District Technical Review Workgroup - Instructional (DTRW-I)
AGENDA
April 14, 2016 - 1:00 – 3:00 p.m.
DAC Lakin Boardroom

- **Approval of March 10, 2016 Meeting Notes**

- **Curriculum Submissions**

MOORPARK COLLEGE
New Courses
THA M01H, Honors: Introduction to Theatre, 3
THA M04H, Honors: History of Theatre, 3

OXNARD COLLEGE
No submission

VENTURA COLLEGE
New Credit Program
Associate in Arts in Economics for Transfer, 60 units

New Non-Credit Program
Certificate of Completion in Technology and Workplace Competencies, 437.5 Hours

OLD BUSINESS:
- Review Policy/Procedure List – Develop a Prioritized List of Review for Chapter 4

NEW BUSINESS:
- BP/AP 4025 Philosophy and Criteria for Associate Degree and General Education (revisions) – Michael Bowen
- Transfer Admission Guarantee (TAG) Agreement – CLU/VCCCD – Rick Post
- DTRW-I Progress toward Workgroup Goals
- Review DTRW-I Self Appraisal Results
- Comparable/Parallel Courses – Articulation Officers
- Curriculum Accomplishments
- Draft DTRW-I Calendar
- Future Agenda Items (standing item)

Next Meeting Date: TBD – DAC Lakin Boardroom

Ventura County Community College District

2015-2016 Academic Year
District Technical Review Workgroup – Instructional (DTRW-I)
Meeting Notes
March 10, 2016 - 1:00 p.m. – 3:00 p.m.
MEETING NOTES PRIOR TO APPROVAL AT APRIL 14 DTRW-I MEETING

Members: Chancellor's Designee: Kim Hoffmans, Chair (VC)
Faculty Co-Chair: Linda Kama'ila (OC)
Executive Vice President and Vice Presidents: Lori Bennett (MC), Kimberly Hoffmans (VC), Ken Sherwood (OC)
Faculty Chair/Co-Chairs of Curriculum Committees: Shannon Davis (OC), Jerry Mansfield (MC), Michael Bowen (VC)
Articulation Officers: Shannon Davis (OC), Letrisha Mai (MC), Michael Bowen, Acting AO (VC)
Academic Senate Presidents: Linda Kama'ila (OC), Mary Rees (MC), Alex Kolesnik (VC)
Policy and Administrative Procedures: Clare Geisen (DAC) (Policy/procedure, Chancellor's Cabinet Liaison/guest)

Guests: Howard Davis (for Lori Bennett)

Absent: Clare Geisen, Lori Bennett

Recorder: Laurie Nelson-Nusser

Notes:

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
Approval of January 14, 2016 Meeting Minutes	K. Hoffmans welcomed everyone and the meeting commenced at 1:05 pm. The February 11, 2016 meeting notes were approved as presented with abstention from S. Davis, K. Sherwood, and K. Hoffmans.			
CURRICULUM SUBMISSIONS				
New Degrees/Courses/Revised Courses **Moorpark/Oxnard/Ventura**	**Curriculum Submissions:** **MOORPARK COLLEGE** There was no submission.			

DTRW-I March 10, 2016 – Page 1

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
Submissions	**OXNARD COLLEGE** **New Courses** CHEM R133, Organic Chemistry II, 3 CHEM R133L, Organic Chemistry II Laboratory, 2 **Recommendation:** These new courses will go forward to Chancellor's Cabinet, Consultation Council, and subsequently to the Board for full approval. **New Programs** AA-T in Child and Adolescent Development AA-T in Elementary Teacher Education AS-T in Chemistry **Recommendation/Notes:** There was discussion regarding districtwide access to the AA-T for the Elementary Teacher Education program and possibly creating a hybrid online program. There was also discussion regarding the minimum qualifications for instructors and the general education listings in the catalog. Coordination of course offerings between campuses will be handled through the articulation officers. L. Mai will send out the standard language for utilization across the District. These new programs will go forward to Chancellor's Cabinet, Consultation Council, and subsequently to the Board for full approval. **VENTURA COLLEGE** **New Courses** AG V06, Introduction to Plant Science (with Laboratory), 4 ANTH V36, Forensic Anthropology, 3 DM V26, Diesel Engines, 2 DM V26L, Diesel Engines Laboratory, 3 ENGL V03A, Accelerated Introduction to English Composition, 5 ENGL V18, Children's Literature and Film, 3 ENGR V14, MATLAB: Programming and Problem Solving, 3	Send out the standard language for utilization across the District.	ASAP	L. Mai

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	MATH V14, Prestatistics, 6 **Recommendation/Notes:** AG V06 will change to ASE V06. ENGL V03A will add the word "basic" to the title. C-ID will be added to all new courses. MATH V14 is a combined course and is, therefore, 6 units. These new courses with indicated revisions will go forward to Chancellor's Cabinet, Consultation Council, and subsequently to the Board for full approval. **Revised Courses** ENGL V01C, ~~Intro to Literature: Critical Thinking and Argumentative Writing~~ *Advanced Composition and Critical Thinking,* ~~4~~ *3* MUS V31A, Private Lessons: Woodwinds, ~~3~~ *0.5* MUS V31B, Private Lessons: Brass, ~~3~~ *0.5* MUS V31C, Private Lessons: Strings, ~~3~~ *0.5* MUS V31D, Private Lessons: Keyboards, ~~3~~ *0.5* MUS V31E, Private Lessons: Classical Guitar, ~~3~~ *0.5* MUS V31F, Private Lessons: Orchestral Percussion Instruments, ~~3~~ *0.5* MUS V31G, Private Lessons: Music Composition, ~~3~~ *0.5* MUS V31H, Private Lessons: Voice, ~~3~~ *0.5* **Recommendation/Notes:** Ventura College is changing the descriptor and units on ENGL V01C to be more in alignment with Moorpark College. There was discussion regarding family of courses language on all music courses. These revised courses with indicated revisions will go forward to Chancellor's Cabinet, Consultation Council, and subsequently to the Board for full approval. **New Programs** Associate in Arts in Elementary Teacher Education for Transfer, 50-51 units Associate in Arts in Music for Transfer, 21-22 units **Recommendation:** These new programs will go forward to Chancellor's Cabinet, Consultation Council, and			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	subsequently to the Board for full approval. **Revised Programs** Associate in Science in Basic Law Enforcement Academy, 35.5 Certificate of Achievement in Basic Law Enforcement Academy, 35.5 **Recommendation/Notes:** The revised programs will change "select 4 courses/2 units" to clarify the requirements and will also add the family course language. The phrase "the intersegmental general education transfer curriculum (IGETC-CSU) or" will be removed in all instances. IEGTC will be corrected to IGETC. These revised programs will go forward with indicated revisions to Chancellor's Cabinet, Consultation Council, and subsequently to the Board for full approval.			
OLD BUSINESS				
New Business				
High Unit ADTs	There was a proposal for Chemistry which will be implemented in the near future. Nursing will be the next program under review. This item will not return to the next agenda.			
VCCCD Board Policy and Procedure Review – Rick Post	R. Post provided a handout titled "VCCCD Policies and Procedures Review Cycle" with status of each policy and procedure. This document will be sent out to both DTRW-I and SS electronically by L. Nusser. The District will now move from a 2-year review cycle to a 5-year review cycle. There was discussion regarding which policy/procedures should be under review by DTRW-I and other governance committees. There was a suggestion to have an overlapping meeting between DTRW-I and DTRW-SS in the new academic year. The group will review the list and develop a prioritized list of policies/procedures for review of Chapter 4 during the next academic year.	Send to DTRW-I members	ASAP	Laurie Nusser
Future Agenda Items	• Comparable/Parallel courses are under review by the			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	Articulation Officers and they will notify DTRW-I when the issue is ready to be agendized – Articulation Officers – April meeting • Review progress towards committee goals • DTRW-I Self Appraisal committee survey – L. Nusser to send example to R. Post for implementation. • Curriculum accomplishments will be brought forward to the April meeting.			
Adjournment	K. Hoffmans adjourned the meeting at 2:20 pm.			
Next Meeting Date:	April 14, 2016 – 1 pm, DAC Lakin Boardroom Submission deadline: April 8, 2016			

MOORPARK COLLEGE

New Courses		Units
THA M01H	Honors: Introduction to Theatre	3
THA M04H	Honors: History of Theatre	3

New Courses

THA M01H   Honors: Introduction to Theatre   3 Units

Class Hours: 3 lecture

C-ID: Aligned with THTR 111

Focuses on the relationship of theatre to various cultures throughout history, and on the contributions of significant individual artists. Introduces elements of the production process including playwriting, acting, directing, design, and criticism. Surveys different periods, styles and genres of theatre through play reading, discussion, films and viewing and critiquing live theatre, including required attendance of theatre productions. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities. Applies to Associate Degree.
Transfer Credit: CSU
Credit limitation: Students cannot complete both THA M01 and THA M01H courses because credit will only be awarded for the first course completed.

THA M04H   Honors: History of Theatre   3 Units

Class Hours: 3 lecture

C-ID: Aligned with THTR 113

Explores the major innovations, trends, works, and playwrights in historical theatrical movements from classical Greek and Roman theatre through the 17th century. Examines the social and political context of specific dramatic movements and the influences of theatre on society. Honors work challenges students to be more analytical and creative through expanded assignments, real-word applications and enrichment opportunities. Applies to Associate Degree. Transfer credit: CSU
Credit limitation: Students cannot complete both THA M01 and THA M01H courses because credit will only be awarded for the first course completed.

VENTURA COLLEGE

New Credit Program

Associate in Arts in Economics for Transfer   60 units

New Non-Credit Program

Certificate of Completion in Technology and Workplace Competencies   437.5 Hours

VENTURA COLLEGE
Associate in Arts for Transfer
Economics

REQUIRED COURSES:		UNITS
ECON V01A	Principles of Macroeconomics	3
ECON V01B	Principles of Microeconomics	3
MATH V44	Elementary Statistics	4
or		
PSY V04	Introductory Statistics for the Social and Behavioral Sciences	4
MATH V46	Applied Calculus	4
or		
MATH V21A	Calculus with Analytic Geometry I	5

LIST A:

Select one course:

BUS V01A	Financial Accounting	4
BUS V01B	Managerial Accounting	4
BUS V17	Computer Applications	3
BUS V33	Business Law	3
COMM V10	Critical Thinking in Oral Communication:	
	Argumentation and Debate	3
SOC V01	Introduction to Sociology	3

LIST B:

Select one course:

Any course not used in LIST A		3-4
MATH V21C	Multivariable Calculus	5
MATH V22	Introduction to Linear Algebra	3

Required Major Total:	20-24 units
CSU General Education or IEGTC-CSU Pattern Electives	37-39 units
Double-Counted units	_ units
CSU transferrable units to reach 60	_ units
DEGREE TOTAL	60 units

Certificate of Completion
TECHNOLOGY AND WORKPLACE COMPETENCIES

The Technology and Workplace Competencies Certificate is designed to provide students with the technology and workplace skills to enhance their employability and provide value to employers. Students will complete courses with assessments documenting their achievement of workplace skills.

REQUIRED COURSES:		Lab Hours/Week	Total Hours
ATEC N101	Career Exploration and Discovery	3	52.5
ATEM N102	Mathematics for Employment	4	70
ATEW N103	Writing for Employment	4	70
ATET N104	Principles of Technology	3	52.5
ATEB N105	Skills for Employability	3	52.5
ATEB N106	Workplace and Business Essentials	5	87.5

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

ATET N107	Technical Reference Interpretation and		
	Blueprint Reading	3	52.5
ATET N108	Occupational Safety in the Workplace	3	52.5
ATET N109	Tools and Machines in Industry	3	52.5

Total Hours:		25	437.5

Ventura County Community College District Board Policy Review	Originally Adopted	Last Revised	Last Reviewed	5-Year Review 2016-2021
Chapter 4 – Academic Affairs				
BP 4010: Academic Calendar	2/16/2006		10/11/2011	
AP 4010: Academic Calendar	6/23/2009		10/11/2011	
BP 4020: Program, Curriculum, and Course Development	2/16/2006		9/9/2014	
AP 4020: Program, Curriculum, and Course Development	5/12/2009		9/9/2014	
BP 4021: Program Discontinuance	3/8/2011		2/14/2012	
AP 4021: Program Discontinuance	2/14/2012		2/14/2012	
BP 4022: Program and Course Approval	6/23/2009		9/9/2014	
AP 4022: Program and Course Approval	5/12/2009		9/9/2014	
BP 4025: Philosophy and Criteria for Associate Degree and General Education	2/16/2006		9/18/2013	
AP 4025: Philosophy and Criteria for Associate Degree and General Education	7/14/2009		6/18/2013	
BP 4030: Academic Freedom	4/18/2006		4/9/2013	
AP 4030: Academic Freedom	7/14/2009		4/9/2013	
BP 4040: Library Services	2/16/2006		10/11/2011	
AP 4040: Library and Other Instructional Support Services	7/14/2009		10/11/2011	
BP 4050: Articulation	2/16/2006		4/14/2015	
AP 4050: Articulation	5/12/2009		4/14/2015	
AP 4051 Articulation between VCCCD and High School Institutions	4/14/2015		4/14/2015	
BP 4060: Delineation of Functions Agreements	2/16/2006		10/11/2011	
AP 4060: Delineation of Functions Agreements	7/14/2009		10/11/2011	
BP 4070: Auditing and Auditing Fees	2/16/2006		10/11/2011	
AP 4070: Auditing and Auditing Fees	5/12/2009		10/11/2011	
BP 4100: Graduation Requirements for Degrees and Certificates	2/16/2006		11/11/2014	
AP 4100 Graduation Requirements for Degrees and Certificates	6/16/2010		11/11/2014	
BP 4101: Independent Study	6/23/2009		10/11/2011	
AP 4101: Independent Study	5/12/2009		10/11/2011	
BP 4102: Career Technical Education Programs	4/14/2015		4/14/2015	
AP 4102: Career Technical Education Programs	7/14/2009		4/14/2015	
BP 4103: Work Experience	10/11/2011		10/11/2011	
AP 4103: Work Experience	7/14/2009		10/11/2011	

BP 4104: Contract Education	10/11/2011		10/11/2011	
AP 4104: Contract Education	12/14/2010		10/11/2011	
BP 4105: Distance Education	5/12/2015		5/12/2015	
AP 4105: Distance Education	5/12/2015		5/12/2015	
BP 4106: Nursing Program	10/11/2011		10/11/2011	
AP 4106: Nursing Program	12/14/2010		10/11/2011	
BP 4110: Honorary Degrees	2/16/2006		10/11/2011	
AP 4110: Honorary Degrees	12/14/2010		10/11/2011	
BP 4220: Standards of Scholarship	2/16/2006		10/11/2011	
AP 4220: Standards of Scholarship – Delegation	12/14/2010		10/11/2011	
BP 4222: Remedial Coursework	10/11/2011		10/11/2011	
AP 4222: Remedial Coursework	12/14/2010		10/11/2011	
BP 4225: Course Repetition For Substandard Grades	2/16/2006		4/8/2014	
AP 4225: Course Repetition	6/16/2010		4/8/2014	
BP 4226: Multiple and Overlapping Enrollments	10/11/2011		10/11/2011	
AP 4226: Multiple and Overlapping Enrollments	12/14/2010		10/11/2011	
BP 4227: Course Repetition Absent Substandard Academic Work	6/19/2012		4/8/2014	
AP 4227: Course Repetition Absent Substandard Academic Work	6/16/2010		4/8/2014	
BP 4230: Grading and Academic Record Symbols	2/16/2006		6/19/2012	
AP 4230: Grading and Academic Record Symbols	5/12/2009		6/19/2012	
BP 4231: Grade Changes	10/11/2011		10/11/2011	
AP 4231: Grade Changes	6/16/2010		10/11/2011	
BP 4232: Pass/No Pass	10/11/2011		10/11/2011	
AP 4232: Pass /No Pass	6/23/2009		10/11/2011	
BP 4235: Credit by Examination	2/16/2006		4/14/2015	
AP 4235: Credit by Examination	7/14/2009		4/14/2015	
BP 4240: Academic Renewal	6/23/2009		2/11/2014	
AP 4240: Academic Renewal	6/23/2009		2/11/2014	
BP 4250: Probation, Disqualification, and Readmission	2/16/2006		10/11/2011	
AP 4250: Probation	6/16/2010		10/11/2011	
AP 4255: Disqualification and Dismissal	6/16/2010		10/11/2011	
BP 4260: Prerequisites, Co-requisites and Advisories on Recommended Preparation	2/16/2006		6/18/2013	
AP 4260: Prerequisites, Co-requisites and Advisories on Recommendation Preparation	6/16/2010		6/18/2013	
BP 4300: Field Trips and Excursions	2/16/2006		4/9/2013	

AP 4300: Field Trips and Excursions	4/9/2013		4/9/2013	
BP 4400: Community Services Programs	2/16/2006		10/11/2011	
AP 4400: Community Services Programs	6/16/2010		10/11/2009	
BP 4500: Student News Media	6/18/2013		6/18/2013	
AP 4500: Student News Media	6/16/2010		6/18/2013	
BP 4610: Instructional Service Agreements	10/11/2011		10/11/2011	
AP 4610: Instructional Service Agreements	6/16/2010		10/11/2011	

Book	VCCCD Board Policy Manual
Section	Chapter 4 Academic Affairs
Title	BP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION
Number	BP 4025
Status	Active
Legal	Title 5, Section ~~55905~~55061
	ACCJC Accreditation Standard II.A~~3~~
Adopted	February 16, 2006
Last Reviewed	~~June 19, 2013~~(Insert new date here)

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, general education should lead to better understanding.

In establishing or modifying a general education program, ways shall be sought to create cohesion and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.

The Chancellor shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

See Administrative Procedure 4025.

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

Philosophy and Criteria for Associate Degree

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

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

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

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

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

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

DTRW-I Review: 4.14.16 (revisions from Michael Bowen 4.2016)

Philosophy and Criteria for General Education

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

- Understand the modes of inquiry and critique used in the natural, social, and behavioral sciences and the humanities
- Understand and appreciate the role of culture and the arts in society and in one's personal life
- Think logically and communicate effectively
- Understand and adopt the concepts of personal health and fitness to enhance the quality of life
- Recognize the multitude of diversities in the physical and human environments and how these diversities impact individuals and society
- Understand the connections among the various disciplines
- Use a variety of means to find information, examine it critically, and apply it appropriately
- Work ethically and effectively with others
- Apply the skills necessary for successful living in an ever-changing and global environment
- Become productive workers and life-long learners
- Meet the objectives of general education

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

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

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

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

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

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

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

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

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

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

(A) Natural Sciences

DTRW-I Review: 4.14.16 (revisions from Michael Bowen 4.2016)

Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationship between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

(B) Social and Behavioral Sciences

Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in Social and Behavioral Sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and an appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

(C) Humanities

Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) Language and Rationality

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

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

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

(E) Health/Physical Education and Kinesiology

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

(F) Gender Studies

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

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

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

DTRW-I Review: 4.14.16 (revisions from Michael Bowen 4.2016)

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

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

1. When prohibited by legislated transfer degrees (Associate in Art for Transfer and Associate in Science for transfer) that require completion of CSU GE-Breadth and/or Intersegmental General Education Transfer Curriculum (IGETC) and forbid additional District graduation requirements.
2. General Studies Pattern II requires students to complete a transfer institution's own GE pattern while also meeting the 18 units of general education minimum established in Title 5. The additional District graduation requirements of Health/PE and Kinesiology and Ethnic/Gender Studies still apply.
3. General Studies Pattern III requires students to complete either CSU GE-Breadth or IGETC. ~~t~~The additional District graduation requirements of Health/PE and Kinesiology and Ethnic/Gender Studies still apply.
4. When the degree is designed specifically for transfer and another general education pattern (such as CSU GE-Breadth, IGETC, or a university's native GE pattern) more adequately serves the needs of the students.

Last Modified by Laurie Nusser on ~~July 1, 2013~~(Insert new date here)

Transfer Admission Guarantee
Between
Ventura County Community College District
and
California Lutheran University

Ventura County Community College District (VCCCD) and California Lutheran University (CLU) hereby agree that current or former VCCCD students who have successfully met the qualifying criteria (stated below) for the Transfer Admission Guarantee (TAG) Agreement, shall be guaranteed admission into the Bachelor of Arts or Bachelor of Science programs offered by CLU.

1. Bachelor of Arts or Bachelor of Science program applicants shall meet **one of** the following admission criteria:

    A. Completion of College Level English with a grade of "C" or higher; completion of college level math (or a minimum of intermediate algebra); completion of a minimum of 30 transferable units; cumulative GPA of 2.75 or higher.

    B. Be fully UC or CSU IGETC certified with a cumulative GPA of 2.5 or higher.

    C. Completion of Associate Degree for Transfer with a cumulative GPA of 2.5 or higher.

2. Submit official Moorpark College, Oxnard College, and/or Ventura College transcripts for evaluation. All transfer coursework must be completed with a grade of "D" or higher from a regionally accredited college or university.

3. Student must be in good academic standing at the last institution attended.

4. Cal Lutheran reserves the right to make final admission decision based on submitted application materials.

5. All VCCCD students who transfer to CLU shall be held to all admission requirements and academic policies as outlined in CLU Student Handbook and CLU Student Catalog. This includes, but is not limited to, completion of all graduation requirements for degree conferral.

6. Term and Termination: VCCCD students shall have through the September 2017 enrollment cycle to seek admission under the terms of this Agreement, whereby it shall immediately terminate.

7. The term of this TAG Agreement may be extended only by the written Agreement of both parties. Either party may terminate this Agreement at any time for any reason without penalty or further obligation by giving the other party ninety (90) days written notice; however, both parties understand and agree that any written commitments made to VCCCD transfer students hereunder shall survive termination of this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement pursuant to the terms and conditions outlined herein as of the date set forth below.

_____   _____

President, California Lutheran University

Chancellor, Ventura County Community College District

_____   _____

Date

Date

District Technical Review Workgroup- Instruction

The DTRW-I is an advisory group to the Chancellor through Cabinet and the District Consultation Council. It reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW-I is responsible for reviewing new and substantively revised courses and programs prior to submission through Cabinet and Consultation Council to the Chancellor and the Board of Trustees. DTRW-I is responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW-I may choose to review and provide advice on questions regarding the interpretation of curricular regulations. <u>In this role, members formulate recommendations to the Chancellor through consultation and are responsible to serve as a conduit for information and the catalyst for discussion on topics raised at the District group and within the constituent group.</u> To fulfill these charges, members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum.

GOALS
2015-2016

#	GOALS	ACCOMPLISHMENTS
1	Support high quality, technically and legally accurate curriculum through the review of all new and substantively revised courses, degrees, certificates, <u>and awards</u>.	
2	Encourage curriculum consistencies when appropriate to support student curriculum success and completion.	
3	Evaluate committee processes and outcomes for sustainable quality improvement of curricular matters.	
4	Make recommendations related to curricular processes districtwide.	

Draft 12.10.15

## Q1 1. How often did the committee meet?

Answered: 7   Skipped: 0
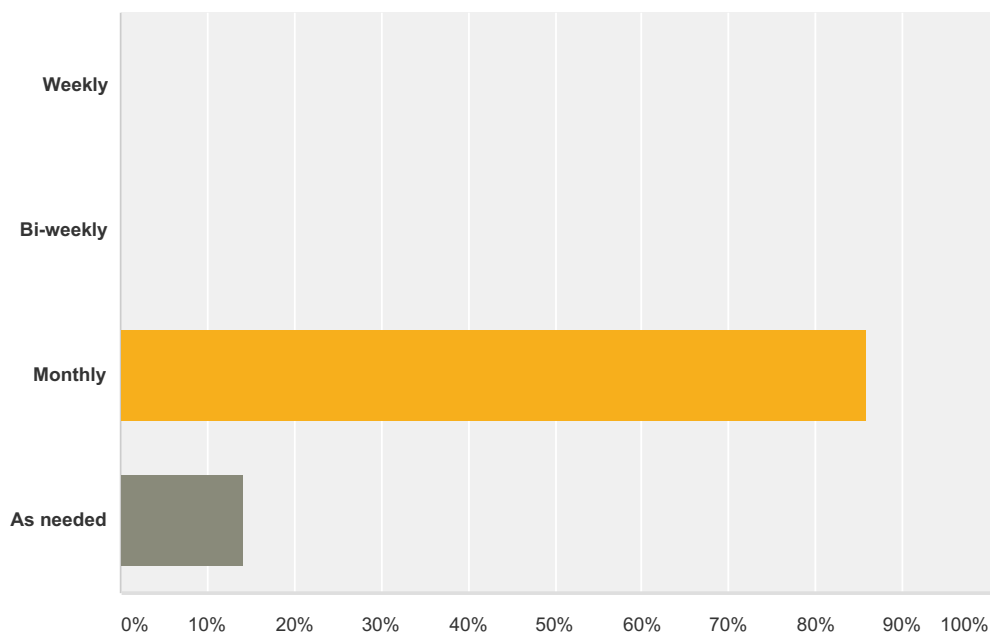
Answer Choices	Responses	
Weekly	0.00%	0
Bi-weekly	0.00%	0
Monthly	85.71%	6
As needed	14.29%	1
Total		7

1 / 10

Q2 **2. Does the committee charge reflect the business of the committee? (Charge provided below.)"The purpose of the District Technical Review Workgroup - Instructional (DTRW-I) is:--To put into practice the collaboration of faculty and District administration in ensuring the technical and legal accuracy of new and substantively revised courses and programs approved by each College's Curriculum Committee; and--To safeguard the primacy of each College Curriculum Committee and the College faculty in the design and modification of courses and programs.The DTRW-I is an advisory group to the Chancellor through Cabinet and the District Consultation Council. It reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW-I is responsible for reviewing new and substantively revised courses and programs prior to submission through Cabinet and Consultation Council to the Chancellor and the Board of Trustees. DTRW-I is responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW-I may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum."**

Answered: 7   Skipped: 0

2 / 10

District Technical Review Workgroup-Instructional Self-Appraisal (Spring 2016)
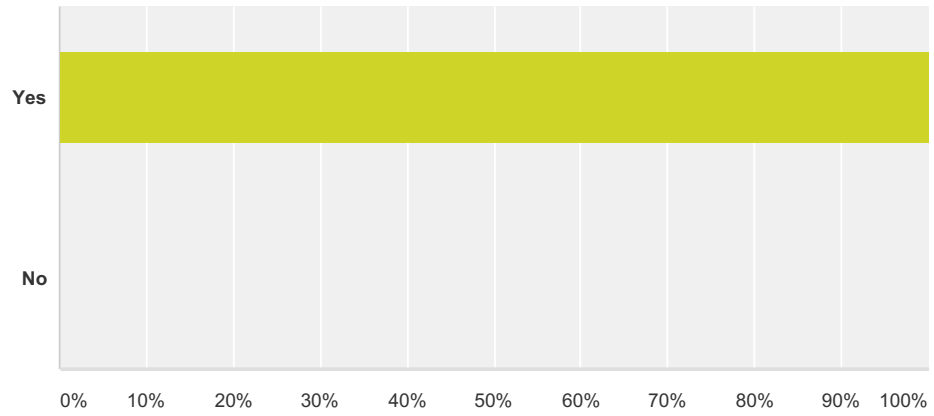
Answer Choices	Responses	
Yes	**100.00%**	7
No	**0.00%**	0
Total		**7**

3 / 10

Q3 3. Is the committee environment conducive to open discussion of relevant issues?

Answered: 7   Skipped: 0
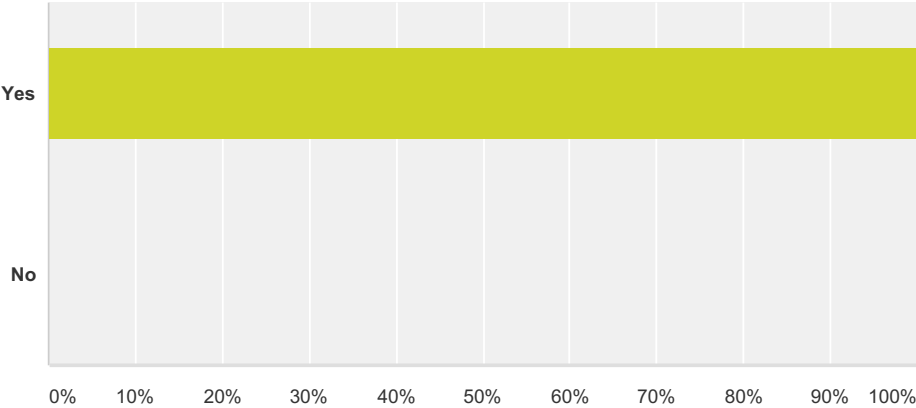
Answer Choices	Responses	
Yes	**100.00%**	7
No	**0.00%**	0
Total		**7**

4 / 10

Q4 4. Are the issues brought to the committee effectively addressed in a timely manner?

Answered: 7   Skipped: 0
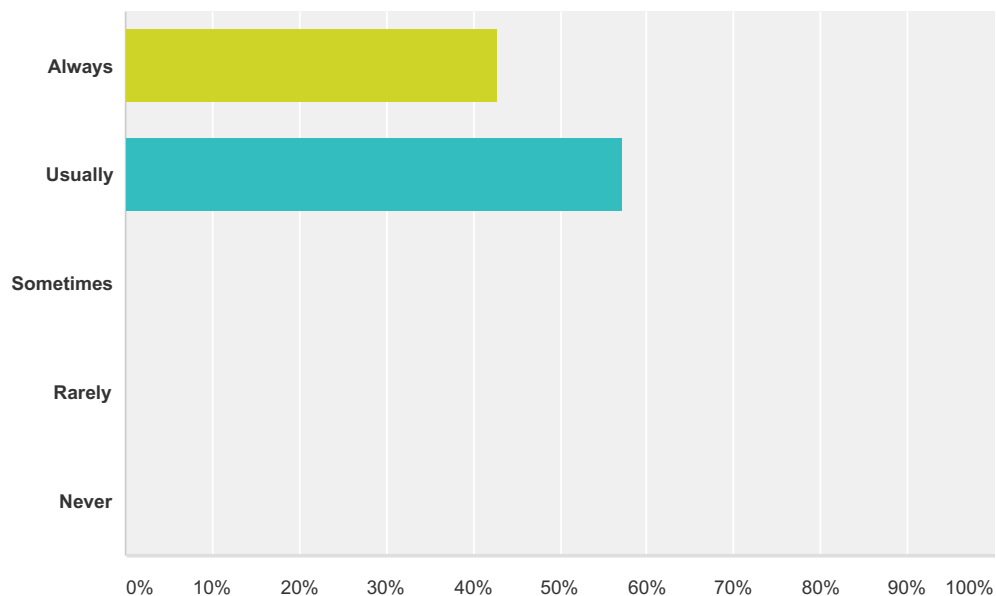
Answer Choices	Responses	
Always	**42.86%**	3
Usually	**57.14%**	4
Sometimes	**0.00%**	0
Rarely	**0.00%**	0
Never	**0.00%**	0
Total		**7**

5 / 10

Q5 5. Are the committee's agendas posted and accessible in an easy and timely manner?

Answered: 7   Skipped: 0
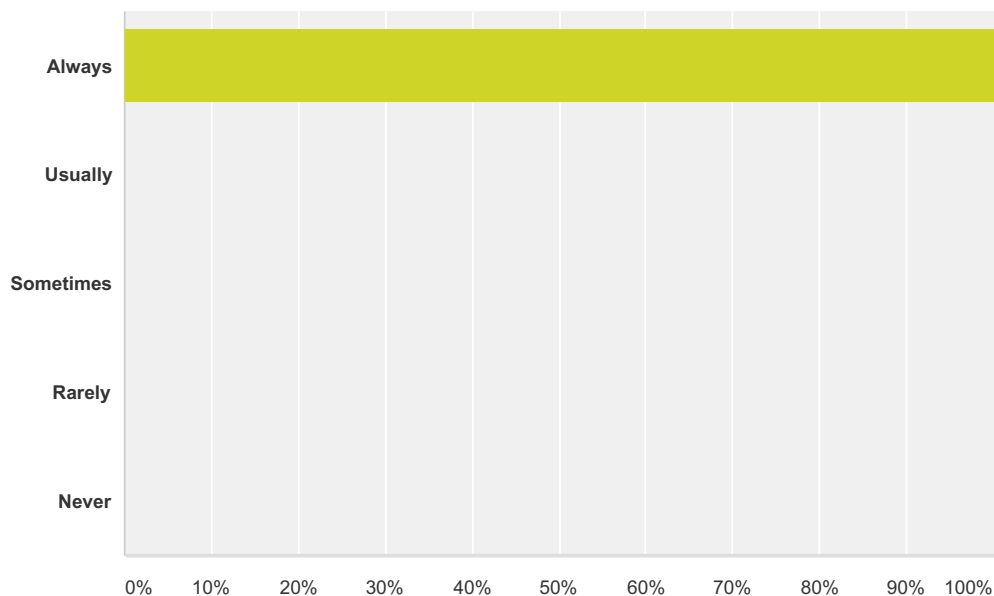
Answer Choices	Responses	
Always	**100.00%**	7
Usually	**0.00%**	0
Sometimes	**0.00%**	0
Rarely	**0.00%**	0
Never	**0.00%**	0
Total		**7**

6 / 10

Q6 6. Are the committee meeting notes readily accessible?

Answered: 7   Skipped: 0
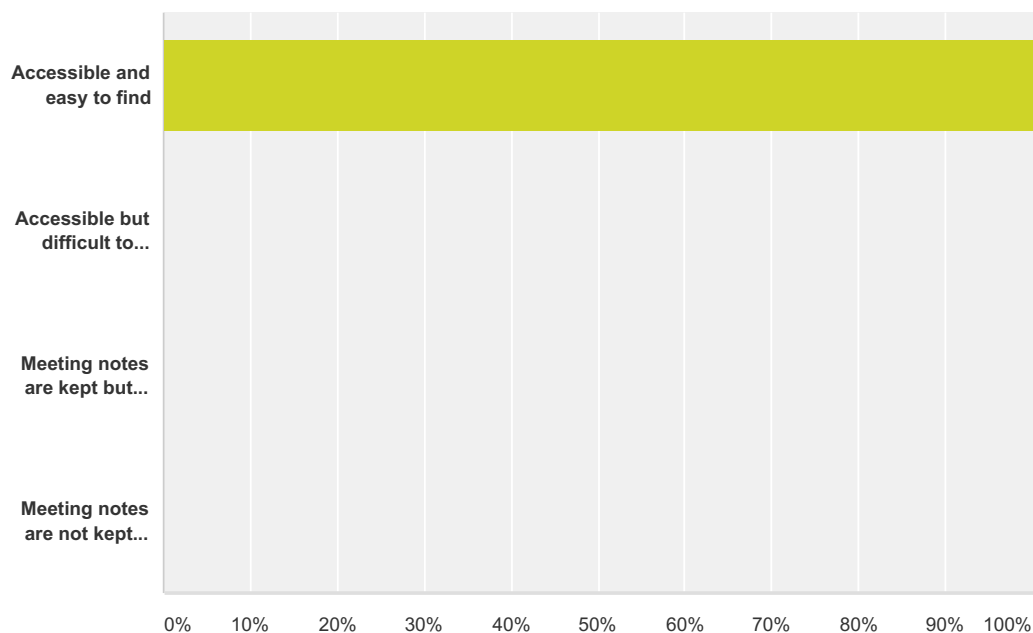
Answer Choices	Responses	
Accessible and easy to find	**100.00%**	7
Accessible but difficult to find	**0.00%**	0
Meeting notes are kept but not posted	**0.00%**	0
Meeting notes are not kept (that I am aware of)	**0.00%**	0
Total		**7**

7 / 10

Q7 7. To what degree do you agree with the following statement: "The business of the committee was accomplished effectively"?

Answered: 7   Skipped: 0
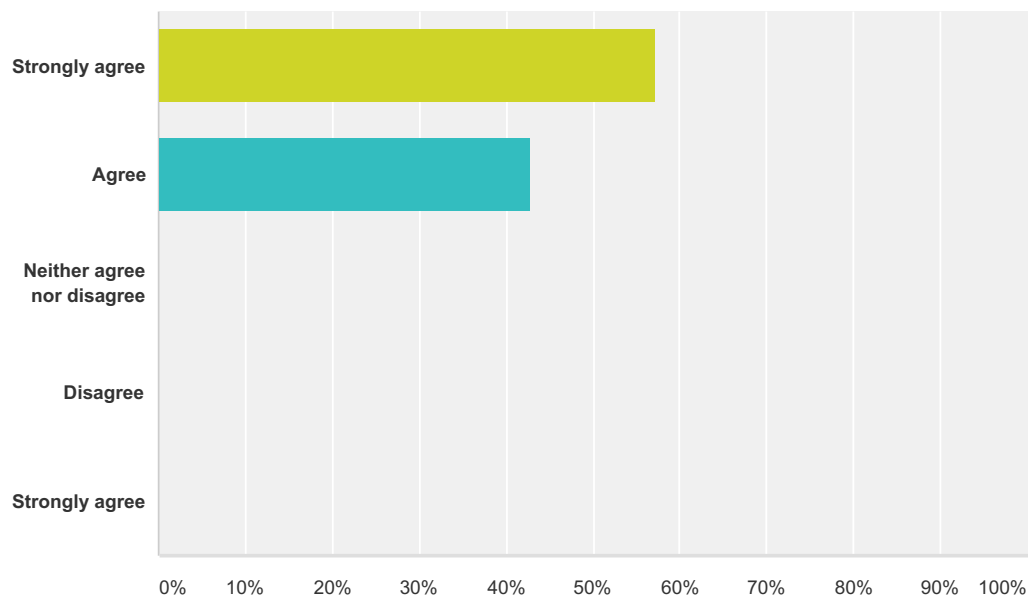
Answer Choices	Responses	
Strongly agree	**57.14%**	4
Agree	**42.86%**	3
Neither agree nor disagree	**0.00%**	0
Disagree	**0.00%**	0
Strongly agree	**0.00%**	0
Total		**7**

8 / 10

Q8 **8. What gaps (if any) in systems need to be addressed in order to support the planning efforts, research needs, or communication issues necessary for this committee to function more effectively?**

Answered: 4   Skipped: 3

9 / 10

Q9 9. Discuss agenda items that need completion, items for future consideration by the committee, and/or changes needed to improve the effectiveness of this committee.

Answered: 2   Skipped: 5

10 / 10
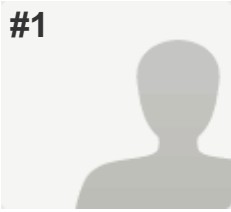
#1 COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, March 23, 2016 9:24:20 AM
Last Modified: Wednesday, March 23, 2016 9:30:36 AM
Time Spent: 00:06:15
IP Address: 207.233.106.101

PAGE 1

Q1: 1. How often did the committee meet?

Monthly

Q2: 2. Does the committee charge reflect the business of the committee? (Charge provided below.)"The purpose of the District Technical Review Workgroup - Instructional (DTRW-I) is:--To put into practice the collaboration of faculty and District administration in ensuring the technical and legal accuracy of new and substantively revised courses and programs approved by each College's Curriculum Committee; and--To safeguard the primacy of each College Curriculum Committee and the College faculty in the design and modification of courses and programs.The DTRW-I is an advisory group to the Chancellor through Cabinet and the District Consultation Council. It reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW-I is responsible for reviewing new and substantively revised courses and programs prior to submission through Cabinet and Consultation Council to the Chancellor and the Board of Trustees. DTRW-I is responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW-I may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum."

Yes

Q3: 3. Is the committee environment conducive to open discussion of relevant issues?

Yes

Q4: 4. Are the issues brought to the committee effectively addressed in a timely manner?

Usually

Q5: 5. Are the committee's agendas posted and accessible in an easy and timely manner?

Always

Q6: 6. Are the committee meeting notes readily accessible?

Accessible and easy to find

Q7: 7. To what degree do you agree with the following statement: "The business of the committee was accomplished effectively"?

Agree,

Please explain your response.
Kim was a great Chair this year.

1 / 14

Q8: 8. What gaps (if any) in systems need to be addressed in order to support the planning efforts, research needs, or communication issues necessary for this committee to function more effectively?

In Board Docs, where the BPs and APs are housed, if you are looking up one of these, you have no idea if it is currently being revised and sometimes when they are going through the revision process, the active version is removed, so there are APs missing for a time, but there is no way to know that unless you are really familiar with them and happen to know the numbers of the APs and what is missing. It would be nice to have something resembling the old fashioned outcard system from filing...when an AP/BP is pulled out, insert a word doc that says that this AP/BP is currently being updated...it would also help to note the ones in progress that aren't actually missing.

Q9: 9. Discuss agenda items that need completion, items for future consideration by the committee, and/or changes needed to improve the effectiveness of this committee.

Respondent skipped this question

#2
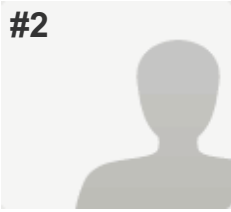
COMPLETE

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Started: Wednesday, March 23, 2016 3:45:54 PM
Last Modified: Wednesday, March 23, 2016 3:47:52 PM
Time Spent: 00:01:58
IP Address: 207.62.1.131

PAGE 1

Q1: 1. How often did the committee meet?

Monthly

Q2: 2. Does the committee charge reflect the business of the committee? (Charge provided below.)"The purpose of the District Technical Review Workgroup - Instructional (DTRW-I) is:--To put into practice the collaboration of faculty and District administration in ensuring the technical and legal accuracy of new and substantively revised courses and programs approved by each College's Curriculum Committee; and--To safeguard the primacy of each College Curriculum Committee and the College faculty in the design and modification of courses and programs.The DTRW-I is an advisory group to the Chancellor through Cabinet and the District Consultation Council. It reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW-I is responsible for reviewing new and substantively revised courses and programs prior to submission through Cabinet and Consultation Council to the Chancellor and the Board of Trustees. DTRW-I is responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW-I may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum."

Yes

Q3: 3. Is the committee environment conducive to open discussion of relevant issues?

Yes

Q4: 4. Are the issues brought to the committee effectively addressed in a timely manner?

Always,

Please explain your response.
The articulation officers from each of the colleges do an excellent job presenting the program and course information to the committee as a whole.

Q5: 5. Are the committee's agendas posted and accessible in an easy and timely manner?

Always

Q6: 6. Are the committee meeting notes readily accessible?

Accessible and easy to find

3 / 14

Q7: **7. To what degree do you agree with the following statement: "The business of the committee was accomplished effectively"?**

Strongly agree

Q8: **8. What gaps (if any) in systems need to be addressed in order to support the planning efforts, research needs, or communication issues necessary for this committee to function more effectively?**
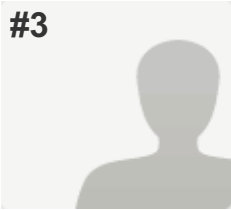
None

Q9: **9. Discuss agenda items that need completion, items for future consideration by the committee, and/or changes needed to improve the effectiveness of this committee.**

Respondent skipped this question

4 / 14

#3

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, March 24, 2016 7:46:03 AM
Last Modified: Thursday, March 24, 2016 7:49:09 AM
Time Spent: 00:03:05
IP Address: 162.196.56.194

PAGE 1

Q1: 1. How often did the committee meet?

As needed,

Should it meet more frequently? Less frequently? If so, why?
once a month is appropriate

Q2: 2. Does the committee charge reflect the business of the committee? (Charge provided below.)"The purpose of the District Technical Review Workgroup - Instructional (DTRW-I) is:--To put into practice the collaboration of faculty and District administration in ensuring the technical and legal accuracy of new and substantively revised courses and programs approved by each College's Curriculum Committee; and--To safeguard the primacy of each College Curriculum Committee and the College faculty in the design and modification of courses and programs.The DTRW-I is an advisory group to the Chancellor through Cabinet and the District Consultation Council. It reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW-I is responsible for reviewing new and substantively revised courses and programs prior to submission through Cabinet and Consultation Council to the Chancellor and the Board of Trustees. DTRW-I is responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW-I may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum."

Yes

Q3: 3. Is the committee environment conducive to open discussion of relevant issues?

Yes

Q4: 4. Are the issues brought to the committee effectively addressed in a timely manner?
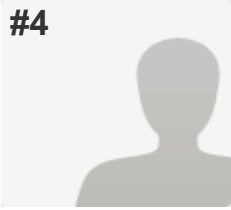
Usually,

Please explain your response.
Most of the time, the committee moves issues along, but there have been a few times in which we "put a pin" in something when we could've resolved it more quickly.

5 / 14

Q5: **5. Are the committee's agendas posted and accessible in an easy and timely manner?**	Always
Q6: **6. Are the committee meeting notes readily accessible?**	Accessible and easy to find
Q7: **7. To what degree do you agree with the following statement: "The business of the committee was accomplished effectively"?**	Strongly agree
Q8: **8. What gaps (if any) in systems need to be addressed in order to support the planning efforts, research needs, or communication issues necessary for this committee to function more effectively?**	*Respondent skipped this question*
Q9: **9. Discuss agenda items that need completion, items for future consideration by the committee, and/or changes needed to improve the effectiveness of this committee.**	*Respondent skipped this question*

#4

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, March 31, 2016 1:16:07 PM
Last Modified: Thursday, March 31, 2016 1:17:27 PM
Time Spent: 00:01:20
IP Address: 207.233.110.66

PAGE 1

Q1: 1. How often did the committee meet?	Monthly
Q2: 2. Does the committee charge reflect the business of the committee? (Charge provided below.)"The purpose of the District Technical Review Workgroup - Instructional (DTRW-I) is:--To put into practice the collaboration of faculty and District administration in ensuring the technical and legal accuracy of new and substantively revised courses and programs approved by each College's Curriculum Committee; and--To safeguard the primacy of each College Curriculum Committee and the College faculty in the design and modification of courses and programs.The DTRW-I is an advisory group to the Chancellor through Cabinet and the District Consultation Council. It reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW-I is responsible for reviewing new and substantively revised courses and programs prior to submission through Cabinet and Consultation Council to the Chancellor and the Board of Trustees. DTRW-I is responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW-I may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum."	Yes
Q3: 3. Is the committee environment conducive to open discussion of relevant issues?	Yes
Q4: 4. Are the issues brought to the committee effectively addressed in a timely manner?	Always
Q5: 5. Are the committee's agendas posted and accessible in an easy and timely manner?	Always
Q6: 6. Are the committee meeting notes readily accessible?	Accessible and easy to find
Q7: 7. To what degree do you agree with the following statement: "The business of the committee was accomplished effectively"?	Strongly agree

7 / 14

Q8: 8. What gaps (if any) in systems need to be addressed in order to support the planning efforts, research needs, or communication issues necessary for this committee to function more effectively?
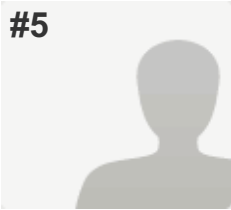
Respondent skipped this question

Q9: 9. Discuss agenda items that need completion, items for future consideration by the committee, and/or changes needed to improve the effectiveness of this committee.

Respondent skipped this question

#5

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, April 04, 2016 10:24:16 AM
Last Modified: Monday, April 04, 2016 10:33:46 AM
Time Spent: 00:09:29
IP Address: 207.233.109.99

PAGE 1

Q1: 1. How often did the committee meet?

Monthly,

Should it meet more frequently? Less frequently? If so, why?
It seemed like an appropriate amount of time for that workgroup to meet.

Q2: 2. Does the committee charge reflect the business of the committee? (Charge provided below.)"The purpose of the District Technical Review Workgroup - Instructional (DTRW-I) is:--To put into practice the collaboration of faculty and District administration in ensuring the technical and legal accuracy of new and substantively revised courses and programs approved by each College's Curriculum Committee; and--To safeguard the primacy of each College Curriculum Committee and the College faculty in the design and modification of courses and programs.The DTRW-I is an advisory group to the Chancellor through Cabinet and the District Consultation Council. It reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW-I is responsible for reviewing new and substantively revised courses and programs prior to submission through Cabinet and Consultation Council to the Chancellor and the Board of Trustees. DTRW-I is responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW-I may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum."

Yes

Q3: 3. Is the committee environment conducive to open discussion of relevant issues?

Yes

Q4: 4. Are the issues brought to the committee effectively addressed in a timely manner?

Always,

Please explain your response.
This workgroup was effective in addressing any issues brought to it from my perspective.

9 / 14

Q5: 5. Are the committee's agendas posted and accessible in an easy and timely manner?

Always,

Please explain your response.
The agendas are sent via email in a timely manner.

Q6: 6. Are the committee meeting notes readily accessible?

Accessible and easy to find ,

Please explain your response.
I can easily find the notes online.

Q7: 7. To what degree do you agree with the following statement: "The business of the committee was accomplished effectively"?

Agree,

Please explain your response.
I only attended one meeting but it was an effective meeting with a lot of information and advice.

Q8: 8. What gaps (if any) in systems need to be addressed in order to support the planning efforts, research needs, or communication issues necessary for this committee to function more effectively?

In regards to curriculum, the format in which curriculum is submitted to DTRW-I and subsequently the Board of Trustees might have to change since the things which the CCCCO considers substantial change for courses (ie TOP codes or the degree to which a student might transfer to) is not information that is including in the curriculum submission.
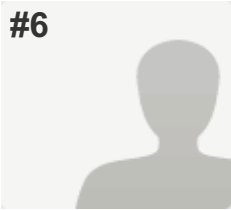

Q9: 9. Discuss agenda items that need completion, items for future consideration by the committee, and/or changes needed to improve the effectiveness of this committee.

Please note my answer to question 8.

#6	**COMPLETE**

Collector: Web Link 1 (Web Link)
Started: Monday, April 04, 2016 10:56:10 AM
Last Modified: Monday, April 04, 2016 10:57:59 AM
Time Spent: 00:01:49
IP Address: 207.233.106.101

PAGE 1

Q1: 1. How often did the committee meet?

Monthly,

Should it meet more frequently? Less frequently? If so, why?
No

Q2: 2. Does the committee charge reflect the business of the committee? (Charge provided below.)"The purpose of the District Technical Review Workgroup - Instructional (DTRW-I) is:--To put into practice the collaboration of faculty and District administration in ensuring the technical and legal accuracy of new and substantively revised courses and programs approved by each College's Curriculum Committee; and--To safeguard the primacy of each College Curriculum Committee and the College faculty in the design and modification of courses and programs.The DTRW-I is an advisory group to the Chancellor through Cabinet and the District Consultation Council. It reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW-I is responsible for reviewing new and substantively revised courses and programs prior to submission through Cabinet and Consultation Council to the Chancellor and the Board of Trustees. DTRW-I is responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW-I may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum."

Yes

Q3: 3. Is the committee environment conducive to open discussion of relevant issues?

Yes

Q4: 4. Are the issues brought to the committee effectively addressed in a timely manner?

Usually,

Please explain your response.
Some items take multiple meetings to finalize

Q5: 5. Are the committee's agendas posted and accessible in an easy and timely manner?

Always

|	
Q6: 6. Are the committee meeting notes readily accessible?	Accessible and easy to find , Please explain your response. I can ask Laurie Nelson-Nusser if I need to see the notes
Q7: 7. To what degree do you agree with the following statement: "The business of the committee was accomplished effectively"?	Strongly agree
Q8: 8. What gaps (if any) in systems need to be addressed in order to support the planning efforts, research needs, or communication issues necessary for this committee to function more effectively?	*Respondent skipped this question*
Q9: 9. Discuss agenda items that need completion, items for future consideration by the committee, and/or changes needed to improve the effectiveness of this committee.	*Respondent skipped this question*

#7
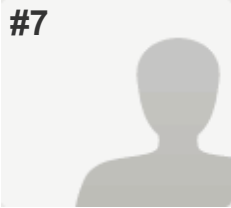
COMPLETE

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Started: Tuesday, April 05, 2016 10:53:11 AM
Last Modified: Tuesday, April 05, 2016 11:04:16 AM
Time Spent: 00:11:04
IP Address: 207.233.110.66

PAGE 1

Q1: 1. How often did the committee meet?

Monthly,

Should it meet more frequently? Less frequently? If so, why?
I think once a month is sufficient, for now.

Q2: 2. Does the committee charge reflect the business of the committee? (Charge provided below.)"The purpose of the District Technical Review Workgroup - Instructional (DTRW-I) is:--To put into practice the collaboration of faculty and District administration in ensuring the technical and legal accuracy of new and substantively revised courses and programs approved by each College's Curriculum Committee; and--To safeguard the primacy of each College Curriculum Committee and the College faculty in the design and modification of courses and programs.The DTRW-I is an advisory group to the Chancellor through Cabinet and the District Consultation Council. It reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW-I is responsible for reviewing new and substantively revised courses and programs prior to submission through Cabinet and Consultation Council to the Chancellor and the Board of Trustees. DTRW-I is responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW-I may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum."

Yes

Q3: 3. Is the committee environment conducive to open discussion of relevant issues?

Yes

Q4: 4. Are the issues brought to the committee effectively addressed in a timely manner?

Usually

Q5: 5. Are the committee's agendas posted and accessible in an easy and timely manner?

Always,

Please explain your response.
yes, we usually get our agenda a few days before the meeting.

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13 / 14

Q6: **6. Are the committee meeting notes readily accessible?**	Accessible and easy to find
Q7: **7. To what degree do you agree with the following statement: "The business of the committee was accomplished effectively"?**	Agree

Q8: **8. What gaps (if any) in systems need to be addressed in order to support the planning efforts, research needs, or communication issues necessary for this committee to function more effectively?**

Q9: **9. Discuss agenda items that need completion, items for future consideration by the committee, and/or changes needed to improve the effectiveness of this committee.**

need to finalize the discussion of units and hours calculations

DTRW-I Meeting Schedule and Submission Deadlines
2016-2017

All meetings are on the second Thursday of each month
and start at 1:00 pm and end at 3:00 pm
Location: DAC Lakin Boardroom

MEETING DATES	SUBMISSION DEADLINES
September 8, 2016	September 2, 2016
October 13, 2016	October 7, 2016
November 10, 2015	November 4, 2015
December 8, 2016	December 2, 2016
January 12, 2017	January 6, 2017
February 9, 2017	February 3, 2017
March 9, 2016	March 3, 2017
April 13, 2017	April 7, 2017