



District Technical Review Workgroup - Instructional (DTRW-I)

AGENDA

**October 8, 2015 - 1:00 – 3:00 p.m.
DAC Lakin Boardroom**

- **Approval of September 10, 2015 Meeting Notes**
- **Curriculum Submissions**

MOORPARK COLLEGE

No submission

OXNARD COLLEGE

New Courses

HIST R130H, Honors: History of the United States I, 3
HIST R140H, Honors: History of the United States II, 3
HIST R160H, Honors: World History II, 3

New Programs

AA-T in Global Studies

VENTURA COLLEGE

Revised Courses

~~AUTO V28LA, Automotive Suspension Systems Lab, 1.5~~
ECON V01A, Principles of Macroeconomics, 3
ECON V01B, Principles of Microeconomics, 3
~~HED V94 ***KIN V84***, Introduction to Athletic Training, 3~~
MUS V02D, Music Theory IV: ~~Sixteenth-Century Counterpoint, 3~~

Post Romantic

MUS V02DL, Ear Training IV, 1
THA V22A, ~~Fundamentals of Stage Costuming I, 3~~
Introduction to Costume Technology I
THA V22B, ~~Fundamentals of Stage Costuming II, 3~~
Introduction to Costume Technology II

OLD BUSINESS:

- Articulation Agreement between VCCCD/The Chicago School of Professional Psychology – revised agreement (document attached)
- Definitions of substantial and non-substantial changes to curriculum – Decision Making Document – Mary Rees (document attached)
- DTRW-I Goals – Mary Rees (document attached)



NEW BUSINESS:

- BP/AP 5070 Attendance and BP/AP 5075 Course Adds and Drops – currently under review at DTRW-SS, which requested these items be brought to DTRW-I for review before moving forward to Board Policy and Legislative Committee
- **FUTURE AGENDA ITEMS:**

Next Meeting Date: November 12 – 1 pm – DAC Lakin Boardroom
Submission deadline: November 6, 2015

Ventura County Community College District

2014-2015 Academic Year

District Technical Review Workgroup – Instructional (DTRW-I)

Meeting Notes

September 10, 2015 - 1:00 p.m. – 3:00 p.m.

MEETING NOTES PRIOR TO APPROVAL AT OCTOBER 8 DTRW-I MEETING

Members: Chancellor’s Designee: Kim Hoffmans, Chair (MC)
 Faculty Co-Chair: Linda Kama’ila (OC)
 Executive Vice President and Vice Presidents: Lori Bennett (MC), Oscar Cobian (OC), Patrick Jefferson (VC), Ken Sherwood (OC)
 Faculty 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: Ryan Petitfils, Ventura College; Rick Post, Director, Economic Development

Absent: Clare Geisen

Recorder: Laurie Nelson-Nusser

Notes:

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
Approval of August 27, 2015 Meeting Minutes	Kim Hoffmans, DTRW-I Chair, welcomed everyone, introductions were made for new members, and the meeting commenced at 3:10 pm. The August 27, 2015 meeting notes were approved as presented.			
Additional Agenda Items: Attendance and Adds and Drops Policy 5070 and 5075	Add to next DTRW-I agenda.	Add to October DTRW-I agenda	October 2	Laurie Nusser
CURRICULUM SUBMISSIONS				
New	Curriculum Submissions:			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
<p>Degrees/Courses/Revised Courses</p> <p>Moorpark/Oxnard/Ventura Submissions</p>	<p><u>MOORPARK COLLEGE</u> New Programs/Degrees Certificate of Achievement in Game Design, 21 Associate in Science in Game Design, 34-37 Recommendation: These new programs/degrees will go forward to Chancellor’s Cabinet, Consultation Council, and subsequently to the Board for full approval.</p> <p>New Courses CS M145, Computer Architecture and Organization, 3 CS M155, Discrete Structures, 3 GAME M110, Game Theory and Mechanics, 3 GAME M115, Game Level Design, 3 GAME M205, Mobile Game Development, 3 GAME M210, Game Design Studio, 3 Recommendation: There was discussion regarding prerequisites and C-IDs for CS M145 and CS M155. “Game Design Theory” was recommended as a name change for GAME M110, Game Theory and Mechanics to clarify this course is not a math course. This will be discussed at the campus Curriculum Committee before sending forward. These new courses will go forward to Chancellor’s Cabinet, Consultation Council, and subsequently to the Board for full approval.</p> <p>Revised Courses MATH M15, Introductory Statistics, 4 MATH M15H, Honors: Introductory Statistics, 4 Recommendation: Prerequisite “MATH M03 or MATH M03” will be corrected to reflect “MATH M03B” on both MATH M15 and MATH M15H. These revised courses will go forward to Chancellor’s Cabinet, Consultation Council, and subsequently to the Board for full approval.</p> <p><u>OXNARD COLLEGE</u> New Courses GLOS R102, Global Issues and Problems, 3</p>			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	<p>HIST R100AH, World History I, Honors, 3 Recommendation: HIST R100AH: The course description will be amended to include the statement that students cannot complete both History and History Honors because credit will only be awarded to the first course completed. These new courses will go forward to Chancellor's Cabinet, Consultation Council, and subsequently to the Board for full approval.</p> <p><u>VENTURA COLLEGE</u> New Courses GEOL V09, Earth Science with Lab, 4 Recommendation: These new courses will go forward to Chancellor's Cabinet, Consultation Council, and subsequently to the Board for full approval.</p>			
OLD BUSINESS				
There were no items.				
New Business				
Definitions of substantial and non-substantial changes to curriculum – Decision Making Document – Mary Rees	<p>Ms. Rees indicated PCAH guidelines have changed and provided a revised version of the DTRW-I portion of the <i>Decision Making Handbook</i> to reflect these changes. There was discussion regarding what substantiates significant change to curriculum.</p> <p>The revisions will be reviewed at campus level at all colleges and will return to the October DTRW-I meeting. After review at campuses and DTRW-I the document will be reviewed at District Council on Accreditation and Planning (DCAP). Research will be completed by the Articulation Officers to ensure the Decision Making Document is in alignment with Board policies and procedures. Language from the DCAP <i>Decision Making Document</i> regarding workgroup membership will be integrated into the working document under review by campuses.</p>			
DTRW-I Goals	Tabled to next meeting.			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
Future Agenda Items	<p>BP/AP 5070 Attendance and BP/AP 5075 Course Adds and Drops are under review at DTRW-SS and will be brought to this workgroup for review before moving forward to Board Policy and Legislative Committee.</p> <p>The DTRW-SS versions of these policies and procedures will be distributed to the DTRW-I workgroup.</p>	Send BP/AP 5070 and 5075 to DTRW-I group	ASAP	Laurie Nusser
Adjournment	Ms. Hoffmans adjourned the meeting at 1:54 pm.			
Next Meeting Date:	October 8, 2015 – 1 pm, DAC Lakin Boardroom Submission deadline: October 2, 2015			

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OXNARD COLLEGE

New Courses

HIST R130H	Honors: History of the United States I	3
HIST R140H	Honors: History of the United States II	3
HIST R160H	Honors: World History II	3

New Programs

AA-T in Global Studies

OXNARD COLLEGE

New Courses

Page 2

HIST R130H Honors: History of the United States I 3 Units
Prerequisites: None
Hours: 3.0 lecture
C-ID: Aligned with HIST 130

To understand the United States, it is important to study the roots of today's conflicts and great achievements. This course will cover U.S. History from 1607 to 1877. Topics will include the contrasting worldviews of Native American, African, and European cultures as they converged in early colonial society; the road to revolution and the Revolutionary War; the drafting of the U.S. Constitution and the struggles of nation building; the contradictory rise of democracy and slavery; westward expansion and sectional tensions; industrial and technological advances; reform movements like abolitionism and women's rights; and the causes and consequences of the Civil War. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. *Field trips may be required.*

NOTE: Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better.

Transfer credit: CSU

HIST R140H Honors: History of the United States II 3 Units
Prerequisites: None
Hours: 3.0 lecture
C-ID: Aligned with HIST 140

If America is the land of opportunity, it is wise to study the cultural, social, economic, political, diplomatic, and military history of the United States in order to understand how this nation developed and where it might be going. This course will cover U.S. History from 1877 to the present. Students will investigate topics such as westward expansion, imperialism, the Industrial Revolution, urbanization, immigration, the Women's Rights movement, the Progressive Movement, the Great War, the "Roaring Twenties," the Great Depression, World War II, the Cold War, the African American Civil Rights Movement, "The Sixties," the conservative backlash, technological innovations, terrorism, and globalization. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. *Field trips may be required.*

NOTE: Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better.

Transfer credit: CSU

OXNARD COLLEGE

New Courses

Page 3

HIST R160H	Honors: World History II	3 Units
Prerequisites:	None	
Hours:	3.0 lecture	
C-ID:	Aligned with HIST 160	

To understand and navigate our global community, it is important to study the history of how our interdependent world came into being. Since 1500 C.E., the great civilizations of Asia, Africa, Europe, and the Americas have rapidly changed, influenced each other, and become more interconnected. Students will explore the political, military, economic, social, and cultural development of each regional civilization. Students will also study the modernizing and globalizing forces of trade, migration, colonization, decolonization, the nation state, the Enlightenment, industrialization, capitalism, urbanization, science, technology, and war. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. *Field trips may be required.*

NOTE: Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better.

Transfer credit: CSU

AA-T in Global Studies

Required Core Courses (6 units):	Units
GLST R101 Introduction to Global Studies	3
GLST R102 Global Issues and Problems	3
 List A. Culture and Society Area. Select one course from the following list (3 units):	 Units
ANTH R102 Introduction to Cultural Anthropology	3
ANTH R102H Honors: Introduction to Cultural Anthropology	3
HIST R160 World History II	3
HIST R160H Honors: World History II	3
 List B. Geography Area. Select one course from the following list (3 units):	 Units
GEOG R101 Elements of Physical Geography	3
GEOG R102 World Regional Geography	3
GEOG R105 Introduction to Human Geography	3
 List C. Economics Area. Select one course from the following list (3 units):	 Units
ECON R101 Introduction to the Principles of Macroeconomics	3
ECON R102 Introduction to the Principles of Microeconomics	3
 List D. Politics Area. Select one course from the following list (3 units):	 Units
POLS R104 Introduction to International Relations	3
POLS R108 Comparative Politics	3
 List E. Select one course from the following list (3 units):	 Units
ART R103 Survey of Art from Renaissance to Contemporary	3
HIST R110 History of the Middle East	3
HIST R140 History of the United States II	3
HIST R140H Honors: History of the United States II	3
PHIL R103 Survey of World Religions: East	3
 Total Required Units	 21

VENTURA COLLEGE

Revised Courses

AUTO V28LA	Automotive Suspension Systems Lab	1.5 units
ECON V01A	Principles of Macroeconomics	3 units
ECON V01B	Principles of Microeconomics	3 units
HED V94 KIN V84	Introduction to Athletic Training	3 units
MUS V02D	Music Theory IV: Sixteenth-Century Counterpoint	3 units
	<i>Post Romantic</i>	
MUS V02DL	Ear Training IV	1 unit
THA V22A	Fundamentals of Stage Costuming I	3 units
	<i>Introduction to Costume Technology I</i>	
THA V22B	Fundamentals of Stage Costuming II	3 units
	<i>Introduction to Costume Technology II</i>	

Revised Courses

AUTO V28LA Automotive Suspension Systems Lab 1.5 units
Corequisite: ~~AUTO V 28 and Corequisite AUTO V 28LB~~
Hours: ~~3~~ 4.5 laboratory weekly

This course will provide vocational preparation in the service and repair of automotive suspension systems. Inspection and replacement of suspension components will be practiced. Preparation for the Automotive Service Excellence (ASE-4) test ~~in front end~~ will be included. *Field trips may be required. Formerly AUTO V28LA.*

ECON V01A Principles of Macroeconomics 3 units
C-ID Aligned with ECON 202
Prerequisite: **MATH V01**
Hours: 3 lecture weekly

This course is a broad and comprehensive introduction to the operation of the American economy with emphasis on macroeconomics. Macroeconomics is concerned with obtaining an overview of the structure of the economy and the relationships between the major economic aggregates: households, businesses, government and international economy. Macroeconomics involves the study of the levels of output, income, expenditures, employment, prices, and the government's ability to alter these levels by the use of fiscal and monetary policies. *Formerly Econ 1A. Transfer credit: CSU; UC.*

ECON V01B Principles of Microeconomics 3 units
C-ID Aligned with ECON 202
Prerequisite: **MATH V01**
~~Recommended preparation:~~ ~~ECON V01A~~
Hours: 3 lecture weekly

This course is a continuation of the broad and comprehensive introduction to the operation of the American economy but with emphasis on microeconomics. Microeconomics is concerned with the small economic units: an individual household, firm, and industry. Microeconomics involves the study of consumer behavior, the operation of the firm, and the competitive, monopolistic-competitive, oligopolistic, and monopolistic structures of industries. International trade and finance, comparative economic systems, and economic growth and development are also examined. *Formerly Econ 1B. Transfer credit: CSU; UC.*

Revised Courses - continued

~~HED V94~~ **KIN V84** Introduction to Athletic Training 3 units
Hours: 2 lecture and 3 laboratory weekly

This is an introductory course covering the care, *treatment* and prevention of athletic injuries. This course is designed to provide information and skill development *required* in the ~~proper treatment of these injuries~~ *growing profession of athletic training and its role in sports medicine*. Topics include: ~~historical developments in the field~~ *history* of athletic training and sports medicine, *anatomical structures, injury evaluation and diagnostic procedures*, injury recognition, *prevention, nutrition, performance enhancing drugs*, treatment modalities, evaluation techniques, ~~rehabilitation~~ *and rehabilitation of specific sports conditions*, emergency situations, and the demonstration of taping and wrapping techniques, *and cutting edge technologies*.

Formerly HED V94. Transfer credit: CSU; UC.

MUS V02D Music Theory IV: ~~Sixteenth-Century Counterpoint~~ 3 units
Post Romantic

C-ID Aligned with MUS 150
Prerequisite: ~~MUS V02B-V02BL~~ *V02C and V02CL*
Corequisite: MUS V02DL
Hours: 3 lecture weekly

~~This course is an introduction to modal counterpoint. Topics will include: understanding the fundamental materials; implications of Renaissance notational practice, modes, hexachord, and rhythm; aesthetics of 16th century melody; treatment of consonance and dissonance; species exercises in two or three parts using a cantus firmus; contrapuntal devices; canon; text setting; motet; madrigal; and, ricercare. Course requirements include written exercises, keyboard exercises, analysis, composition, and the study of representative masterworks by Renaissance composers such as Orlando di Lasso.~~ *incorporates the concepts from Music Theory III. In addition, through writing and analysis, the course will include post-Romantic techniques such as borrowed chords and modal mixture; chromatic mediant; Neapolitan and augmented-sixth chords; 9th, 11th, and 13th chords; altered chords; and dominants. The course will also address 20th century techniques including Impressionism, tone rows, set theory, pandiatonicism and polytonalism, meter, and rhythm.*

Field trips may be required. Formerly Mus 2D. Transfer credit: CSU; UC.

MUS V02DL Ear Training IV 1 unit
C-ID Aligned with MUS 155

Prerequisite: *MUS V02CL*
Corequisite: MUS V02D
Hours: 3 laboratory weekly

~~This course provides advanced~~ *applies and develops the rhythmic, melodic, and harmonic materials of Music Theory IV through* ear training in , sight singing, ~~dictation~~ *analysis*, and recognition of Gregorian plain chant melodies based on diatonic scales from the Middle Ages. Students will be introduced to techniques of modal counterpoint from the 14th through the 17th centuries *dictation*.

Field trips may be required. Formerly Mus 2DL. Transfer credit: CSU; UC.

Revised Courses - continued

THA V22A ~~Fundamentals of Stage Costuming I~~ **Introduction to Costume Technology I** 3 units

C-ID Aligned with THTR 174

Hours: ~~1.5~~ 2 lecture and 4 ~~.5~~ laboratory weekly

This course teaches basic skills in the construction, organization, and care of stage costumes and accessories, **as well as costume history, and design**. It includes an exploration of a variety of costume crafts and methods of construction ~~including fabric dyeing and modification, mask-making, corset-making, and hat-making.~~

Field trips may be required. Formerly THA V 22. Transfer credit: CSU; UC.

THA V22B ~~Fundamentals of Stage Costuming II~~ **Introduction to Costume Technology II** 3 units

Prerequisite: THA V22A

Hours: ~~1.5~~ 2 lecture and 4 ~~.5~~ laboratory weekly

This course teaches advanced skills in the **design, history**, construction, organization, and care of stage costumes and accessories. It includes an exploration of a variety of **advanced** costume crafts and methods of construction ~~including fabric dyeing and modification, mask-making, corset-making, and hat-making.~~

Field trips may be required. Transfer credit: CSU; UC.

Articulation Agreement

Between

Ventura County Community College District

And

The Chicago School of Professional Psychology

Ventura County Community College District (VCCCD) and The Chicago School of Professional Psychology (TCSPP) hereby agree that current or former VCCCD students who have successfully met the qualifying criteria (stated below) for the Transfer Admission Guarantee, shall be guaranteed admission into the Bachelor of Arts Psychology Completion program offered by TCSPP.

Bachelor of Arts Psychology Completion program applicants shall meet either of the following criteria:

- A. Complete a minimum of sixty (60) ~~transferable~~ **degree applicable** semester units, including the specific General Education requirements outlined in the TCSPP Academic Catalog. All transfer coursework must be completed with a grade of "C" or higher from a regionally accredited college or university. Credit ~~must be college level and degree applicable, and~~ will be reviewed on a course by course basis; OR
- B. Possess one of the conferred Associate in Arts or Associate in Science degrees **or an Associate Degree for Transfer (ADT)** (minimum of 60 semester units and a GPA of 2.0) listed on Exhibit A: Qualifying Associate Degrees offered at one or more of the three member colleges within the VCCCD, including Moorpark College (MC), Oxnard College (OC) and Ventura College (VC).

IN WITNESS WHEREOF, the parties have executed this agreement as of the date set forth below.

President, The Chicago School of Professional Psychology

Chancellor, Ventura County Community College District

Date

Date

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Exhibit A: Qualifying Associate Degrees

An Associate in Arts, an Associate in Science or **an ADT (AA-T or AS-T)**** degree, with a minimum of 60 units from a regionally accredited college in a traditional academic area of study will be accepted as fulfilling the general education requirement for admission to The Chicago School of Professional Psychology (TCSPP). The degrees listed below are acceptable and transferable from Ventura County Community College District member colleges: Moorpark College (MC), Oxnard College (OC) and Ventura College (VC), to TCSPP:

AA/AS Degree	Moorpark College	Oxnard College	Ventura College
Anthropology	MC	OC	VC
Archaeology	MC		
Art	MC	OC	
Art History	MC		VC
Art Two-Dimensional Studio		OC	
Bilingual/Cross-Cultural Studies			VC
Biological Sciences	MC		VC
Biology		OC	
Ceramics			VC
Chemistry	MC	OC	
Communication Studies	MC	OC	VC
Economics	MC	OC	
English	MC	OC	VC
Environmental Science	MC		
Environmental Studies	MC		
Fine Arts			VC
General Studies: Arts & Humanities	MC	OC	VC
General Studies: Humanities	MC	OC	VC
General Studies: Liberal Studies	MC		VC
General Studies: Natural Science	MC	OC	VC
General Studies: Natural Science or Mathematics	MC	OC	VC
General Studies: Social and Behavioral Sciences	MC	OC	VC
Geography	MC	OC	VC
Geology	MC		
Global and International Studies			VC
Global Studies		OC	
History	MC	OC	VC
Mathematics	MC	OC	VC
Music	MC		VC
Philosophy	MC	OC	VC
Physical Science			VC

Physics	MC	OC	
Political Science	MC	OC	VC
Psychology	MC	OC	VC
Sociology	MC	OC	VC
Spanish	MC	OC	
Studio Art	MC	OC	VC
Theatre Arts	MC		VC
Theatre Arts: Acting	MC		

**Associate in Arts for transfer (AA-T) and Associate in Science for Transfer (AS-T) are degrees mandated by Senate Bill 1440 and designed specifically for transfer to the California State University System. AA-T and AS-T degrees are recognized by both the California Community College and CSU systems as a measure of preparation and readiness for transfer to upper-division course work at the CSU. A listing of the AD-T degrees offered at each college may be found in that college's current catalog.

DRAFT

District Technical Review Workgroup - Instructional

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

- To put into practice the collaboration of faculty and District administration in ensuring the technical and legal accuracy of new and substantively 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.

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

- Membership in DTRW-I for the following academic year will be chosen in the spring to ensure:
 - The members are prepared to meet as early as needed in the fall;
 - There is sufficient time for summer training on curriculum; and
 - There is sufficient time for members' schedules to be adjusted, if needed, to accommodate the DTRW-I meeting schedule.
- The Colleges' Curriculum Committees forward new and substantively revised courses, degrees, and certificates to the DTRW-I for review no later than 5:00 p.m. on the third Friday of each month during the regular school year. Each College will submit one packet via the DTRW-I email address. Revisions to this packet made after the submission date will be deferred to the following DTRW-I meeting.
- Substantively revised courses are presented to the DTRW-I in conventional legislative format, with each College's current catalog as the foundational document. If there is a proposed revision to a course that is

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

- When the DTRW-I determines that element(s) of a new or substantively revised course or program do not comply with regulation or law, the DTRW-I, via the Colleges' representatives, shall advise the College Curriculum Committee of the variance, citing specific authority. The College Curriculum Committee shall duly consider the advice of the DTRW-I.
- Should the College Curriculum Committee's determination vary from the advice of the DTRW-I, documentation articulating the varying interpretations of technical/legal point(s) in dispute are forwarded to Cabinet.

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

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

- Curricular matters involving international travel
- All new degrees, certificates, and awards
- Deleted degrees, certificates, and awards
- Substantial revisions of degrees, certificates, and awards
- All new courses
- Substantial revisions of courses, including changes to:

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

Substantial Change - an action to change an active program or course that will initiate a new control number. This will require College Curriculum Committee, Board, and state approvals:

Substantial Change of a Program:

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

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

Substantial Changes to a Course:

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

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

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

- Curricular matters involving international travel
- All new degrees, certificates, and awards
- Deleted degrees, certificates, and awards
- Substantial revisions of degrees, certificates, and awards
- All new courses
- Substantial revisions of courses, including changes to:

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

~~Course and program activity requiring require -College Curriculum Committee and state approval only (no DTRW-I and/or Board) review only are:~~

Nonsubstantial Change of a Program:

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

Nonsubstantial Change of a Course:

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

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➤ Reintroduced courses (deleted within past two years) with no substantial revisions

• Non-substantive revisions of courses including changes to:

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

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

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Other Action which will not issue a new control number:

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

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- The Board Agenda template for new and substantively revised courses and programs will include the notation “Reviewed by—Chancellor’s Cabinet.”

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

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

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

From Each College:

- Executive Vice President
- Faculty Co-Chair of the College Curriculum Committee
- Articulation Officer
- Academic Senate President or designee

Typically, this workgroup meets monthly during the academic year.



District Technical Review Workgroup- 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. 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, and certificates.	
2	Encourage curriculum consistencies when appropriate to support student curriculum success and completion.	
3	Review and evaluate committee goals and processes as they related to ACCJC Accreditation	
4	Evaluate committee processes and outcomes for sustainable quality improvement of curricular matters.	
6	Review and possibly make recommendations related to curricular processes districtwide.	

Draft 10/08/2015

Book Administrative Procedures
Section Chapter Five, Student Services
Title Attendance
Number BP_ 5070
Status PROPOSED
Legal [Title 5 Sections 58000 et seq](#)

Adopted

BP 5070 Attendance

References:

~~Title 5 Sections 58000 et seq.~~

The Chancellor or a designee shall establish procedures to ensure attendance accounting, census reporting and apportionment reporting in compliance with Title 5.

Book	Administrative Procedures
Section	Chapter Five, Student Services
Title	Attendance
Number	AP_ 5070
Status	PROPOSED
Legal	Title 5 Sections 58000 et seq

Adopted

AP 5070 Attendance

References:

~~Title 5 Sections 58000 et seq.~~

This procedure implements Board Policy 5070, as well as section 70901.5 of the California Education Code and section 58000 et seq of Title 5, California Code of Regulations to ensure accurate Attendance Accounting practices.

A. The District shall develop and adopt an academic calendar annually.

1. The calendar shall contain at least 175 days during the fiscal year, shall identify and include holidays and other non-instructional days.
2. The calendar will include at least 32 weeks.
3. Adult or continuing education calendars may be scheduled differently than the college calendar due to facility use and program need.
4. Class hours will be scheduled in accordance with State regulations, regardless of the number of weeks in the session.

B. The District shall schedule classes in accordance with State regulations including observance of the following attendance accounting methods and requirements.

1. Census Week – credit classes that meet on a regular basis each week for a full semester (primary term); applicable only to fall and spring semesters. The enrollment count is taken on the Census date as determined by attendance accounting requirements.
2. Census Day – short-term credit classes which meet on a regular basis for at least 5 days but do not meet for a full semester (primary term). This includes classes held during summer sessions and Intersession. The enrollment count is taken on the census day which is 20% of the class meeting days, excluding holidays.
3. Positive Attendance – classes which do not meet on a regular basis or which operate on an open entry/open exit basis. Requires the collection and reporting of the actual hours of attendance of each student for each hour are counted. The following classes are always positive attendance: in-service academy, non-credit, and apprenticeship.
4. Independent Study or Work Experience – classes which are identified as independent study or work experience during the curriculum approval process.

C. FTES reporting

1. All scheduled classes shall be advertised and open to the public unless special circumstances provide for an allowable restriction of enrollment in accordance with state regulation.
2. In-service training courses in the areas of police, fire, corrections, and other criminal justice system occupations will conform to all apportionment attendance and course of study requirements imposed by law, and be fully open to the enrollment and participation of the public. Prerequisites for these courses

shall not be established or construed so as to prevent academically qualified persons who are not employed by agencies in the criminal justice system from enrolling in and attending the courses.

a. Preference in enrollment may be given to persons who are employed by, or serving in a voluntary capacity with a fire protection or fire prevention agency in any course of in-service fire prevention agency or association.

b. In-service training courses which are restricted to employees of police, fire, corrections, and other criminal justice agencies, shall not report attendance for the restricted courses for purposes of state funding.

3. Scheduled classes where the full cost of instruction is paid by an organization, ~~or~~ agency or third party may not be claimed for apportionment.

C. Faculty shall maintain accurate attendance records.

1. Faculty shall take and record attendance at each regularly scheduled class meeting up to the census date for census week based (full-semester length) and census day based (short-term) classes.

2. Faculty shall record the actual attendance hours of each student for each class meeting for positive attendance classes. The records must be in a legible manner that can be clearly interpreted by others. The attendance records must be submitted to the division office and/or the Admissions and Records Office.

3. Where a class has both scheduled meeting times and ~~positive attendance hours~~ hours by arrangement, faculty shall record the attendance hours of each student for both the scheduled meeting times and the ~~positive attendance hours~~ hours by arrangement, and shall document the instructional activities that take place during the ~~positive attendance hours~~ by arrangement.

4. Any student absent from the first class meeting may be dropped by the instructor.

5. All rosters must be cleared of inactive enrollment (drop students) as of the ~~end of the business day~~ census deadline, which is the day before the census date (full semester classes) or census day (short-term classes). Inactive enrollment is defined as:

a. "No shows" or

b. "Is no longer attending or actively participating" such as students who have accumulated excessive unexcused absences.

6 Instructors of distance education classes, especially those that are 100% online, must incorporate drop policies into their syllabus that include the following:

- Students enrolled in online classes must meet a standard of participation to be considered actively enrolled by regularly logging in and actively participating in the course, or they may be considered inactive and may thus be dropped by the instructor.
- Specific assignments within an online course can act as attendance or student activity indicators. If the assignment or activity is not completed by a given date, then a student may be considered inactive and may be dropped. Attendance assignments or student activity indicators will be determined by individual instructors.

7. Faculty may include a statement in the course syllabus to the effect that it is the student's responsibility to drop or withdraw from the class; however, this does not alleviate the faculty member from the requirement to clear his/her roster of inactive enrollments ~~before the census day/date~~ as of the census deadline of each course.

8. Faculty may, but are not required to drop students for lack of attendance or participation after the census date deadline and are not required to notify the student after having provided every student access to the drop policy in the course syllabus. After the census date, it is the instructor's discretion to drop students who have accumulated excessive absences as stated in the course syllabus.

9. Tardiness and/or leaving class early may be treated in the same manner as absences per the class syllabus.

10. Final grades may be affected by attendance to the extent that the instructor has included attendance, noted as participation, in the "method by which the final grade is determined," and has provided this information in the class syllabus.

11. Faculty may excuse absences when the absence results from illness, accident, other circumstances beyond the student's control, or participation in authorized professional or college activities.

12. Faculty will determine if work missed during any absence can be made up.
13. All drops (administrative, instructor or student initiated) shall be recorded in the same manner.
14. Students remaining in a class beyond the published withdrawal deadline as stated in the class schedule will receive an evaluative grade.
15. Faculty will be required to enter the last date of ~~known activity~~ attendance and/or participation for all students ~~enrolled in specified Federal programs~~ who receive F or NP grades.

DRAFT

Book Administrative Procedures
Section Chapter Five, Student Services
Title Course Adds and Drops
Number BP_ 5075
Status PROPOSED
Legal [Title 5 Sections 55024 and 58004](#)
Adopted

BP 5075 ~~Attendance~~ Course Adds and Drops

References:

Title 5 Sections 58000 et seq.

The Chancellor or a designee shall establish procedures to ensure that course adds, drops, withdrawals and instructor-initiated census drops occur in compliance with Title 5.

AP 5075
COURSE ADDS AND DROPS
Status: PROPOSED
Legal [Title 5 Sections 55024 and 58004](#)

The District may allow students to add and drop courses pursuant to policy.

Adding Courses

A. Students may add courses during the first two weeks for a full term course, or the first 15% of a short term course contingent upon the course having available space.

- ~~1) the course still having available space~~
- ~~2) the instructor's judgment regarding pedagogical and safety issues~~

~~B. After the add period concludes:~~

- ~~1) students may add a course only with an add authorization code through the last business day before the census date/day.~~
- ~~2) students not officially registered in a course shall not be permitted to attend that course.~~

B. After the first week of a full-term course, or the first day of a short-term course, students may add a course only with an add authorization code through the census deadline.

C. Late Enrollment Procedures:

Students who were in attendance prior to census and have extenuating circumstances that prevented them from registering by add deadlines may petition to add classes by submitting a Late Add Petition. Verifiable documentation of extenuating circumstances may be required and must be attached to the petition at the time of submission. Students not officially registered in a course shall not be permitted to attend the course after the census deadline.

- ~~1) The Late Add petition can be picked up in the Admissions and Records Office or downloaded from the Admissions and Records website college website.~~
- ~~2) Students must obtain approval from the instructor, subject area Dean and/or the EVP/VP or designee.~~

Withdrawal/Military Withdrawal

Students may withdraw from class using the online process described in the current class schedule or they may submit a Drop Form to the Office of Admissions and Records. It is the

9.15.15 DRAFT
DTRW-I 10.08.15

student's responsibility to withdraw from class by the official deadline dates published in the most recent Catalog, Schedule of Classes, and the website.

A. Withdrawal Prior to Census (20% of instruction)

Students who withdraw or are withdrawn from weekly census sections prior to census (or 20% of the instructional time frame for all other section accounting methods) shall have no notation made to the permanent record.

B. Withdrawal 20% - 75% of Instruction

Students who withdraw or are withdrawn from weekly census sections on or after census (or 20% of the instructional time frame for all other section accounting methods) and through the end of the fourteenth week (or 75% of the instructional time frame) shall have a "W" posted to the permanent record.

The "W" shall not be used in calculating grade point averages, but shall be used in determining probation, dismissal, and the number of course attempts.

C. Withdrawal After 75% of Instruction

The permanent record of students who remain in class beyond the fourteenth week of the term in a weekly census section (or 75% of the instructional time frame for all other section accounting methods) must reflect an evaluative grade symbol other than W.

D. Extenuating Circumstances

Students who withdraw from weekly census sections after the fourteenth week of the term (or 75% of the instructional time frame for all other sections accounting methods) may, in the case of extenuating circumstances, be assigned the W. Such cases will require verification and will be handled by the appropriate college official in consultation with the instructor(s). Extenuating circumstances are defined as illness, accident, and other circumstances beyond the control of the student. Withdrawal under these provisions may also be allowed prior to the 75% of instructional time frame, and after the census deadline may be notated as "Medical Withdrawal" if student is dropping due to an accident or illness and is approved by the appropriate college official.

A "W" symbol shall not be assigned, or if assigned shall be removed, from a student's academic record when a;

- Determination is made pursuant to Title 5 Sections 59300 et seq. that the student withdrew from the course due to discriminatory treatment or due to retaliation for alleging discriminatory treatment.
- Student withdrew from one or more classes, where such withdrawal was necessary due to fire, flood or other extraordinary conditions and the withdrawal is authorized by the district pursuant to section 58509.

E. Military Withdrawal

An MW (Military Withdrawal) shall be assigned for students who are members of an active or reserve United States military service who receive orders compelling a withdrawal from courses. Upon verification of such orders, the symbol may be assigned at any time. The MW shall not be counted in progress probation and dismissal calculations.

Instructor Initiated Drops Prior to Census

Instructors shall drop students due to inactive enrollment by the census deadline.

See BP/AP 5070 for more information about census and attendance records.

~~A. For purpose of census collection, instructors shall drop students due to inactive enrollment not later than the end of the last business day before the census day for all students who have:~~

- ~~1) Been identified as a no show~~
- ~~2) Students who are no longer attending or participating in the course~~
- ~~3) Students who have officially withdrawn~~

~~Faculty may, but are not required to, drop students for lack of active participation after the census date of a course has passed.~~

~~The requirement to clear rosters of inactive enrollment is predicated by state law and applies to all courses regardless of the mode of instruction delivery including distance education.~~

~~Instructors of distance education classes, especially those that are 100% online, must incorporate drop policies into their syllabus that include the following:~~

- ~~Students enrolled in online classes must meet a standard of participation to be considered actively enrolled by regularly logging in and actively participating in the course, or they may be considered inactive and may thus be dropped by the instructor.~~
- ~~Specific assignments within an online course can act as attendance or student activity indicators. If the assignment or activity is not completed by a given date, then a student~~

9.15.15 DRAFT
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~~may be considered inactive and may be dropped. Attendance assignments or student activity indicators will be determined by individual instructors.~~

- ~~• Faculty may but are not required to drop students for lack of participation after the census date and are not required to notify the student after having provided every student access to the drop policy in the course syllabus.~~

Course Repetition

The District will comply with Title 5 regulations regarding course repetition and withdrawals.

See BP/AP 4225 and 4227 for more information about course repetition policy and procedures.

See BP/AP 4230 for more information about grading and academic record symbols.