIS before they are added to CIM. The procedural steps that follow assume that



one of the academic data specialists has already added the new department name and code to the SIS. Before adding a new department to CIM, it is also necessary to obtain the corresponding three-digit code corresponding to the new department's parent division. The CIM system administrator will typically obtain this information from an academic data specialist.


There are two parts to adding the department. The first part is to enter the information into CIM Code Management. The second part is to enter the roles (to indicate which faculty and department chairs will be reviewing or approving the new department's curriculum) into Role Management. These parts work best if completed in the order specified. After obtaining the new department name and code, and the corresponding division code, the remaining steps are:

1. Open a new Web browser tab to CIM Code Management at <https://cleaf.vcccd.edu/admin/cimcodes/>. (Or, from the *CourseLeaf Console*, click "Code Management" in the CIM navigation section in the left margin.) Sign into the portal if you are redirected there.
2. In the upper right corner of the window, immediately below "You are logged in as <user-ID>," click the  icon. (This usually has no visible effect on the display, but in some cases, it will clear pre-existing entries in the data entry section below the table of user IDs.)
3. If the browser window is small enough that a vertical scroll bar is available, scroll to the bottom of the page. (Keyboard users may press the "End" button to accomplish this.) Otherwise skip this step.
4. Complete some of the boxes in the data entry section below the table of CIM codes by clicking each box and typing the data requested.
 - *Form Field*: From the drop-down menu, select "Discipline/Department (department)." Finding this selection may require a considerable amount of scrolling through the menu. One way to speed up this process is to open the menu via mouse click in the usual manner, then quickly type the characters "di" (omit the quotes) followed by a two-second pause. Repeat "di" without clicking the mouse until "Discipline/Department (department)" appears highlighted in blue. Click the highlighted text to confirm your selection of this option.
 - *Group Name*: Skip this field (leave it blank).
 - *Code*: Type the new four-digit SIS department code; for example, 3124. Do not embed spaces or punctuation.
 - *Name*: Type the full department name in Title Case; for example, Emergency Medical Services. Spaces may be included if the department name contains two or more words.
 - *Rank (Integer Ascending Sort)* and *Access*: Skip these fields (leave them as they are).
 - *SIS Code*: Skip this field (leave it blank).
 - *SIS Parents*: Type the three-digit SIS *division* code, such as 327, into which the new department will be placed. Do not leave any spaces in this field. Do not type division codes for multiple colleges, even if other colleges have departments with the same name.
5. Click the  button to submit the new discipline.
6. If you will be adding another program, repeat steps 2 through 6 for each program. If you are finished adding programs, click the "Back to CourseLeaf Administration" link to return to the CourseLeaf Console.

Now it is necessary to initialize department chair and faculty roles for the new department. Otherwise, nobody will be notified if curriculum in this department is submitted, and proposals will freeze at the department chair approval step until a system administrator can kick them loose.




7. Click “Role Management” in the CourseLeaf navigation section in the left margin.
8. Add “xxxx Chair” and “xxxx Faculty Review” roles for each new department, where “xxxx” is the SIS department code for each new department that was just added. (At MC only, use “xxxx Faculty Peer” instead of “xxxx Faculty Review.”) Follow the steps outlined in [Assigning or Changing a User’s Role\(s\)](#) on page 39 of this document.

Optionally, you may also add courses to the new department in CIM by changing the department designation for each course via the [Course Administration](#) feature. Edit the course to change its department code in CIM and save using the  button if you wish to bypass the technical review and Curriculum Committee processes. The change may also be implemented later, at the course’s next revision, although waiting that long may result in a chronic discrepancy report between SIS and CourseLeaf if the course is moved to the new department in the SIS as soon as the department is created.

Editing Courses While They Are in Workflow

Often it is necessary to make changes to a course outline after it has entered workflow (the process of reviews and approvals that occur before curriculum is sent to CCCCO for approval or chaptering). Unlike CurricUNET, which allowed the originator to edit a proposal until just before it went to Curriculum Committee, CIM only allows system administrators to edit a proposal once the originator submits it to the review and approval process. If technical review discovers that major changes are required, CIM requires the proposal to be sent all the way back to the pre-submission step before the originator (or co-contributors) may make changes.

If you navigate to the [Course Inventory Management page](#) and search for the course proposal you would like to change, it will show up in the Search results table, but the  button will no longer be visible. A different procedure is required to access the course proposal for editing.

The following procedure only works for courses. See the subsection titled [Editing Programs While They Are in Workflow](#) on page 46 of this document for the procedure to edit a program that is in workflow.

1. Open a Web browser tab to Course Inventory Management at <https://cleaf.vccd.edu/courseadmin/> and search for the course you wish to edit. Sign into the portal if you are temporarily redirected there. Examine the entry in the Workflow column of the Search results table next to the course of interest. In Figure 9, course ACT R011 is at the Banner step, whereas course ACT R016 is not in workflow (the Workflow column entry next to it is blank).



Course Inventory Management

Search, edit, add, and inactivate courses.

Use an asterisk (*) in the search box as a wild card. For example, MATH* will find everything that starts with "MATH", *MATH everything that ends with "MATH", and *MATH* everything that contains "MATH". The system searches the Course Code, Title, Workflow step and CIM Status.

Quick Searches provides a list of predefined search categories to use.

edited Archive History - OR - Quick Searches...

Course Code	Title	Workflow	Status
ACT R011	Computer-Aided Learning	Banner	Edited
ACT R016	Computers and Math		Edited
ACT R017	Skills for the Internet		Edited
ADS R101	Overview of Addiction	Banner	Edited
ADS R103	Pharmacology of Drugs	Banner	Edited
ADS R104	Addiction Counseling Theories and Techniques	Banner	Edited

Figure 9. Checking Workflow status in CIM

- If the course is not in workflow (such as ACT R016 in Figure 9), you do not need to follow the rest of this procedure; simply click the course code **once** in the Search results table, wait a few seconds for the course data to load below the Search results table, and click the button that will appear on the right side of the screen just below the bottom of the Search results table. Edit the proposal and then save your work by clicking the button at the bottom of the page, just as an originator or co-contributor would.
- If the course is in workflow (such as ACT R011 in Figure 9), make a note of the workflow step (in this case, Banner) for future reference, and continue with the following procedural steps. (Note that if a proposal has reached a workflow step that contains the word "Banner," it has already received final approval from Curriculum Committee, BOT, or CCCCCO, and should therefore only be edited to resolve very critical issues, with the advice and consent of all of your campus's Curriculum Committee co-chairs, or to update routine post-completion information such as GE, C-ID, or UC TCA approvals. If it is at a Curriculum Technician step, the person in that role should also be notified.)
- In the same browser window or tab, navigate to Approve Pages at <https://cleaf.vcccd.edu/courseleaf/approve/>. (Or, from the [CourseLeaf Console](#), click "Approve Pages" in the CourseLeaf navigation section in the left margin.)
- In the Your Role box, select the choice corresponding to the workflow step noted in step 3 (in this case, Banner) from the drop-down menu. Note: clicking on Administrator will not work. The Your Role menu is a little tricky to find; see the red box in Figure 10 for a hint.

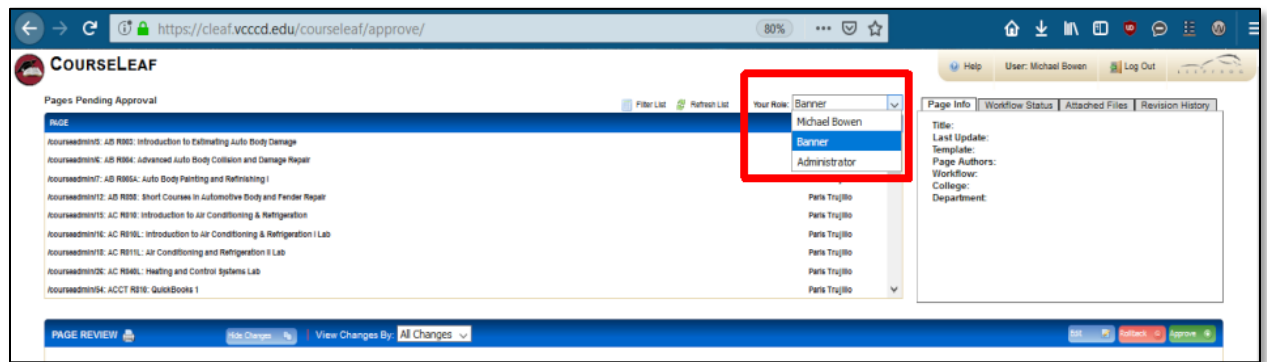


Figure 10. Locating the Your Role menu on the approval screen

- In the Pages Pending Approval box in the upper left portion of the screen, locate the course you would like to edit (you may need to scroll). The list is alphabetized by discipline to make it easier to find your course. Click **once** on the course you would like to select; the entire line will turn blue to confirm your selection. Count slowly to five while your computer retrieves the proposal. The upper red box in Figure 11 shows where to select the course, and the lower red box shows the beginning of the course information after it has loaded.

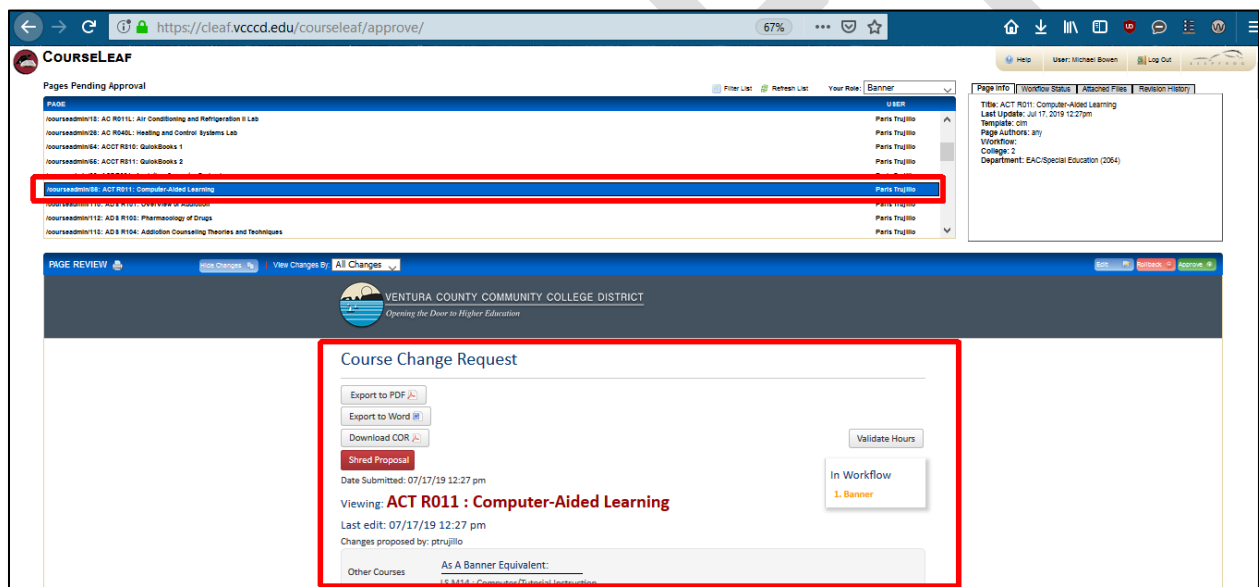


Figure 11. Selecting a course from the in-workflow list on the approval screen

- The course information in the lower half of the page is not yet editable. To open it in the course editor, click on the **Edit** button. As this button is also a bit tricky to find, the red box in Figure 12 below illustrates its location.
- Edit the proposal as needed. Be sure to click the **Save Changes** button when finished; otherwise your modifications will be lost.

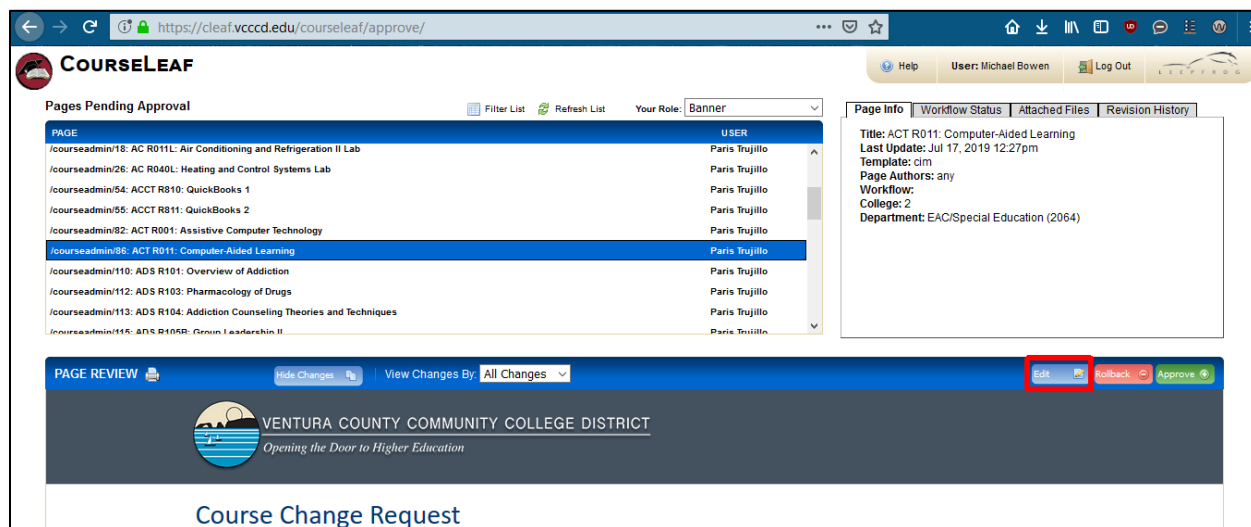


Figure 12. Locating the Edit button on the approval screen

Making Administrative Corrections or Updates to a Course

There are times when a course outline of record must undergo minor corrections or updates that do not require a full review cycle. Depending on the nature of the change, Curriculum Committee approval may or may not be required. Examples of these will depend on the college's course review procedures in force at the time, but likely include the following possibilities:

- Adding or modifying GE, C-ID, or UC TCA information after the COR is approved and finalized in the SIS
- Correcting an erroneous data field entry that is preventing the CMS from bridging/synchronizing with the SIS and that cannot be corrected through the SIS
- Making a change small change to a course (such as changing a CB code that is requested by CCCCO as a condition of approval or reapproval); such changes should be reported to Curriculum Committee as either information or action items in accordance with good practice

In addition to the data field(s) that are the target(s) of the administrative correction or update, it is generally necessary to edit several other fields in the COR proposal to maintain a complete and accurate record of the course in CIM. These fields include

- Revision Type: Usually "Administrative Correction" is the best choice.
- Justification/Reason for Change: Although not strictly required, describing the nature of the changes and/or the specific reason for the change is helpful if anyone wishes to research the course history in the future and is therefore considered a good practice.
- Start Term: The CMS will not allow the proposal to be saved unless a Start Term is selected. Unless the Curriculum Committee will be approving the change as a full revision, the term selected should be the start term from the most recent fully approved version of the COR. As this information is lost from the previous version of the COR as soon as a course is edited in the CMS, it may be necessary to consult the Curriculum Tracking Database or other outside sources to obtain this information.
- Curriculum Committee Approval Date: Unless the proposal is going to Curriculum Committee, the latter Curriculum Committee Approval Date field should be completed, using the date of the most

recent full Curriculum Committee approval. Obtain this date from the previous version of the COR or from the Curriculum Tracking Database.

Editing Programs While They Are in Workflow

If a program outline must be edited after it has entered workflow, the restrictions and procedures are almost the same as those described for courses in the preceding subsection. The main difference is that in step 1 of that procedure, the user must begin the search at <https://cleaf.vcccd.edu/programadmin/>.

Copying/Pasting a Formatted CIM Program Requirements or Plan of Study List to the Narrative Document

CourseLeaf CIM can produce nicely formatted Program Requirements and Plan of Study tables that fit very well into Item 3 (Program Requirements) of the program Narrative document that must be submitted to CCCC when a program is created or revised (excepting only Proficiency Awards). This subsection assumes that the user is already familiar with creating these CIM tables, has a passing familiarity with the basic features of Microsoft Word, and is using Microsoft Word to prepare the program Narrative document.

To prepare for the copy-and-paste operation, the program Narrative document should be open in Word, and Word should be configured so that:

- The document is in Print Layout view; select this option from the Views section of the View tab
- The Ruler is visible (this facilitates the setting and adjusting of column boundaries); select the “Ruler” check-box option from the Show section of the View tab if the Ruler is not already visible
- Paragraph marks are visible; select the pilcrow (¶) button from the Paragraph section of the Home tab

All the above Word settings may be restored to their original values, if desired, after the copy-and-paste operation is complete by reversing the above selections.

The CIM Course Requirements or table should have all edits completed, and the proposal saved, before initiating the copy-and-paste operation. Locate the desired course table in the Program Requirements or Plan of Study field in CIM. (The results of copying from the CIM edit screen are far less satisfactory.)

Both the CIM browser window (or tab) and the Narrative document should be open before starting, although only the CIM window needs to be visible. Select, or ALT+TAB to, the CIM window, and scroll to the desired formatted table. Ensure that the CIM window is large enough that the entire Program Requirements or Plan of Study text box is visible. (However, it is not necessary that you can see all contents of the text box, just that the box’s four edges are all fully visible.) Select the entire table to be copied to the Narrative by dragging the mouse from the upper left corner (starting above and to the left of “Course ID” or “Year 1”) to the lower right corner of the table. If the entire table is not visible, move the mouse (with the drag button still depressed) to the lower right corner of the visible portion. If the mouse is close enough to the bottom of the text box, it will start to scroll on its own, allowing you to select the remainder of the table. It is also possible to click once anywhere in the table and use the key combination CTRL+A to select the table. However, this will also select any additional text that the program originator may have inserted above or below the table. If there is more than one table in the CIM text box, it is recommended that you only copy one table at a time to the Narrative document, and therefore that you not use the CTRL+A method for selection.

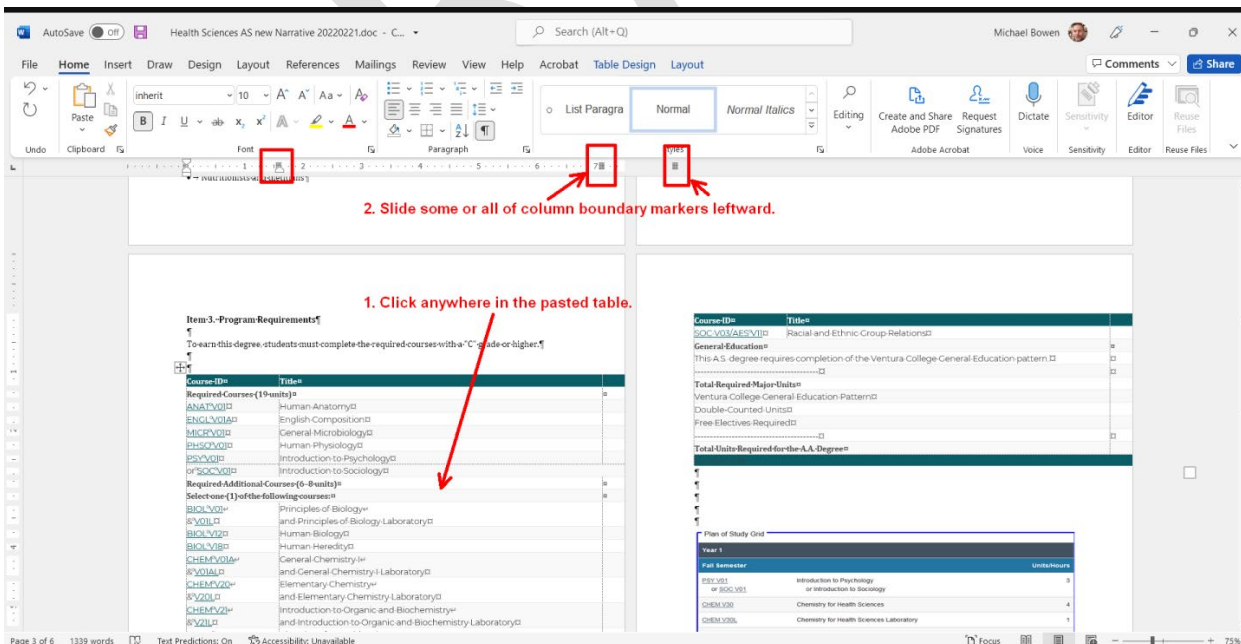


Once the desired table is completely highlighted in blue, select Copy or the key combination CTRL+C to copy the table to the Windows clipboard. If you accidentally click the mouse or press the button and the blue text turns gray, note that it will not copy. You will have to re-select the text and make sure it is highlighted in blue (not gray) when you activate Copy or CTRL+C.

Select, or ALT+TAB to, the window containing the Microsoft Word program Narrative document. Navigate to the Item 3 heading within the Narrative text. If the requirements table or plan of study is at all lengthy, insert a hard page break (CTRL+ENTER) immediately preceding the Item 3 heading so that the heading appears at the top of a new page, allowing as much of the table as possible to populate the page after it is copied. Insert a few paragraphs (with the ENTER key) below the “Item 3” heading in the Narrative to leave a bit of vertical space between this heading and the top of the table. (For the second and subsequent tables that you copy into a given Narrative document, insert a couple of blank paragraphs directly below the most recently copied table.) Click on the second or third paragraph marker, or pilcrow, below the “Item 3” heading or previous table to position the cursor there, as if you were about to type text in that location. Select Paste or the key combination CTRL+V to complete the paste operation.

The table will likely appear to be too long and too wide when initially copied, so some cleanup work will be needed. First, change the magnification, using the control in the lower right corner of the Word window, or the Zoom option in the Zoom section of the View tab, to 75%. This will show all the tab stops in the Ruler, even those positioned beyond the right-hand edge of the page. Ignore any additional page parts that may display; they will only be present temporarily.

Click anywhere in the new table, and then slide the gray column boundary markers in the Ruler bar leftward until all the table columns are visible on the page (*i.e.*, all the boundary markers are moved to the left of the right edge of the Ruler) and the column widths are such that most words and phrases contain reasonable line breaks. (See 1. and 2. in the accompanying figure.)



When a column boundary marker is properly selected (which may involve making very slight movements of the mouse pointer near it), you will see a horizontal double-headed arrow indicating the directions in which the boundary marker may be moved. You may also briefly see the phrase “Move Table Column”

as an additional indication of a successful selection. If, by mistake, you drag the triangular indentation marker instead of the gray box-shaped column boundary marker, use the CTRL+Z key combination or the “Undo” button to revert to the previous state.

If a column becomes too narrow, you may move its boundary marker rightward again. However, this will likely move all boundary markers located to its right by the same amount; those other markers may need to be adjusted leftward again afterward. Multiple adjustments and readjustments may be needed; the process is a bit “twiddly.” Restore the magnification to 100% or greater either before or after you are happy with the column widths.

Some *optional* additional adjustments, mostly cosmetic, include:

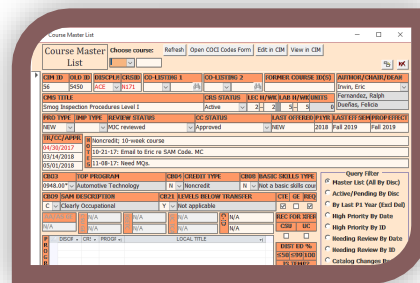
- Further adjusting the column widths by sliding the column boundary markers in the ruler; if you don't see the boundary markers in the Ruler, click anywhere in the table to restore them
- Changing the font face and size in the table to match the rest of the Narrative document, or making the font size slightly smaller so that the table fits vertically on a single page of the document (make a note of your preferred table font for possible later use as indicated below)
- Changing the “Units/Hours” heading in the last column of a Program Requirements table to just “Units” (for credit programs) or just “Hours” (for noncredit programs), and similarly for the per-semester unit or hour subtotals in a Plan of Study table
- Removing red boxes around any unit quantities for lab courses (completely delete and then retype the unit values that are enclosed in red boxes to remove the boxes)
- Condensing lecture and lab course pairs, and “or” course pairs, into a single line to reduce the table's vertical size (not practical if either course has a long title)
- Inserting or adjusting missing discipline names (*e.g.*, changing “BIOL V01 & V01L” to “BIOL V01 & BIOL V01L” or to “BIOL V01+V01L”) according to your campus convention
- Changing co-listed courses with the same ID number to full course IDs (*e.g.*, changing “CHST/AES V03” to “CHST V03/AES V03”)
- Removing difficult-to-see text at the left end of the greenish-shaded bottom boundary row of the table (this is an eye test!)
- Shrinking the bottom margin of the entire program Narrative document to fit the last few rows of a two-page table into a single page (doesn't always work but can be combined with other vertical compression techniques noted above)
- Ensuring that any text appearing above or below the CIM table is replicated in the Narrative document by copying/pasting or retyping it (use Paste Special to select destination formatting instead of source formatting from CIM)
- Sometimes (this is a Word quirk) if you change text within the table, it will start rendering in a different font such as Arial; as your last table edit before moving on, you may wish to select the entire table and restore your default font (the one you made a note of previously) as a precaution



Ventura College Curriculum Tracking Database Administrator's Guide

Introduction

Here we discuss how to maintain the Ventura College Curriculum Tracking database. This repository (a Microsoft Access file) tracks course and program data, primarily to generate reports and track the progress of curriculum proposals (courses and programs) from submission through approval at the Curriculum Committee. It is not designed to track the portions of the curriculum process (*e.g.*, district- or state-level review/approval processes) that occur after Curriculum Committee approval. Although the database tracks completed GE, UC TCA, and C-ID approvals, it was not intended to be used as an articulation tracking system. Articulation information should be compared with ASSIST before relying upon the database for reporting articulation data. The database also contains COCI information for most courses, such as CB codes and control numbers, but this information is not always updated and should always be verified against actual COCI information.



The database is descended from a smaller database containing only a table of transferable courses that Jeff Ferguson (a former VC Articulation Officer) developed and maintained to determine when transferable CORs were due for five-year review (the “Priority 1 list”). The current database is still used for that purpose, but it has been expanded significantly to include all VC courses and programs, and to support other types of reporting. For example, the curriculum leadership team used it to provide reports to VC management regarding each course’s DE status during the 2020–2021 COVID campus closure. The database’s Course Master List form now displays all the degree and certificate programs associated with each course, comparable to certain aspects of the CMS “ecosystem” display. The accuracy and utility of this information depends on its being maintained properly in the database as degree and certificate programs are added, changed, and inactivated.

General Principles

When to update course and program information

Course and program information should be updated when new curriculum is developed, when existing curriculum is revised or inactivated, or when applicable articulation changes to courses occur. Ideally, information should be updated at each stage of curriculum workflow from initial technical review submission through Curriculum Committee approval. In practice, the database is often only updated when major procedural steps (*e.g.*, initial curriculum submission, or passage from technical review to Curriculum Committee) are completed. Items that are not correctly updated often lead to inaccuracies in the reports generated from the database information.

When to remove inactivated curriculum

The database supports retention of inactivated curriculum for as long as the database administrator sees fit. The information is often useful for historical research, and there is no definite time at which old curriculum must be removed (although the data tend to provide less value five or more years after the inactivation is implemented). Maintaining old curriculum records does not adversely affect reporting if

the database administrator takes measures (identified later in this section) to identify inactivated curriculum. There may be a slight adverse effect on performance if excessive amounts of inactivated curriculum are retained, but the average user is unlikely to notice this. Properly inactivated curriculum displays in a distinctive “zombie green” color to distinguish it from active/pending curriculum.

How and when to extract information from the database

As with any relational database, queries are used to select the data of interest from one or more of the tables or other queries. The file supports access to commonly used tables and queries via dedicated forms and/or reports. These may be added, removed, or modified in response to newly identified data needs. The primary tables are the courses table (tblCourseMasterList) and the programs table (tblProgramMasterList), but these are ordinarily viewed through the corresponding data entry forms (frmCourseMasterList and frmProgramMasterList, respectively). Auxiliary tables support data entry functions, efficient querying, and the linkage between courses and programs. The latter is supported through a junction table (tblProgramCourseJoin) as the relationship between courses and programs is many-to-many. Tables whose names begin with “tbl” and queries whose names begin with “qry” are generally essential to the database’s functioning and should therefore not be removed. Other tables and queries represent snapshots of data or address situation-specific reporting needs. These may be removed as soon as they stop being useful. A wise safety measure is to copy each table or query before deleting it so there is a reference available in case the deletion inadvertently impacts functionality.

The database may be queried at any time. The type of information obtainable is limited only by the extent of the available data in the tables and the query-building skills of the database administrator. Priority 1 reports (the primary reporting product of the database) are usually generated and distributed to chairs and deans in January or early February each year.

The most common reports may be obtained directly from the database’s built-in Main Switchboard form. This form also provides access to the database’s primary data entry forms for courses and programs. Casual users with limited database experience should rely on the Main Switchboard functions rather than opening queries and tables directly from the “All Access Objects” menu. The Main Switchboard form opens by default whenever the database is opened and allows easy navigation to all forms, reports, and other central user-oriented features of the database. If you accidentally close the Main Switchboard, you may either close and reopen the database, or double-click “Switchboard” in the Forms section of the “All Access Objects” list in the database.

Credit for the VC Administration Building photo adorning the database’s Main Switchboard form belongs to Dina Pielat.

Conflicting file versions

If two or more people edit the database concurrently (such as on a network), MS Access will create multiple new file copies containing the phrase “conflicted copy” in the filenames. If any user notices the existence of such files, he/she should immediately close the database and ask the most expert available database administrator to resolve the conflicting files before further edits are made. Edits made to a conflicted file are subject to becoming permanently lost during the conflict resolution process and these may need to be re-entered later.

Multiple read-only users may access the database concurrently without creating conflicted files. Ask the main database administrator to furnish you with a read-only Windows shortcut that is customized for



each computer you use to view the database. No changes of any kind may be applied to the database in read-only mode, and certain Access features (such as viewing the blank record in a table-based form) are unavailable in that mode. Queries, forms, and reports may be run, but not created, revised, or removed, in read-only mode.

Routine Course Maintenance

This subsection describes the database maintenance tasks associated with routine course approval/reapproval/inactivation processes. A separate subsection addresses periodic global course maintenance processes that should occur before generating and distributing significant reports such as the Priority 1 list. Because each course has a large amount of data, there are two main forms tied to the master course table; use the Course Master List and (if needed) the Course COCI Codes forms for all routine course data maintenance. Each of these forms has a button in the form header that links directly to the other form; you may use these rather than navigating between the two forms via the Main Switchboard. There are also buttons that enable you to view or edit the current course in the CMS using your computer system's default Web browser. You may be asked to log into the portal first when using these buttons before you are redirected to the course information in the CMS.

To view course information, open the tracking database to the Main Switchboard and select the "View, Edit, or Delete Courses" option, which opens the Course Master List form. Type the course ID (prefix and number) into the "Choose course:" fields in the form header; press ENTER to locate the course. If the ID field is left blank, MS Access will navigate to the first course in that discipline. Partial ID information is usually acceptable (for example, you may enter "1" instead of "V01" in most cases). You do not have to use this navigation feature if you plan to create a new course record in the database from scratch.

New Courses (Including Reactivations if the Inactivated Course is No Longer in the Database)

There are two effective methods to add a new course record to the database. The first method involves copying the record for a similar course (such as an earlier course in a sequence or the lecture half of a lecture-lab pair) and then customizing details of the copied record to distinguish it from the original. The second method involves using the built-in MS Access "New (blank) record" feature to create the course from scratch (this requires all course data fields to be completed manually).

The screenshot shows a Microsoft Access form titled "View in CIM". The form header includes a "Copy" button, which is highlighted with a red box and an arrow. Below the header, there are several data fields and tables:

COURSE ID(S)		AUTHOR/CHAIR/DEAN
		Sezzi, Peter
H/WK UNITS		Sezzi, Peter
-	0	1
FFERED		LAST EFF SEM
2018		Fall 2010
		PROP EFFECT
		Fall 2019

To copy an existing course (first method), open the Course Master List form from the Main Switchboard and navigate to the course via its prefix and ID. Click the "Copy" button near the top right corner of the form to create the copy (see screen shot at left). Then edit the fields in this form and in the Course COCI Codes form (which is accessible from this form by clicking the applicable button in the form header) to customize them for this course. If you are not sure how to complete a field, use the Page Up/Page Down buttons to view the corresponding fields for other courses already in the database, or see the subsection titled [Populating Critical Fields in the Course Master List Form](#) on page 54 of this document and the accompanying table that begins on page 55.

To create a new course record (blank record) from scratch (second method), open the Course Master List form from the Main Switchboard, then click on the native MS Access “New (blank) record” button

New (blank) record button

from the Navigation Buttons area along the bottom of the form (see screen shot at left). Complete the fields on this form and on the Course COCI Codes form (which is accessible from this form using the applicable button in the form header) to customize them for this course. If you are not sure how to complete a field, then use the Page Up/Page Down buttons to view the corresponding fields for other courses already in the database, or see the subsection titled [Populating Critical Fields in the Course Master List Form](#) on page 54 of this document and the accompanying table that begins on page 55.

Course Revisions Without Prefix or ID Number Changes

If a course is changing without adjusting its prefix or ID number, then simply edit the course’s existing record in the tracking database by opening the Course Master List form from the Main Switchboard and (if there are changes to the CB codes) the Course COCI Codes form to document changes in the course or its review status. For details regarding the population of these fields, see the table that begins on page 55. If either the prefix, ID number, or both are changing, then see the next subsection.

Course Revisions with Prefix or ID Number Changes

If a course revision includes a change to the prefix, ID number, or both, then open the Course Master List form from the Main Switchboard and navigate to the old (current) course via its prefix and ID.

Copy button

FFERED	P1YR	LAST EFF SEM	PROP EFFECT
	2018	Fall 2010	Fall 2019

Copy the old (current) course by clicking the “Copy” button near the top right corner of the form to create the copy (see screen shot at left). Then, in the newly created copy of the course record, adjust the DISCIPLN and/or CRSID fields to reflect the course’s new prefix and ID number. Other fields on this form and/or the Course COCI Codes form may also require updating, depending on the nature of the other changes being made to the COR. For example, if the course title is also changing, update the CMS TITLE field. If you are not sure how to complete a field, use the Page Up/Page Down buttons to view the corresponding fields for other courses already in the database, or see the subsection titled [Populating Critical Fields in the Course Master List Form](#) on page 54 of this document and the accompanying table that begins on page 55.

Once the new course record’s fields are satisfactorily populated in the Course Master List and Course COCI Codes forms, return to the Course Master List form record corresponding to the old (current)

course ID and inactivate it, following the instructions provided in the subsection titled [Course Inactivations \(Includes Archiving the Old Version of a Renumbered Course\)](#) on page 54 of this document.

Course Reactivations When the Inactivated Course is Still Visible in the Database

If you are reactivating a course soon after its deactivation and the old course record still exists in the tracking database, then follow the procedures in this subsection. If the course no longer appears in the tracking database, then see the subsection titled [New Courses \(Including Reactivations if the Inactivated Course is No Longer in the Database\)](#) on page 52 of this document.

To reactivate a course whose information is still stored in the database, open the Course Master List form from the Main Switchboard and navigate to the record corresponding to the course to be reactivated. Change the CRS STATUS field to “Pending” and the LAST OFFERED field to “Reactivated.” Change other fields in the Course Master List and Course COCI Codes forms as needed to reflect the course’s new status. These changes should restore the foreground color of the CMS TITLE field from “zombie green” (which indicates an inactivated course) to black (which indicates an active course) after the revised record is saved.

Course Inactivations (Includes Archiving the Old Version of a Renumbered Course)

If you are inactivating a course, or archiving the old version of a renumbered course, open the Course Master List form from the Main Switchboard and navigate to the record corresponding to the course to be inactivated or archived. Change the CRS STATUS field to “Inactive” (for inactivated courses) or “Renumbered” (for the old version of a renumbered course). (Older course inactivations may show “Deleted” instead; correct these to “Inactivated” as you encounter them). For *inactivated* courses only, also change the LAST OFFERED field to “Inactivated.” For *renumbered* courses only, also change the CC STATUS field to “Renumbered.” These modifications should change the foreground color of the CMS TITLE field to “zombie green” to represent a course no longer listed in the catalog.

Populating Critical Fields in the Course Master List Form

Certain database fields must be initialized properly for new courses; otherwise, database functions (such as the Priority 1 reports) may not provide accurate data. Initialization of critical fields whose values depend on the type of course proposal or event is documented in the table that begins on the page 55. (Changes associated with course articulations are not included in the table, as the Articulation Officer is best positioned to enter these updates or instruct the database manager.) Fields that are initialized in the same manner regardless of the proposal type are discussed in the bulleted list below.

- CB03: This is the field for the course’s TOP code, which should have been entered into the CB03 field in the CMS. When a value for this field is entered, the CTE checkbox on the form will select/deselect itself according to whether the course is associated with a CTE TOP code.
- Checkboxes for GE, REQ, CSU, UC, DE: Select the applicable checkboxes depending on the course’s characteristics. “GE” indicates that the originator is recommending the course for one or more GE designations. “CSU” and “UC” indicate whether the course transfers to CSU and/or is being requested for UC TCA. “DE” indicates the course’s proposed distance education approvals (if any).
- Course COCI Codes form: Obtain the COCI Codes from the COR in the CMS and enter these into the Course COCI Codes form. Any missing codes in the CMS COR (except CB00 and SXD2) must be corrected during technical review. Note that CB00 (when available) is found at the bottom of the CMS form as “Control Number.”



Event → Field name ↓	Add new course or reactivate course not in database	Revise course without ID change	Revise course with ID change (applies only to new course record unless stated otherwise)	Reactivate course already in database	Inactivate or renumber course	Course proposal completes technical review	Curriculum Committee approves course proposal
CIM ID	Obtain key from CMS (extreme lower right corner of proposal page)	Obtain key from CMS if blank	Obtain key from CMS if blank	Obtain key from CMS if blank	Obtain key from CMS if blank	Obtain key from CMS if blank	Obtain key from CMS if blank
DISCIPLN and CRSID (you may be asked “are you sure?” when editing these)	Obtain from CMS	Leave as they are	Copy old course record and insert new values into new course record only	Leave as they are	Leave as they are	Leave as they are unless TR changes them	Leave as they are unless CC changes them
CO-LISTING 1 and CO-LISTING 2	Obtain from CMS or leave blank if no co-listings	Obtain from CMS or leave blank if no co-listings	Obtain from CMS or leave blank if no co-listings	Obtain from CMS or leave blank if no co-listings	Obtain from CMS or leave blank if no co-listings	Obtain from CMS or leave blank if no co-listings	Obtain from CMS or leave blank if no co-listings
FORMER COURSE ID(S)	Leave blank for new course; obtain from catalog, Banner, or ASSIST for reactivation	Obtain from catalog, Banner, or ASSIST	Append old course ID to this field in the new course’s record	Obtain from catalog, Banner, or ASSIST	Leave as it is	Leave as it is	Leave as it is
CMS TITLE (do not use abbreviated Banner title)	Obtain from CMS	Obtain from CMS	Obtain from CMS	Obtain from CMS	Leave as it is	Leave as it is	Leave as it is
CRS STATUS	“Pending” if added before CC approval; “Active” if added after CC approval	“Active”	In old course record: “Renumbered”; in new course record: “Active”	“Pending” if added before CC approval; “Active” if added after CC approval	If inactivated, “Inactive”; if renumbered (in old course record only), “Renumbered”	Leave as it is	If “Pending” then change to “Active”; otherwise, leave as it is
PRO TYPE	“NEW”	“MAJOR REV,” “MINOR REV,” or “UPDATE,” as applicable	“RENUMBER”	“REACTIVATE”	“INACTIVATE” or “RENUMBER,” as applicable	Leave as it is	Leave as it is
IMP TYPE	Proposal type as implemented if different from PRO TYPE	Proposal type as implemented if different from PRO TYPE	Proposal type as implemented if different from PRO TYPE	Proposal type as implemented if different from PRO TYPE	Proposal type as implemented if different from PRO TYPE	Proposal type as implemented if different from PRO TYPE	Proposal type as implemented if different from PRO TYPE
REVIEW STATUS	“... in review”	“... in review”	“... in review”	“... in review”	“... in review”	“...reviewed”	“...reviewed”









Event → Field name ↓	Add new course or reactivate course not in database	Revise course without ID change	Revise course with ID change (applies only to new course record unless stated otherwise)	Reactivate course already in database	Inactivate or renumber course	Course proposal completes technical review	Curriculum Committee approves course proposal
CC STATUS	"VC Technical Review 1" or current workflow step if later	"VC Technical Review 1" or current workflow step if later	"VC Technical Review 1" or current workflow step if later	"VC Technical Review 1" or current workflow step if later	"VC Technical Review 1" or current workflow step if later	"VC Curriculum Technician"	"Approved" or "Renumbered," as applicable
LAST OFFERED	"New" or "Reactivated," as applicable	Leave as it is	Leave as it is in both the old and new course records	"Reactivated"	"Inactivated" (correct older courses that say "Deleted" as you encounter them) or "Renumbered"	Leave as it is	Leave as it is
P1 YR	Calendar year in which CC will approve course (this may differ from the effective year)	Calendar year in which CC will approve course (this may differ from the effective year); but leave as it is if the COR does not meet current standards	Calendar year in which CC will approve course (this may differ from the effective year); but leave as it is if the COR does not meet current standards	Calendar year in which CC will approve course (this may differ from the effective year); but leave as it is if the COR does not meet current standards	Calendar year in which CC will approve course (this may differ from the effective year)	Leave as it is	Change to actual calendar year of last reading at CC (first or second, as applicable); but leave as it is if the COR does not meet current standards
LAST EFF SEM	"New" or "Reactivated," as applicable	Leave as it is	Leave as it is	Leave as it is	Leave as it is	Leave as it is	Proposal effective term, <i>e.g.</i> , "Fall 2021"
PROP EFFECT	Proposal effective term, <i>e.g.</i> , "Fall 2021"	Proposal effective term, <i>e.g.</i> , "Fall 2021"	Proposal effective term, <i>e.g.</i> , "Fall 2021"	Proposal effective term, <i>e.g.</i> , "Fall 2021"	Proposal effective term, <i>e.g.</i> , "Fall 2021"	Proposal effective term, <i>e.g.</i> , "Fall 2021"	Proposal effective term, <i>e.g.</i> , "Fall 2021"
TR/CC/APPR	First field: TR submission date; second field: leave blank; third field: leave as it is	First field: TR submission date; second field: leave blank; third field: leave as it is	First field: TR submission date; second field: leave blank; third field: leave as it is	First field: TR submission date; second field: leave blank; third field: leave as it is	First field: TR submission date; second field: leave blank; third field: leave as it is	First field: leave as it is; second field: CC submission date; third field: leave blank	First and second fields: leave as they are; third field: date of final CC reading

The TR submission date (last row of the above table) may be found in the CMS. The screen shot on the next page illustrates where to obtain this information. Note that the time stamp is given in Greenwich Mean Time (GMT). To convert to local time, subtract eight hours (Pacific Standard Time) or seven hours (Pacific Daylight Time) from GMT. If the proposal was submitted before 07:00 or 08:00 GMT, the local



submission date will be one day earlier than the GMT time stamp date. However, there is no harm in using the GMT date in the tracking database if that is easier for the administrator.

Course ID	Course Name	OC Banner	Action
AB R001	Introduction to Automotive Body and Fender Repair	OC Banner	Edited
AB R002	Intermediate Auto Body and Fender Repair	OC Banner	Edited
AB R003	Introduction to Estimating Auto Body Damage	OC Banner	Edited
AB R004	Advanced Auto Body Collision and Damage Repair	OC Banner	Edited
AB R005A	Auto Body Painting and Refinishing I	OC Banner	Edited
AB R005B	Auto Body Painting and Refinishing II	OC Banner	Edited

Export to PDF  Export to Word  Download COR  Shred Proposal  Validate Hours  Add Comment 

Date Submitted: Tue, 08 Dec 2020 14:05:49 GMT ← Date submitted to technical review

Viewing: **AB R001 : Introduction to Automotive Body and Fender** In Workflow
1 2020 State

Global (Periodic) Course Maintenance

The preceding subsection (*Routine Course Maintenance*) described maintenance tasks in the Course Master List form and Course COCI Codes form that must be completed for each course entering the course review and approval workflow. This subsection discusses additional maintenance tasks that must typically be performed anywhere from once per decade to several times per year as determined by the calendar. Both the per-course tasks and the periodic tasks must be completed to maintain the integrity and utility of the database.

Course Last-Offered Data

Near the end of each academic term (including summer and, if implemented in the future, winter), the database administrator should review the list of courses offered during that term, using Banner, the online schedule, or another suitable data source. If a course was offered during the term, then the LAST OFFERED field in the Course Master List form should be updated for that course's record. This can be done manually, or the administrator may develop an update query to automate this task from a Banner dump of courses offered during the current or most recent term. To simplify sorting in this field, the LAST OFFERED field is entered in the Banner term format. For example, "202103" represents spring 2021, "202105" represents summer 2021, and "202107" represents fall 2021.

Campus Reorganizations

These tend to occur once or twice per year, usually (but not always) during the summer break. If the divisions are renamed, or new deans appointed, then tblDivisionTypes will require updating. If department chairs change or a discipline or department is moved to a new division, then tblDepartmentTypesBanner and tblDisciplineTypes will require updating. If new faculty will be working on curriculum, or long-time faculty retire, the list of faculty authors in tblOutlineAuthorsList will require updating. It is good practice to update this latter table whenever the CMS administrator adds or removes end users to/from that system.

Data entry forms for tblDivisionTypes and tblDisciplineTypes are available under the "Maintenance Tasks" option of the Main Switchboard. However, the tables are simple enough in structure and small enough in size that editing them manually is quite feasible.

Curriculum Workflow Changes

If the steps in the CMS workflow for course approvals change, then tblCMSLevelTypes will require updating. The ranking numbers in the CC_LEVEL field are used by the software underlying the Priority 1 reports to determine whether a course has been queued to curriculum workflow. Values between 1.00 and 6.00 inclusive indicate that a course is in curriculum workflow.

Codes Updates

Every so often (usually a few times per decade), the state and federal governments publish new lists of TOP, CIP, and SOC codes. Sometimes new CB codes or code values are added or removed. Tables whose names begin with “tblCB...” may require updating in response to these changes. For example, if the TOP or CIP code list is republished, then tblCB03TOPCodes will require updating. If the SOC code list is republished, then tblSOCCodes will require updating.

Articulation Information

Periodically the college Articulation Officer receives information from the public university systems regarding changes to the GE or transferability status of courses. The AO typically receives GE change reports between May and July of each year, and UC TCA determinations between September and November. C-ID change notifications may occur at any time of the year. For each affected course, an administrator or the AO should update the articulation information for each course to reflect its current or upcoming status.

Priority 1 Reports

In January or early February of each year, the curriculum leadership team publishes the Priority 1 list. This indicates which courses are due for the periodic reviews as required for accreditation and articulation purposes. The list is shared broadly with deans and chairs. To the extent possible, the preceding periodic maintenance procedures should be completed (especially the Course Last-Offered Data procedure) as well as any outstanding routine maintenance before generating the Priority 1 report. Faculty are quick to notice errors, so it pays for the curriculum leadership team to retain credibility by ensuring the data are as accurate as possible. There are several variations of these reports available through the “Create Reports” option in the database’s Main Switchboard.



Technical Review and Style Guide for Ventura College Course Outlines of Record

Introduction

This section discusses some technical aspects of writing and reviewing a course outline of record (COR). The comments (particularly those containing second-person pronouns such as “you” or “your”) are aimed primarily at course outline originators, but technical reviewers and Curriculum Committee members should be alert to deviations from these guidelines when examining a COR for consideration. Technical reviewers may either correct them during review or refer them back to the course originator for correction. Curriculum Committee members (including non-voting members and classified staff) may make comments in the CMS, email the originator with questions, and/or bring up remaining concerns when the COR is forwarded to the Curriculum Committee for discussion and approval. The earlier in the approval process that a question or error is identified and reported, the easier it usually is to correct.



General Principles

Sequential and Corequisite Courses

Ideally, the CORs for courses in a sequence of closely related courses linked by prerequisite relationships should be reviewed and approved together and given a consistent course numbering scheme to make the sequential relationship clear to students and counselors. Examples of such sequences would be PHYS V04/V05/V06, CHEM V01A/V01B, or DANC V10A/V10B/V10C/V10D. The course outlines for the courses in such sequences, aside from satisfying the specific technical requirements for individual courses that are discussed later in this section, should relate to each other in a way that makes the progression from beginning to advanced skills clear.

The exit skills (course objectives) for earlier courses in the sequence must relate to the entry skills for subsequent courses. Many faculty members simply copy and paste course objectives from a sequential course into the entry skills for the follow-on course; however, verbatim agreement is not required, and may in fact be undesirable if not every skill acquired in the earlier course is needed to achieve success in the later course.

As students may interpret courses having ID number suffixes of A, B, C, *etc.*, as being sequential, it is best not to create these designations in the course ID number for courses that are not sequential (that is, for which the “A” course is not a prerequisite to the “B” course, *etc.*). An example of non-sequential yet related courses might include ancient (“A”) and modern (“B”) history or literature.

Course ID changes

In most cases, if you plan to change the ID number of a course, either within a discipline (not recommended as it has a well-established reputation for confusing students and decreasing enrollments) or from one discipline to another, then please revise the existing course and change the ID number as part of the revision rather than creating a new course. This creates an electronic paper trail



that can help the counseling staff and registrar more easily answer student questions regarding repeatability. It also makes re-articulation of the renumbered course much more straightforward.


In some cases, changing the discipline name may not be possible unless the originator also changes the department and/or division in CIM. This may be unsettling but is a normal and common feature of a discipline change. Please contact the curriculum leadership team for assistance if this is causing difficulties (for example, if you are not sure which department or division to select, or the choices given are not appropriate for the course).

Specific Instructions for Most CMS Course Outline Data Entry Fields

Shannon Davis, curriculum co-chair and Articulation Officer at Oxnard College for many years, has kindly furnished the following instructions for completing most of the information fields in the CIM Courses data entry form. Her original instructions are modified where necessary to adapt the information to the needs of Ventura College faculty originators. Except for the fields marked “(Optional)” or “(Only required if applicable),” it is expected that all COR data fields should be completed. Topics (field instructions) are presented in the same order as they appear on the CIM course data entry form.

This is a long section not designed to be read in one sitting. It is recommended that you use it as a reference rather than as a tutorial. The discussion of each field is self-contained (although it may refer to other related data fields). If you are stuck on just one or two data fields, you may skip down to the heading corresponding to the field name(s) of interest. The following instructions may not address all conceivable situations. If reading them does not fully answer your questions, please consult with the curriculum leadership team for additional details and guidance.

Co-contributors

Use the drop-down menu to select any faculty member who is assisting you with the writing/editing of the course outline. To add an additional name, select the green “plus”  button. If no co-contributor is selected, only the faculty who is listed as the originator will be able to edit the course outline.

College

Select Ventura College from the drop-down menu. You must select a College before selecting a Division (next item); otherwise the Division drop-down menu will not function correctly.

Division

Select the appropriate division for the course from the drop-down menu. You must select a Division before selecting a Department (next item); otherwise the Department drop-down menu will not function correctly.

Department

Select the appropriate department for the course. The number that appears next to the department name is the code assigned in the SIS for that department.

Need Statement (new courses only)

The Need Statement should tell the Curriculum Committee how this course fits into the course or program offerings at Ventura College, including which majors require this course at Ventura. If applicable, the following additional information regarding the course may be included:

- Typical or local institutions to which the course transfers



- The course's role in helping students to meet graduation or transfer requirements (including satisfying a requirement for a transfer degree, local degree, or certificate still in development)
- The course's expected GE applicability (local, CSU GE-Breadth, IGETC)
- The course's expected alignment with a C-ID descriptor (leave this blank rather than "N/A" if no C-ID is proposed)
- The course's placement within a basic skills sequence
- The course's function as a prerequisite or corequisite for programs or other courses
- Whether the course partially or fully satisfies requirements for an industry, state, or national certification or licensure
- Whether there is a request or demand for the course from the community, local businesses, or a CTE advisory committee, and/or whether there is a lack of a comparable alternative course offerings at nearby community colleges
- Whether the course was developed in response to a request from a nearby campus of one of the state university systems to alleviate demand for an impacted transferable course
- How the course aligns with the mission of the college
- Any other purpose supporting VC's offering this course

The Need Statement is required by the state chancellor's office for a new course proposal, and we cannot submit the proposal without providing one. Keep the need statement as brief as possible while still addressing the applicable items in the above list.

Justification/Reason for Change (modified and inactivated courses only)

State the reasons for changing the COR (*e.g.*, five-year review, evolution of discipline or program expectations, modernization, alignment with C-ID, *etc.*). Also summarize the areas of the COR (*e.g.*, objectives, content, methods of instruction or evaluation, addition or removal of DE modalities, SLOs, textbooks, *etc.*) that have changed.

Attach Support Documentation (as needed)

(Optional) This allows faculty to attach documents such as articulation agreements, C-ID descriptors, labor market data, letters of support from industry partners, or anything that supports the need to introduce or revise the course.

Discipline (CB01A)

For CTE courses, the name of the course discipline should match typical industry standards, a comparable discipline already in use at another district college, a discipline taken from the state Minimum Qualifications handbook, and/or a C-ID discipline if available.

For non-CTE courses, the course discipline should match typical transfer disciplines or C-ID.

If the course is offered at other colleges within the district, does the discipline match and, if not, is there a good reason for assigning it to an alternate discipline? The assignment of an inappropriate discipline name can create MQ, longevity, and hiring issues.

Because discipline assignment is a critical issue that also affects non-curriculum functions of the college, such as budget reporting, Curriculum Committee requires the approval of a dean or higher-level manager before it will consider the first course introduced in a new discipline. If necessary, please obtain this approval before you start working on your course in CIM, as any new discipline name must



be inserted into the SIS, and assigned to a department, before CIM will make the discipline name available in this field's drop-down menu.

If you do not see your discipline name here, check that you have specified the correct department. If you still do not see it after checking the department, please inform your dean, as he/she may need to arrange to update the relationships between departments and disciplines that are stored in the SIS. Any discrepancy must be corrected in the SIS before we can fix it in CIM.

Course number (CB01B)

If you are introducing a new course or renumbering an existing one, the new number must be assigned in consultation with the Student Learning Office (Articulation Officer, Curriculum Technician, and/or Academic Data Specialists) to avoid reusing numbers previously assigned to other courses, except as noted below.

For details of VC's course numbering conventions, please see the subsection titled [Review and Implementation Cycles](#)

[All courses are reviewed](#) no less often than every five years (every two years for CTE courses), per AP 4020; updates and/or revisions must be made as necessary, even if just to update the publication dates of textbooks. This is to ensure that articulation, requisite, and accreditation requirements are satisfied. In addition, requisites for CTE courses and programs must be reviewed every two years ([Title 5 Section 55003\(b\)\(4\)](#)). The [Curriculum Technical Review and Prerequisites Workgroup](#) maintains a Curriculum Tracking Database that records the last time each active course was reviewed. Early each spring semester (no later than the end of February), the Technical Review and Prerequisites Workgroup Chair and/or the Faculty Co-chair of the Curriculum Committee are expected to identify to the departments and divisions all active courses that are due for review.

With rare exceptions, new and revised curriculum should have Fall implementation dates to align with the catalog publication cycle. (Each catalog is valid from the beginning of Fall term to the end of the succeeding Summer term.) Degree Works™ software only accepts fall dates as well. If the originator requests a Spring or Summer implementation date, the out-of-cycle implementation request must be (1) recommended by the Technical Review and Prerequisites Workgroup, and (2) approved by a 2/3 vote of the Curriculum Committee. *Curriculum Committee approval date: 16 October 2018.*

18. Procedure for Disposition of Courses Not Recently Reviewed or Not Recently Offered

The Ventura College Curriculum Committee (CC), with the assistance and support of its Technical Review and Prerequisites Workgroup, will enforce periodic review of course outlines of record (CORs), with a nominal period of no more than five years between successive reviews, and monitor class schedules to ensure that active courses are offered no less frequently than once every six years. In addition to the annual Priority 1 reports (lists of courses due or overdue for five-year review) that the Technical Review and Prerequisites Workgroup already produces and disseminates each spring, that Workgroup will separately contact the host department chair, most recent COR originator, and dean, in the year that a COR reaches an age of six years, or that the course has not been offered in at least six years, with a request to revise or inactivate the course, or to offer it in the immediately following academic year, as appropriate. Absent a response from the host department to the above notification, the Technical Review and Prerequisites Workgroup will issue a second notification to the host department chair, most recent COR originator, and dean, in the year that a COR reaches an age of seven or more years, or that



the course has not been offered in at least seven years, to include a request to provide cause for the Curriculum Committee not to commence involuntary inactivation proceedings for the course, or to provide a firm commitment to revise and/or offer the course no later than the academic year following issuance of the notice. The Curriculum Committee may, absent a response to these notifications, commence involuntary course inactivation proceedings in the academic year following the issuance of the second notification, but only after sending a third notification to the host department, most recent COR originator, and dean that course inactivation is imminent; such notifications may only be sent during the academic year. The Curriculum Committee may make an exception to this procedure to accommodate extenuating circumstances, if the host department or dean requests it and furnishes a written plan for resolution, and the Curriculum Committee finds, by majority vote, that there is good cause to allow an exception. *Curriculum Committee approval date: 7 September 2021.*

Reserved Course ID Prefixes, Numbers, and Suffixes on page 19 of this document. A summary is provided below:

- Courses numbers should not contain a letter suffix (“A,” “B,” etc.) unless there is or will be a sequence of courses, or the course is an honors (“H”) or laboratory (“L”) course. Exceptions may be made for special-purpose courses with the agreement of the Curriculum Committee.
- V88 (non-transferable credit), V89 (transferable credit), and N188 (noncredit) are reserved for experimental courses.
- V90 (credit) and N190 (noncredit) are reserved for Directed Studies courses.
- V95 (unpaid) and V96 (paid) are reserved for internship/cooperative work experience courses.
- Mirrored credit/noncredit course pairs should be assigned parallel numbers differing by 100 (e.g., BUS V61 and BUS N161).
- For new courses, if a comparable course exists within the district, numbers should be aligned, if possible, and logical.
- If possible, co-listed courses should use the same sequence number in both linked disciplines. However, there are many existing exceptions to this guideline.
- Credit course numbers always begin with “V” and noncredit course numbers always begin with “N.”

A reactivated course (a course that was inactivated and is now being brought back to active status so it may be offered again) may be assigned either its former course ID or a new ID. The decision as to which to select hinges on repeatability. If a student who took the old course should not be allowed to enroll in the new one because the topics are substantially the same, then the former ID should be used. If the course has changed significantly enough during its deactivation that a student who took the previous version would learn substantially new material by enrolling in the new version, then a new ID should be assigned. Otherwise the SIS may block the registration of students who took the older version.

A brand-new course should never be assigned the same course ID as an inactivated course which was substantially different. The criterion for whether to re-use a course ID number is the same as for reactivated courses described in the preceding paragraph.

Courses with the same number but different (or missing) letter suffixes are considered different. For example, MATH V50, MATH V50A, and MATH V50B are all considered distinct ID numbers. Therefore, a new course may be numbered MATH V50A even if there were a distinct active or retired course



previously numbered as MATH V50. It is recommended that active courses with similar numbering, such as these examples, be related to each other in objectives and content.

Course Title (CB02)

The course title should be brief and match C-ID, transfer institutions, comparable district courses (or typical CCC comparable courses), and/or industry standards, as applicable. The SIS, and the corresponding “CB field” in the Chancellor’s Office Curriculum Inventory (COCI), only have space for 68 characters. Therefore, please limit course titles to a maximum of 68 characters, notwithstanding the instructions in the CMS. It is preferable to use unabbreviated words here; if the title initially proposed is longer than 68 characters, it is better to come up with a new title than to abbreviate the lengthier one.

If space permits, please use “and” rather than “&”, and “Laboratory” rather than “Lab.” For sequential courses, please use Roman numeral suffixes (“I”, “II”, “III”) rather than Arabic numeral suffixes (“1”, “2”, “3”). Try not to use numeric suffixes if the “I” course is not a prerequisite to the “II” course (otherwise you may experience insufficient enrollment in the “II” course because students will think they have to enroll in the “I” course first as a prerequisite); use the wording of the course title to distinguish the courses instead. For example, a two-course U.S. History sequence could be titled as “United States History through 1865” and “United States History from 1865 to the Present.”

It should go without saying, but the course title is expected to be specified in title case (not sentence case).

Banner/Short Title

This needs to be as close to the course title (preceding item) as possible because the Banner title is all that students see in the course schedule online. It cannot be more than 30 characters, including spaces and punctuation. If the course title (preceding item) is 30 or fewer characters in length, then the course title and Banner title should be specified identically (just retype the course title without abbreviating it).

The short title is used in the SIS to refer to the course; it is also how the course title is printed on students’ transcripts. Abbreviations may be used (“&” and “Lab” are acceptable here), but they should not be so short as to be cryptic.

For better readability, omit letters from long words in blocks rather than individually; for example, abbreviate “Vocabulary” as “Vocab” rather than as “Vcblry”. Exceptions to this rule of thumb would include widely understood abbreviations such as “Mgmt” for “Management” or “Bldg” for “Building” or “Acct” for “Account” or “Accounting.” Commonly used level abbreviations include “Intro”, “Intermed”, and “Adv”. The word “and” can often be abbreviated using a forward slash; “Reading and Writing” in the full title might become “Read/Write” in the short title (this saves two space characters compared to “Read & Write,” and is slightly easier to read than “Read&Write”).

Credit Type

Select from the drop-down menu. This must be “Credit” for all courses that award unit credit, which will include most courses. If “Noncredit” is selected, this will change the data fields that display in CIM (only the ones that apply to noncredit courses will be visible). If this field is not completed, other fields later in the COR, including but not limited to the Laboratory Content, may not be visible.



Honors

Select “Yes” if the course will be an honors course. CIM is programmed to expect the course number to end with “H” to indicate its honors designation; CIM may throw an error upon submission to workflow if there is a mismatch between the honors status and the course ID number.

Start Term

Specify the semester (usually fall) and year you intend for the course proposal to be implemented. For proposals submitted to the CMS by May 1, 2020, the implementation date is usually Fall 2021; for proposals submitted by May 1, 2021, the implementation date is usually Fall 2022; and so on. This is the same as the catalog date, except in rare circumstances when, for logistical or other reasons, a department requests that an approved course not be published until a later year. Initial catalog publication of a course description that occurs later than the implementation date causes difficulties for the student learning office and should therefore be avoided whenever possible.

Earlier implementations for a given submission date may be considered under emergency circumstances, but curriculum originators should not assume that this can be accomplished on a routine basis. The Technical Review and Prerequisites Workgroup will analyze each request on a case-by-case basis and make recommendations to the full Curriculum Committee which are commensurate with the severity of the emergency and the availability of enough time and Student Learning Office resources to handle the request. The curriculum originator will document the justification(s) for Spring implementation to the Technical Review and Prerequisites Workgroup, which will forward the information to Curriculum Committee. Spring semester implementation dates also require a 2/3 vote of the Curriculum Committee. Rushing a course outline proposal’s approval nearly always results in errors, delays in articulation, and other problems that typically must be corrected well before the course’s next five-year review. Some issues may threaten students’ ability to fully benefit from taking the course; resolving them often creates additional work for both the originator and the Curriculum Committee.


Note that DegreeWorks can only be programmed for fall implementation dates. Requesting spring course or program implementations may lead to discrepancies between the SIS and DegreeWorks data, which could adversely affect graduating students and/or create headaches for counselors and the registrar. This is one of many reasons that Curriculum Committee discourages (and may not approve) spring or summer start term requests, even if they are “just” to add distance education modalities to a course.

Co-listed (Same-as)

If the course will be co-listed with another course in a different discipline, that course will need to be added by selecting “Add...” which will open a box containing the areas (the only areas) that may vary for the co-listed course. Reason for co-listing should be logical. Courses do not necessarily have to be co-listed in order to offer them within degrees outside of the discipline (if the course is for an ADT, check with the AO) or to add other disciplines to the minimum qualifications.

For details of the Curriculum Committee’s official procedure related to same-as courses, please see the subsection titled [Same-as Courses](#) on page 14 of this document.

Formerly

(Only required if applicable) If the course was offered previously under a different course ID/number, select the green “plus”  button to open the window where you will select that past course



department & number. If the former designation was so old that it predated the current SIS, it will not appear on this picklist and it will need to be typed into the following textbox next to the second “Formerly” heading. Check the printed or online catalog’s course description, as it often contains this information even if the SIS and CIM do not.

To clarify the discussion in this subsection, the following terms will be used as defined below:

- **Current course ID:** The course ID of an existing course at the time the process of revising or reactivating it is initiated in the CMS. For a reactivated course, the current course ID is the course ID listed in the most recent VC catalog listing the course as active (*i.e.*, the last catalog published before the course was inactivated), or the course ID specified in the CMS proposal whose approval most recently caused the course to be inactivated (removed from the catalog).
- **Former course ID:** The former course ID (if any) specified in a course’s catalog description in the most recent published version of the VC catalog. The former course ID is updated in the CMS and in the VC catalog each time a course’s ID number is modified. Any new course will not have a former course ID, so leave this field blank in the CMS for a new course (do not enter “none” as this may disrupt the appearance of the online catalog).
- **New course ID:** The course ID specified in any pending course revision or reactivation in the CMS. If a course revision or reactivation does not entail an ID change, then the current course ID and the new course ID will generally be identical.

For this field, the information entered in the CMS should usually match the former course ID printed in the course description in the most recent published VC catalog. However, if a revision includes an ID change, **then this field should be set to the value of the current course ID** (as this is defined above).

If a single course is being split into two or more sequential courses (*e.g.*, “A” and “B” courses) whose content, when aggregated, is substantially similar to that of the original course, then in most cases the “A” course should be treated as a revision, **and its former course ID will change to the value of the current course ID of the course that was split.** The “B” course (and subsequent courses in the sequence, if any) should be treated as new courses (for each of these the former course ID should be left blank).

If a new course is being introduced as a co-listing (same-as) of an existing course, its former course ID should be left blank, consistent with the treatment of other new courses. This may cause the former course ID field in the new course’s catalog information to differ from the corresponding information for the co-listed partner course(s).

The former course ID of a reactivated course should be set the same as was documented in the most recent catalog in which the course was published (or left blank if the most recent catalog does not indicate a former course ID). Exceptions: (1) if the course ID was changed to enable “family” repeatability or for other reasons, then the former course ID should be changed to the reactivated course’s current course ID (as this is defined above); (2) (very rare) if the last catalog in which the course was active predated the adoption of the current SIS, then the former course ID should be set to the course’s current ID (the one without the “V” prefix, although a course that old should probably be introduced as a new course with a different number rather than as a reactivation).



Catalog Course Description

This should include a summary of the course content and overview of topics covered that is thorough enough to establish comparability of the course to those at other colleges (for the purposes of advising and articulation) and brief enough to encourage a quick read. Ventura College uses complete sentences in its catalog descriptions and (to the extent feasible) the present tense. While not required, many of the descriptions begin with “This course....” Usually advising information that is provided elsewhere or that can change from term to term is not included in the course description.

The exact wording entered here will be used to describe the course in the Ventura College catalog. Please single-space after periods (as the final version of the course description will be published in a proportional font designed to look best with single-spacing) and use the Oxford comma in lists (“I love my parents, Lady Gaga, and Humpty Dumpty” rather than “I love my parents, Lady Gaga and Humpty Dumpty”).

The ASCCC makes the following recommendations regarding the purpose and content of the catalog description:

The purpose of the catalog description is to publicly convey the content of the course in a concise manner. Because the catalog description is the primary way by which course information is disseminated, it should contain all essential information about the course and be written to meet the needs of varied audiences. Students need information to create their educational plans, as do counseling faculty advising them. Outside reviewers, such as accreditors and compliance monitors, base their assessments on the information printed in the catalog.

The heart of the catalog description is the summary of course content, also referred to as the course description. The catalog description should be thorough enough to establish the comparability of the course to courses at other colleges, to distinguish it from other courses at the college, and to convey the role of the course in the curriculum of a program, where applicable, [regarding] progression of rigor or other characteristics that distinguish a course in the program. A statement about the students for whom the course is intended can assist students in their educational planning. Examples of this type of information include “first course in the graphic arts major” or “intended for students in allied health majors.”¹

In addition, the course description should be consistent with the CSLOs, course objectives, and lecture/lab content provided in other parts of the course outline. The originator of the outline and technical reviewer are both advised to review these other sections of the course outline to ensure that the course description is appropriately integrated therewith. (For information on writing integrated course outlines of record, please refer to the 2016 ASCCC Curriculum Institute PowerPoint presentation titled [Writing New Courses—Effective Practices for a High Quality Integrated Course Outline](#) and the additional sources cited therein.)

Information that you should NOT include in this field (because it already appears elsewhere in the COR and will be picked up for inclusion in the catalog from those fields) includes the following:

¹ Academic Senate for California Community Colleges. Curriculum Committee. *The Course Outline of Record: A Curriculum Reference Guide Revisited*. ASCCC, 2017.



- Prerequisites, corequisites, and advisories on recommended preparation
- Weekly meeting hours (lecture, lab, or internship)
- Credit limitations (when course content partially overlaps that of another course, or the number of transferable units differs from the unit credit awarded by the course, or limitations are imposed in connection with CSU or UC transferability)
- C-ID approval information
- Whether field trips are required
- Whether the course is transferable to CSU or UC
- Former course ID information such as “Formerly AES 1”
- Information regarding co-listed (same-as) courses
- Enrollment limitations such as “only open to students accepted to the nursing program” or “students must test negative for tuberculosis” or “students must be capable of competing at the intercollegiate level”
- Grading information such as “Offered on a pass/no pass basis only”
- Information that the course does not award degree credit or is a noncredit course
- Whether the course is repeatable or is part of a family of repeatable courses
- Any listing of other courses that are in the same repeatability family

For each course, the published catalog is expected to specify the supplemental information listed above. However, as noted above, the information in the preceding list will be obtained from other sources as the course outline is developed. Please do **not** include this supplemental information in the Catalog Course Description field in the CMS.

Additional Catalog Notes

(Only required if applicable) This is reserved for notes that are not meant to restrict enrollment nor to describe the course content, but which instead act in an advisory capacity. If there is critical information that students need to know about the course that is not part of the catalog course description and does not appear elsewhere, this is the best option. Any information added here will be inserted in the catalog below the course description.

Information that you should NOT include in this field (because it already appears elsewhere in the COR and will be picked up for inclusion in the catalog from those fields) includes the following:

- Prerequisites, corequisites, advisories on recommended preparation, and enrollment limitations
- Weekly meeting hours (lecture, lab, or internship)
- Credit limitations (when course content partially overlaps that of another course, or the number of transferable units differs from the unit credit awarded by the course, or limitations are imposed in connection with CSU or UC transferability)
- C-ID approval information
- Whether field trips are required
- Whether the course is transferable to CSU or UC
- Former course ID information such as “Formerly AES 1”
- Information regarding co-listed (same-as) courses
- Enrollment limitations such as “only open to students accepted to the nursing program” or “students must test negative for tuberculosis” or “students must be capable of competing at the intercollegiate level”



- Grading information such as “Offered on a pass/no pass basis only”
- Information that the course does not award degree credit or is a noncredit course
- Whether the course is repeatable or is part of a family of repeatable courses
- Any listing of other courses that are in the same repeatability family

An example of information appropriate for this field would be advice to prospective students that is not directly related to the coverage of a course, such as “The state of California may deny licensure to students who are found to have criminal records” or “Repeatability is dependent upon California Community College Athletic Association (CCCAA) eligibility.”

Banner bridge/sync parsing note: This field must *not* contain any periods except as the terminal character (but a terminal period is *required* for parsing purposes). If the information in this field consists of multiple items, separate the items with commas or semicolons, not periods. Do not insert any Web URL into this field, as it will almost certainly contain a nonterminal period and therefore violate this rule.

Additional historical relevant notes on this course

(Only required if applicable) If there is pertinent information about previous iterations of this course or revisions to the course, this may be documented here. Information added here will NOT be printed in the catalog but may be helpful if it ever becomes necessary in the future to research the course’s history.

TOP Code (CB03)

From the drop-down menu, select the appropriate Taxonomy of Programs (TOP) code. You may wish to enlist the assistance of your division dean since TOP codes may be tied to funding. The TOP code should reflect the main discipline or subject matter of the course including content and objectives. There is a * (asterisk) in front of all TOP codes designated as CTE.

Course Credit Status (CB04)

For most credit courses, select “D (Credit—Degree Applicable)” from the drop-down menu. This designation means that the course awards credit to students that counts towards their earning a proficiency award, certificate, or degree. Degree applicable courses are not limited only to courses in a major; they may also include GE courses and electives, including stand-alone courses, provided that their intensity is at college level. If a course will be designated as transferable to CSU and/or UC, then it **must** be marked as degree applicable. However, some degree applicable courses are not transferable; an example would be MATH V03. If a course is basic skills (see the subsection [Course Basic Skills Status \(CB08\)](#) below), it **cannot** be marked as degree applicable. Degree applicable courses cannot award zero units of credit.

If a course provides unit credit but does not count toward an award, certificate, or degree because it is not of college-level intensity, then select “C (Credit—Not Degree Applicable).” Such a course could not be used as an elective for an award, certificate, or degree. Examples of these courses would be transitional studies courses in ESL, mathematics (*e.g.*, MATH V10), and English, selected courses for students with learning disabilities such as ACT, LS, and SS, and discussion-section courses such as PSY V04S (even though the degree applicable course PSY V04 is a corequisite). A course with this selection **cannot** be designated as CSU and/or UC transferable. Nondegree applicable courses also cannot award zero units of credit.



Select “N (Noncredit)” if and only if it was also selected above in Credit Type. All noncredit courses must grant zero units of credit, and they can never be transferable.

The CCCCO recently (via coded memo AA 19-18) outlawed using noncredit for *“degree-applicable courses that are re-classified from a credit to a noncredit course; advanced and highly specialized public safety courses, to include ‘in-service training’ courses; advanced and highly specialized courses for continued professional development or legally mandated on-going professional training...[and] public safety courses for which the pre-requisite skills are learned in a basic academy.”* Therefore, courses such as EMS recertification courses cannot be offered as noncredit.

Special note for AB 705 support courses: Banner requires AB 705 support courses (such as the MATH courses having ID numbers ending with a suffix of “J”) to be identified using special codes “S,” “T,” or “U” in the CB04 field. (This is in addition to the AB 705 information encoded in the CB26 field.) These special codes do not appear in COCI and should not be used for any other type of course. Consult the Academic Data Specialists if you are not sure whether the “S,” “T,” or “U” codes should be used for a particular course. The Curriculum Technician will have to translate the selected “S,” “T,” or “U” code into the corresponding “C,” “D,” or “N” codes that COCI will expect.

Course Transfer Status (CB05)

CSU transferable courses are baccalaureate degree applicable. Ventura College faculty may recommend a course for CSU transferability, and the course will achieve this status automatically if the Curriculum Committee approves this recommendation. A course is not permitted to claim that it is UC transferable without first being approved by the UC system office, so please **do not** select “A (Transferable to both CSU and UC)” for any new course. However, the COR originator should alert the Articulation Officer to apply for UC transferability during the local approval process. The UC transferable designation will be added to the COR and catalog after submission and approval. This process normally takes at least a year after the course is approved at Curriculum Committee.

For new course proposals, you should therefore select either “B (Transferable to CSU only)” or “C (Not transferable).” Choice “B” for CB05 requires that CB04 must be “D (Credit—Degree Applicable).” Otherwise select choice “C” for CB05.

For course revision proposals, consult the catalog or the Articulation Officer for help in making the proper selection.

Originators of new COR proposals should consider postponing their nominal implementation date by a year if their course is recommended for UC transfer or to satisfy CSU GE-Breadth or IGETC. This can reduce future headaches for transfer students who successfully complete the course during the first year it is offered and then move to a university campus. The Curriculum Committee may impose such a postponement on a COR proposal as a condition of course approval if it decides that premature implementation would be severely detrimental to the interests of transfer students.

A transferable course **must** be degree applicable and **cannot** be a basic skills course. Nondegree applicable credit courses and noncredit courses are **never** transferable. See the subsection [Course Credit Status \(CB04\)](#) above for details.

Course Basic Skills Status (CB08)

Choose the appropriate Basic Skills designation:



- “N—The Course is Not a Basic Skills Course.” (This is the correct choice for most courses.)
- “B—The Course is a Basic Skills Course.”

Basic skills courses are limited to ESL, English, reading, and mathematics courses. They may be either nondegree applicable or noncredit. A course is considered remedial if and only if it is both a basic skills course **and** a credit nondegree applicable course.

Notwithstanding the passage of AB 705, the California Education Code ([section 66010.4\(a\)\(2\)\(A\)](#)) states *The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.*

Considering this Ed Code provision, the college should not interpret AB 705 as restricting its ability to offer basic skills courses, including, but not limited to, remedial courses.

SAM Priority Code (CB09)

The Student Accountability Model (SAM) priority code must correspond with the TOP code (see the subsection titled [TOP Code \(CB03\)](#) above for details). If the TOP code is non-CTE, then the SAM code must be “E.” A course with a CTE TOP code may have a SAM code of either “A,” “B,” “C,” or “D” (although Ventura College does not currently have any apprenticeship courses, so it is unlikely that you would use code “A.”

Select the appropriate SAM code from the drop-down menu:

- “A—Apprenticeship”
- “B—Advanced Occupational” (this is reserved for one or two capstone courses in a CTE program that a student would be likely to complete just before graduating)
- “C—Clearly Occupational” (this applies to most intermediate-level CTE skill courses)
- “D—Possibly Occupational” (these are introductory courses satisfying requirements for a CTE degree or certificate, but which may also be applicable to non-CTE majors)
- “E—Non-occupational” (use only for courses with non-CTE TOP codes)

Course Cooperative Work Experience Education Status (CB10)

For most courses (except those with ID numbers of V95 or V96), select “N—Is Not Part of a Cooperative Work Experience Education Program” from the drop-down menu.

If the course is a cooperative work experience course, designated as V95 or V96 (with a possible alphabetic suffix) at VC, then select “C—Is Part of a Cooperative Work Experience Education Program” instead.

Course Classification Status (CB11)

For any credit course (degree applicable or nondegree applicable), select “Y—Credit Course” from the drop-down menu.

For any noncredit course, you must select one of the following three choices. See the details provided below the list of choices, which should help determine the correct option to choose:



- “J—Workforce Preparation Enhanced Funding”
- “K—Other Noncredit Enhanced Funding”
- “L—Non-Enhanced Funding”

Select “J” for CB11 if the noncredit course is part of an approved noncredit program (e.g., a certificate of completion or certificate of competency) in the area of Workforce Preparation authorized by [Title 5 section 55151](#). If you select “J” then you should also select code “J” for CB22 (see the subsection titled [Course Noncredit Category \(CB22\)](#) below). These selections qualify a noncredit course for CDCP enhanced funding, provided it is part of a sequence of two or more courses that lead to the award of a noncredit certificate.

Select “K” for CB11 if the noncredit course qualifies for CDCP enhanced funding in an area other than Workforce Preparation. If you select “K” then you should select one of the codes “A,” “C,” or “I” for CB22 (see the subsection titled [Course Noncredit Category \(CB22\)](#) below). These selections qualify a noncredit course for CDCP enhanced funding, provided it is part of a sequence of two or more courses that lead to the award of a noncredit certificate.

Select “L” for CB11 if the noncredit course does not qualify for CDCP enhanced funding. If you select “L” then you should select one of the codes “B,” “D,” “E,” “F,” “G,” or “H” for CB22, depending on the purpose of the course. Note that if the course does not satisfy one of the CB22 classifications “A” through “J” then the course is not suitable for noncredit and should be developed as a credit course only. An example of a course not suitable for noncredit would be a public-safety recertification course, because students in such a course would have already completed advanced training before enrolling in the recertification course. The CCCCO has explicitly outlawed this category of courses for noncredit.

Educational Assistance Class Instruction (Approved Special Class) (CB13)

For most courses, select “N—The Course is Not an Approved Special Class” from the drop-down menu.

Only courses designated as “educational assistance class instruction” per [Title 5 section 56028](#) should use the designation “S—The Course is an Approved Special Class.”

Course Prior to Transfer Level (CB21)

Note: in this subsection, “ESL” (English as a Second Language) is used generically. It can refer to courses in the VC catalog disciplines of ESL, ENGM, and related disciplines.

For minor course revisions, it is likely that the CB21 code is already correct; simply continue using the existing CB21 code and go on to the next CIM field (CB22); do not read the rest of this subsection.

For new and substantially revised courses, or if the CB21 code is missing from the last CurricUNET backup, the current CMS, the current SIS, and COCI, then read the instructions below.

If your course transfers to the CSU or UC systems (field CB05 is either “A” or “B”), then select “Y—Not Applicable” from the drop-down menu for the CB21 field and go on to the next CIM field (CB22); do not read the rest of this subsection unless the Exception applies. **Exception:** If your course is in the ESL area with a TOP code (field CB03) of 4930.84, 4930.85, 4930.86, or 4930.87, then continue reading this subsection, even if the course is transferable.

If your course is **noncredit** and it is **not** a basic skills course ((that is, if CB04 is “N” **and** CB08 is “N”), then select “Y—Not Applicable” from the drop-down menu for the CB21 field and go on to the next CIM field

(CB22); do not read the rest of this subsection. If **either** CB04 or CB08 is **not** “N” then continue reading this subsection.

If your course’s TOP code (field CB03) is **not** on the following list (taking into account the course’s credit/noncredit status as indicated), then select “Y—Not Applicable” from the drop-down menu for CB21 and go on to the next CIM field (CB22); do not read the rest of this subsection. If the course’s TOP code (field CB03) is on the list, then continue reading this subsection, beginning with the first paragraph following the list.

- 1501.00 Writing (applies to credit or noncredit courses)
- 1520.00 Reading (applies only to credit courses)
- 1701.00 Mathematics, General (applies to credit or noncredit courses)
- 4930.60 Elementary Education (Grades 1–8) (applies only to noncredit courses)
- 4930.62 Secondary Education (Grades 9–12) and G.E.D. (applies only to noncredit courses)
- 4930.84 ESL Writing (applies to credit or noncredit courses)
- 4930.85 ESL Reading (applies to credit or noncredit courses)
- 4930.86 ESL Listening & Speaking (applies to credit or noncredit courses)
- 4930.87 Integrated ESL (applies to credit or noncredit courses)
- 4930.90 Citizenship/ESL Civics (applies only to noncredit courses)
- 4931.00 Vocational ESL (applies only to noncredit courses)

If you have reached this point without being redirected to the next subsection, then it will be necessary to do some research to determine the correct value of the CB21 field. See the [Basic Skills Initiative website](#) for a plethora of rubric and FAQ documents, which cover most of the disciplines of interest. You may also wish to review the [CCCCO MIS Data Element Dictionary for CB21](#) to ensure that the combination of codes you select (involving the TOP code CB03, the course’s credit status (CB04), the course’s transferability (CB05), its basic skills status (CB08), and its CB21 code) is compatible with COCI/MIS course submission requirements.

Based on your review of the FAQ and rubric documents for your course’s area (and consultation with the curriculum leadership team, if necessary), select from the following choices. As additional guidance for COR originators, the list below also enumerates examples of current VC courses that are approved at each possible CB21 level.

- “A—One level below transfer.” VC course examples include
MATH N1xxJ, VxxJ, V03, V35
ENGL V02
- “B—Two levels below transfer.” VC course examples include
MATH V01
ENGM V03
- “C—Three levels below transfer.” VC course examples include
MATH V10
ENGM V51AB, V52AB
ESL V04xx, V52AB
- “D—Four levels below transfer.” VC course examples include
ENGM V32AB, V42AB, V51AB
ESL V05xx, V32AB, V42AB



- “E—Five levels below transfer.” VC course examples include
ENGM V31AB, V41AB
ESL N100D, V06xx, V31AB, V41AB
- “F—Six levels below transfer.” VC course examples include
ESL N100C
- “G—Seven levels below transfer.” VC course examples include
ESL N100B
- “H—Eight levels below transfer.” VC course examples include
ESL N100A
- “Y—Not Applicable.” Most other VC courses have this designation.

A final word: CB21 codes “G” and “H” may only be used for **noncredit** ESL courses with TOP codes (field CB03) of 4930.87 or 4930.90. All other courses should be assigned CB21 codes of “Y” or “A” through “F.”

Course Noncredit Category (CB22)

For any **credit** course (degree applicable or nondegree applicable), select “Y—Credit Course” from the drop-down menu. You should only continue reading this subsection if your course is a noncredit course; otherwise select choice “Y” and go on to the next CIM field (which is CB23).

All other categories listed in the drop-down menu apply to noncredit courses only. See the details provided below the list of choices, which should help determine the correct option to choose.

- “A—English as a Second Language (ESL).” (Course is eligible for CDCP enhanced funding.)
- “B—Citizenship for Immigrants.” (Course is **not eligible** for CDCP enhanced funding.)
- “C—Elementary and Secondary Basic Skills.” (Course is eligible for CDCP enhanced funding.)
- “D—Health and Safety.” (Course is **not eligible** for CDCP enhanced funding.)
- “E—Courses for Persons with Substantial Disabilities.” (Course is **not eligible** for CDCP enhanced funding.)
- “F—Parenting.” (Course is **not eligible** for CDCP enhanced funding.)
- “G—Home Economics.” (Course is **not eligible** for CDCP enhanced funding.)
- “H—Courses for Older Adults.” (Course is **not eligible** for CDCP enhanced funding.)
- “I—Short-term Vocational.” (Course is eligible for CDCP enhanced funding.)
- “J—Workforce Preparation.” (Course is eligible for CDCP enhanced funding.)

Please read the section Noncredit Categories, including [*their detailed definitions in the PCAH*](#), to choose the appropriate designation. Courses that do not fit within any of the noncredit categories listed in “A” through “J” above **cannot be offered** in a noncredit format. [*Title 5 section 55151*](#) addresses CDCP enhanced funding requirements.

Funding Agency Category (CB23)

For most non-CTE courses, select “Y—Not Applicable (Funding Not Used)” from the drop-down menu. For CTE courses (including revisions), the COR originator should ask his/her division dean for this information. The other possible choices from the drop-down menu are:

- “A—Primarily Developed Using Economic Development Funds”
- “B—Partially Developed Using Economic Development Funds”



Course Program Status (CB24)

Select from the dropdown menu one of the following choices, depending on whether the course will apply to a program according to the criteria provided below the list of choices. The choices are:

Select “1—Program applicable” from the drop-down menu if **any** of the following situations applies to the course:

- The course satisfies major requirements for any CCCC-approved program (ADT, UCTP, General Studies/AOE degree, traditional associate degree, certificate of achievement, or noncredit certificate), or is being created to add to the major requirements of a new or existing version of such a program. (Courses that only satisfy requirements for a proficiency award or locally approved noncredit award, but none of the other program types listed above, are not considered program applicable because the latter awards do not require CCCC approval.)
- The course satisfies any general education requirement (*e.g.*, local AA/AS GE, CSU GE-Breadth, or IGETC) at a California public college or university.

Select “2—Not program applicable” from the drop-down menu for all other courses, including:

- Basic skills courses (whether credit or noncredit), including remedial courses
- Directed studies courses (V90)
- Assistive Computer Technology (ACT), Counseling (COUN), Learning Skills (LS), and Study Skills (SS) courses
- Experimental courses (N188/V88/V89), even though V89 courses are transferable
- Any course that satisfies requirements for one or more proficiency awards or locally approved noncredit awards, but not for any other type of program.
- Some advanced courses that, while transferable, are not required to satisfy requirements for an ADT, GE, or any major offered at a CSU or UC campus.

Courses that are not program applicable are also known as **stand-alone courses**.

General Education Status (CB25)

For most courses (including most general education courses), select “Y—Not Applicable” from the drop-down menu. The only exceptions would be for certain courses in English, communications, philosophy, mathematics, and mathematics-related courses such as computer science or PSY V04. You should only continue reading this subsection if your course **is** in one of these areas; otherwise select choice “Y” and go on to the next CIM field (which is CB26).

Select “A—Satisfies English Composition req (CSUGE-B A2/A3, IGETC 1A/1B, VCCCD D-1, or 4 yr)” from the drop-down menu if the course already satisfies, or is being created to satisfy, **any** of the following English Composition requirements:

- The course satisfies (or is expected to satisfy) CSU GE-Breadth Areas A2 (Written Communication) or A3 (Critical Thinking).
- The course satisfies (or is expected to satisfy) IGETC Areas 1A (English Composition) or 1B (Critical Thinking-English Composition).
- The course fulfills local AA/AS general education requirements for English Composition (area D1) as described in [Title 5 section 55063](#).



- The course has a general education certification or articulation agreement that ensures the course fulfills English composition requirements at an accredited four-year institution.

(Examples of courses satisfying the conditions for choice “A” in CB25 include COMM V10, ENGL V01A, literature and creative writing courses, PHIL V04, or PHIL V05.)

Select “B—Satisfies Math/Quantitative Reasoning req (CSUGE-B B-4, IGETC 2, or 4 yr)” from the drop-down menu if the course already satisfies, or is being created to satisfy, **any** of the following Mathematics/Quantitative Reasoning requirements:

- The course satisfies (or is expected to satisfy) CSU GE-Breadth Area B4 (Mathematics/Quantitative Reasoning).
- The course satisfies (or is expected to satisfy) IGETC Area 2 (Mathematical Concepts and Quantitative Reasoning).
- The course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution.

(Examples of courses satisfying the conditions for choice “B” in CB25 include CS V17, MATH V04, MATH V05, MATH V40, MATH V44, higher-level mathematics courses such as calculus, or PSY V04.)

Select “C—Satisfies AA/AS Analytical Thinking/mathematics competency” from the drop-down menu if the course does not transfer to fulfill general education mathematics or quantitative reasoning at a four-year institution (or is not expected to do so), but does fulfill local AA/AS general education requirements for Analytical Thinking or Mathematics Competency (area D2) as described in [Title 5 section 55063](#).

(Examples of courses satisfying the conditions for choice “C” in CB25 include MATH V03 or MATH V35.)

Support Course Status (CB26)

This field identifies courses created per AB705 to support degree applicable courses in English, ESL, and mathematics courses.

For nearly all courses (including most English, ESL, and mathematics courses), select “N—Course is not a support course” from the drop-down menu.

Only support courses in English, ESL, or mathematics that are or were developed in response to AB 705 should use the designation “S—Course is a support course.” Examples include the mathematics department’s “J”-suffixed courses.

Field Trips

For most courses, the Curriculum Committee recommends that faculty select “May be required” from the drop-down menu to give individual faculty that option anytime the course is offered.

Field courses and others for which it is expected that at least some class activities will always occur off-campus in every section of the course may be better off selecting “Will be required.”

Selecting “Will not be required” prohibits every instructor in any section of the course from assigning students to visit an off-campus site (other than their usual residence or workplace) to complete a class assignment. For example, this would prohibit a theatre arts instructor from assigning students (either individually or as a group) to watch a community-based performance. Due to this option’s restrictiveness, it is not recommended for use.



[Title 5 section 55220](#) both authorizes and places limitations upon the use of excursions and field trips for instructional purposes. It is well worth reviewing if you plan to include field trips in your class assignments.

Grading Method

If every student in the course will be graded on a pass/no pass basis, then select “Pass/No Pass Grading.” Otherwise select “Letter Graded” (but read on for additional information).

For the choice “Letter-Graded,” the default result is letter grading only (students would not be able to petition for pass/no-pass grading). This may be suitable for major or transfer GE courses when faculty know that most universities expect students to complete the courses with a letter grade only. But if the course is nontransferable (*e.g.*, basic skills or noncredit) and you would like to give students the option to petition for pass/no pass grading, then select “Student Option- Letter/Pass” AND “Pass/No Pass Grading” from the next CIM field ([Alternate grading methods](#)).

Alternate grading methods

This field allows for the selection of zero, one, or more alternate grading methods.

If you selected “Letter Graded” in the preceding field ([Grading Method](#)), you may permit students to petition for pass/no pass grading by selecting “Student Option- Letter/Pass” AND “Pass/No Pass Grading” from the [Alternate grading methods](#) choices.

If a course is articulated with a high school course, it must allow for credit by exam; under these circumstances, select “Credit by exam, license, *etc.*” Note that if credit by exam is allowed, this option is open to everyone, regardless of whether they are high school students. This item only refers to local (departmental) exams. Even if “Credit by exam, license, *etc.*” is not checked, course credit or equivalent GE credit may still be granted if students have completed appropriate external examinations such as AP, IB, or CLEP.

Do not select “Pass/No Pass Grading” in [Alternate grading methods](#) if it is already selected in [Grading Method](#).

Does this course require an instructional materials fee?

For nearly all courses, you should answer “No” because an instructional materials fee is only permitted by Title 5 if it meets strict conditions, so most courses do not and should not have a materials fee.

For those very few courses that do require an instructional materials fee, when “Yes” is selected, the materials fee justification form opens up and the questions must be answered to indicate the fee amount charged, why it is being charged, what it covers, and how it meets the requirements in [Title 5 sections 59400](#) et seq.

Repeatable for credit

If repeatability is requested, is it allowable under Title 5? Districts may only designate the following types of courses as repeatable:

- Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree
- Intercollegiate athletics
- Intercollegiate academic or vocational competition



Is this course part of a family? Courses that share a primary educational objective are limited and may be grouped in families to limit enrollments.

Course repeatability is addressed in Title 5 sections [55000\(j\)](#), [55040](#) et seq, [58161](#), and (for cooperative work experience courses only) [55253](#). Repeatability for noncredit courses is discussed briefly in section [55002\(c\)\(4\)](#).

If you designate a course as repeatable, you will be asked additional questions in this section that justify the course's repeatability, allow you to indicate whether the repeatability is limited by a maximum number of attempts (most courses) or by a maximum number of earned units (cooperative work experience courses). If the course is a member of a repeatability family, you will also be asked to identify all the other courses in the family.

Units and Hours

New CCCCO reporting requirements call for specifying the total number of hours spent in lecture, laboratory, activity/clinical, internship, noncredit, and out-of-class, as well as total instructional hours (the sum of the foregoing categories). In addition, if VCCCD ever adopted a compressed calendar, the number of weekly hours would no longer relate to the unit value of a course. For example, a "standard" 3-unit lecture course would have to meet more than 3 hours per week in a shortened semester. For these reasons, CIM has transitioned to requesting per-semester values, rather than weekly values, for all hour fields. Details for these fields are provided below.

Carnegie Unit Override

Select this only if the course does not conform to Carnegie unit standards. There should be a good reason for selecting this option; consult with the curriculum leadership team before doing so. For most courses this box should **not** be checked.

Minimum and Maximum Contact/In-Class Lecture Hours

This field will not be visible for noncredit courses. For credit courses, complete both fields (left and right sides of the row) if the class has a lecture component. Unless the course awards variable units, type the same value into both boxes (do not complete just one box while leaving the other blank). Otherwise specify the lowest and highest possible hours a student will spend in lecture.

If the course does not have a lecture component (perhaps because it is laboratory-only or cooperative work experience), then leave these fields **blank** (do not specify "0" or "None"). Please also clear these boxes if you are converting a course from credit to noncredit.

Multiply your nominal weekly in-class lecture hours by 17.5 (the number of weeks in a regular-length semester) to obtain total hours for the semester. For example, a standard 3-unit lecture course will become 52.5 ($= 3 \times 17.5$) total contact/in-class lecture hours. The outside study hours (two hours of outside study per one hour in class) will be documented elsewhere in CIM and should not be included here.

Minimum and Maximum Contact/In-Class Activity Hours

Ventura College does not currently offer any courses with activity hours; please leave these fields **blank**. Please consult with the curriculum leadership team if you are contemplating creating a course with activity hours. One unit of activity requires 35 hours in class plus 17.5 hours outside study per semester.



*****MISSING INFORMATION HERE FOR MOST REMAINING COR FIELDS. *****

*****TO BE UPDATED EVENTUALLY. *****

*****SEE SHANNON'S ORIGINAL NOTES FOLLOWING TEXTBOOK INFORMATION. *****

Textbook Information

Every course, regardless of discipline or transferability, should have at least one textbook. By way of example, for a course in a discipline such as ICA or KIN, the text might be a rule book for the applicable sport. The textbook may also be instructor-provided, such as a bound or unbound version of lecture notes, or a study guide, or copies of the department's collection of fill-in-the-blank assignments. Online or electronic textbooks are acceptable. UC transferable laboratory courses *must* specify a lab manual, regardless of whether they are separate from or integrated with an allied lecture course.

Two additional suggestions may help here:

1. The textbook specified in the course outline need not actually be used in the course. However, it should be comparable in content and rigor to the one(s) in use.
2. If there is no available "dead-trees" version of a textbook which is comparable to any online resources in use, please state the website information, as suggested below, for one or more of the course's most commonly used online resources.

To the extent possible, citations should follow MLA format. In addition, please try to provide the edition number (when applicable) immediately following the title, and the ISBN-13 number, when available, immediately following the year of publication. (ISBN-13 numbers always start with 978- or 979-; the technical reviewer should consider converting ISBN-10 numbers, when provided, to ISBN-13. One resource for this purpose is https://www.isbn.org/ISBN_converter.)

Special instructions for online/electronic textbooks. For the title of an electronic-only textbook resource, please specify the title (not URL) of the web page or site. (Examples: if you were using VC's website, you would state "Ventura College", not "www.venturacollege.edu"; if you were using "https://www.venturacollege.edu/college-information/student-learning-outcomes/service-unit-programs/educational-assistance-center", you would state "Educational Assistance Center (EAC)".) This is consistent with current MLA usage for documenting Web-based bibliographic resources.

For the author of an online resource, please state the name of the human author or sponsoring organization, as appropriate.

For edition, please state "Web" (without the quotes) or "E-book" if the source is downloadable in an e-reader format such as Kindle, EPUB, MOBI, *etc.* MLA recommends not providing the URL for E-books, but this may nevertheless be desirable to include in the COR so instructors and students may more easily locate the resource.

For publisher, you may re-state the name of the sponsoring organization (or the copyright holder, if different; for any Ventura College web pages, use "Ventura County Community College District" as the publisher).

For year, state (in order of preference, depending on what is available) the year of the resource's copyright, the year of the date of the most recent update to the page, or the year you last accessed the



page. For courses approved with effective dates of fall 2021, the publication year should be 2016 or newer for at least one of your resources, in order that at least one source is no more than five years old when the course outline becomes effective. If the copyright year is a range, such as 2005–2016, use the most recent year in the range.

There is no need to provide an ISBN number unless the page, site, or resource has its own ISBN number.

Examples. Some examples of textbook citations are provided below, as not everyone may be familiar with MLA recommendations. Note that the CMS textbook field editor has formatting capabilities to enable the insertion of italicized titles, as depicted in these examples.

Traditional paper textbook (one and two authors; the second example also has no available ISBN):

- Barnes, Michael. *A New Introduction to Old Norse*. Viking Society for Northern Research, 2007. ISBN 978-0903521741.
- Lindner, Albrecht, and Dieter Strauch. *A Complete Course on Theoretical Physics: From Classical Mechanics to Advanced Quantum Statistics*. Springer, 2019.

E-book:

- Virasak, LamNgeun. *Manufacturing Processes 4-5*. E-book, Open Oregon Educational Resources, 2019. (Accessible via <https://openoregon.pressbooks.pub/manufacturingprocesses45/>)

*****EDITED MATERIAL ENDS HERE.*****

*****REMAINDER IS SHANNON'S NOTES AS ORGINALLY PROVIDED TO OC FACULTY.*****

***** (EXCEPT FOR CORRECTIONS INSERTED, WHEN NEEDED, BY MSB.) *****

Total In-Class •

Outside of Class•

Total Outside-of-Class •

Total Student Learning •

Minimum Units (CB07)



For most courses the minimum and maximum units will be identical. Those courses where these numbers won't match include those with variable units such as Directed Studies. In all cases the minimum units must be less or equal to the maximum units.

Maximum Units (CB06)

For most courses the minimum and maximum units will be identical. Those courses where these numbers won't match include those with variable units such as Directed Studies. In all cases the maximum units must be greater than or equal to the minimum units.

Prerequisites Must document entry skills without which student success is highly unlikely by listing objectives from prerequisite course that are applicable. Must be "necessary and appropriate" (Title 5). May only be established for any of the following purposes:

- (1) the prerequisite expressly required authorized by statute or regulation;
- (2) the prerequisite will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course for which the prerequisite is being established;
- (3) the prerequisite is necessary to protect the health or safety of a student or the health or safety of others.

The prerequisite does not require scrutiny using content review/statistical validation if:

- (1) it is required by statute or regulation; or
- (2) it is part of a closely-related lecture-laboratory course pairing within a discipline; or
- (3) it is required by four-year institutions; or
- (4) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.

Banner bridge/sync note: If a course has no prerequisites, leave this field blank. Do not enter "None" or "N/A"; otherwise, the curriculum management system will treat this phrase as a prerequisite, require the course originator to justify it, and publish it in the online catalog.

Corequisites Corequisites must meet same standards as prerequisites. Does not require scrutiny using content review/statistical validation if it is part of a closely-related lecture-laboratory course pairing within a discipline.

Banner bridge/sync note: If a course has no corequisites, leave this field blank. Do not enter "None" or "N/A"; otherwise, the curriculum management system will treat this phrase as a corequisite, require the course originator to justify it, and publish it in the online catalog.

Advisories on Recommended Preparation These must be justified in the same manner as prerequisites or corequisites.

Banner bridge/sync note: If a course has no advisories on recommended preparation, leave this field blank. Do not enter "None" or "N/A"; otherwise, the curriculum management system will treat this phrase as an advisory on recommended preparation, require the course originator to justify it, and publish it in the online catalog.



Limitations on Enrollment Limitations on enrollment include statutory, regulatory, or contractual requirements or health and safety requirements. Admission to a particular program can also be a limitation (choose “Others” and specify the requirement).

Advice to prospective students such as “licensure may be denied to students found to have criminal records” should be placed in the Additional Catalog Notes. In most cases, such advice is simply a warning, not a limitation on enrollment.

Banner bridge/sync note: If a course has no limitations on enrollment, leave this field blank. Do not enter “None” or “N/A”; otherwise, the curriculum management system will treat this phrase as an advisory on recommended preparation and publish it in the online catalog.

Entrance Skills If the course has any prerequisites and they have been indicated in the prerequisite area as they should be, when the green + button is selected, the course objectives for the prerequisite course will become visible in a new for the course,

Requisite Justification

Student Learning Outcomes (CSLOs)

Course Objectives

The objectives articulate the knowledge and skills a student should acquire by the end of the course, the intended result of instruction.

Objectives should:

- Highlight what any faculty member teaching the course must focus on.
- Be stated in terms of what the students will be able to do,
- Connect to achievement of the course goals
- Be concise but complete
- Use verbs showing active learning,
- Be broad in scope, not too detailed or specific, grouping individual items into sets which share commonalities.
- Typically courses have between 3 and 10 objectives.
- If the course is aligned with a C-ID descriptor, it must meet all of the same course objectives even if they are worded differently.
- Critical thinking involves using higher level cognitive processes such as analyzing, synthesizing, and evaluating information and these should be demonstrated in the objectives of all degree-applicable courses (but not all objectives need to reflect critical thinking). Check for appropriate verbs on Bloom’s Taxonomy.

Course Content

Must be a complete list of all topics to be taught in the course.



- Should be written in outline format with topics and subtopics in great enough detail to facilitate articulation with comparable courses.
- Content should be subject based, not expressed in terms of student capabilities.
- If the course is aligned with a C-ID descriptor, it must cover all of the same content listed in the descriptor but may also list additional topics.

Laboratory Content Should be a complete list of the topics taught in the lab portion of the course. For those courses that combine lecture and lab into a single course, while the course content would list the topic, the lab content should list the demonstrations, activities, and experiments involving that topic in more detail. If the Laboratory Content field is not visible, ensure that the Credit Type field is completed. If it is visible but the course is lecture only, type "N/A" in the field.

The Laboratory Content field is not visible for noncredit courses, as noncredit courses do not distinguish between lecture or laboratory modes. Instead, we treat them as lecture-only even if students engage in laboratory-like instructional activities as part of their learning experience.

Methods of Evaluation CCR Title 5 §55002 requires that, for credit courses designated as either degree-applicable or nondegree-applicable, the course grade must be "based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students."

Faculty must select which of these methods students will use to demonstrate proficiency in the subject matter of the course (and may check all that apply):

- Written expression
- Problem solving exercises
- Skills demonstrations

Students must demonstrate that they have acquired the skills specified in the student learning outcomes. Student grades shall be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, and list the assessment methods used in each class section in their syllabus.

There is a list provided of typical classroom assessment techniques/required assignments and faculty are to check as many as are deemed appropriate.

Instructional Methodology

Describe specific examples of the methods the instructor will use:



Must supply types or provide examples of methodologies used by the instructor to cause learning, and describe what the students will be doing and experiencing with respect to the instructor, each other, and their environment.

- “The instructor will...”
- Should be appropriate to the objectives. If an objective is to “physically perform,” then lecture as the sole method for learning is not enough.
- Methods should be presented in a manner that reflects integration with stated learning objectives and likelihood that they will lead to students achieving those objectives.
- The methods must effectively teach critical thinking.
- The environment in which the learning occurs often needs to be described
- This list does not have to be exhaustive.

Representative Course Assignments

- Assignments should reflect coverage of all objectives and content, reflect college-level effort (rigor), particularly in terms of critical thinking.
- The difficulty of assignments should be related to the level of the course (less difficult for developmental and non-degree applicable courses, more difficult for transferable courses).

Writing Assignments

Critical Thinking Assignments •

Reading Assignments •

Skills Demonstrations •

Other assignments (if applicable) •

Typical Graded Assignments • Can include both assignments done inside and outside of classroom time.

Outside Assignments

Representative Outside Assignments

Outside assignments refers to work done outside of scheduled class time (at home).

- Must be sufficient to show independent work and to meet the minimum study time hours of work per week beyond class time for each unit of credit which is 2 hours of outside work for every 1 lecture hour in class.
- Labs do not require outside assignments but may if they choose.

Articulation •

If course is not C-ID applicable, then leave the field blank (do not enter “N/A” or other information that does not correspond to a C-ID descriptor identifier).

UC TCA •



Textbooks and Lab Manuals

- Texts should be completely referenced (author, title, publisher, date) and be current.
- Texts should be appropriate for the level of the course.
- Texts chosen should be clearly recognized by those in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject.
- Some courses may use reference manuals that are long standing icons in their fields but typically, there are also newer texts that can also be included.
- A course cannot be submitted for C-ID if the text is 5 years old or older.
- Courses being submitted to the CSU for CSU GE-Breadth or to the UC system for transferability or IGETC, require recent texts except when classic texts are the standard in the discipline.
- Writing courses require a style manual
- Lab courses require a lab manual.
- Should list any other learning materials the student must have to effectively participate in the course.

Library Resources This section is not mandatory but is to inform the Librarian if there are any specific new library resources required for this course.

Distance Education Addendum

The DE addendum is intended to address Title 5 Section 55206 [CHECK SOURCE] requirements regarding DE courses. These include

1. The addendum must specify how course outcomes will be achieved in a distance education mode.
2. The addendum must specify how the portion of instruction delivered via distance education meets requirements for regular and effective contact between instructors and students, and among students as referenced in Title 5 section 55204(a).
3. The addendum must specify how the course (when offered in a distance education mode) meets requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

The ASCCC makes the following additional recommendation regarding the purpose and content of the DE addendum:

The curriculum committee also needs to ensure elements of the course such as accessibility, authentication of student identity, and strategies for ensuring academic integrity are evident in the COR being reviewed.²

The document just cited also provides the ACCJC perspective on evaluating distance education:

The ACCJC evaluative criteria for distance education...is based on the premise of ensuring parity between traditional on-ground and distance learning modalities.

² Academic Senate for California Community Colleges. Online Education Committee. *Ensuring an Effective Online Program: A Faculty Perspective*. ASCCC, 2018.



Regular and Effective Contact in Distance Education

Section 55204 of Title 5 specifically identifies “regular and effective contact” as an academic and professional matter but also charges the BOT with ensuring that the appropriate level of contact occurs in each distance education course. It does not further provide expectations regarding the elements that would constitute regular and effective contact.

However, the ASCCC has quoted the U.S. Department of Education as saying

Faculty should provide feedback and guidance to students throughout the weekly online meetings and through multiple channels (e.g. engaging in forum discussions with students, commenting on written assignments, and graded quizzes. This is true even when students are required to attend in-person orientations, midterms, and finals.... Feedback and guidance must be related to the academic content of the course (i.e. not limited to reminders about deadlines or other logistical matters) and must go beyond perfunctory comments such as “good job” or “great work.”³

Originators and reviewers of courses should keep the above considerations in mind when completing the Distance Education Addendum.

Primary Minimum Qualification All courses must have a minimum qualification assigned that reflects the body of knowledge required to teach the course content. Since the SIS allows for only one at a time, a primary MQ must be designated which should be the discipline that is planning to offer the course initially. If there are additional MQs, they may be listed under additional minimum qualifications.

Additional Minimum Qualifications

If more than one MQ is appropriate for the course, use the drop-down menu to select additional MQs and the green + button to add each additional MQ.

Additional local certifications required • If an additional license or certification is also required to teach the course beyond the MQ, it should be listed here.

³ U.S. Department of Education. Letter to City College of San Francisco regarding program review: https://www.cos.edu/About/Governance/AcademicSenate/DistanceEducation/Documents/Expedited%20Final%20Program%20Review%20Determination%20Letter%202.2.17_no%20appendices.pdf, quoted in Academic Senate for California Community Colleges. Online Education Committee. *Ensuring an Effective Online Program: A Faculty Perspective*. ASCCC, 2018.



***** INFORMATION THAT FOLLOWS IS SPECIFIC TO CURRICUNET AND MAY NO LONGER BE VALID *****

Cover Page

C-ID

Only users with administrative access may edit this field. If you are the originator and would like to submit the course for approval by C-ID, please email the technical review team and the Articulation Officer to notify them of your intentions and include the C-ID descriptor ID(s) for which you are requesting approval. Alternatively, you may enter the C-ID information in the “UC/CSU Transfer” field or the “Modified Other” field located toward the bottom of the Cover page. The technical review team will then update this field in the CMS on behalf of the originator.

As a blank entry in this field is ambiguous (*i.e.*, does it mean the course is not applicable for C-ID, or does it mean that nobody has answered the question?), technical reviewers should enter “(Not applicable)” in this field if the course is clearly not aligned with any C-ID descriptor. If a course is to be proposed for C-ID (or if the Articulation Officer has submitted the course to C-ID, but it has not yet been approved), then the C-ID descriptor ID(s) in this field should be prefaced with “Aligned with ...”. Upon notification of full approval from C-ID, the phrase “Aligned with” should be removed administratively from this field.

Proposed for GE

This is a Yes/No check box. Check “Yes” if you believe the course is a broad, introductory course with college-level rigor which is suitable for satisfying lower-division general education (GE) requirements for the AA/AS degree, for CSU GE-Breadth, or for IGETC. If you are proposing a course for AA/AS GE for the first time (for a new course or a change to an existing course), you must also complete the AA/AS GE Addendum Rubric form available through the Student Learning Office. Submission of this form eventually triggers a meeting of the Philosophy and General Education Workgroup, which considers all recent AA/AS GE requests and makes recommendations to the full Curriculum Committee. The Curriculum Committee then makes the final determination as to whether the course is suitable for inclusion on the AA/AS GE list, and documents the approval in the meeting minutes. After approval, the completed AA/AS GE Addendum Rubric is retained by the Articulation Officer for recordkeeping purposes.

If the course may also be suitable for CSU GE-Breadth or IGETC, the course originator should consult with the Articulation Officer to initiate the request to the university systems before submitting the course in the CMS. If a course is proposed for CSU GE-Breadth Area F (Ethnic Studies), it should be reviewed by the American Ethnic Studies Workgroup and the Curriculum Committee should make a formal recommendation to the Articulation Officer regarding its suitability. The American Ethnic Studies Workgroup, Curriculum Committee, and Articulation Officer should negotiate a more specific procedure for CSU GE-Breadth Area F course proposals and document it in the Curriculum Handbook.

It should be noted that CSU GE-Breadth and IGETC approvals are routinely delayed a year or more past the usual implementation date for a course, due to the universities’ submission calendar. The Articulation Officer can provide more details about the timelines for these approvals, and may recommend that the originator postpone implementation of a new course for an additional year so that students may be assured of being able to apply the course in satisfaction of university GE requirements.



As faculty are often not aware of the above considerations, technical reviewers should also take note of GE requests on new courses, and work with the originator to determine a suitable implementation date for the course if it is being proposed for CSU GE-Breadth or IGETC.

Curriculum Tracking Database

The curriculum tracking database is a tool that the Curriculum Technical Review and Prerequisites Workgroup uses to follow the status of curriculum proposals and prepare periodic reports. Among the most important of these reports is the Priority 1 (P1) list, which the Curriculum Technical Review and Prerequisites Workgroup publishes annually to assist faculty and management in identifying courses that are due or overdue for five-year review.

For this database to provide accurate reports, it is necessary to maintain the database with course and program changes as they occur. The database fields identified in the following subsections are particularly critical for proper functioning of the database.

Course inactivation or renumbering. For historical recordkeeping purposes, the database should retain information regarding Inactivated and renumbered courses for at least two years following their removal from the catalog, as faculty often have questions about historical courses, and course reactivation requests happen more frequently than one might expect. However, it is undesirable for these courses to continue appearing in the P1 reports. To ensure that this does not happen, it is necessary to adjust the following tracking database fields in the course record whenever a course is inactivated.

- CRS STATUS needs to be "Inactive."
- PRO TYPE needs to be "DEL" or (when applicable) "RENUMBER."
- CC STATUS needs to be "Approved."
- P1YR needs to be set to the four-digit calendar year in which the Curriculum Committee approved the inactivation.
- PROP EFFECT needs to be set to the semester (*e.g.*, "Fall 2020") in which the inactivation becomes *implemented*.
- The third date field should document the meeting date at which the Curriculum Committee approved the inactivation.

(The remainder of this section is work-in-progress and does not (yet) form a part of this Handbook.)

Check the appropriate box(es) on each line. Some lines should be left blank, although others do have an "Inapplicable" block that should be checked if an item is inappropriate for the course. Use an "X" or check mark for checkoffs; letters in parentheses printed in front of some checkoff blanks are to assist the Student Learning Office in coding reports to the state chancellor's office. These parenthesized letters should not be copied into the adjoining checkoff blank.

Check the current catalog for appropriate CSU-GE and IGETC categories. The alphanumeric codes change from year to year, and copying the codes from an old outline does not assure that they are correct.



Most courses (especially transferable, or 100-level, courses) are not basic skills courses. Basic skills courses are usually remedial or developmental.

Check that your division dean completes the line just above the signature block. We know how busy they are; they sign so many documents that they sometimes forget course outlines require a little extra work.

Please ensure that signatures are handwritten, not pre-printed on the form. The author, department head, and division dean (or authorized representative) must sign before you submit the outline to the Student Learning Office. The curriculum committee has requested that technical review not sign off on documents not bearing these three signatures.

Bullet Catalog Information section:

Be sure that the number of units offered is consistent with the lecture/lab hour specification. For most courses, one unit is a minimum of one hour per week of lecture or three hours per week of lab. Internships, and some other courses have different formulas, however. When calculating "weekly" hours, assume that the course will be a full sixteen-week semester in length, even if it will never be offered that way. For example, a half-unit course that is always offered for eight hours on a single Saturday should still be listed as 0.5 hour per week of lecture.

You must list all prerequisites, corequisites, advisories, and limitations on enrollment. These must be justified on a standard form to be appended to the outline. The type of justification required depends on the reasons for establishing the prerequisite. Prerequisites need not be courses (for example, "Negative TB test" could be a prerequisite). Limitations on enrollment do not refer to the maximum number of students that may enroll in a class. Rather, such a limitation restricts enrollment to a certain category of student (*e.g.*, those that have been admitted to the dental hygiene program). See your curriculum committee representative or a member of the technical review subcommittee for additional information.

The schedule description should be a subset of the catalog information. Information not already in the catalog description should not be introduced here. Limit to one sentence if possible; two sentences at most.

Fees may only be charged under limited circumstances. Check with your curriculum representative for additional information.

Course repetition: Lecture and lecture-lab courses ordinarily may not be repeated for credit, except for basic skills courses. Lab-only and P.E. courses may be repeated under limited circumstances.

Bullet Course Objectives and Course Content sections:

Objectives must be measurable. See the Bloom's Taxonomy page for a list of sample verbs that may be used to write the objectives. Keep the list concise; a rule of thumb is that one objective is too few, ten are too many. Letter each objective (A, B, C, *etc.*).

Course content should be closely tied to the objectives. There need not be a one-to-one correlation between objectives and content. However, it should be clear that the content of the course will allow



students to meet each objective. Letter each major topic (A, B, C, *etc.*) and then number each subtopic (1, 2, 3, *etc.*) within each major topic.

Avoid using undefined discipline-specific acronyms (except commonly-used ones such as DOS or HMO). Define each acronym upon its first use. This is especially important if the author is not presenting the course to the committee; the department representative may not know what an acronym means!

Bullet Methods of Evaluation and Assignments section:

Check all appropriate boxes. These are easy to miss!

If the course does not include graded essays or graded written assignments, supply a brief reason. Usually the reason is obvious (*e.g.*, "This is a physical education activity course"). Note: Although students often do lots of writing in math and math-like courses, this question should be answered "no" for such courses unless students are writing essays as well as solving problems.

Don't forget other methods of evaluation. These may include such things as attendance, class participation, work attitude, evaluations by employers (for internships), and so on. Also state how these relate to or help students achieve course objectives.

Typical outside of classroom assignments should not include quizzes or exams. (Unless, of course, the exams are designed to be take-home.) Reading and writing assignments should specify typical frequencies and amounts (pages read, words written, problems solved, *etc.*), plus a few additional words of description that clearly tie these assignments to the achievement of one or more course objectives.

Bullet Textbooks and Instructional Materials section:

Don't specify a particular edition of the text(s). Otherwise you are technically required to update the outline when a new edition comes out. You may append the phrase "or comparable college-level textbook" if the text changes frequently or if some instructors use different texts. Specify title, author, and publisher.

Other instructional materials may include specialized equipment as well as supplemental reading materials. "Professional journals and magazines" is a popular but unsuitable response; try to be specific (*e.g.*, The Wall Street Journal). Don't list publications not found in the college library or on the Internet unless the instructor can always provide these directly to students.

Bullet Discipline Assignment section:

Is the course's discipline actually on the State Disciplines list? Check out the Links to Curriculum Information page and look under the heading "Minimum Qualifications". Alternatively, if you know the minimum qualifications and just need to verify the discipline names, you can visit the State Disciplines List page at this website.



Bullet Prerequisite/Corequisite/Advisory Justification appendix:

The type(s) of justification used are specified by regulation and must be appropriate. See the Links to Curriculum Information page for more information on prerequisites or contact your curriculum committee representative.

If the prerequisite is sequential or advisory, then the skills listed must be closely linked to the course objectives of the prerequisite or advisory course. Be sure to number the items in the list. Justifications for multiple prerequisites or advisories should be enumerated in separate lists. When submitting an outline for a course that has prerequisites or advisories, please also provide a copy of the course outline(s) of the prerequisite or advisory course(s), if any.

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Programs: Documentation, Procedures, and Guide to Technical Review and Style

Introduction

This section discusses technical aspects of writing and reviewing a program outline. The comments (particularly those containing second-person pronouns such as “you” or “your”) are aimed primarily at program outline originators, but technical reviewers and Curriculum Committee members should also be alert to deviations from these guidelines when reviewing a program outline. Technical reviewers may either correct them during review or refer them back to the program originator for correction.

Curriculum Committee members (including non-voting members and classified professionals) may make comments in the course management system (CMS), email the originator with questions, and/or bring up remaining concerns when the program outline is forwarded to the Curriculum Committee for discussion and approval. The earlier in the approval process that a question or error is identified and reported, the easier it is to correct.



Programs: Definition and Types

An “educational program,” as defined in Title 5, [section 55000\(m\)](#), is “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” This definition characterizes both credit and noncredit programs. The word “sequence” requires that each program (including noncredit programs) must consist of at least two courses. At Ventura College, credit programs include Associate Degrees, Certificates of Achievement, and Proficiency Awards. Noncredit programs include Certificates of Completion and Certificates of Competence. All of these, except for Proficiency Awards, must be submitted to the CCCC for chaptering. A few types of programs, notably Associate Degrees for Transfer (ADTs) and short-term vocational noncredit programs, must also be approved by the CCCC. Most other programs only require BOT approval and CCCC chaptering before the district may offer the corresponding award to students. Credit program goal types (transfer, CTE, and local) are discussed in the subsection of this document titled [Program Goals](#).

The PCAH lists the following development criteria for credit and noncredit programs:

1. Appropriateness to Mission
2. Need
3. Curriculum Standards
4. Adequate Resources
5. Compliance

The manner in which a program will satisfy these criteria must be described in the program Narrative document that is required to accompany all program submissions (even those that the CCCC only chapters but does not approve). The Narrative is described in more detail in the subsection titled [Narrative](#).



Special Note on Proficiency Awards and Certificates of Achievement

Proficiency Awards may not exceed 15.5 units. A Proficiency Award of 16 or more units must be discontinued or converted to a CCCCO-chaptered Certificate of Achievement. Creating several sequential Proficiency Awards in the same TOP code to sidestep the maximum unit limitation is not permitted. Regular Certificates of Achievement consist of 16 or more degree-applicable units; low-unit Certificates of Achievement must contain a minimum of 8 degree-applicable units. According to the PCAH and Title 5 [section 55070](#), Certificates of Achievement must represent a well-defined pattern of learning experiences designed to develop certain capabilities that may be oriented to a career or to GE. Programs not related to career or GE should not be submitted as Certificates of Achievement but as some other type of program.

Required Documentation

Much of the information requested in the program Narrative is also needed to complete the program outline in CIM. Depending on the program type and goal, completion of some of the data fields may be optional. Transfer degrees (AA-T, AS-T, and UCTP) generally require the least information. CTE degrees and certificates require additional information, typically including a Labor Market Information (LMI) report, and minutes of meetings of the regional consortium and local advisory group documenting these bodies' recommendations. Apprenticeship programs require an approval letter from the state Division of Apprenticeship Standards (DAS).

Attach electronic copies of program-related documents (including, but not limited to, those appearing in the following list) to the program proposal in the CMS if the PCAH or supplemental guidance from the CCCCO (such as that documented in the subsection titled [Program Revision Development and Approval Procedure](#) on page 97) requires them for the type of program being prepared:

- Narrative (for all degrees, certificates, and proficiency awards, whether new or revised, although some sections may be omitted depending on the type of award, as prescribed in the PCAH)
- Transfer Model Curriculum (TMC) form (only for ADT and UCTP degrees)
- AAM/BCT/GECC articulation documentation as appropriate (only for ADT and UCTP degrees); typically furnished by the Articulation Officer using ASSIST reports
- New Program forms CP-3 and CP-4 (credit) or NP-3 and NP-4 (noncredit) (for all **new** degrees, certificates, and proficiency awards); these are available on the Curriculum Committee website
- LMI analysis (for all CTE degrees, credit and noncredit certificates, and proficiency awards)
- Regional consortium minutes (for all **new CTE** degrees, credit and noncredit certificates, and proficiency awards)
- Local advisory group minutes (for all **new CTE** degrees, credit and noncredit certificates, and proficiency awards)
- DAS approval letter (only for apprenticeship programs)
- Transfer information (for new AA and AS degrees, other than transfer degrees, but including apprenticeships, that may nevertheless contain a transfer component)
- Letters of support (for local and, optionally, CTE degrees that support or address community needs; other forms of documentation may be more appropriate in some instances)

Originators: please attach only **ONE** copy of each required document to the program proposal in the CMS. Also please submit the Narrative and (for transfer degrees) the TMC as Word documents so the technical review team may edit them if necessary. All other documents listed above are not subject to



editing during technical review; you may submit them in any commonly used document format (Word, PDF, etc.) that is convenient for you. Again, please **upload** CTE-related documentation to the CMS as attachments rather than incorporating the information as appendices to the Narrative.

The following tables list the specific documentation required for each type of program proposal. Please be sure that all necessary documentation is uploaded to your program proposal in the CMS before you submit the proposal for technical review.

(Text resumes following Table 1B.)

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Table 1A. Documentation required for Associate Degree, ADT, and UCTP program proposals. (Documentation marked with an asterisk "*" is required for new and substantially revised programs but not for routine program revisions. Apprenticeship proposals have different documentation requirements; see the current PCAH for details.) Sources: PCAH 7th ed, CCCCC Narrative Templates, memo from David Garcia (CCCCO) dated 6 December 2019, and VCCCD BOT Administrative Procedures AP 4020 and AP 4102.

DOCUMENTATION TYPE	AA-T/AS-T/UCTP (ALL TOP CODES)	AA/AS WITH CTE TOP CODE	AA/AS WITH NON-CTE TOP CODE
Narrative Item 1:			
Program Goals and Objectives	REQUIRED	REQUIRED	REQUIRED
Competencies Achieved for Specific - Occupation	NOT REQUIRED	REQUIRED	NOT REQUIRED
Program Student Learning Outcomes (PSLOs)	REQUIRED	PLACE IN ITEM 2	PLACE IN ITEM 2
Narrative Item 2:			
Catalog Description	REQUIRED	REQUIRED	REQUIRED
Career Opportunities	NOT REQUIRED	REQUIRED	NOT REQUIRED
Program Student Learning Outcomes (PSLOs)	PLACE IN ITEM 1	REQUIRED	REQUIRED
Baccalaureate Major or Related Majors	RECOMMENDED	REQUIRED IF TRANSFER PREP	REQUIRED IF TRANSFER PREP
Entry Criteria for Selective Programs and Mandatory Fees	NOT REQUIRED	REQUIRED IF APPLICABLE	REQUIRED IF APPLICABLE
High Unit Advisory (if over 60 units)	NOT REQUIRED	REQUIRED IF APPLICABLE	REQUIRED IF APPLICABLE
Narrative Item 3:			
Program Requirements	N/A	REQUIRED	REQUIRED
Course Sequence Table	N/A	REQUIRED	REQUIRED
Narrative Item 4:			
Master Planning	N/A	REQUIRED*	REQUIRED*
Justification for High Units	N/A	REQUIRED IF APPLICABLE*	REQUIRED IF APPLICABLE*
Specific Employer Disclosure	N/A	REQUIRED IF APPLICABLE*	NOT REQUIRED
References to Advisory and Consortium Minutes	N/A	REQUIRED*	NOT REQUIRED
Narrative Items 5, 6, 7:			
Enrollment & Completer Projections	N/A	REQUIRED*	REQUIRED*
Completers vs. Net Demand Analysis	N/A	REQUIRED*	NOT REQUIRED
Place of Program/Similar Programs	N/A	REQUIRED*	REQUIRED*
Similar Programs at Other Colleges in Service Area	N/A	REQUIRED*	REQUIRED*
TMC Template	REQUIRED	NOT REQUIRED	NOT REQUIRED
Articulation Data from ASSIST	REQUIRED	NOT REQUIRED	NOT REQUIRED
Course Outlines of Record (Major)	REQUIRED	REQUIRED	REQUIRED
CTE Documentation:			
LMI Analysis	NOT REQUIRED	REQUIRED	NOT REQUIRED
Advisory Comm. Recommendation	NOT REQUIRED	REQUIRED	NOT REQUIRED
Regional Consort. Recommendation	NOT REQUIRED	REQUIRED*	NOT REQUIRED
Transfer Documentation	NOT REQUIRED	REQUIRED IF TRANSFER PREP	REQUIRED IF TRANSFER PREP
Community Need Documentation	NOT REQUIRED	NOT REQUIRED	REQUIRED IF COMMUNITY NEED

Table 1B. Documentation required for (credit) Certificate of Achievement and Noncredit Certificate program proposals. (Documentation marked with an asterisk "*" is required for new and substantially revised programs but not for routine program revisions. Apprenticeship proposals have different documentation requirements; see the current PCAH for details.) Sources: PCAH 7th ed, CCCCO Narrative Templates, memo from David Garcia (CCCO) dated 6 December 2019, and VCCCD BOT Administrative Procedures AP 4020 and AP 4102.

DOCUMENTATION TYPE	COA WITH CTE TOP CODE	COA WITH NON-CTE TOP CODE	NONCREDIT CERTIFICATE (SHORT-TERM VOCATIONAL)	NONCREDIT CERTIFICATE (ALL OTHERS)
Narrative Item 1:				
Program Goals and Objectives	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Competencies Achieved for Specific Occupation	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
Entry Criteria for Selective Programs and Mandatory Fees	REQUIRED IF APPLICABLE	REQUIRED IF APPLICABLE	REQUIRED IF APPLICABLE	REQUIRED IF APPLICABLE
Narrative Item 2:				
Catalog Description	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Career Opportunities	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
Program Student Learning Outcomes (PSLOs)	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Baccalaureate Major or Related Majors	RECOMMENDED IF TRANSFER PREP	RECOMMENDED IF TRANSFER PREP	NOT REQUIRED	NOT REQUIRED
Narrative Item 3:				
Program Requirements	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Course Sequence Table	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Narrative Item 4:				
Master Planning	REQUIRED*	REQUIRED*	REQUIRED*	REQUIRED*
Justification for Low or High Units	REQUIRED IF APPLICABLE*	REQUIRED IF APPLICABLE*	N/A	N/A
Specific Employer Disclosure	REQUIRED IF APPLICABLE*	NOT REQUIRED	N/A	N/A
Narrative Items 5, 6, 7:				
Enrollment & Completer Projections	REQUIRED*	REQUIRED*	N/A	N/A
Completers vs. Net Demand Analysis	REQUIRED*	NOT REQUIRED	N/A	N/A
Place of Program/Similar Programs	REQUIRED*	REQUIRED*	N/A	N/A
Similar Programs at Other Colleges in Service Area	REQUIRED*	REQUIRED*	N/A	N/A
TMC Template	N/A	N/A	N/A	N/A
Articulation Data from ASSIST	NOT REQUIRED	NOT REQUIRED	NOT REQUIRED	NOT REQUIRED
Course Outlines of Record (Major)	REQUIRED	REQUIRED	REQUIRED	REQUIRED
CTE Documentation:				
LMI Analysis	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
Advisory Comm. Recommendation	REQUIRED	NOT REQUIRED	NOT REQUIRED	NOT REQUIRED
Regional Consort. Recommendation	REQUIRED*	NOT REQUIRED	NOT REQUIRED	NOT REQUIRED
Transfer Documentation	FURNISHED BY ARTICULATION	REQUIRED IF TRANSFER PREP	N/A	N/A
Community Need Documentation	NOT REQUIRED	NOT REQUIRED	N/A	N/A

New Program Development and Approval Procedure

The Curriculum Committee adopted this procedure beginning Fall 2020.

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

Program Revision Development and Approval Procedure

As courses are added or removed, it may become necessary to revise program descriptions or requirements. ADTs must be periodically revised to conform to the most recent template (TMC), even in the absence of course changes. The procedure is like that for new programs, except that the new program paperwork and extended technical review, district-level review and approval, and submission to ACCJC are not required if the focus and purpose of the program are not significantly changing. Programs undergoing significant change should be treated as new so that the CCCCCO may assign a new control number. Per [CCCCO Memorandum AA 18-56](#), it is no longer necessary to distinguish between substantial and nonsubstantial changes to programs.

In a [memo dated 12/06/2019](#), David Garcia, Program Analyst in the CCCCCO's Educational Services and Support Division, stated that while narrative items 1 through 7 are required for new program

submissions, only items 1 through 3 are required for program modification submissions. This was notwithstanding contradictory information that was published in the 7th edition of the PCAH.

Narrative

All program proposals intended to be approved and chaptered by the CCCCCO require a Narrative containing elements as described in the PCAH or as clarified (for revised program proposals only) in [CCCCCO Memorandum AA 18-56](#) and subsequently published CCCCCO memoranda.

Narrative templates for all program types (degrees, credit certificates, proficiency awards, and noncredit certificates) are provided on the Ventura College Curriculum Committee forms web page.

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

Proficiency awards (PAs) do not require CCCCCO approval and chaptering; however, Curriculum Committee may, at its discretion, still require the host department to prepare a narrative-like document so that key information about the PA may be provided to DCCI and BOT. The BOT must approve PAs, all other new programs, and program inactivations.

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

Details concerning the information required in each section of the Narrative and the specific Narrative sections required for each type of degree proposal will be addressed in the applicable subsections of the [Technical Review and Style Guide for CMS Data Fields](#) section. A summary of recommended correlations between CIM data fields and the Narrative items is provided in the following tables. Each table contains the same information, but Table 2 is sorted according to the order in which CIM field names are laid out in the program outline, and Table 3 is sorted by the order in which items appear in the Narrative.

If an Associate Degree and a related Certificate of Achievement (COA) are submitted concurrently, each must have its own distinct Narrative document. At minimum, these will differ in that the Plan of Study for the Associate Degree must document general education requirements and double counting, whereas these are neither required nor desirable in the Plan of Study for the COA.

(Text resumes following Table 3.)



Table 2. CIM/Narrative relationship sorted by the order in which CIM field names appear in the program outline form.

CIM FIELD NAME	CORRESPONDING SECTION OF NARRATIVE
Net Annual Labor Demand** (required for credit CTE programs only; this field will not be visible for transfer, local, or noncredit programs)	Item 5 Part B** (credit CTE only); refer to the LMI and compare labor demand data to Enrollment and Completer Projections data to provide a measure of program need
Program Goals and Objectives (do not include career opportunities or PSLOs in this field); for noncredit short-term vocational certificates only , also include Competencies Achieved for Specific Occupation	Item 1 Part A
Career Opportunities (required for CTE programs; optional but recommended for non-CTE programs)	Item 2 Part B
Catalog Description (do not list course requirements or PSLOs here as these are documented in other CIM fields; if PSLOs are placed here, they will render twice in the catalog); for ADTs, include the Catalog Description statutory language)	Item 2 Part A
Program Requirements (for ADTs, course requirements are based on the TMC; for all other program types, copy the list from the Narrative)	<u>ADT and UCTP degrees</u> : Item 2 Part D <u>All other program types</u> : Item 3 Part A*
Plan of Study* (may be combined with Program Requirements if a certificate or proficiency award can be completed in one semester)	Item 3 Part B*
Enrollment and Completer Projections** (course enrollment numbers from the Narrative may be omitted in the CMS; but provide support for the number of completers based on the enrollment figures from Item 5 of the Narrative)	Item 5 Part A** (when required, include two years of the most recent available end-of-term enrollment numbers [to the extent they are available] for each required course; these may be aggregated by year rather than by term)
Place of Program in Curriculum/Similar Programs**†	Item 6**†
Similar Programs at Other Colleges in Service Area**†	Item 7 Part A**†
Master Planning*	Item 4*
Advisory Committee Recommendation (credit CTE only; text AND attachment are required)**†	Item 3 Part C**† (credit CTE only; attach to CIM rather than appending to the Narrative)
Regional Consortia Meeting Minutes**† (credit CTE only; attachment is required, and CIM/Narrative text is optional)	Item 7 Part B**† (credit CTE only; attach document to CIM rather than appending it to the Narrative)
Program Student Learning Outcomes (ensure that these match the outcomes in TracDat)	<u>ADT and UCTP degrees only</u> : Item 1 Part B <u>All other program types</u> : Item 2 Part C

* Not required for transfer (ADT and UCTP) degrees. †Not required for noncredit programs



Table 3. CIM/Narrative relationship sorted by the order in which information appears in the program Narrative.

CIM FIELD NAME	CORRESPONDING SECTION OF NARRATIVE
Program Goals and Objectives (do not include career opportunities or PSLOs in this field); for noncredit short-term vocational certificates only , also include Competencies Achieved for Specific Occupation	Item 1 Part A
Program Student Learning Outcomes (ensure that these match the outcomes in TracDat)	<u>ADT and UCTP degrees only</u> : Item 1 Part B
Catalog Description (do not list course requirements or PSLOs here as these are documented in other CIM fields; if PSLOs are placed here, they will render twice in the catalog); for ADTs, include the <u>Catalog Description statutory language</u>)	Item 2 Part A
Career Opportunities (required for CTE programs; optional but recommended for non-CTE programs)	Item 2 Part B
Program Student Learning Outcomes* (ensure that these match the outcomes in TracDat)	<u>All program types other than ADT and UCTP degrees</u> : Item 2 Part C*
Program Requirements (for ADTs and UCTPs only ; course requirements are based on the TMC; see the next row below for other program types)	<u>ADT and UCTP degrees only</u> : Item 2 Part D
Program Requirements (for all program types other than ADTs and UCTPs, copy the list from the Narrative)	<u>All program types other than ADT and UCTP degrees</u> : Item 3 Part A*
Plan of Study* (may be combined with Program Requirements if a certificate or proficiency award can be completed in one semester)	Item 3 Part B*
Advisory Committee Recommendation (credit CTE only; text AND attachment are required)*†	Item 3 Part C*† (credit CTE only; attach to CIM rather than appending to the Narrative)
Master Planning*	Item 4*
Enrollment and Completer Projections*† (course enrollment numbers from the Narrative may be omitted in the CMS; but provide support for the number of completers based on the enrollment figures from Item 5 of the Narrative)	Item 5 Part A*† (when required, include two years of the most recent available end-of-term enrollment numbers [to the extent they are available] for each required course; these may be aggregated by year rather than by term)
Net Annual Labor Demand*† (required for credit CTE programs only; this field will not be visible for transfer, local, or noncredit programs)	Item 5 Part B*† (credit CTE only); refer to the LMI and compare labor demand data to Enrollment and Completer Projections data to provide a measure of program need
Place of Program in Curriculum/Similar Programs*†	Item 6*†
Similar Programs at Other Colleges in Service Area*†	Item 7 Part A*†
Regional Consortia Meeting Minutes*† (credit CTE only; attachment is required, and CIM/Narrative text is optional)	Item 7 Part B*† (credit CTE only; attach document to CIM rather than appending it to the Narrative)

* Not required for transfer (ADT and UCTP) degrees. †Not required for noncredit programs

Program Titles

A single program generally has several versions of the title. The official title (“catalog title”) appears in the heading of the catalog program description and in the main heading of the program Narrative. The title used in the CMS (“program title”) is a rearranged version of the catalog title that optimizes the location and identification of programs in the CMS system. A third version of the program title is the Banner title, the abbreviated version of the title that appears on student records such as transcripts. The “Banner title” is limited to 30 characters in length, including spaces and punctuation. The Banner title is usually an abbreviation of the program title, although these two are identical if the full program title contains 30 or fewer characters.

Due to a security feature of the CMS, uploaded documents may contain at most one period in the document filenames. If the title of a program contains an internal period, such as the Business Administration 2.0 ADT, then the period must be replaced with an alternative character, such as an underscore, before the CMS will accept the file for uploading.

The following comparison illustrates the differences in the title structures for an example of each award type.

Associate in Science for Transfer:

- Catalog title: Associate in Science in Mathematics for Transfer
- Program title: Mathematics, Associate in Science for Transfer (AS-T)
- Banner title: Mathematics for Transfer, AS-T

Associate in Arts for Transfer:

- Catalog title: Associate in Arts in Film, Television, and Electronic Media for Transfer
- Program title: Film, Television, and Electronic Media, Associate in Arts for Transfer (AA-T)
- Banner title: Film/TV/Electron Media Tr, AA-T (*heavily abbreviated version of program title*)

Associate in Science for UC Transfer:

- Catalog title: Associate in Science in Chemistry for UC Transfer
- Program title: Chemistry, Associate in Science for UC Transfer (AS-UCTP)
- Banner title: Chemistry/UC Transfer, AS-UCTP

Associate in Science (traditional):

- Catalog title: Associate in Science in Advanced Manufacturing
- Program title: Advanced Manufacturing, Associate in Science (AS)
- Banner title: Advanced Manufacturing, AS

Associate in Arts (traditional):

- Catalog title: Associate in Arts in Pre-Allied Health Sciences
- Program title: Pre-Allied Health Sciences, Associate in Arts (AA)
- Banner title: Pre-Allied Health Sci, AA



Certificate of Achievement (credit):

- Catalog title: Certificate of Achievement in Automotive Maintenance Technician
- Program title: Automotive Maintenance Technician, Certificate of Achievement (COA)
- Banner title: Auto Maintenance Tech, COA

Certificate of Completion (noncredit):

- Catalog title: Certificate of Completion in Technology and Workplace Competencies
- Program title: Technology and Workplace Competencies, Certificate of Completion (COCN)
- Banner title: Tech&Workplace Competenc, COCN

Proficiency Award (credit):

- Catalog title: Proficiency Award in Technical Theatre Production
- Program title: Technical Theatre Production, Proficiency Award (PA)
- Banner title: Technical Theatre Prod, PA

Technical Review and Style Guide for CMS Data Fields

This subsection contains detailed instructions for completing every field that may appear on the program outline form. Not all these fields may be visible in any given program proposal; the CMS populates the form fields dynamically according to the originator-selected program award and program goals and hides fields that are not applicable. When completing the fields, keep in mind that the purpose of the Narrative-related items listed in the preceding table is to document that the development criteria for credit and noncredit programs enumerated in the PCAH are satisfied. These are

1. Appropriateness to Mission
2. Need
3. Curriculum Standards
4. Adequate Resources
5. Compliance

Unless stated otherwise, appropriate data must be selected or typed into each of the fields described below. When applicable, the text entered should address the preceding development criteria.

This is a long section not designed to be read in one sitting. It is recommended that you use it as a reference rather than as a tutorial. The discussion of each field is self-contained (although it may refer to other related data fields). If you are stuck on just one or two data fields, you may skip down to the heading corresponding to the field name(s) of interest. The following instructions may not address all conceivable situations. If reading them does not fully answer your questions, please consult with the curriculum leadership team for additional details and guidance.

Originator

This field has no correspondence with any program Narrative item.

This field is normally populated automatically; it indicates the user ID of the first person to click the silver “Save” button for a new or modified program proposal. Do not edit this field unless the person originally listed has been added as a co-contributor; otherwise he/she will be blocked from making future edits to the proposal.



Co-Contributors

This field has no correspondence with any program Narrative item.

These are the names of other faculty members authorized to edit the proposal. In keeping with the philosophy of the 10+1, managers and classified professionals should not be listed as Co-Contributors. Either the Originator or other Co-Contributors may edit this field, as may any CMS user having administrative privileges. Click the green plus-sign button to add a Co-Contributor using the drop-down menu. Click the red “x” button to remove a Co-Contributor.

College

This field has no correspondence with any program Narrative item.

Select “Ventura College” from the drop-down menu. Otherwise, you may be blocked from saving the proposal. If you are working on a course from another college (*e.g.*, because you teach there or you are collaborating on a joint program), contact a member of the curriculum leadership team to adjust your user privileges so you are permitted to save the proposal.

Division

This field has no correspondence with any program Narrative item.

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

Program Title

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

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

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

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

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

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



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

- Mathematics for Transfer, AS-T
- Film, Television, and Electronic Media for Transfer, AA-T (note the Oxford comma following “Television”)
- Chemistry for UC Transfer, AS-UCTP
- Advanced Manufacturing, AS
- Pre-Allied Health Sciences, AA
- Technical Theatre Production, PA
- Technology and Workplace Competencies, COCN

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

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

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

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

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

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

Banner Title

This field has no correspondence with any program Narrative item.

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

Examples of properly stated Banner titles for programs include

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

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

Type of Program

This field has no correspondence with any program Narrative item.

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

Noncredit Programs Type

This field has no correspondence with any program Narrative item.

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

CDCP Eligibility Criteria

This field has no correspondence with any program Narrative item.

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

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

Program Award/Degree

This field has no correspondence with any program Narrative item.

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



Program Award/Degree field entry	Suffix in Program Title & Banner Title field entries
A.A. Degree (A)	AA
A.S. Degree (S)	AS
AA-T Degree (Y)	AA-T
AS-T Degree (X)	AS-T
AA-UCTP Degree	AA-UCT ¹
AS-UCTP Degree	AS-UCT ¹
Certificate of Achievement (credit) requiring 8 to less than 16 semester units (M)	COA
Certificate of Achievement (credit) requiring 16 to less than 30 semester units (N)	COA
Certificate of Achievement (credit) requiring 30 to less than 60 semester units (T)	COA
Certificate of Achievement (credit) requiring 60 or more semester units (F)	COA
Proficiency Award (credit) (local award, does not require state approval but does require BOT approval)	PA
Certificate of Completion (noncredit) (NIL)	COCN
Certificate of Competency (noncredit) (NIL)	COCY
Other	(consult with the curriculum leadership team)

Program Goals

This field has no correspondence with any program Narrative item.

This should describe the program goals as defined in the PCAH. Select a goal according to the criteria in the table that follows:

Program Goal field entry	Applicable program types
C—CTE	A.A. and A.S. degrees (other than ADT or UCTP degrees) in a CTE TOP code and Certificates of Achievement in a CTE TOP code; includes degrees and certificates that may also prepare students for transfer
T—Transfer	All ADT and UCTP degrees (including those with a CTE TOP code), and Certificates of Achievement for IGETC or CSU GE-Breadth
O—Local	All other A.A. and A.S. degrees and certificates not in a CTE TOP code

¹ The SIS field for this information allows a maximum of six characters; therefore the “P” is omitted.

The PCAH is not specific regarding the classification of noncredit programs. Our local convention is to use either CTE or Local depending on the noncredit program's TOP code, in accordance with the criteria set out in the above table for credit programs. Do not use "T—Transfer" as the goal for any noncredit program. All ADT and UCTP proposals are considered to have a goal of "T—Transfer" even if they have a CTE TOP code, and therefore do *not* require CTE documentation such as LMI reports or regional consortium recommendations.

Start Semester

This field has no correspondence with any program Narrative item.

This should ordinarily be Fall. Due to issues with scheduling and catalog preparation, Spring or Summer start semesters are accepted only in emergency situations as agreed to by both Curriculum Committee co-chairs and subsequently approved by the full Curriculum Committee.

Start Year

This field has no correspondence with any program Narrative item.

This should be determined in accordance with the Curriculum Committee's published deadlines for submission and approval. Ordinarily, programs submitted and approved during Fall semester are approved for the immediately following Fall semester, and programs submitted and approved during Spring semester are approved for the **second** Fall semester following submission.

Discipline/Department

This field has no correspondence with any program Narrative item.

Select the host department from the drop-down list provided. If there has been a recent reorganization, the department name may not appear. If so, please bring this to the attention of the curriculum leadership team so the department may be added to your division in the SIS and CMS.

Area of Emphasis

This field has no correspondence with any program Narrative item, but, if not blank, it should be made part of the catalog title and the main title of the program Narrative.

Leave blank except for General Studies AOE degrees. For AOE degrees, enter the emphasis such as "Arts and Humanities."

Option

This field has no correspondence with any program Narrative item, but, if not blank, it should be made part of the catalog title and the main title of the program Narrative.

Leave blank unless the degree or certificate provides options that will have distinct control numbers in CCCC MIS. Each option should have its own program outline. These programs are unusual, but examples of such programs include Construction Technology: Building Inspection Option and Construction Technology: Construction Management Option.

Collaborative/Joint Program

This field has no correspondence with any program Narrative item. However, if a program is collaborative or joint, this fact should be noted in the applicable portion of the program Narrative.



“No” is usually the correct choice. An exception would be the Biomedical Device Manufacturing COA or any other program developed in conjunction with another college. If the response is “Yes” then an additional field “Collaborated College” will become visible requesting the name(s) of the other college(s) that collaborate in the program, perhaps by offering some of the required courses in the program or offering laboratory space not available at Ventura College. A file attachment option will also open; upload a copy of the written agreement between the colleges delineating responsibility for curriculum and scheduling.

Apprenticeship

This field has no correspondence with any program Narrative item.

It is visible for all program types except for ADTs. If visible, “No” is usually the correct choice. There are currently no apprenticeship programs in the VCCCD. If “Yes” is selected, then additional fields will become visible, including a field requesting you to upload a copy of the California DAS approval letter, a field allowing the upload of other apprenticeship-related documents, and fields requesting the RSI year and RSI hours.

Gainful Employment

This field has no correspondence with any program Narrative item.

In the past, this was a required field that would usually be answered “Yes” for certificates. Its purpose was to determine whether students selecting the major would qualify for federal financial aid. Due to recent regulatory changes, this information is no longer required, and the field should be left blank.

Employment Potential

This field has no correspondence with any program Narrative item.

This drop-down menu field is only visible for CTE programs (as determined by the response given in the Program Goals field). If the Employment Potential field is visible, select the source of the LMI data file attached to the proposal. Usually this is “LMID EDD Consultant”; select this response if the LMI report was obtained through the Centers for Excellence. The response here should be consistent with the corresponding field in the CP-3 (credit) or NP-3 (noncredit) new program form.

Net Annual Labor Demand

This field, if visible, corresponds to the applicable paragraph(s) of Item 5(B) “Survey” of the completed Narrative.

This free-form text field is only visible for CTE programs (as determined by the response given in the Program Goals field). In this field (and in the Narrative), the Enrollment and Completer information from Item 5(A) of the Narrative must be compared to the net annual labor demand projection stated in the Labor Market Inventory and Analysis document to show that there is sufficient labor demand for the projected number of program completers. The net annual labor demand information must also be consistent with the corresponding information inserted into the corresponding fields of the CP-3 (credit) or NP-3 (noncredit) new program form if this is a new CTE program.

Justification/Reason for Revision

This field has no correspondence with any program Narrative item.



This field is not visible for new programs. For program revisions, list what aspects of the program are changing (*e.g.*, new or inactivated courses, change of focus, *etc.*) and whether this represents a minor or significant change to the program goals or structure. If there are significant changes, the proposal should be treated as a new program rather than as a revision. The CCCCO no longer distinguishes between substantial and non-substantial changes to programs.

Program Goals and Objectives

This field corresponds to most elements of Item 1 of the completed Narrative. However, do **not** include program-related career opportunities or PSLOs in this field (even though Item 1 of the Narrative may include these), as these are addressed in other fields in the CMS program outline. The information provided must match the applicable portions of the description provided on the Narrative template.

This field is required for all new and modified programs. The program goals and objectives must be consistent with the mission of the community colleges as established in the California Education Code ([section 66010.4](#)); this includes lower division academic and vocational instruction, remedial instruction, and adult noncredit education.

For transfer degrees, the statement in this field must include the preparation of students for one or more baccalaureate majors. It must describe how the courses listed in the requirements will meet the lower division requirements of related majors at baccalaureate institutions. It must also indicate whether the degree is aimed at students transferring to a specific institution or class of institutions (*e.g.*, CSU or UC).

If the program is selective (*e.g.*, students must apply to be accepted), include a summary of the entry criteria (courses completed, minimum GPA, sponsorship, *etc.*), the selection process, and how the program will satisfy Title 5 requirements relating to open course enrollment ([section 51006](#)) and students' ability to challenge prerequisites ([section 55003\(b\)\(5\)](#)).

If the program, or any courses in the program, require fees or costs that students will incur, document them in this field.

In addition to completing the free-form text box for this field, please append a copy of the completed Narrative document to this field using the green "Attach File" button located immediately below this field's text box. (This information should no longer be sent as a separate attachment to the Student Learning Office; please incorporate into the CIM program proposal instead.) Please use a Microsoft Word (.doc or .docx) file rather than a PDF file for the Narrative in case it becomes necessary to make corrections during technical review. Also send a copy of the Narrative to your division office for their records. It is very helpful to have a date included in the title of the Narrative document, as several versions are typically created during the technical review process, and the dates make it easier to distinguish between these versions when they are stored in the technical review archives.

For new program proposals, also attach a completed copy of the CP-3 (credit) or NP-3 (noncredit) new program form, which you may download from the Curriculum Committee forms web page. CTE-related attachments such as LMIs and consortium recommendations should be attached later in the proposal.

Proposals not having a Narrative document attached will be held until the originator provides one, or they will be rolled back to the originator for action.



Career Opportunities

This field is visible for all program types. It must be completed for all CTE programs and is optional (but highly recommended) for transfer and local programs. It corresponds to the paragraph(s) of Item 1 of the completed Narrative that describe the specific occupation(s) or field(s) that students will be able to enter upon completing this program, and the basic occupational competencies that students will acquire from completing the program.

Catalog Description

This field corresponds to the applicable paragraph(s) of Item 2 of the completed Narrative. Include the introduction to the catalog description of the program. Do **not** list program requirements (lists of required courses) or PSLOs in this field, as CIM provides separate fields for these elsewhere in the program outline.

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

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

Catalog Description Statutory Language for ADTs

For ADTs (but not UCTPs or other awards), the following statutory language must appear at the end of the textual portion of the catalog description (if any), but above the course requirements list/table:

The Associate in <Arts/Science> in <discipline> for Transfer degree (<discipline> <AA-T/AS-T>) is intended for students who plan to complete a bachelor's degree in <discipline> or a similar major at a CSU campus. For a current list of what majors (and what options or areas of emphasis within that major) have been designated as "similar" to this degree at each CSU campus, please refer to <https://icangotocollege.com/associate-degree-for-transfer> and seek guidance from a Ventura College



counselor. Students completing this degree are guaranteed admission to the CSU system, although not necessarily to a particular CSU campus or major.

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

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

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

(A) The Intersegmental General Education Transfer Curriculum (IGETC for CSU) or the California State University General Education-Breadth (CSU GE-Breadth) requirements.

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

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

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

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

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

Program Requirements

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

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

Within each subsection (Core, List A, List B, restricted electives, etc.), alphabetize courses by discipline and ID number when possible. This makes the requirements easier for counselors and students to read. Specify course titles in their entirety in both CIM and the corresponding section of the Narrative; do not use abbreviations or acronyms not appearing in a course's full title (e.g., avoid "Intro" in place of

“Introduction” or “Gov’t” in place of “Government”). Use the title shown in CIM Courses as the source of truth for the full and correct title. In case of a discrepancy between the CIM title and the catalog title, CIM should be taken as correct unless it contains an obvious typo or other oddity. Discrepancies may also occur if the course title has changed since the publication of the current catalog, whether Curriculum Committee has already approved the change or not.

For course ID numbers, leave a space between the discipline/prefix name and the identifying number. For example, use POLS V03, not POLSV03. Also take care to use the correct discipline/prefix name, *e.g.*, BIOL V03, not BIO V03. Use the catalog for reference. CIM automatically uses the correct spacing and discipline prefix names, so it may be advantageous to prepare a formatted requirements list in CourseLeaf CIM and then copy it to the Narrative. CourseLeaf CIM’s formatted list differs slightly from the structure shown as examples in the Narrative templates; either format may be used in the Narrative. If the CIM formatted table is copied to the Narrative, then a separate Plan of Study table should be provided in CIM and the Narrative (except for ADT or UCTP proposals).

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

Plan of Study

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

This field is not required for transfer degrees (ADT or UCTP) but should be completed for all other proposals. For ADT and UCTP proposals, always leave this field completely blank; **do not** type phrases such as “N/A” or “Not required for ADTs” or “—” as this interferes with the proper functioning of the online catalog (CAT).

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

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

Enrollment and Completer Projections

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

tabular format is often helpful, and the Narrative templates provide examples. The figures presented should be end-of-term enrollments, not census enrollments. You may find recent enrollment information for specific courses on the [Distance Education Enrollment](#) dashboard. (Notwithstanding the page title, enrollment figures for both online and face-to-face sections are available from this resource.) To save space in the Narrative, enrollments from each term may be aggregated into annual totals for the purpose of documenting these figures in the Narrative (but make clear in the column headings whether the totals are for academic or calendar years); the enrollments need not be broken out by term at the level of detail that appears in the dashboard.

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

Place of Program in Curriculum/Similar Programs

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

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

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

Similar Programs at Other Colleges in Service Area

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

- Other colleges' programs do not satisfy regional demand
- Ventura College's program would have a different emphasis or market from the other colleges' programs
- Transportation or other logistical issues make it unlikely that the Ventura College program would cause the other colleges' similar programs to suffer an enrollment decline
- Ventura College's program would have industry or university partnerships that could not be matched by the other colleges' programs



- Ventura College’s program would include state-of-the-art offerings not available through the other colleges’ programs
- The program is a collaboration between Ventura College and one or more of the other colleges that, if approved, would increase program completions, perhaps by making it easier for more students to enroll in or complete required courses

Transfer Preparation Information

This field has no correspondence with any program Narrative item.

It is only visible for transfer programs. Attach any supporting documents that do not fit elsewhere in the program proposal. Do not attach TMC, AAM, BCT, or GECC documentation here, as there are places for these elsewhere in the CIM program outline. Supplemental articulation agreements with feeder CSU institutions might be included here. Uploaded files are limited to a single period character in the file name; if there is more than one period, then the CMS will not accept the upload.

Master Planning

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

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

- The history or other context for the program
- How the program is relevant to the college or region, including statements of community support
- Documentation of the need for the program (references may be provided to other sections of the Narrative rather than duplicating information provided elsewhere)
- Discussion of how the need for the program was identified through the program review process, and how it is expected that program review will periodically assess the continuing need for the program
- Documentation of the need and justification for expenditures for new faculty hires, facilities (including renovation or new construction), and equipment to establish and maintain the program (programs requiring large expenditures for facilities and equipment must itemize expected program-related costs and revenues for the next several years)
- Justification of required courses if there is not a clear relationship between the course and program goals
- Justification for high-unit programs (those exceeding 60 units including GE)
- For CTE programs only, if offered in close cooperation with one or more specific employers (*e.g.*, Haas, Ohana, *etc.*), a discussion of any employer facilities or support-in-kind the program will use, and how the college will satisfy open enrollment requirements in this context
- For CTE, references to attached recommendations from regional consortia and/or advisory committees

Labor Market Information and Analysis

This field has no correspondence with any program Narrative item.

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



text box portion of the field. Uploaded files are limited to a single period character in the file name; if there is more than one period, then the CMS will not accept the upload.

Advisory Committee Recommendation

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

In addition, use the Attach File button below the text box to attach a copy of the minutes from the advisory committee meeting(s) during which the committee formulated its recommendation for the program. These minutes should be referenced in the text box portion of the field and in Item 3 of the Narrative. Uploaded files are limited to a single period character in the file name; if there is more than one period, then the CMS will not accept the upload.

Regional Consortia Approval Meeting Minutes

This field has no correspondence with any program Narrative item.

This field is only visible for new CTE programs. Use the Attach File button below the text box to attach a copy of the minutes from the regional consortium meeting during which the group formulated a recommendation for the program. The regional consortium may recommend against implementing the program but cannot block the college from creating it. The originator may optionally use the text box portion of the field to summarize or discuss the recommendation. These minutes should be referenced in Item 7 of the Narrative. Uploaded files are limited to a single period character in the file name; if there is more than one period, then the CMS will not accept the upload.

Supporting Documents Required for Transfer Program

This field has no correspondence with any program Narrative item.

This field is visible for all programs, but only needs to be completed for transfer programs. Check the boxes indicating the supporting transfer documentation that will be attached to the CIM proposal. This is where the TMC, AAM, BCT, GECC, and other articulation support documents may be attached. The Articulation Officer will usually generate and attach these documents. Documentation may also be provided via the text boxes when appropriate. Uploaded files are limited to a single period character in the file name; if there is more than one period, then the CMS will not accept the upload.

Local Program

This field has no correspondence with any program Narrative item.

If a local program is intended to address community need, this is where the documentation for the need may be attached or input to the program proposal. Uploaded files are limited to a single period character in the file name; if there is more than one period, then the CMS will not accept the upload.

Program Student Learning Outcomes

This field corresponds to the last portion of Item 1 (ADTs and UCTPs only) or the last portion of Item 2 (all other program types) of the completed Narrative. Enumerate the PSLOs for the program, using a



separate box for each outcome. These must agree with the PSLOs in TracDat. Type only the PSLO text (beginning with the Bloom's Taxonomy verb); do not include prefixes from TracDat such as "PSLO-1."

PSLOs should not appear anywhere else in CIM besides this field; they must not appear, for example, in any of the following fields: Program Goals and Objectives, Catalog Description, Program Requirements, or Plan of Study. Placing PSLOs elsewhere in CIM will result in the appearance of duplicate PSLO lists in the online catalog (CAT).

Required Major Units/Hours

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

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

Units for Area of Emphasis/Option

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

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

Clock Hours for Program

These fields have no correspondence with any program Narrative item.

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

VCCCD GE

This field has no correspondence with any program Narrative item.

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

GE Pattern of a Transfer Institution

This field has no correspondence with any program Narrative item.

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

CSU GE-Breadth

This field has no correspondence with any program Narrative item.

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



CSU GE-Breadth for STEM

This field has no correspondence with any program Narrative item.

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

IGETC

This field has no correspondence with any program Narrative item.

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

IGETC for STEM

This field has no correspondence with any program Narrative item.

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

Total General Education Units

These fields have no correspondence with any program Narrative item.

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

Total Double-Count Units

These fields have no correspondence with any program Narrative item.

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

Elective Units

These fields have no correspondence with any program Narrative item.

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

Total Units/Hours for Program

These fields have no correspondence with any program Narrative item.

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

Program TOP Code

This field has no correspondence with any program Narrative item.

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



Program CIP Code

This field has no correspondence with any program Narrative item.

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

SOC (Standard Occupational Classification) Code

This field has no correspondence with any program Narrative item.

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

All C-ID Eligible Courses Have Been Submitted and Approved

This field has no correspondence with any program Narrative item.

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

Annual Completers

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

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

Faculty Workload

This field has no correspondence with any program Narrative item.

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

New Faculty Positions

This field has no correspondence with any program Narrative item.

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

New Equipment Narrative

This field has no correspondence with any program Narrative item.

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



New or Remodel Facility

This field has no correspondence with any program Narrative item.

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

Library Acquisitions

This field has no correspondence with any program Narrative item.

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

Distance Education

This field has no correspondence with any program Narrative item.

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

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

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

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

Approval Dates

Do not edit the approval dates or state control number if they are visible. These are the responsibility of the curriculum technician to complete. Exception: If you created a program by making a copy of an existing program (for example, if you created an Associate Degree program by copying a Certificate of Achievement program outline in the CMS), the new program outline may still display the original program's state control number. Please blank this out so the curriculum technician may complete it later with the new number assigned by the state following chaptering or approval. Every program has a



different control number, even linked AS and COA programs; do not re-use an old control number from a COA when creating a linked AS or vice-versa.

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

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Curriculum Committee Processes

The charts on the following pages illustrate the Curriculum Committee's approval processes for courses and programs. These charts include the following:

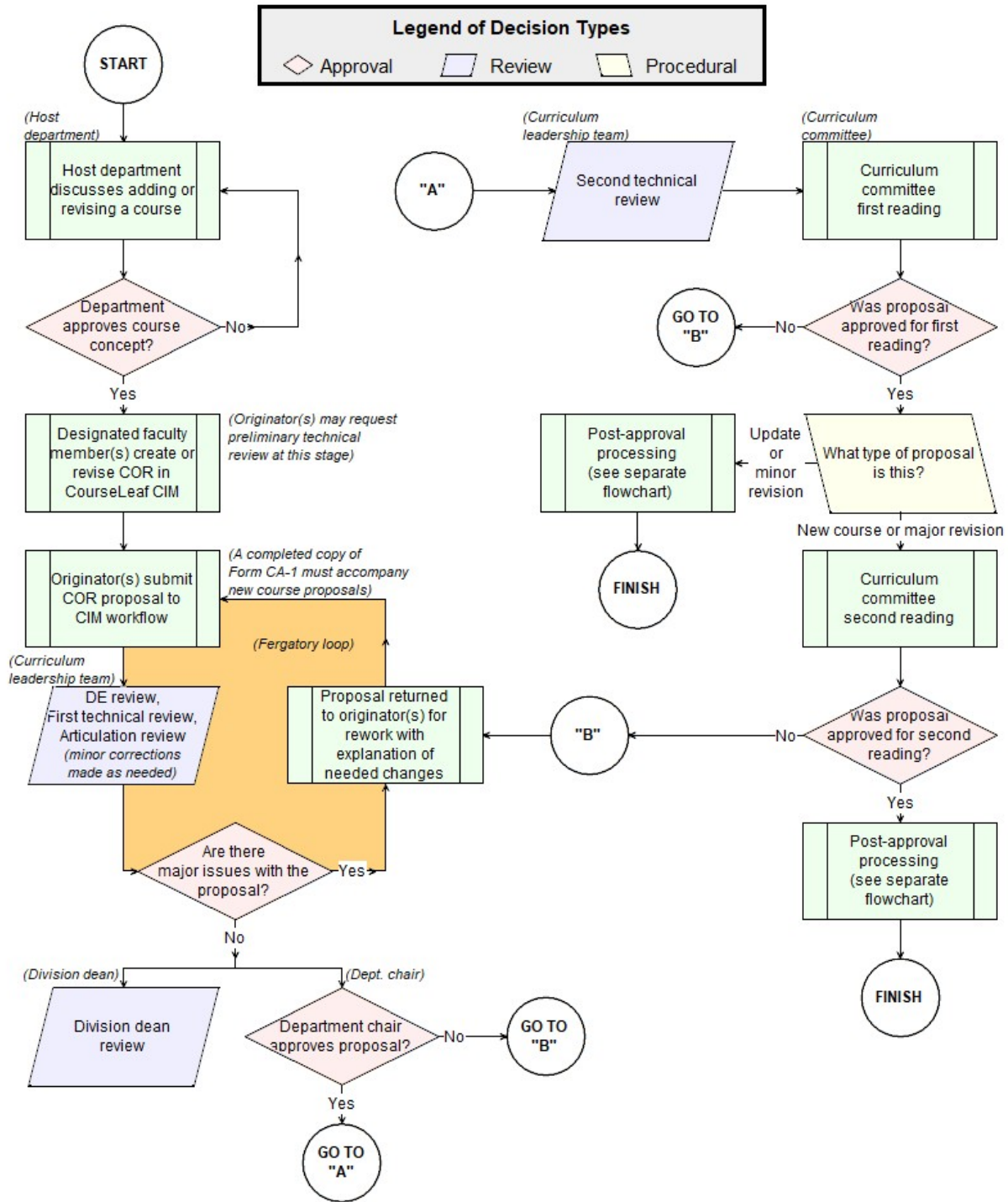
- Pre-approval process for courses (from inception to Curriculum Committee approval)
- Post-approval process for courses (from Curriculum Committee approval to implementation)
- Pre-approval process for programs (from inception to Curriculum Committee approval)
- Post-approval process for programs (from Curriculum Committee approval to implementation)



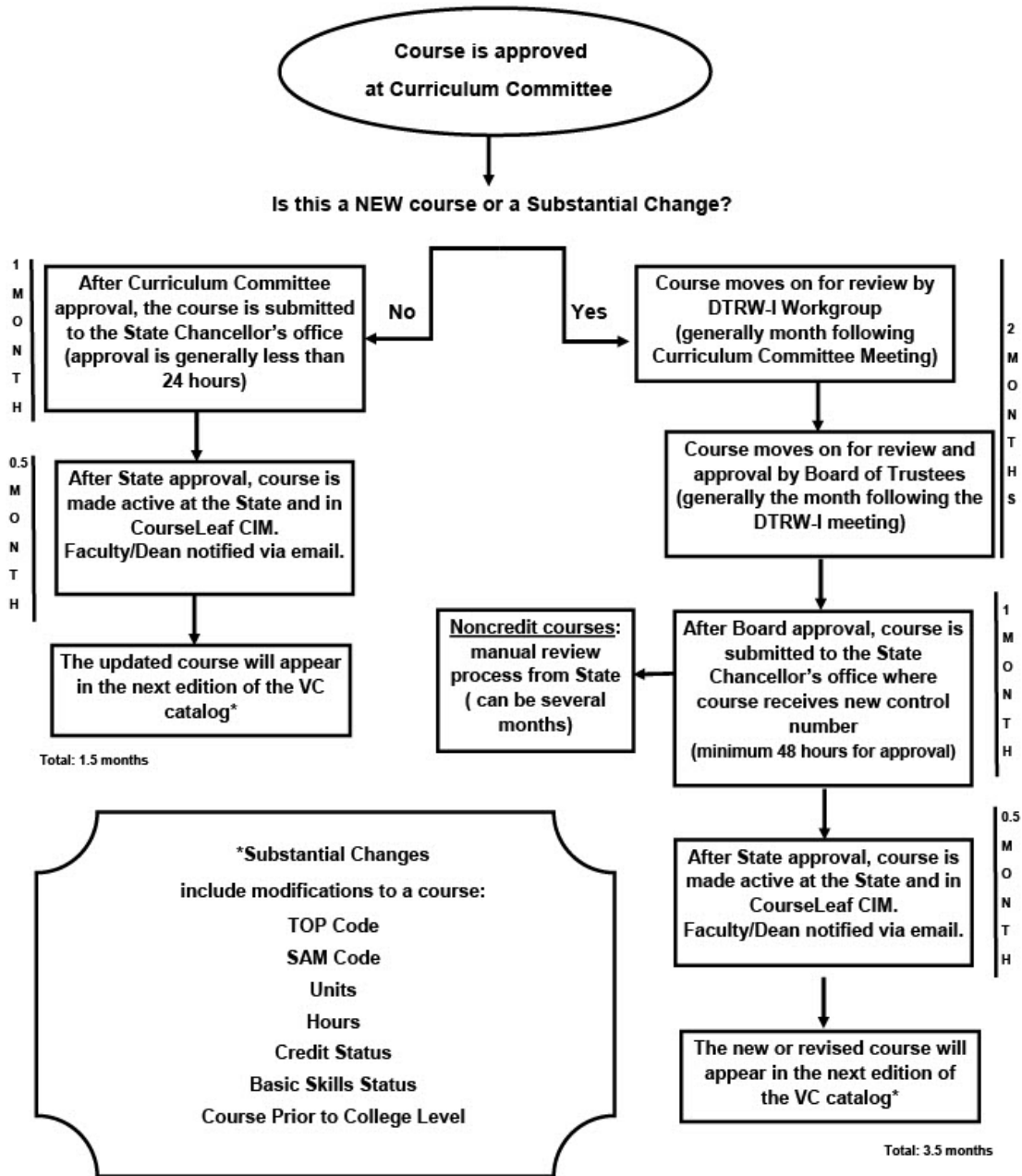
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Ventura College Course Approval Process (Origination to Curriculum Committee) (Rev. 2 Nov. 2020)



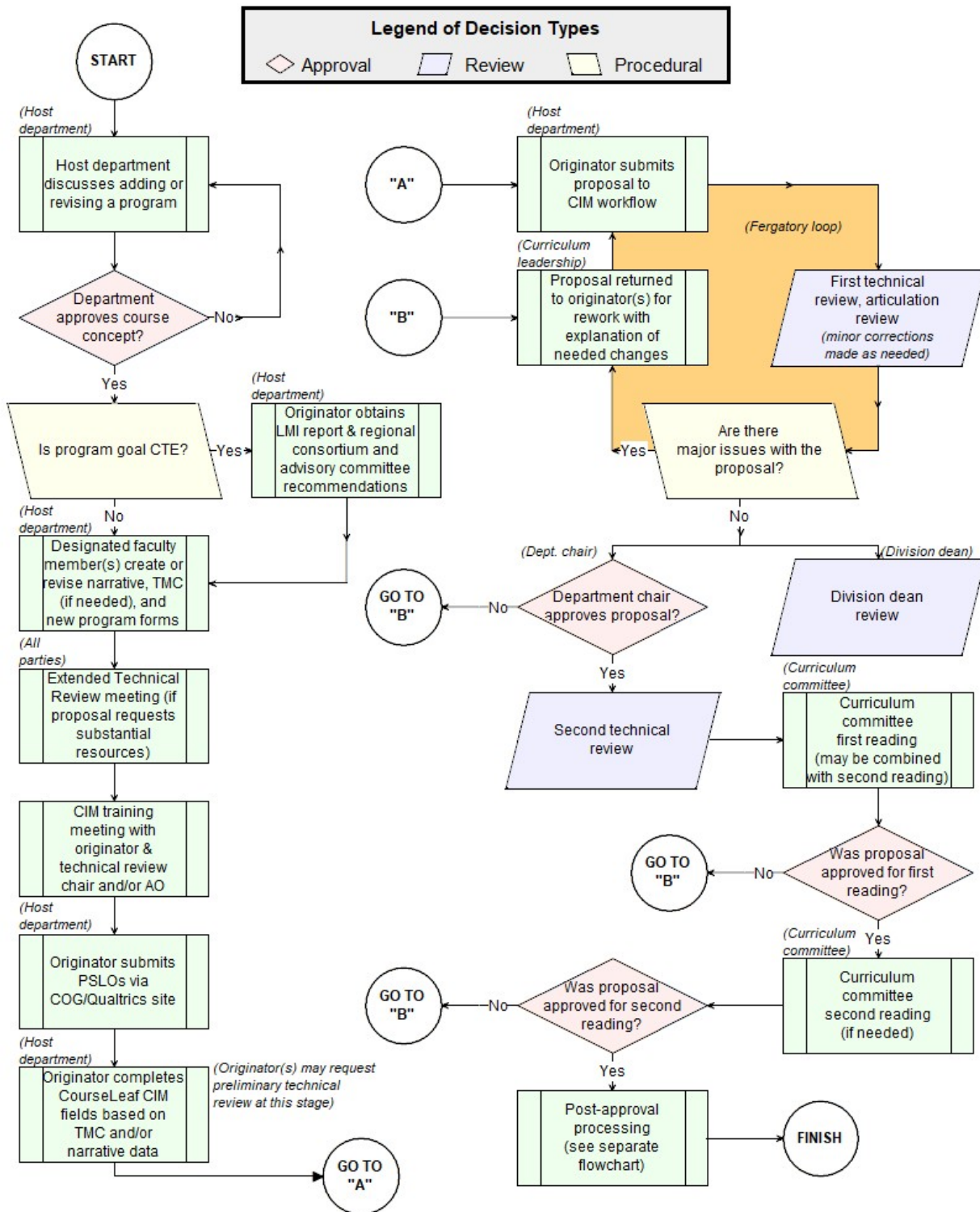
What Happens After A Course Is Approved?



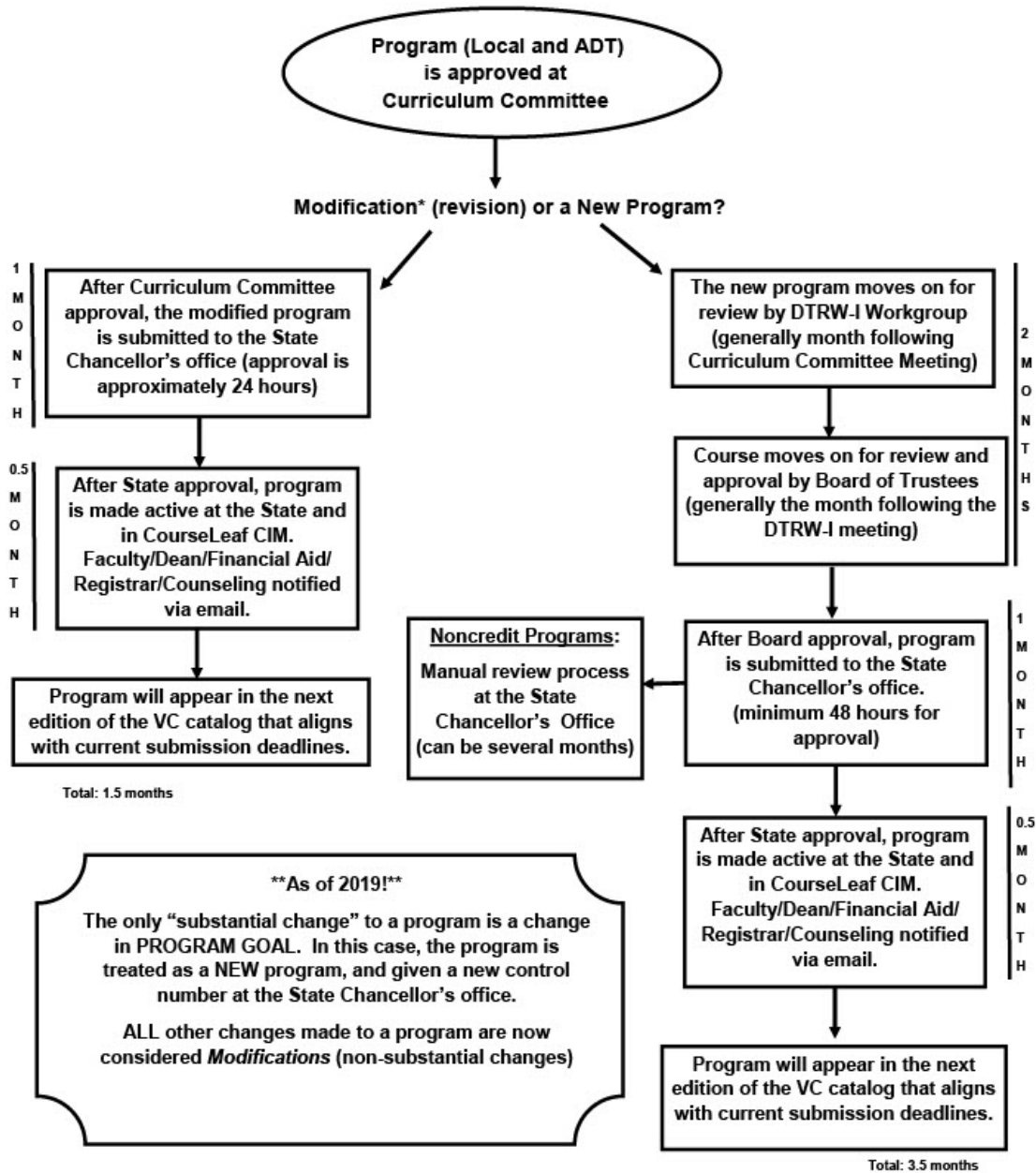
Time estimates can change depending on curriculum and catalog deadlines, and State approval timelines. Chart shows shortest possible approval times, and are not typical of actual times in practice (i.e. course revisions needed after DTRW-I review, delay at the State, etc., which fall outside of staff control).
 *Articulation, GE approval, C-ID, and transfer information not included, and may add up to 18 months after State approval.



Ventura College Program Approval Process (Origination to Curriculum Committee) (Rev. 15 Feb. 2022)



What Happens After A Program Is Approved?



Time estimates can change depending on curriculum and catalog deadlines, and State approval timelines. Chart shows shortest possible approval times, and are not typical of actual times in practice (i.e. course revisions needed after DTRW-I review, delay at the State, etc., which fall outside of staff control).



Resources for Faculty and Curriculum Committee Members

This section is incomplete.



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Curriculum Committee and Academic Affairs Office Forms

This section is incomplete.



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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” CCCCCO initiative
- BOG: Board of Governors, the group that governs the community college system statewide through mechanisms such as modifying the sections of Title 5 of the California Code of Regulations that apply to the community college system
- BoT or BOT: Board of Trustees (also known as the “Governing Board” or the Ventura County Community College District (VCCCD) Board of Trustees, but not to be confused with the statewide Board of Governors (BOG)), 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 "CSU GE-B" 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
- DCCI: District Council on Curriculum and Instruction (the district-level standing committee that 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)
- 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
- DSPTS: Disabled Students Programs and Services
- DTRW-I: District Technical Review Workgroup—Instruction (the former name of DCCI)
- 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
- ICW: Intersegmental Curriculum Workgroup, the body overseeing the curriculum components of the implementation of Senate Bill 1440 (Padilla, 2010)
- 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
- MAP: Military Articulation Platform, an ASSIST-like system designed to facilitate the granting of college credit (CPL) to veterans based on ACE recommendations and JST information by identifying consistent relationships between military training (*e.g.*, as identified by MOS/skill level codes) and specific college courses; the system also allows a veteran to upload their JST to receive an automated evaluation of the credit for which they are eligible at nearby colleges, and allows member colleges to view the types of credit-granting relationships that have been established by other MAP colleges
- MC: Model Curriculum (*see also* CCCMC *and* ISMC) *or* Moorpark College
- MIS: Management Information System
- MOS: Military Occupational Specialty, a unifying coding system that categorizes career fields and skill levels in which the U.S. military offers training and can be used to facilitate the granting of CPL to veterans
- 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)
- SEP: Student Educational Plan
- 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
- SWP: Strong Workforce Project
- 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)



Appendix A: Supporting Documents from the CCCCCO

This appendix records directives from the CCCCCO that may be difficult to locate or that may be lost from the CCCCCO website over the course of time.

Coded Memo AA 18-56 from Jackie Escajeda regarding submission requirements for program revisions and other issues (18 October 2018)

This memorandum, addressed to CIOs and curriculum chairs statewide, updated (reduced) program revision submission requirements relative to those documented in the 7th edition of the Program and Course Approval Handbook (PCAH). It did not address submission requirements for new program proposals.

The memo also announced the reduction of minimum unit requirements for Certificates of Achievement (COAs) from 18 units to 16 units (effectively outlawing Proficiency Awards awarding 16 units or more) and the reduction of minimum unit requirements for low-unit COAs from 12 units to 8 units.

(To preserve the pagination of the original memorandum, the text of the memo begins on the next page.)



DRAFT

TO: Chief Instructional Officers
Academic Senate for California Community Colleges
Curriculum Chairs
Curriculum Specialists

FROM: Jackie Escajeda, Dean
Curriculum and Instruction

RE: Curriculum Update

Substantial Changes and Nonsubstantial Changes

Through consultation with California Community Colleges Curriculum Committee (5C) and in support of curriculum streamlining, substantial changes and nonsubstantial changes for all credit programs will be merged and renamed as modified programs. These modified programs will not receive new control numbers nor generate new approval letters.

When submitting a modified credit program, please remove unnecessary course outline of records (CORs) and other documents. If historical documentation is important to retain, please label the documents accordingly. For example, "Original Narrative and date of origin."

Required attachments for modified Certificates of Achievement (COAs) and local degrees:

- A. Required CORs
- B. Revised Narrative to include:
 - 1. Program Goals and Objectives
 - 2. Catalog Description
 - 3. Program Requirements

Required attachments for modified Associate Degrees for Transfer (ADTs):

- A. Required CORs
- B. Revised Transfer Model Curriculum (TMC)
- C. Articulation Agreement by Major (AAM), CSU Baccalaureate Course List by Department (BCT), and CS GE Certification Course List by Area (GETCC) as required
- D. Revised Narrative to include:
 - 1. Program Goals and Objectives
 - 2. Catalog Description



Modifications to title 5, section 55070: Credit Certificates

In July 2018, the Board of Governors approved modifications to California Code of Regulations, title 5, section 55070, *Credit Certificates*. The purpose of the revision to the unit thresholds for the higher unit Credit Certificates was to align title 5 provisions with federal financial aid eligibility regulations and for lower unit credit certificates was to increase student transcript eligibility. Previously, title 5, required a Certificates of Achievement (COA) to have a sequence of courses consisting of a minimum of 18 semester units (or 27 quarter units), but with the change made in July, a sequence of courses consisting of a minimum of 16 semester units (or 24 quarter units) is now required. For low unit COAs, it has been changed from a sequence of courses with a minimum of 12 semester units (or 18 quarter units) to a minimum 8 semester units (or 12 quarter units).

The timeline for submitting existing COAs that are 16 semester units (or 24 quarter units) to less than 18 semester units (or 27 quarter units) that had not been previously submitted to the Chancellor's Office for chaptering and thus, have no control number will be early next year when the necessary technology changes occur to the Chancellor's Office Curriculum Inventory (COCI). In the meantime, the Chancellor's Office and 5C recommend that colleges start the curriculum process for such COAs, per the regular submission requirements for new COAs.

NOTE: Per the U.S. Department of Education, COAs requires gainful employment for [Financial Aid](#) eligibility.

IGETC and CSU GE-Breadth

The Chancellor's Office has simplified the process for submitting IGETC and CSU-GE Breadth certificates. Colleges will still need to provide a narrative; however, for item three of the narrative, colleges may attach a copy of the CSU-GE Breadth or IGETC transfer requirements from the current college catalog. Colleges will not need to attach any CORs. Lastly, these COAs cannot have "transfer" in the title of the COA; therefore, the college can abbreviate "transfer" in the "Title" field in COCI.

Sample language for the IGETC COA: The student will select courses that fulfill the IGETC certification pattern detailed in the college catalog. IGETC is accepted by all CSU campuses and most UC campuses and majors. It is also accepted by some private/independent or out of state universities

Sample language for the CSU-GE Breadth COA: The student will select courses that fulfill the CSU GE certification pattern detailed in the college catalog. CSU GE is accepted by all CSU campuses and some private/independent or out of state universities. CSU GE is not accepted by the UC system.



Cooperative Work Experience

In March 2018, the Board of Governors approved modifications to California Code of Regulations, title 5, section 55250: Approved Plan Required, section 55251: Requirements of the Plan, and section 55256.5: Work Experience Credit. The purpose of the revision was to transfer authority from the Chancellor's Office to local districts to approve Cooperative Work Experience (CWE) plans and courses to better respond to emerging community and workforce needs. Additionally, the proposed amendments would allow the awarding of units in .5 increments.

The modifications to CWE support curriculum streamlining and allow the colleges an opportunity to develop CWE courses that respond quickly to emerging community needs, including those workforce needs as stated in the Taskforce on Workforce, Job Creation and a Strong Economy. Thus, colleges are no longer required to submit their CTE plans to the Chancellor's Office, but should submit them to their district; and colleges can now award units in .5 increments for CWE courses.

Apprenticeship

When submitting an Apprenticeship course or program, please remember the following:

- A. Attached the California Division of Apprenticeship Standards (DAS) approval letter (DAS24) signed by the DAS designee, which must include the following information:
 1. Apprenticeship Title
 2. File Number
 3. Program Sponsor or Employer
- B. Prerequisite for the course should read, "Student is a registered State indentured apprentice."
- C. Courses must be part of a program approved by DAS
- D. Course must have prerequisite open ONLY to registered apprentice

Revision Requests from the Chancellor's Office

For continued improvement on curriculum streamlining, it is important that curriculum proposals move through the various stages of review and approval. Proposals that have been assigned Revision status need to be resubmitted or removed from COCI in a timely manner. Likewise, once a proposal has been approved, the college is responsible for changing the status to Active when appropriate, but no later than the Effective Date.

To check the status of a proposal, login to COCI and go to the "All Courses" or the "All Programs" tabs and select Revision or Approved from the Proposal Status dropdown. Information may be sorted by the last updated column to view changes since your last login.

Approval Letters

The Chancellor's Office recommends colleges to save their approval letters generated from COCI in the college's local filing system since approval letters are critical documentation required by the US Department of Education for financial aid purposes.

Point of Contact for the Colleges

The Chancellor's Office has staff assigned a curriculum point of contact to colleges to provide technical support, and consistent curriculum reviews and communication. If you would like to receive information regarding curriculum matters and COCI updates, you are welcome to join the [Curricassist listserv](#).



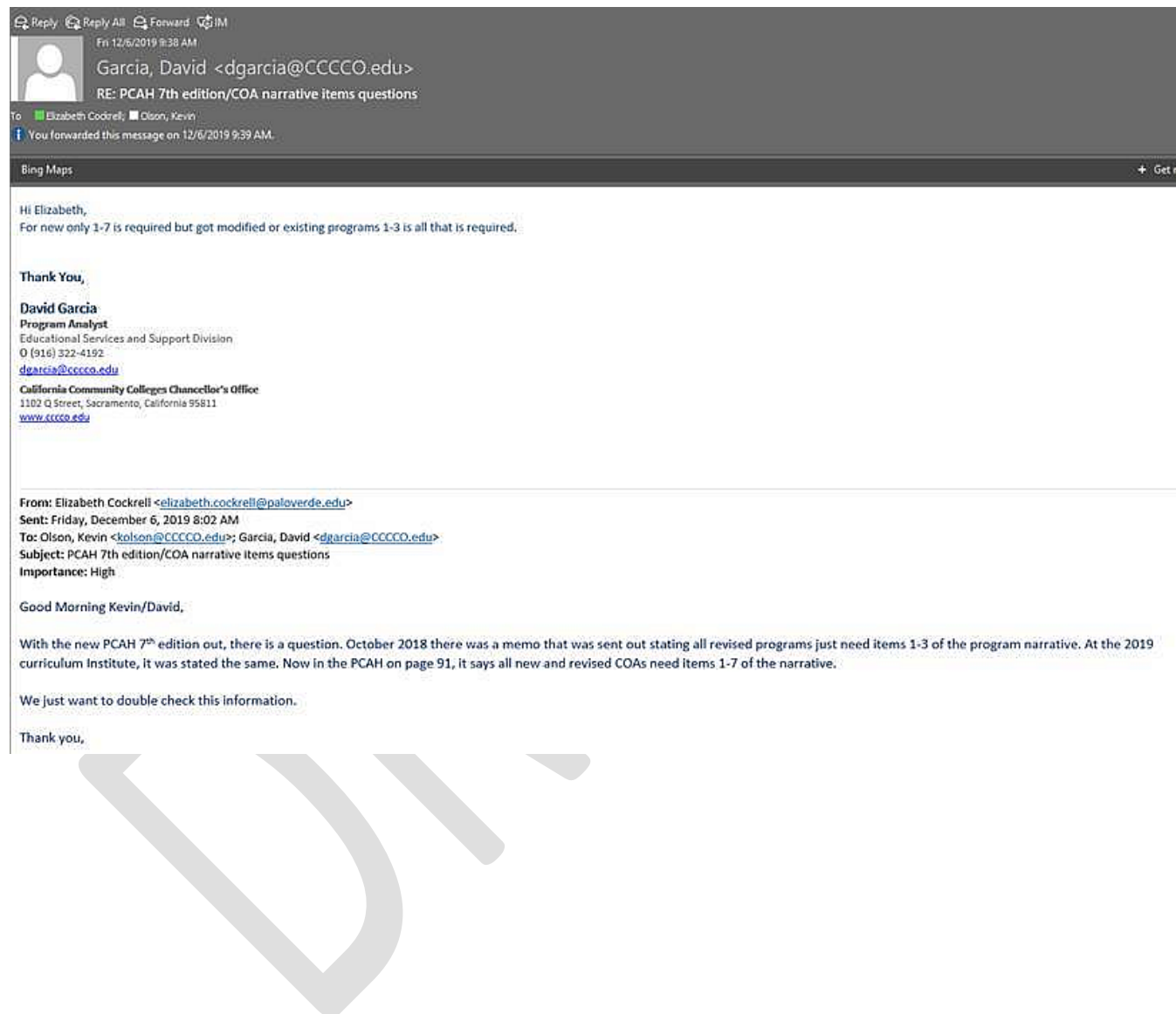
As a reminder, submit curriculum throughout the year as often as possible to avoid delays in the curriculum approval process. For any questions regarding this memo, please contact your curriculum [point of contact](#) at the Chancellor's Office.

cc: Alice Perez, Vice Chancellor of Academic Affairs, Chancellor's Office
Virginia Guleff, Vice President of Instruction, Butte College and Co-chair of 5C
Ginni May, Treasure of ASCCC and Co-chair of 5C
Bryan Dickason, Specialist, Student Services & Special Programs, Chancellor's Office
Ruby Nieto, Specialist, Student Services & Special Programs, Chancellor's Office

DRAFT

Memo from David Garcia (CCCCO) regarding submission requirements for program revisions (6 December 2019)

This memorandum, originally addressed to Elizabeth Cockrell at Palo Verde College but later shared on the CCCCurriculum Chairs list-serv, updated (reduced) program revision submission requirements relative to those documented in the 7th edition of the Program and Course Approval Handbook (PCAH). It does not address submission requirements for new program proposals.



The screenshot shows an email interface with the following content:

Reply Reply All Forward IM
Fri 12/6/2019 8:38 AM
Garcia, David <dgarcia@CCCCO.edu>
RE: PCAH 7th edition/COA narrative items questions
To: Elizabeth Cockrell; Olson, Kevin
You forwarded this message on 12/6/2019 9:39 AM.

Bing Maps + Get m

Hi Elizabeth,
For new only 1-7 is required but got modified or existing programs 1-3 is all that is required.

Thank You,
David Garcia
Program Analyst
Educational Services and Support Division
O (916) 322-4192
dgarcia@cccoco.edu
California Community Colleges Chancellor's Office
1102 Q Street, Sacramento, California 95811
www.cccoco.edu

From: Elizabeth Cockrell <elizabeth.cockrell@paloverde.edu>
Sent: Friday, December 6, 2019 8:02 AM
To: Olson, Kevin <kolson@CCCCO.edu>; Garcia, David <dgarcia@CCCCO.edu>
Subject: PCAH 7th edition/COA narrative items questions
Importance: High

Good Morning Kevin/David,

With the new PCAH 7th edition out, there is a question. October 2018 there was a memo that was sent out stating all revised programs just need items 1-3 of the program narrative. At the 2019 curriculum Institute, it was stated the same. Now in the PCAH on page 91, it says all new and revised COAs need items 1-7 of the narrative.

We just want to double check this information.

Thank you,

