



District Technical Review Workgroup - Instructional (DTRW-I)

AGENDA

October 13, 2016 - 1:00 – 3:00 p.m.

DAC Lakin Boardroom

- **Approval of September 8, 2016 Meeting Notes**
- **DTRW-I Calendar – Kim Hoffmans and Workgroup**

- **Curriculum Submissions**

MOORPARK COLLEGE

New Courses

BIOL M18	Human Biology for Pre-Allied Health	3 units
ENGR M10	Programming and Problem Solving in MATLAB	3 units
OPTI M01	Optical Materials Theory I	3 units
OPTI M01L	Optical Materials Clinical Lab 1	2 units
OPTI M02	Optical Materials Theory II	3 units
OPTI M02L	Optical Materials Clinical Lab II	2 units
OPTI M03	Optical Dispensing Theory I	3 units
OPTI M03L	Optical Dispensing Clinical I	2 units
OPTI M04	Optical Dispensing Theory II	3 units
OPTI M04L	Optical Dispensing Clinical Lab II	2 units
OPTI M05	Contact Lens Theory I	3 units
OPTI M06	Contact Lens Theory II	3 units
OPTI M06L	Contact Lens Clinical Lab II	2 units
OPTI M10	Anatomy, Physiology, and Pathology of the Eye	3 units
OPTI M11	Optical Materials Skills Lab I	1 unit
OPTI M12	Optical Materials Skills Lab I	1 unit
RADT M17	Healthcare Ethics	3 units

Revised Courses

ICA M38A	Intercollegiate Wrestling	4 units
RADT M01B	Radiographic Technique I	3 units
RADT M02B	Radiographic Technique II	3 units



New Programs

Optical Technology – Associate in Science

33 units

OXNARD COLLEGE

Revised Courses

MUS R106 College Choir

1 2 unit

New Programs

AA-T in Art History

VENTURA COLLEGE

New Courses:

~~CD V64A~~ ~~Practicum in Early Childhood Education~~
CD V04L Observation and Assessment **Laboratory**

30.5 unit

~~CD V64B~~
CD V66L Early Childhood Teaching Practicum Lab

1 unit

Revised Courses

~~CD V64A~~ ~~Practicum in Early Childhood Education~~
CD V04 **Observation and Assessment**

3-2.5 units

~~CD V64B~~ ~~Practicum in Early Childhood Education: Field Experience~~
CD V66 **Early Childhood Teaching Practicum**

3-2 units

CD V11 Language and Literacy in Early Childhood Education

3-1 unit

CD V14 ~~Creative Arts in Early Childhood Education~~
Visual and Performing Arts in ECE

3-1 unit

CD V19 ~~Math and Science in Early Childhood Education~~
Science, Technology, Engineering and Math in ECE

3-1 unit



OLD BUSINESS:

- BP/AP 4025 Philosophy and Criteria for Associate Degree and General Education (revisions) - M. Bowen (see attachment)
- Review 15-16 DTRW-I Workgroup Goals/Accomplishments and Curriculum Accomplishments (see attachment)
- New DTRW-I Workgroup Goals
- Comparable/Parallel Courses – Articulation Officers
- Articulation with Adult Education – Articulation Officers
- Review attachment to AP 7211 (Disciplines Unique to a College) (see attachment)
- New Unit Calculation (see attachment; Chancellor's Office Memo – Oct 2015)
- Draft a policy and procedure for credit/non-credit classes - R. Post
- Future Agenda Items (standing item)

NEW BUSINESS:

- Discipline Minimum Qualifications - A. Kolesnik
- CLU TAG Agreement – R. Post (see attachment)

Next Meeting Date: November 10, 2016 – DAC Lakin Boardroom

ITEMS IN RESERVE:

- BP/AP applicable to DTRW-I (Spring)
- Military Credit Discussion (February)

Ventura County Community College District

2016-2017 Academic Year

District Technical Review Workgroup – Instructional (DTRW-I)

Meeting Notes

September 8, 2016 - 1:00 p.m. – 3:00 p.m.

MEETING NOTES PRIOR TO APPROVAL AT FALL 16 DTRW-I MEETING

Members: Chancellor's Designee: Kim Hoffmans, Chair (VC)
Faculty Co-Chair: Linda Kama'ila (OC)
Executive Vice President and Vice Presidents: Julius Sokenu (Interim 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), Thao Brabander (VC)
Academic Senate Presidents: Linda Kama'ila (OC), Nenagh Brown (MC), Alex Kolesnik (VC)
Interim Vice Chancellor of Academic Affairs & Educational Services: Rick Post (DAC)

Recorder: Sarah Ayala, Curriculum Technician (VC)

Notes:

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
Approval of April 14, 2016 Meeting Minutes	After brief introductions, K. Hoffmans welcomed everyone and the meeting commenced at 1:05pm The April 14, 2016 meeting notes were approved with corrections.			
	<i>Discussed old minutes: Committee did not remember holding the curriculum item (AA Economics), but the Recorder checked, and the item was not forwarded to the Board. Group clarified Future Agenda Items and corrections will be made accordingly.</i>			
CURRICULUM SUBMISSIONS				
New Degrees/Courses/Revised Courses	Curriculum Submissions: <i>Group reviewed and agreed to the calendar.</i> <u>MOORPARK COLLEGE</u>			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
Moorpark/Oxnard/Ventura Submissions	<p><u>New Courses</u> DANC M09A, Introduction to Dance: Ballet , 2 ICA M38B, Intercollegiate Wrestling/Off Season, 1</p> <p>RECOMMENDATION: <i>These new courses will go forward to Chancellor's Cabinet, Consultation Council, and subsequently to the Board for full approval.</i></p> <p><u>Revised Courses</u> COL M06, College Skills for Success, 0.5-1.5-0 units, 26.25—78.75 hours</p> <p>RECOMMENDATION: <i>Consideration of Interdisciplinary - Basic Skills non-credit MQs. These courses will move forward to Chancellor's Cabinet, Consultation Council, and subsequently to the Board for full approval.</i></p> <p><u>OXNARD COLLEGE</u> No submission</p> <p><u>VENTURA COLLEGE</u> <u>New Courses</u> ART V58A, Figure Sculpture I, 3 ART V58B, Figure Sculpture II, 3 THA V02C, Acting III – Advanced Characterization, 3 THA V02D , Acting IV – Advanced Acting, 3 THA V03A, Voice and Articulation I, 3 THA V07A, Introduction to Stage Lighting, 3 THA V08, Script Analysis, 3 THA V11C, Technical Theatre and Production III, 2 THA V11D, Technical Theatre and Production IV, 2 THA V13C, Rehearsal and Performance III, 2 THA V13D, Rehearsal and Performance IV, 2 THA V28, Introduction to Cinematic Arts: Film Appreciation, 3 DM V30, Truck and Trailer Brake Systems, 2</p>			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	<p>DM V30L, Truck and Trailer Brake Systems Laboratory, 1.5</p> <p>DM V34, Truck Suspension and Steering Systems, 2</p> <p>DM V34L, Truck Suspension and Steering Systems Lab, 1.5</p> <p>DM V40, Heating, Ventilation, and Air Conditioning (HVAC), 2</p> <p>DM V40L, Heating and Air Conditioning Laboratory, 1.5</p> <p>DM V42, Hydraulic Systems, 2</p> <p>DM V42L, Hydraulic Systems Laboratory, 1</p> <p>DM V44, Drive Train – Medium and Heavy Duty Vehicles, 2</p> <p>DM V44L, Drive Train Lab – Medium and Heavy Duty Vehicles, 1.5</p> <p>EMS V01, Emergency Medical Responder, 3</p> <p>Revised Courses</p> <p>BIOL V30/BIOT V30, Introduction to Biotechnology and Molecular Biology</p> <p><i>Introductory Biotechnology with Laboratory, 3 4</i></p> <p>BIOT V30/BIOL V30, Introduction to Biotechnology and Molecular Biology</p> <p><i>Introductory Biotechnology with Laboratory, 3 4</i></p> <p>THA V11A, <i>Technical Theatre in</i> Production I, 3 1</p> <p>THA V11B, <i>Technical Theatre in</i> Production II, 3 1</p> <p>THA V10A <i>THA V13A, Rehearsal and</i> Performance I, 3 1</p> <p>THA V10B <i>THA V13B, Rehearsal and</i> Performance II, 3 1 units</p> <p>RECOMMENDATION: <i>for ART classes above - to consider being consistent within District (MC/OC) and use Carnegie hour. Minor corrections put in for other courses discussed. It was recommended that these courses move forward to Chancellor's Cabinet, Consultation Council, and subsequently to the Board for full approval.</i></p>			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	<p>New Programs Associate in Science in Public Health Science for Transfer degree, 33 Associate in Arts in Biology for Transfer degree, 35 Associate in Science in Bookkeeping, 17.5 Certification of Achievement in Bookkeeping, 17.5</p> <p>RECOMMENDATION: <i>These programs will move forward to Chancellor's Cabinet, Consultation Council, and subsequently to the Board for full approval.</i></p>			
OLD BUSINESS				
Review Policy/Procedure List - Develop a Prioritized List of Review for Chapter 4	<i>K Hoffmans handed out spreadsheet filtered for items last reviewed in 2011. Highlighted AP/BPs that she felt were most applicable to this Work Group. Asked group to email S. Ayala with additions to the list to be considered.</i>			
BP/AP 4025 Philosophy & Criteria for Associate Degree and General Education (revisions) – Michael Bowen	<i>Due to time constraints, other Old Business was skipped.</i>			
Review 15-16 DTRW-I Workgroup Goals / Accomplishments and Curriculum – Mary Rees(?) and Articulation Officers	<i>K. Hoffmans asked Curriculum Chairs to email number of courses and programs that were reviewed last year for summary numbers.</i>			
Comparable/Parallel Courses – Articulation Officers				

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
NEW BUSINESS				
Elect New Co-Chair	<i>L. Kamaila nominated Nenagh Brown and A. Kolesnik seconded the nomination. N. Brown accepted, and was voted in as the new Co-Chair by acclimation.</i>			
MOUs – process, vetting, access				
Articulation with Adult Education – Articulation Officers				
Review attachment to AP 7211 (Disciplines Unique to a College)	<i>A. Kolesnik – specifically requesting to look at disciplines unique to a college</i>			
New Workgroup Goals				
New Unit Calculation	<i>Pam Walker memo</i>			
Draft a policy and procedure for credit/non-credit classes – see 04.14.16 minutes, page 2	<i>R. Post will bring sample from CCLC (Community College League of California)</i>			
Future Agenda Items	<ul style="list-style-type: none"> • AP/BP 7211 – minimum qualifications 			
Items in Reserve	<ul style="list-style-type: none"> • Draft a policy/procedure for credit/non credit • February – Military Credit discussion 			
Adjournment	<i>K. Hoffmans adjourned the meeting at 2:58pm</i>			
Next Meeting Date:	October 13 – 1 pm, DAC Lakin Boardroom Submission deadline: October 7, 2016			

MOORPARK COLLEGE

New Programs/Degrees	Units
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Optical Technology – Associate in Science	33
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New Courses

BIOL M18	Human Biology for Pre-Allied Health	3
ENGR M10	Programming and Problem Solving in MATLAB	3
OPTI M01	Optical Materials Theory I	3
OPTI M01L	Optical Materials Clinical Lab 1	2
OPTI M02	Optical Materials Theory II	3
OPTI M02L	Optical Materials Clinical Lab II	2
OPTI M03	Optical Dispensing Theory I	3
OPTI M03L	Optical Dispensing Clinical I	2
OPTI M04	Optical Dispensing Theory II	3
OPTI M04L	Optical Dispensing Clinical Lab II	2
OPTI M05	Contact Lens Theory I	3
OPTI M06	Contact Lens Theory II	3
OPTI M06L	Contact Lens Clinical Lab II	2
OPTI M10	Anatomy, Physiology, and Pathology of the Eye	3
OPTI M11	Optical Materials Skills Lab I	1
OPTI M12	Optical Materials Skills Lab I	1
RADT M17	Healthcare Ethics	3

Substantial Change

ICA M38A	Intercollegiate Wrestling	4
RADT M01B	Radiographic Technique I	3
RADT M02B	Radiographic Technique II	3

New Programs

Optical Technology A.S. Degree

The Optical Technology Program is a two year associate of science (AS) degree career preparation program that prepares students for the American Board of Opticianry (ABO) and National Contact Lens Examiners (NCLE) examination to be licensed as a Dispensing Optician. Students must complete the prerequisites, core optical technology, and general education courses to earn the AS degree.

Core Optical Technology courses:		Units
OPTI M10	Anatomy, Physiology, and Pathology of the Eye	3
OPTI M01	Optical Materials Theory I	3
OPTI M01L	Optical Materials Clinical Lab 1	2
OPTI M11	Optical Materials Skills Lab I	1
OPTI M03	Optical Dispensing Theory I	3
OPTI M03L	Optical Dispensing Clinical I	2
OPTI M05	Contact Lens Theory I	3
OPTI M02	Optical Materials Theory II	3
OPTI M02L	Optical Materials Clinical Lab II	2
OPTI M12	Optical Materials Skills Lab II	1
OPTI M04	Optical Dispensing Theory II	3
OPTI M04L	Optical Dispensing Clinical Lab II	2
OPTI M06	Contact Lens Theory II	3
OPTI M06L	Contact Lens Clinical Lab II	2
Total Units		33

New Courses

BIOL M18	Human Biology for Pre-Allied Health	3 Units
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Class Hours: 3 Lecture

Covers major aspects of human biology related to health science careers. Emphasizes the chemical, molecular, and physiological mechanisms underlying most common disease conditions. Applies to Associate Degree. Transfer Credit: CSU

Course Credit Limitation: BIOL M16 and BIOL M18 if combined, one course.

ENGR M10	Programming and Problem Solving in MATLAB	3 Units
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Prerequisites: MATH M25A or MATH M25AH

Class Hours: 2 Lecture, 3 Lab

C-ID: Aligned with ENGR 220

Utilizes the MATLAB environment to provide students with a working knowledge of computer-based problem solving methods relevant to science and engineering. Introduces the fundamentals of procedural and object-oriented programming, numerical analysis, and data structures. Uses examples and assignments in the course which are drawn from practical applications in engineering, physics, and mathematics. Applies to Associate Degree. Transfer Credit: CSU

OPTI M01	Optical Materials Theory I	3 Units
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Prerequisites: MATH M03 or MATH M03B and Admission to the Optical Technology Program

Corequisite: OPTI M01L and OPTI M11

Class Hours: 3 Lecture

Introduces the fundamental concepts and principles of light and geometric properties of optics. Covers lens theory and design, frame design, and their application to ophthalmic lenses. Presents the history, basic manufacturing, and quality standards of ophthalmic lenses. Applies to Associate Degree.

OPTI M01L	Optical Materials Clinical Lab 1	2 Units
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Prerequisites: Admission to the Optical Technology program

Corequisite: OPTI M01 and OPTI M11

Class Hours: 6 Lab

Provides opportunity to apply concepts learned to perform fundamental clinical skills in a clinical agency optical laboratory under the direction and supervision of a licensed ophthalmic professional. Emphasizes attainment of knowledge, skills, and attitude that meet professional standards. Applies to Associate Degree.

OPTI M02 Optical Materials Theory II 3 Units

Prerequisites: OPTI M01 and OPTI M01L and OPTI M11

Corequisites: OPTI M02L and OPTI M12

Class Hours: 3 Lecture

Covers the manufacture of eyewear with advanced prescriptions and frames. Focuses on optic examination and determination of ophthalmic prisms using a single vision lens power. Introduces multifocal and progressive lens characteristics, along with specialized procedures utilized in construction of various rimless mounted lenses. Applies to Associate Degree.

OPTI M02L Optical Materials Clinical Lab II 2 Units

Prerequisites: OPTI M01 and OPTI M01L and OPTI M11

Corequisites: OPTI M02 and OPTI M12

Class Hours: 6 Lab

Provides opportunity to apply concepts to perform advanced techniques in a clinical agency optical laboratory under the direction and supervision of a licensed ophthalmic professional. Includes an emphasis on multifocal, progressive, and occupational lenses; lens treatments; and prisms. Focuses on attainment of knowledge, skills, and attitude that meet professional standards. Applies to Associate Degree.

OPTI M03 Optical Dispensing Theory I 3 Units

Prerequisites: OPTI M01 and OPTI M01L and OPTI M11

Corequisite: OPTI M03L

Class Hours: 3 Lecture

Introduces the theoretical basis of client care and service as a dispensing optician. Focuses on lens and frame styles and materials, lens treatment and selection, optical measurements, and frame adjustments and repair. Applies to Associate Degree.

OPTI M03L Optical Dispensing Clinical I 2 Units

Prerequisite: OPTI M01 and OPTI M01L and OPTI M11

Corequisite: OPTI M03

Class Hours: 6 Lab

Provides opportunity to apply the basic concepts to perform the skills of a dispensing optician at a clinical agency, under the supervision of an ophthalmic professional. Emphasizes client measurements, frame and lens materials, frame and lens selection, prescription interpretation, and adjustment techniques. Applies to Associate Degree.

OPTI M04 Optical Dispensing Theory II 3 Units

Prerequisites: OPTI M03 and OPTI M03L

Corequisites: OPTI M04L

Class Hours: 3 Lecture

Focuses on the advanced knowledge and skills necessary for dispensing opticians. Presents client profile analysis, multifocal analysis, lens measurement, design and fitting characteristics, properties of anti-reflective and absorptive lenses, sports eyewear, and adjustment techniques. Includes ethics, laws, and regulations related to dispensing optical eyewear. Applies to Associate Degree.

OPTI M04L Optical Dispensing Clinical Lab II 2 Units

Prerequisites: OPTI M03 and OPTI M03L

Corequisites: OPTI M04

Class Hours: 6 Lab

Provides an opportunity to apply advanced concepts to refine the skills required of a dispensing optician at a clinical agency, under the supervision of an ophthalmic professional. Focuses on client measurements, frame and lens materials, frame and lens selection, prescription interpretation, and adjustment techniques. Includes the business aspects of the optical dispensary. Applies to Associate Degree.

OPTI M05 Contact Lens Theory I 3 Units

Prerequisite: OPTI M10

Class Hours: 3 Lecture

Presents the history and development of contact lenses. Introduces basic principles and techniques of contact lens fitting, design, materials, and terminology. Covers contact lens insertion and removal techniques, and basic slit lamp and keratometry skills. Applies to Associate Degree.

OPTI M06 Contact Lens Theory II 3 Units

Prerequisites: OPTI M05

Corequisites: OPTI M06L

Class Hours: 3 Lecture

Covers the anatomy, physiology, and pathology of the anterior segment of the eye and associated structures. Compares the philosophies, fitting, and designs of soft and rigid gas permeable contact lens; and solutions for contact lenses. Includes verification and modification of contact lenses, client evaluation and education, and regulations for contact lenses. Applies to Associate Degree.

OPTI M06L Contact Lens Clinical Lab II 2 Units

Prerequisites: OPTI M05

Corequisites: OPTI M06

Class Hours: 6 Lab

Provides opportunity to apply the concepts to perform the skills to address the contact lens needs of patients at a clinical agency, under the supervision of an ophthalmic professional. Emphasizes the professional standards for the indication and operation of optic equipment in contact lens measurement, inspection, verification, and modification. Includes fitting and evaluating fit of contact lenses and patient education. Applies to Associate Degree.

OPTI M10 Anatomy, Physiology, and Pathology of the Eye 3 UnitsPrerequisites: BIOL M01 or BIOL M02A or BIOL M02AH or BIOL M18 and Acceptance
to the Optical Technology Program

Class Hours: 3 Lecture

Focuses on the anatomical structures and the function of the eye and the various body systems and principles of human physiology that affect the visual system. Provides an overview of common ocular pathologies and anomalies with their corresponding etiologies, diagnostic tests, and treatments. Applies to Associate Degree.

OPTI M11 Optical Materials Skills Lab I 1 Unit

Prerequisite: Admission to the Optical Technology Program

Corequisite: OPTI M01 and OPTI M01L

Class Hours: 3 Lab

Presents the terminology, equipment, lens materials, and frames utilized to create prescription ophthalmic eyewear. Focuses on the lensometry and fabrication of single vision eyewear while emphasizing personal and environmental safety practices. Applies to Associate Degree.

OPTI M12 Optical Materials Skills Lab II 1 Unit

Prerequisites: OPTI M01 and OPTI M01L and OPTI M11

Corequisites: OPTI M02 and OPTI M02L

Class Hours: 3 Lab

Presents the terminology, equipment, and lens materials to manufacture eyewear with advanced prescriptions and frames. Emphasizes optic analysis of ophthalmic prisms using a single vision lens power. Introduces verification and neutralization techniques for single vision lenses and bifocals, frame repair, producing prescribed prism by decentration, semi-rimless glasses, and multifocal glasses while emphasizing personal and environmental safety practices. Applies to Associate Degree.

RADT M17 Healthcare Ethics 3 Units

Class Hours: 3 Lecture

Introduces theoretical and applied ethics as they relate to problems in medicine, healthcare, and the human life sciences. Examines foundational moral principles and the main moral theories. Provides an introduction to ethics in general, a foundation for understanding legal implications in healthcare and a framework for analyzing and resolving ethical problems through the application of ethical principles and critical thinking. (Same course as NS M17). Applies to Associate Degree. Transfer Credit: CSU

Substantial Change**ICA M38A Intercollegiate Wrestling 0.25 4 Units**Class Hours: ~~0-2~~ 1 Lecture, ~~0-3~~ 9 Lab

~~This course is designed as an intense skill building clinic for those already familiar with the sport. Field trips are not required for this course.~~ Develops athletic skills and techniques in wrestling. Emphasizes team development and competitive improvement and intensity. Repeatability is dependent upon California Community College Athletic Association (CCCAA) eligibility. Student must be capable of competing at the intercollegiate level. May be taken a maximum of four (4) times for credit. (Formerly PE M38.) Applies to Associate Degree. Transfer Credit: CSU, UC
Course Credit Limitation: UC - maximum credit of 4 units if combined with DANC M18 and any or all other ICA/KIN/PE Activity courses.

RADT M01B Radiographic Technique I -4 3 Units

Prerequisites: RADT M10A and RADT M10AL and RADT M10B

Corequisites: RADT M01A and RADT M01AL and RADT M01BL and RADT M11

Class Hours: -4 3 Lecture

Covers production of radiation and interactions with matter. Includes manipulation and image quality of radiographic equipment for conventional and digital radiographic systems. Applies to Associate Degree. Transfer Credit: CSU

RADT M02B Radiographic Technique II -4 3 Units

Prerequisites: RADT M01B and RADT M01BL

Corequisites: RADT M02A and RADT M02AL and RADT M02BL and RADT M12

Class Hours: -4 3 Lecture

Covers basic principles of radiation protection and radiobiology as well as state and federal regulations for diagnostic uses of radiation. Includes problem solving, quality assurance and quality control, automatic exposure control, digital systems and an introduction to Computed Tomography (CT). Applies to Associate Degree. Transfer Credit: CSU

OXNARD COLLEGE

Revised Courses

MUS R106	College Choir	1 2
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New Programs

AA-T in Art History

OXNARD COLLEGE

Revised Courses

Page 2

MUS R106

College Choir

1 2 Units

Hours:

~~1.0 lecture~~, 3.0 lab weekly

This course is for the study, rehearsal, and public performance of choral literature from a variety of stylistic periods, with an emphasis on the development of skills needed to perform within an ensemble, and culminates with a public performance. ~~College Choir is an introductory ensemble for singers with little or no previous experience. Students will explore learn the~~ physiology of singing and basic vocal technique, will ~~learn to read~~ choral music notation, **and** will ~~explore and learn to analyze the historical context and structure of a stylistically varied repertoire, culminating in a public performance.~~ *Field trips may be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student's option.*
Transfer credit: CSU, UC

OXNARD COLLEGE**New Programs****Page 3**

AA-T in Art History

Required Core Courses:		Units
ART R102	Survey of Western Art from Prehistory through the Middle Ages	3
ART R103	Survey of Western Art from Renaissance to Contemporary	3
ART R106A	Drawing and Composition I	3

LIST A (3 Units):		Units
ART R172	Art of the Ancient Americas	3

LIST B - Select one course from the following (3 Units):		Units
ART R104A	Color and Design: 2-D Foundations	3
ART R108A	Beginning Oil Painting	3
ART R110A	Beginning Acrylic Painting	3
ART R126A	Life Drawing I	3
ART R155	Beginning Sculpture	3
ART R160	Introduction to Digital Photography	3
ART R175	Introduction to Digital Art	3
ART R180	3-D Foundations	3

LIST C - Select one course from the following (3 Units):		Units
Any course from List B not already selected above		3

or		
ART R170	Introduction to Women in Art: Woman as Artist; Woman as Image	3
ART R171	Survey of Modern Art	3
FTVE R107	History of Film	3
MUS R116	History of Rock Music	3
ANTH R102	Introduction to Cultural Anthropology	3
ANTH R102H	Honors: Introduction to Cultural Anthropology	3
ANTH R103	Introduction to Archaeology	3
ANTH R105	Sex, Gender and Culture	3
ANTH R107	The Anthropology of Native Americans	3
ANTH R110	People of the World: The Cultures of Globalization and Change	3
ANTH R113	Ancient Civilizations of the Americas	3
ANTH R114	African American Culture and Experience	3
ANTH R115	Introduction to Language and Culture	3
CHST R101	Introduction to Chicana/o Studies	3
CHST R107	History of Mexicans in the United States	3
ENGL R104	English Literature I	3
ENGL R105	English Literature II	3
ENGL R107	American Literature I	3
ENGL R108	American Literature II	3
ENGL R111	Shakespeare	3
ENGL R112	Literature by Women	3
ENGL R124	Introduction to LGBTIQ Literature	3

(Continued on following page)

OXNARD COLLEGE**New Programs****Page 4**

AA-T in Art History (continued)

LIST C continued - Select one course from the following (3 Units):		Units
ENGL R151	Major British Authors I	3
ENGL R152	Major British Authors II	3
ENGL R153	Major American Authors I	3
ENGL R154	Major American Authors II	3
GLST R101	Introduction to Global Studies	3
HIST R104	History of California	3
HIST R107	History of Mexicans in the United States	3
HIST R108	African-American History	3
HIST R109	History of Mexico	3
HIST R110	History of the Middle East	3
HIST R115	History of the Americas I	3
HIST R116	History of the Americas II	3
HIST R117	History of American Women	3
HIST R122	History of Asia	3
HIST R130	History of the United States I	3
HIST R130H	Honors: History of the United States I	3
HIST R140	History of the United States II	3
HIST R140H	Honors: History of the United States II	3
HIST R150	World History I	3
HIST R150H	Honors: World History I	3
HIST R160	World History II	3
HIST R160H	Honors: World History II	3
PHIL R101	Introduction to Philosophy	3
PHIL R101H	Honors: Introduction to Philosophy	3
PHIL R103	Survey of World Religions: East	3
PHIL R104	Survey of World Religions: West	3
PHIL R105	History of Ancient and Medieval Philosophy	3
PHIL R106	History of Modern Philosophy	3
PHIL R108	World Mythology	3
PHIL R115	Comparative World Religions	3
PHIL R115H	Honors: Comparative World Religions	3
SPAN R101	Elementary Spanish 1	5
SPAN R102	Elementary Spanish 2	5
SPAN R103	Intermediate Spanish 1	5
SPAN R104	Intermediate Spanish 2	5
SPAN R140	Spanish for Heritage Speakers 1	5
SPAN R141	Spanish for Heritage Speakers 2	5
URBS R101	Introduction to Urban Studies	3
Total Required Units		18-20

VENTURA COLLEGE

New Courses

CD V64A CD V04L	Practicum in Early Childhood Education Observation and Assessment Laboratory	3 0.5 unit
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CD V64B CD V66L	Early Childhood Teaching Practicum Lab	1 unit
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Revised Courses

CD V64A CD V04	Practicum in Early Childhood Education Observation and Assessment	3 2.5 units
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CD V64B CD V66	Practicum in Early Childhood Education: Field Experience Early Childhood Teaching Practicum	3 2 units
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CD V11	Language and Literacy in Early Childhood Education	3 1 units
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CD V14	Creative Arts in Early Childhood Education Visual and Performing Arts in ECE	3 1 units
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CD V19	Math and Science in Early Childhood Education Science, Technology, Engineering and Math in ECE	3 1 units
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New Courses

CD V64A04L ~~Practicum in Early Childhood Education Observation~~ **30.5**units
 and Assessment **Laboratory**

Prerequisite:

Corequisite: CD V04

Recommended CD V02; **and ENGL V02 and/or ENGL V06A**

Preparation:

Enrollment ~~Current negative~~**Clear** TB test ~~Test~~ or Chest ~~clear chest~~ x-ray **and**

Limitations: **Proof of immunizations.**

C-ID: ECE 200

Hours: 2.50 lecture, 1.5 laboratory weekly

~~This course focuses on the appropriate use of assessment strategies to document children's development, play, and learning to join with families in promoting children's success and maintaining quality programs. Emphasis is on recording strategies, rating systems, and portfolios. Multiple assessment methods are explored to document and analyze children's behaviors. Observations of children are completed at the Ventura College Child Development Center or in a designated child development center through direct observation. A total of 24 hours of child observation are required.~~
provides the opportunity to apply observation techniques to early childhood practice. It requires the use of specific observation tools, including DRDP, to observe children's development and their interactions with adults, children, materials, and activities. Twenty-four (24) hours of observation must be completed at the Orfalea Child Development Center at Ventura College or at a designated child development center with a master teacher or qualified master teacher.

Field Trips ~~may be required~~ **not required. Formerly CD V64A.** Transfer Credit: CSU

CD V64B66L Early Childhood Teaching Practicum Laboratory 1 unit

Prerequisite: CD V02, CD V04, CD V04L, CD V63

Corequisite: CD V66,

Recommended ENGL V02, ENGL V06A

Preparation:

Enrollment Clear TB Test or clear chest x-ray and Proof of immunizations.

Limitations:

Hours: 3 laboratory weekly

This course provides supervision in student teaching at the Orfalea Child Development Center at Ventura College or a designated child development center. Forty-eight hours (48) of student teaching required. Students will demonstrate teaching competencies, make connections between theory and practice, implement and evaluate appropriate early childhood experiences, and develop professional behaviors that promote positive development and learning for young children. Emphasis is on implementation of the California Early Learning system.

Formerly CD V64B, Transfer Credit: CSU

Revised Courses

CD V64A V04	Practicum in Early Childhood Education Observation and Assessment	32.5 units
Corequisite:	CD V04L	
Recommended Preparation:	CD V02 V02; and ENGL V02 and/or ENGL V06A	
Enrollment Limitations:	Current negative Clear TB test or Chest chest x-ray	
C-ID:	ECE 200	
Hours:	2.5 lecture, 4.5 0 laboratory weekly	

This course ~~focuses on~~ **examines** the appropriate use of assessment **and observation tools and** strategies to document children's development, play, and learning to join with families in promoting children's success and maintaining quality programs. Emphasis is on recording **young children's development and learning. It emphasizes the use of findings to inform and plan learning environments and experiences. Recording** strategies, rating systems, and portfolios. Multiple assessment methods are explored to document and analyze children's behaviors. Observations of children are completed at the Ventura College Child Development Center or in a designated child development center through direct observation. A total of 24 hours of child observation are required. **anecdotal records, and multiple assessment tools, including the Desired Results Developmental Profile and Ages and Stages will be explored along with strategies for collaborations with families and professionals.**

Field Trips: May be required. **Formerly CD V64A** Transfer credit: CSU

Revised Courses (continued)

CD V64B66 Practicum in Early Childhood Education: Field Experience **Teaching Practicum** 3-2 units

Prerequisite: **CD V02, CD V64A V04, CD V04L, CD V62, CD V63 or concurrent enrollment**

Corequisite: **CD V66L**

Recommended **ENGL V02 and/or ENGL V06A**

Preparation:

Enrollment ~~current negative~~ **Clear** TB test or Chest **clear chest** x-ray

Limitations:

C-ID: ECE 210

Hours: 2 lecture 3 laboratory weekly

This course provides supervised experience in practicing and demonstrating developmentally appropriate early childhood teaching competencies at the Ventura College Child Development Center or a designated child care center. Students will utilize classroom experiences to **examines in-depth the procedures and practices for teaching young children in a child care setting. Students will demonstrate early childhood competencies**, make connections between theory and practice, and develop professional behaviors. ~~and build comprehensive understanding of children and families. Child-centered, play-oriented approaches to teaching, learning, assessment, and knowledge of curriculum content areas will be emphasized as student teachers design, implement.~~ **Students are required to design** and evaluate experiences that promote positive development and learning for all young children. This course requires a total of 48 hours of experience.

Field Trips required. **Formerly CD V64B.** Transfer credit: CSU

CD V11 Language and Literacy in Early Childhood Education 3 1 units

Recommended ~~CD V62 and CD V63~~

Preparation:

Hours: 31 lecture weekly

This course is an ~~in-depth study of current research and best~~ **introduction to current** teaching practices that promote the development of children's literacy skills and language acquisition. It emphasizes developmentally appropriate learning experiences, **teacher interactions, environments, and** curriculum materials, and literature for both native English speakers and English language learners.

~~Field trips may be required.~~

Revised Courses (continued)

CD V14 ~~Creative Arts in Early Childhood Education~~ **3 1 units**
 Visual and Performing Arts in ECE

Recommended ~~CD V62 and CD V63~~

Preparation:

Hours: ~~3~~ **1** lecture weekly

This course is an ~~in-depth study of current research~~ **introduction to current** and best teaching practices that promote children's development in the visual and performing arts: visual art, music, dance, and drama. It emphasizes application of theory, assessment, developmentally **teaching strategies, environments, and materials, and guiding principles for developing** appropriate learning experiences, curriculum materials, and environments for **young** children from birth through age 8. ~~Field Trips may be required.~~

CD V19 ~~Math and Science in Early Childhood Education~~ **3 1 units**
 Science, Technology, Engineering, and Math in ECE

Recommended ~~CD V62 and CD V63~~

Preparation:

Hours: ~~3~~ **1** lecture weekly

This course is a ~~study of the~~ **an introduction to** intentional teaching practices that assist **in designing and implementing curriculum for** young children 's development in the learning foundations of science and mathematics **science, technology, engineering, and math.** Emphasis is on application of developmental theory, curriculum design and assessment, and the use of developmentally appropriate learning activities, teaching techniques, and materials. ~~Field Trips may be required. Transfer Credit: CSU.~~



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 55805 55061 ACCJC Accreditation Standard II.A.3
Adopted	February 16, 2006
Last Reviewed	June 18, 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.

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 specifically address the placement of courses into the general education areas.

(A) Natural Sciences

Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in Natural Sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific methods, and encourage an understanding of the relationship between science and other human activities. 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 the understanding of integrated wellness strategies and the skills necessary for designing, implementing, and maintaining a healthy lifestyle.

(F) Gender Studies

Courses in ethnic and gender studies should help students develop an awareness of the diverse historical roots and an appreciation of the cultural contribution of minorities and women; and/or should lead to an understanding of the causes and consequence of 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 into the discipline
- Applicability of the course for fulfilling CSU GE-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) for transfer

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. ~~§~~ 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)



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.	Approximately 250 courses and 68 programs (degrees/certificates) were reviewed by DTRW-I for quality, technical, and legal accuracy
2	Encourage curriculum consistencies when appropriate to support student curriculum success and completion.	Common language was discussed for use in catalogs and other curriculum recommendations were made to campus curriculum committees to support consistency.
3	Review and evaluate committee goals and processes as they related to ACCJC Accreditation	As part of goal #4 and the normal process of setting and reviewing workgroup goals and accomplishments, DTRW-I continues to work on this goal.
4	Evaluate committee processes and outcomes for sustainable quality improvement of curricular matters.	DTRW-I reviewed and made suggestions for improvements to the District <i>Decision Making</i> document and Board/Administrative Policies.
6	Review and possibly make recommendations related to curricular processes districtwide.	See #2 and #4 for progress toward accomplishing this goal.



Book	VCCCD Administrative Procedure Manual
Section	Chapter 7 Human Resources
Title	AP 7211 Minimum Qualifications and Equivalencies
Number	AP 7211
Status	Active
Legal	California Code of Regulations, Title 5, Section 53400 et seq. California Education Code Section 87001 California Education Code Section 87003 California Education Code Section 87359 California Education Code Section 87743.2
Adopted	December 14, 2009
Last Reviewed	May 12, 2015

A. Procedure for the Determination of Qualifying Degrees.

(When not specifically defined by the Minimum Qualifications for Faculty and Administrators in California Community Colleges)

1. Committees of faculty evaluate the disciplines listed in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* that allow for any qualifying degree in a specified area, but that do not specifically list the exact titles of the degrees which qualify (e.g., Biological Sciences, Dance) for the purpose of developing lists of specific degrees meeting the minimum qualification requirements. Composition of these discipline-specific qualification committees consists of two full-time faculty members in the discipline from each college, an Academic Senate President, and a Human Resources Department representative. The committees convene each time the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* is revised and published, or more often as necessary.
2. The Human Resources Department maintains lists approved by the discipline-specific qualifications committee and provides such lists to screening committees as necessary.
3. All screening committees refer to the established lists, as appropriate, when determining if candidates meet the minimum qualification requirements. Screening committees may not consider a degree as qualifying unless it is specifically listed in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, or it is determined to qualify under the list developed by the discipline-specific qualification committee(s).

B. Procedure for the Determination of Equivalency

1. All faculty position announcements state the required qualifications as specified by the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, local qualifications, if any, and diversity qualifications, including the possibility of meeting the degree requirements by equivalency.

2. Each fall term, the Human Resources Department identifies the need for specific districtwide equivalency committees for the following academic year and in consultation with the Academic Senates, establishes such committees. Composition of the committee(s) includes one tenured faculty member in the discipline from each of the colleges in the District who are the only voting members of the committee, an Academic Senate President serving in an ex-officio capacity, and a Human Resources Department representative responsible for meeting facilitation. A minimum of two faculty members, the Academic Senate President and the Human Resources Department representative must be present for there to be a quorum. For disciplines in which tenured faculty are not available at all three colleges, a tenured faculty member from a related discipline may be substituted for the tenured faculty member(s) in the discipline. A related discipline is one that is listed as a qualifying degree in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* for that discipline. The Director of Employment Services approves exceptions to the above composition as necessary following consultation with the Academic Senate Presidents. Should an equivalency be requested in a discipline that exists at only one college, a local college equivalency committee from that college shall convene for the purpose of reviewing the request for equivalency. The committee will consist of two tenured faculty members in the discipline. The Director of Employment Services approves exceptions to committee compositions as necessary.
3. Following the closing date of the recruitment, the Human Resources Department forwards requests for equivalencies for faculty positions to the appropriate districtwide equivalency committee no later than two working days following the closing date of the position and prior to releasing the pool of applicants to the screening committee. The equivalency committee will meet within five working days following the closing date. The Human Resources Department will not forward files for applicants who are not requesting an equivalency or for applicants who request in their application an equivalency be considered but fail to attach the Supplemental Questionnaire for Equivalency.
4. The equivalency committee reviews requests for equivalency and provides recommendations to the Human Resources Department. Recommendations to grant equivalency are forwarded for consideration provided there is a unanimous vote by all committee members present. Less than a unanimous vote results in the denial of the equivalency request. The districtwide equivalency committee documents in writing whether the equivalency is recommended or not recommended on the Declaration of Equivalency Form.
5. The Human Resources Department forwards all recommended equivalencies to the full screening committee(s) for review along with all other completed application materials.
6. Applications for candidates not recommended for equivalency are made available to the entire screening committee(s). Committee members may review the equivalency recommendation and challenge any recommendations to deny equivalency. Challenges are taken back to the districtwide equivalency committee for consideration. Upon review, the committee may choose to sustain or modify its initial recommendation.
7. The local Academic Senate President, Executive Vice President, College President, Director of Employment Services, Vice Chancellor, Human Resources, Chancellor, and Board of Trustees or designee, in that order, review those applicants who are recommended for hire and for whom equivalency is required. The individuals endorse or deny the recommendation for equivalency, relying primarily on the advice and judgment of the equivalency committee, in accordance with California Education Code section 87359, subdivision (b). Individuals sign the Declaration of Equivalency form for the purpose of indicating endorsement of the equivalency. In the event a recommendation for equivalency is denied at any level of review in the process, the denying individual sends the recommendation back to the previous reviewer for discussion. The authority to approve the hiring of employees with equivalency remains with the Board of Trustees or designee.
8. Representatives of the collective Academic Senates and the Human Resources Department will review

the equivalency process after one year, no later than spring 2011, to ensure its effectiveness and adherence to established policy and procedures.

See Attachment: Disciplines Unique to a College.

[AP 7211 Attach-Unique Disciplines-Spring 2015 Final.pdf \(21 KB\)](#)

Last Modified by Jennifer Holst on May 13, 2015

Ventura County Community College District
Disciplines Unique to a College
Spring 2015

Course Abbreviation (College)	Title (College)	Discipline/MQ (other areas included in the discipline) (State)
Moorpark College		
EATM	Exotic Animal Training and Management	Animal Training and Management (Exotic animal training)
FILM	Film Studies	Film Studies
GR	Graphic Design	Graphic Arts (Desktop publishing)
HUM	Humanities	Humanities
JOUR	Journalism	Journalism
NTS	Nutrition Science	Nutritional Science/Dietetics
RADT	Radiologic Technology	Radiological Technology
Oxnard College		
AB	Automotive Body and Fender Repair	Auto Body Technology (Antique and classic auto restoration)
ADS	Addictive Disorders Studies	Addiction Paraprofessional Training
CRM	Culinary Arts & Restaurant Management	Culinary Arts/Food Technology (Food service, meat cutting, baking, waiter/waitressing, bartending) Restaurant Management (two separate MQs)
DA and DH	Dental Technology* (*Dental Assisting and Dental Hygiene)	Dental Technology (Dental assisting, dental hygiene)
ENVT	Environmental Control Technology	Air Conditioning, Refrigeration, Heating (Solar energy technician)
FT	Fire Technology	Fire Technology
PLS	Paralegal Studies	Legal Assisting (Paralegal)
Ventura College		
ARCH	Architecture	Architecture
CT	Construction Technology	Construction Technology
DRFT	Drafting	Drafting CADD (Computer Aided Drafting/Design), CAD (Computer Aided Design), CAD (Computer Aided Drafting)
MT	Manufacturing Technology	Manufacturing Technology (Quality control, process control)
PM	Paramedic Studies	Emergency Medical Technologies
WEL	Welding	Welding
WS	Water Science	Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

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DATE: October 2, 2015

AA 15-26
VIA E-MAIL

TO: Curriculum Instructional Officers

FROM: Pamela D. Walker
Vice Chancellor of Educational Services

SUBJECT: Policy Change for Hours and Units Calculations for Credit Courses

The Chancellor's Office, in collaboration with the Program and Course Approval (PCAH) Writing Team, has refined the calculations and guidelines for hours and units for credit courses and will be in the forthcoming 6th edition of the PCAH.

Chancellor's Office staff has tested the new formula on credit courses currently in Curriculum Inventory and the calculations are accurate. As of October 5, the Chancellor's Office will be using the new formula for existing credit courses in the queue. However, if the formula does not work for a course then the Chancellor's Office will provide technical assistance as needed with the colleges. As colleges develop courses, please use the new calculations and guidelines for hours and units for credit courses (copy attached).

Please contact Jackie Escajeda, Interim Dean of Curriculum and Instruction at jescajeda@cccco.edu, if you have any questions regarding this memorandum.

cc: Kathleen Rose, SACC
Erik Shearer, SACC
Julie Adams, ASCCC
Elias Regalado, California Community Colleges Chancellor's Office
AAD Staff, California Community Colleges Chancellor's Office



California Community Colleges Chancellor's Office

Hours and Units Calculations

I. Standard Formula for Credit Hour Calculations

Standards for credit hour calculations are contained in title 5 §§55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). Courses not classified as cooperative work experience, clock hour, or open entry/ open exit use the following method for calculating units of credit.

Divide the total of all student learning hours (lecture, lab, activity, clinical, TBA, other + outside-of-class hours) by the hours-per-unit divisor, round down to the nearest increment of credit awarded by the college. Expressed as an equation:

$$\frac{\text{[Total Contact Hours + Outside-of-class Hours]}}{\text{Hours-per-unit Divisor}} = \text{Units of Credit}$$

The result of this calculation is then rounded down to the nearest .5 increment or to the nearest fractional unit award used by the district, if smaller than .5. This formula applies to both semester and quarter credit calculations. While this formula can yield a value below the lowest increment of credit awarded by the college, zero-unit courses are not permissible. The following definitions are used in the application of this formula:

- **Total Contact Hours:** The total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in §§58050 - 58051. This number is the sum of all contact hours for the course in all calculations categories, including lecture, recitation, discussion, seminar, laboratory, clinical, studio, practica, activity, to-be-arranged, etc. Contact hours for courses may include hours assigned to more than one instructional category, e.g. lecture and laboratory, lecture and activity, lecture and clinical.
 - **Outside-of-class Hours:** Hours students are expected to engage in course work outside of the classroom. Federal and state regulations for credit hour calculations are based on the total time a student spends on learning, including outside-of-class hours. As a matter of standard practice in higher education, lecture and related course formats require two hours of student work outside of class for every hour in-class. All other academic work, including laboratory, activity, studio, clinical, practica, TBA, etc. must provide an equivalent total number of student learning hours as typically required for lecture, with the ratio of in-class to outside-of-class work prorated appropriately for the instructional category.
-

Typically, these ratios are expressed as follows:

Instructional Category	In-class Hours	Outside-of-class Hours
Lecture (Lecture, Discussion, Seminar and Related Work)	1	2
Activity (Activity, Lab w/ Homework, Studio, and Similar)	2	1
Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

Other categories or ratios for inside- to outside-of-class hours are possible, but should fall within the parameters for one unit of credit as described above. Standard expectations in higher education for credit hour calculations generally align with the in-class to outside-of-class ratios as described in this table. Deviations from these widely accepted standards, while permitted, can negatively affect course transferability and articulation and should be used with caution. Since TBA hours are required to be listed separately on the COR, any outside-of-class hours expected of students in relationship to TBA contact hours must be included in the total student learning hours for the calculation.

- **Hours-per-unit Divisor:** The value, or value range, used by the college to define the number of hours required to award each unit of credit. This value must be minimum of 48 and maximum of 54 hours for colleges on the semester system and a minimum of 33 and maximum of 36 for colleges on the quarter system. This number represents the total student learning hours for which the college awards one unit of credit. Colleges may use any divisor within this range, but should maintain consistency between the divisor and the dividend. For example, if a college uses the $51 = 1$ unit calculation to determine the hours of lecture and outside of class work in the dividend, they should use 51 as the divisor. Colleges that indicate the minimum and maximum range of 48 – 54 should show that same range for the dividend in the equation and resulting unit calculation.

Colleges must exercise caution in determining the hours-per-unit divisor for credit hour calculations. Because California finance laws assume that primary terms average 17-weeks on the semester system and 11½ weeks on the quarter system (the two semesters or three quarters equal the traditional 35-week academic year), and because student attendance and related apportionment state compliance auditing is based on the student contact hours delineated in the official COR, the Chancellor's Office strongly recommends that colleges use the 18-week semester or 12-week quarter as the basis for the student contact hour calculation used in the COR, even if a college has been approved to use a compressed academic calendar. The 18-week semester or 12-week quarter primary term provides the greatest flexibility in terms of contact hours, and colleges do not risk an audit finding for excessive apportionment claims such as they might experience using a 16-week semester basis for the contact-

hour calculation. Additionally, it is also important to note the flexible calendar program is designed around the 35-week traditional academic calendar, so basing contact hour targets around an 18-week semester assures that instructional hours lost to “flex” activities will not result in the district not providing the minimum number of hours required by Title 5, section 55002.5, to award a unit of credit. Colleges using the 48-hour minimum calculation for determining credit hours risk problems with apportionment calculations and audits. Colleges must be specifically authorized by the Chancellor’s Office to use a compressed calendar, which adds further caution to the use of the minimum end of the hour to unit range.

Likewise, the activity or laboratory with homework calculation should be used with caution. In the natural sciences and other disciplines, it is standard practice to base the number of units awarded for laboratory solely on contact hours, even though there may be some expectation of student work or preparation outside of class. Any alteration of this relationship for laboratory courses in the natural sciences and clinical hours in many allied health fields, can jeopardize programmatic accreditation where specific ratios or hours are required for program components or course acceptability in meeting major or general education requirements when transferred to a baccalaureate degree-granting institution. Use of this category should be restricted to only those instructional areas where it is clearly aligned with accepted practices higher education. The term “activity” as used in this context is not intended to limit or define the use of this term locally. Some colleges use this term—and related credit calculations—interchangeably with laboratory.

The Course Outlines of Record for many districts do not specify the outside-of-class hours, relying instead on the assumption of traditional ratios for inside- to outside-of-class hours for lecture, laboratory, or other course formats. In instances where districts only record total contact hours for the course as a whole or in each instructional category on the Course Outline of Record, the course submission must include the expected hours of student work outside of class used to determine total student learning hours for the purposes of credit calculations as described above. The tables on the following pages provide guidance for the expected outside-of-class hours for a wide range of typical credit hour calculations.

II. Fractional Unit Awards and Minimum Thresholds

Title 5 requires colleges to award units of credit in .5 unit increments at a minimum. Calculations for each increment of credit awarded by the college represent the minimum threshold for awarding that increment of credit. Students are awarded the next increment of credit only when they pass the next minimum threshold.

For example, if a course is designed to require 180 total student learning hours (36 lecture, 72 lab, and 72 outside-of-class hours), the calculation of units works as follows:

$$180 / 54 = 3.33$$

3 units of credit

In this example, the college would not award 3.5 units until the total student learning hours reached the 189-hour minimum threshold for 3.5 units. However, if a college offers credit in .25 increments, this example would yield a 3.25 unit course. Another common example is a course offered for 40 contact hours, with no hours of homework, resulting in 40 total student learning hours. In a district that awards credit in .5 increments, $40 \text{ total student learning hours} / 54 = .75$, which meets the minimum threshold for .5 units of credit, but does not pass the minimum threshold for 1 unit of credit. In this example, 40 total student learning hours (36 contact and 4 outside-of-class) would award .5 units of credit. This is similar to grading systems where, for example, a student earns a “B” for any percentage between 80 and 89. The student is only awarded an “A” when they reach the minimum threshold of 90 percent.

III. Cooperative Work Experience

Units for Cooperative Work Experience courses are calculated as follows:

- Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
- Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

IV. Clock Hour Courses / Programs

The definition of a clock hour program and standards for awarding of units of credit for these programs is defined in federal regulations 34 CFR §668.8(k)(2)(i)(A) and 668.8(l), respectively. In this regulation, a program is considered to be a clock-hour program if a program is required to measure student progress in clock hours when:

- Receiving Federal or State approval or licensure to offer the program; or
- Completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue.

Programs that meet this definition are required to use a federal formula for determining the appropriate awarding of credit that is outlined in 34CFR §668.8(l).

V. Local Policy

Colleges are encouraged to develop local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit. The creation of a standing policy or formal calculation document helps districts fulfill the responsibility of local governing boards under Title 5 §55002 to establish the relationship between units and hours for the local curriculum development and approval process.

VI. Sample Calculations Tables

The tables on the following pages provide examples of common configurations for credit hour calculations, divided into two sections.

The first section provides tables for three most common ratios of in-class to outside-of-class work as described above for semester calculations. The table on the left provides calculations for the minimum 48 hours = 1 unit of credit. The table on the right provides calculations for the maximum baseline of 54 hours = 1 unit of credit. For colleges that use 51, 52.5 or other intermediate divisors, the same general principle and ratios apply and all calculations should fall between these two number sets. For example, a college using 51 as the divisor would show 3 units of lecture credit as 51 hours of in-class work, 102 hours outside of class for a total of 153 total student learning hours. While these tables are not prescriptive, they are accurate guides for the development of local processes or policy and provide good examples of compliant calculations that are aligned to widely accepted standards for higher education. The second section provides examples of calculation tables in the same format for quarter calculations.

Section 1: Sample Calculation Tables – Semester Calculations

Lecture	48 = 1 unit			54 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours	Contact Hours	Homework Hours	Total Student Learning Hours
0.50	8	16	24	9	18	27
1.00	16	32	48	18	36	54
1.50	24	48	72	27	54	81
2.00	32	64	96	36	72	108
2.50	40	80	120	45	90	135
3.00	48	96	144	54	108	162
3.50	56	112	168	63	126	189
4.00	64	128	192	72	144	216
4.50	72	144	216	81	162	243
5.00	80	160	240	90	180	270
5.50	88	176	264	99	198	297
6.00	96	192	288	108	216	324
6.50	104	208	312	117	234	351
7.00	112	224	336	126	252	378
7.50	120	240	360	135	270	405
8.00	128	256	384	144	288	432
8.50	136	272	408	153	306	459
9.00	144	288	432	162	324	486
9.50	152	304	456	171	342	513
10.00	160	320	480	180	360	540
10.50	168	336	504	189	378	567
11.00	176	352	528	198	396	594
11.50	184	368	552	207	414	621
12.00	192	384	576	216	432	648
12.50	200	400	600	225	450	675
13.00	208	416	624	234	468	702
13.50	216	432	648	243	486	729
14.00	224	448	672	252	504	756
14.50	232	464	696	261	522	783
15.00	240	480	720	270	540	810
15.50	248	496	744	279	558	837
16.00	256	512	768	288	576	864
16.50	264	528	792	297	594	891
17.00	272	544	816	306	612	918
17.50	280	560	840	315	630	945
18.00	288	576	864	324	648	972

Activity, Lab w/Hmwrk	48 = 1 unit			54 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours	Contact Hours	Homework Hours	Total Student Learning Hours
0.50	16	8	24	18	9	27
1.00	32	16	48	36	18	54
1.50	48	24	72	54	27	81
2.00	64	32	96	72	36	108
2.50	80	40	120	90	45	135
3.00	96	48	144	108	54	162
3.50	112	56	168	126	63	189
4.00	128	64	192	144	72	216
4.50	144	72	216	162	81	243
5.00	160	80	240	180	90	270
5.50	176	88	264	198	99	297
6.00	192	96	288	216	108	324
6.50	208	104	312	234	117	351
7.00	224	112	336	252	126	378
7.50	240	120	360	270	135	405
8.00	256	128	384	288	144	432
8.50	272	136	408	306	153	459
9.00	288	144	432	324	162	486
9.50	304	152	456	342	171	513
10.00	320	160	480	360	180	540
10.50	336	168	504	378	189	567
11.00	352	176	528	396	198	594
11.50	368	184	552	414	207	621
12.00	384	192	576	432	216	648
12.50	400	200	600	450	225	675
13.00	416	208	624	468	234	702
13.50	432	216	648	486	243	729
14.00	448	224	672	504	252	756
14.50	464	232	696	522	261	783
15.00	480	240	720	540	270	810
15.50	496	248	744	558	279	837
16.00	512	256	768	576	288	864
16.50	528	264	792	594	297	891
17.00	544	272	816	612	306	918
17.50	560	280	840	630	315	945
18.00	576	288	864	648	324	972

<i>Lab, Clinical, Activity, etc.</i>	48 = 1 unit			54 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours	Contact Hours	Homework Hours	Total Student Learning Hours
0.50	24	0	24	27	0	27
1.00	48	0	48	54	0	54
1.50	72	0	72	81	0	81
2.00	96	0	96	108	0	108
2.50	120	0	120	135	0	135
3.00	144	0	144	162	0	162
3.50	168	0	168	189	0	189
4.00	192	0	192	216	0	216
4.50	216	0	216	243	0	243
5.00	240	0	240	270	0	270
5.50	264	0	264	297	0	297
6.00	288	0	288	324	0	324
6.50	312	0	312	351	0	351
7.00	336	0	336	378	0	378
7.50	360	0	360	405	0	405
8.00	384	0	384	432	0	432
8.50	408	0	408	459	0	459
9.00	432	0	432	486	0	486
9.50	456	0	456	513	0	513
10.00	480	0	480	540	0	540
10.50	504	0	504	567	0	567
11.00	528	0	528	594	0	594
11.50	552	0	552	621	0	621
12.00	576	0	576	648	0	648
12.50	600	0	600	675	0	675
13.00	624	0	624	702	0	702
13.50	648	0	648	729	0	729
14.00	672	0	672	756	0	756
14.50	696	0	696	783	0	783
15.00	720	0	720	810	0	810
15.50	744	0	744	837	0	837
16.00	768	0	768	864	0	864
16.50	792	0	792	891	0	891
17.00	816	0	816	918	0	918
17.50	840	0	840	945	0	945
18.00	864	0	864	972	0	972

Section 2: Sample Calculation Tables - Quarter Calculations

Lecture	33 = 1 unit			36 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours	Contact Hours	Homework Hours	Total Student Learning Hours
0.5	5.5	11	16.5	6	12	18
1.0	11.0	22	33.0	12	24	36
1.5	16.5	33	49.5	18	36	54
2.0	22.0	44	66.0	24	48	72
2.5	27.5	55	82.5	30	60	90
3.0	33.0	66	99.0	36	72	108
3.5	38.5	77	115.5	42	84	126
4.0	44.0	88	132.0	48	96	144
4.5	49.5	99	148.5	54	108	162
5.0	55.0	110	165.0	60	120	180
5.5	60.5	121	181.5	66	132	198
6.0	66.0	132	198.0	72	144	216
6.5	71.5	143	214.5	78	156	234
7.0	77.0	154	231.0	84	168	252
7.5	82.5	165	247.5	90	180	270
8.0	88.0	176	264.0	96	192	288
8.5	93.5	187	280.5	102	204	306
9.0	99.0	198	297.0	108	216	324
9.5	104.5	209	313.5	114	228	342
10.0	110.0	220	330.0	120	240	360
10.5	115.5	231	346.5	126	252	378
11.0	121.0	242	363.0	132	264	396
11.5	126.5	253	379.5	138	276	414
12.0	132.0	264	396.0	144	288	432
12.5	137.5	275	412.5	150	300	450
13.0	143.0	286	429.0	156	312	468
13.5	148.5	297	445.5	162	324	486
14.0	154.0	308	462.0	168	336	504
14.5	159.5	319	478.5	174	348	522
15.0	165.0	330	495.0	180	360	540
15.5	170.5	341	511.5	186	372	558
16.0	176.0	352	528.0	192	384	576
16.5	181.5	363	544.5	198	396	594
17.0	187.0	374	561.0	204	408	612
17.5	192.5	385	577.5	210	420	630
18.0	198.0	396	594.0	216	432	648

<i>Activity or Lab w/Hmwk</i>	33 = 1 unit			36 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours	Contact Hours	Homework Hours	Total Student Learning Hours
0.5	11.0	5.5	16.5	12	6	18
1.0	22.0	11.0	33.0	24	12	36
1.5	33.0	16.5	49.5	36	18	54
2.0	44.0	22.0	66.0	48	24	72
2.5	55.0	27.5	82.5	60	30	90
3.0	66.0	33.0	99.0	72	36	108
3.5	77.0	38.5	115.5	84	42	126
4.0	88.0	44.0	132.0	96	48	144
4.5	99.0	49.5	148.5	108	54	162
5.0	110.0	55.0	165.0	120	60	180
5.5	121.0	60.5	181.5	132	66	198
6.0	132.0	66.0	198.0	144	72	216
6.5	143.0	71.5	214.5	156	78	234
7.0	154.0	77.0	231.0	168	84	252
7.5	165.0	82.5	247.5	180	90	270
8.0	176.0	88.0	264.0	192	96	288
8.5	187.0	93.5	280.5	204	102	306
9.0	198.0	99.0	297.0	216	108	324
9.5	209.0	104.5	313.5	228	114	342
10.0	220.0	110.0	330.0	240	120	360
10.5	231.0	115.5	346.5	252	126	378
11.0	242.0	121.0	363.0	264	132	396
11.5	253.0	126.5	379.5	276	138	414
12.0	264.0	132.0	396.0	288	144	432
12.5	275.0	137.5	412.5	300	150	450
13.0	286.0	143.0	429.0	312	156	468
13.5	297.0	148.5	445.5	324	162	486
14.0	308.0	154.0	462.0	336	168	504
14.5	319.0	159.5	478.5	348	174	522
15.0	330.0	165.0	495.0	360	180	540
15.5	341.0	170.5	511.5	372	186	558
16.0	352.0	176.0	528.0	384	192	576
16.5	363.0	181.5	544.5	396	198	594
17.0	374.0	187.0	561.0	408	204	612
17.5	385.0	192.5	577.5	420	210	630
18.0	396.0	198.0	594.0	432	216	648

<i>Lab, Clinical, Activity, etc.</i>	33 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
0.5	16.5	0.0	16.5
1.0	33.0	0.0	33.0
1.5	49.5	0.0	49.5
2.0	66.0	0.0	66.0
2.5	82.5	0.0	82.5
3.0	99.0	0.0	99.0
3.5	115.5	0.0	115.5
4.0	132.0	0.0	132.0
4.5	148.5	0.0	148.5
5.0	165.0	0.0	165.0
5.5	181.5	0.0	181.5
6.0	198.0	0.0	198.0
6.5	214.5	0.0	214.5
7.0	231.0	0.0	231.0
7.5	247.5	0.0	247.5
8.0	264.0	0.0	264.0
8.5	280.5	0.0	280.5
9.0	297.0	0.0	297.0
9.5	313.5	0.0	313.5
10.0	330.0	0.0	330.0
10.5	346.5	0.0	346.5
11.0	363.0	0.0	363.0
11.5	379.5	0.0	379.5
12.0	396.0	0.0	396.0
12.5	412.5	0.0	412.5
13.0	429.0	0.0	429.0
13.5	445.5	0.0	445.5
14.0	462.0	0.0	462.0
14.5	478.5	0.0	478.5
15.0	495.0	0.0	495.0
15.5	511.5	0.0	511.5
16.0	528.0	0.0	528.0
16.5	544.5	0.0	544.5
17.0	561.0	0.0	561.0
17.5	577.5	0.0	577.5
18.0	594.0	0.0	594.0

36 = 1 unit		
Contact Hours	Homework Hours	Total Student Learning Hours
18	0	18
36	0	36
54	0	54
72	0	72
90	0	90
108	0	108
126	0	126
144	0	144
162	0	162
180	0	180
198	0	198
216	0	216
234	0	234
252	0	252
270	0	270
288	0	288
306	0	306
324	0	324
342	0	342
360	0	360
378	0	378
396	0	396
414	0	414
432	0	432
450	0	450
468	0	468
486	0	486
504	0	504
522	0	522
540	0	540
558	0	558
576	0	576
594	0	594
612	0	612
630	0	630
648	0	648

Effective: 10.5.15

Page **12** of **12**

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