

District Technical Review Workgroup - Instructional (DTRW-I)

AGENDA

November 10, 2016 - 1:00 – 3:00 p.m.

DAC Lakin Boardroom

- **Approval of October 13, 2016 Meeting Notes**
- **Curriculum Submissions**

MOORPARK COLLEGE

New Courses

ACCT M60	Spreadsheet Accounting 1	3 units
ACCT M62	Computerized Accounting Applications	3 units
ACCT M70	Payroll Accounting	3 units
BIOL M16L	Human Biology Lab	1 unit
MATH M08	Pathway to Statistics	6 units

Revised Courses

EATM M01A	Animal Care and Handling I	1 unit
EATM M02A	Zoo Work Skills First Year-Fall	1 unit
EATM M02C	Zoo Work Skills First Year-Spring	1.5 units
EATM M02D	Zoo Work Skills Second Year-Summer	2 units
EATM M02E	Zoo Work Skills Second Year-Fall	3 units
EATM M14B	Projects II	1.5 units
EATM M21A	Animal Training I	1 unit
EATM M21AL	Animal Training I Lab	2 units
EATM M21B	Animal Training II	1 unit
EATM M21BL	Animal Training II Lab	2 units

New Programs/Degrees

Accounting – CoA	18 units
Child and Adolescent Development – AAT	19-21 units

OXNARD COLLEGE

New Courses

ACCT R110	QuickBooks 1	1½ units
ACCT R111	QuickBooks 2	1½ units
BIOL R101H	Honors: General Biology	3 units
DANC R110B	Mexican Folklórico Dance II	2 units
ENGL R085	Academic Reading	3 units
ENGL R101H	Honors: College Composition	4 units

ENGL R102H	Honors: Critical Thinking through Composition and Literature	4 units
ENGR R101	Introduction to Engineering	2 units
GEOG R198	Short Courses in Geography	1-4 units
GEOG R199	Directed Studies in Geographic Topics	1-3 units
GEOL R110	Historical Geology	3 units
HED R113	Introduction to Public Health	3 units
HED R114	Introduction to Nutrition Science	3 units
HIST R125	U.S. Foreign Policy & Covert Action	3 units
HIST R125H	Honors: U.S. Foreign Policy & Covert Action	3 units
HIST R126	History of Latin America	3 units
LS R017B	Basic Reading Skills for Learning Disabled B	3 units
LS R021	Introduction to Oral Communication	3 units
MATH R001P	Math Success Skills I	2 units
MATH R002P	Math Success Skills II	2 units
MATH R105H	Honors: Introductory Statistics	4 units
MUS R118A	Introduction to Guitar	2 units
MUS R118B	Guitar II	2 units
MUS R118C	Guitar III	2 units
MUS R118D	Guitar IV	2 units
MUS R120	Mariachi Ensemble	1 unit
PE R103A	Yoga I	1 unit
PE R103B	Yoga II	1 unit
PE R104A	Body Conditioning I	1 unit
PE R104B	Body Conditioning II	1 unit
PE R106	Core Stability and Stretch	1 unit
PE R107	Power Lifting/Free Weights	1 unit
PE R108	Pilates Mat	1 unit
PE R148B	Women's Conditioning II	2 units
PE R150B	Weight Training/Conditioning II	1 unit
POLS R125	U.S. Foreign Policy & Covert Action	3 units
POLS R125H	Honors: U.S. Foreign Policy & Covert Action	3 units
PSY R101H	Honors: General Psychology	3 units
SOC R101H	Honors: Introduction to Sociology	3 units

Revised Courses

ENVT AC R098	Short Courses in Environmental Control Technology Air Conditioning/Refrigeration	$\frac{1}{2}$ 1-4 units
MATH R098	Short Courses in Mathematics	$\frac{1}{2}$ - 3 5 units

VENTURA COLLEGE

New Courses

AG V06	Introduction to Plant Science (with Laboratory)	3 units
AG V10	Introduction to Agriculture Business	3 units
AG V11	Agricultural Sales and Communication	3 units
AG V12	Agriculture Economics	3 units
AG V13	Agricultural Computer Applications	3 units
AG V14	Agricultural Accounting	3 units
CJ V49	Ethics for the Criminal Justice System Professional	3 units

New Program

Associate in Arts in Economics for Transfer	20-25 units
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OLD BUSINESS:

- New DTRW-I Workgroup Goals/Objectives for 2016-2017 (see attachments)
- 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
- Corrected AP 4025: Discussion of 5th exception for programs that are both CTE and Transfer to the District General Education pattern (see attachment)
- BP/AP 4020 (see attachments) – R. Post
- Future Agenda Items (standing item)

NEW BUSINESS:

- Discipline Minimum Qualifications - A. Kolesnik
- BP 4235 – Advanced Placement – T. Brabander
- AP 4022 Course Approvals (see attachments)

Next Meeting Date: December 8, 2016 – DAC Lakin Boardroom

ITEMS IN RESERVE:

- BP/AP applicable to DTRW-I (Spring)
- Military Credit Discussion (February)
- TAG Agreements/Current Articulation Agreements
- Non-credit BP

Ventura County Community College District

2016-2017 Academic Year

District Technical Review Workgroup – Instructional (DTRW-I)

Meeting Notes

October 13, 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)

Guest: Angelica Gonzales – Counselor (VC)

Notes:

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
Approval of September 8, 2016 Meeting Minutes	<p>After brief introductions, N. Brown welcomed everyone and the meeting commenced at 1:03pm</p> <p>Correction to minutes: MC New Programs need to be added. Commercial Dance and awards need to be added</p> <p>BIOL – change “Arts” to “Science” (new programs – VC)</p> <p>Kim – Would like to put the VC ECON ADT on the next board agenda. DTRW-I meeting has already approved it so it will move forward</p> <p>The September 8, 2016 meeting notes were approved as corrected.</p>			S. Ayala made corrections on 9/8/16 notes.

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
CURRICULUM SUBMISSIONS				
New Degrees/Courses/Revised Courses Moorpark/Oxnard/Ventura Submissions	Curriculum Submissions: <u>MOORPARK COLLEGE</u> <u>New Courses</u> 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 I, 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 <u>Revised Courses</u> ICA M38A Intercollegiate Wrestling, 4 RADT M01B Radiographic Technique I, 3 RADT M02B Radiographic Technique II, 3 <u>New Programs</u> Optical Technology – Associate in Science, 33			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	<p>DISCUSSION: Are OPTI M11 and OPTI M12 sequential courses? They are named the same. Suggestion was made the change M12 to include “Lab II”</p> <p>Suggestion was made to include “lab” only in M03L, and remove “II” from the title of M06L.</p> <p>It was suggested that BIOL M18 and BIOL M 16 might confuse students as they are similar courses. Further suggestion – combining into one course.</p> <p>FINAL RECOMMENDATION: <i>These new courses and programs will go forward to Chancellor’s Cabinet, Consultation Council, and subsequently to the Board for full approval with changes discussed if necessary.</i></p> <p><u>OXNARD COLLEGE</u> <u>Revised Courses</u> MUS R106 College Choir, 12</p> <p><u>New Programs</u> AA-T in Art History</p> <p>DISCUSSION: Total number of required units for AA-T Next to List C (continued) – units should be listed as 3-5</p> <p>MUS 106- cross off “s” in units</p>			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	<p>Group asked for consistency on how items are submitted - Norm defined:</p> <p>New courses Revised courses New programs Revised programs Deleted Programs</p> <p>RECOMMENDATION: <i>It was recommended that these courses/programs move forward to Chancellor's Cabinet, Consultation Council, and subsequently to the Board for full approval.</i></p> <p><u>VENTURA COLLEGE</u></p> <p><u>New Courses</u></p> <p>CD V64A Practicum in Early Childhood Education CD V04L Observation and Assessment Laboratory 30.5 unit</p> <p>CD V64B CD V66L Early Childhood Teaching Practicum Lab, 1</p> <p><u>Revised Courses</u></p> <p>CD V64A Practicum in Early Childhood Education CD V04 Observation and Assessment 3-2.5 units</p> <p>CD V64B Practicum in Early Childhood Education: Field Experience CD V66 Early Childhood Teaching Practicum 3-2 units</p> <p>CD V11 Language and Literacy in Early Childhood Education</p>			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	<p style="text-align: right;">3-1 unit</p> <p>CD V14 Creative Arts in Early Childhood Education Visual and Performing Arts in ECE 31 unit</p> <p>CD V19 Math and Science in Early Childhood Education Science, Technology, Engineering and Math in ECE 31 unit</p> <p>DISCUSSION: CD V04L and CD V66L submitted as new courses even they are technically revised. Changes are so substantial that we are treating them as new courses.</p> <p>Should they be in legislative format? Recommendation: Change presentation to regular text.</p> <p>Recommended – Leave lecture/lab co-requisites in lecture courses, and take out of lab courses.</p> <p>General discussion on decrease of units on CD V11, CD V14 and CD V19 related to California Commission on Teacher Credentialing Permits.</p> <p>FINAL RECOMMENDATION: <i>It was recommended that these courses move forward to Chancellor’s Cabinet, Consultation Council, and subsequently to the Board for full approval with changes discussed, if needed. .</i></p>			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
OLD BUSINESS				
BP/AP 4025 Philosophy & Criteria for Associate Degree and General Education (revisions) – Michael Bowen	<p>DISCUSSION:</p> <p>Pg 2 of document - Take out things in yellow. New wording added. Minor verbiage changes.</p> <p>Pg 2: Recommendation to change to area F to include “a minimum of 3 units” – for consistency with all 3 school catalogs.</p> <p>Pg 3: Section B “Sciences” should not be capitalized like the others.</p> <p>Last page: in 1 – add “CSU GE Breadth for STEM” and “IGETC for STEM” to text</p> <p>Recommendation: Send Board a clean copy – not legislative copy. Send Andrea Rambo both legislative and clean copy. Approval is recommended with changes listed above.</p> <p>Suggestion: Bring back to campuses a discussion of a 5th exception for programs that are both CTE and transfer to the District College General Education pattern (in AP 4025) as corrected by Michael.</p>	M. Bowen to send R. Post justification of changes memo and attachment		
Review 15-16 DTRW-I Workgroup Goals / Accomplishments and Curriculum Accomplishments K. Hoffmans	<p><i>Group reviewed document</i></p> <p><i>Numbering on document needs correction..</i></p> <p><i>R. Post – Document seems to include objectives and goals</i></p> <p><i>Group to think of goals/objectives for next time</i></p> <p><i>Agreed that the document presented at current meeting will serve for 2015-2016 and this year’s document will be created with suggested changes.</i></p>	S. Ayala to include wording at top of document to all for review		
New Workgroup Goals - K. Hoffmans				
Comparable/Parallel Courses – Articulation Officers				

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
Articulation with Adult Education – Articulation Officers				
Review attachment to AP 7211 (Disciplines Unique to a College)				
New Unit Calculation	<i>Pam Walker memo</i>			
Draft a policy and procedure for credit/non-credit classes – R. Post				
Future Agenda Items	<ol style="list-style-type: none"> 1. AP 4022 Course Approval Handouts presented and changes or recommendations were asked for at next meeting (attachments) 2. Credit by Exam 			
NEW BUSINESS				
	<p><i>R. Post – CLU TAG document</i></p> <p><i>Discussion: District would like TAGS to be forwarded to them. How does this fit into an existing articulation agreement?</i></p> <p><i>Different approach would be VCCCD to come up with our own TAG and present that to colleges that inquire.</i></p> <p>RECOMMENDATION: – Hold until further clarifications regarding current articulation and TAG agreements already in place are provided.</p>	<p>AOs to send articulation agreement already in place to Rick Post and Andrea Rambo</p>		

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
Items in Reserve	•			
Adjournment	<i>K. Hoffmans adjourned the meeting at 3:01pm</i>			
Next Meeting Date:	November 10 – 1 pm, DAC Lakin Boardroom Submission deadline: November 4, 2016			

DRAFT

MOORPARK COLLEGE

New Courses

ACCT M60	Spreadsheet Accounting 1	3
ACCT M62	Computerized Accounting Applications	3
ACCT M70	Payroll Accounting	3
BIOL M16L	Human Biology Lab	1
MATH M08	Pathway to Statistics	6

Substantial Change

EATM M01A	Animal Care and Handling I	1
EATM M02A	Zoo Work Skills First Year-Fall	1
EATM M02C	Zoo Work Skills First Year-Spring	1.5
EATM M02D	Zoo Work Skills Second Year-Summer	2
EATM M02E	Zoo Work Skills Second Year-Fall	3
EATM M14B	Projects II	1.5
EATM M21A	Animal Training I	1
EATM M21AL	Animal Training I Lab	2
EATM M21B	Animal Training II	1
EATM M21BL	Animal Training II Lab	2

New Programs/Degrees

Units

Accounting – CoA	18
Child and Adolescent Development – AAT	19-21

New Courses

ACCT M60 Spreadsheet Accounting 1 3 Units

Prerequisites: ACCT M01 or ACCT M110

Class Hours: 3 Lecture

Examines the use of accounting principles and accounting data analysis using Excel. Includes the creation of professional worksheets, the use of formulae and functions, charts, database, basic macros, and other Excel features with emphasis on accounting as a financial analysis tool. Applies to Associate Degree.

Transfer credit: CSU

ACCT M62 Computerized Accounting Applications 3 Units

Prerequisites: ACCT M01 or ACCT M110

Class Hours: 3 Lecture

Introduces computerized accounting, integrating the principles of accounting to an automated system in use by many accounting professionals. Includes setting up business books and working with inventory, accounts receivable, accounts payable, payroll, financial statements and reports. Applies to Associate Degree. Transfer credit: CSU

ACCT M70 Payroll Accounting 3 Units

Prerequisites: ACCT M01 or ACCT M110

Class Hours: 3 Lecture

Focuses on the application of payroll accounting concepts, procedures and related internal controls.

Includes calculation of federal and state payroll taxes and withholdings, preparation and filing of governmental forms, and record keeping systems and procedures. Applies to Associate Degree. Transfer credit: CSU

BIOL M16L **Human Biology Lab** **1 Unit**

Prerequisites: BIOL M16 or concurrent enrollment.

Class Hours: 3 Lab

Provides hands-on laboratory activities to support the understanding of human biology. Explores, through laboratory exercises, human anatomy and physiology, the scientific method and appropriate data analysis. Applies to Associate Degree. Transfer credit: CSU, UC

MATH M08 **Pathway to Statistics** **6 Units**

Prerequisites: 1 year of high school pre-algebra or equivalent with grade C or better
or placement as measured by the college assessment process

Class Hours: 6 Lecture

Prepares students for transfer-level statistics by covering core concepts from elementary algebra, intermediate algebra, and descriptive statistics. Provides algebraic and statistical problem solving techniques. Uses technology to analyze data sets. Applies to Associate Degree.

Substantial Change

EATM M01A **Animal Care and Handling I** **1 Unit**

Prerequisites: Admission to the EATM Program

Corequisites: ~~EATM M01L~~

Class Hours: 1 Lecture

Introduces concepts of basic zoo keeping practices used in the husbandry of domestic and non-domestic animals. Includes topics such as USDA (U.S. Department of Agriculture) regulations, record keeping, America's Teaching Zoo protocols with an emphasis on safety and sanitation. Applies to Associate Degree. Transfer credit: CSU

EATM M02A	Zoo Work Skills First Year #1 -Fall	1 Unit
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Prerequisites:	Admission to the EATM Program
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Class Hours:	3 Lab
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Provides the first year/first semester student an on-campus laboratory for supervised on-the-job zoo keeping experience and skill practice in animal care and handling. Includes work assignments such as zoo operations team member, holiday and weekend zoo keeping, assisting with daily zoo operations, zoo maintenance and improvement projects, day watch with safety rounds, leading tours, and assisting with educational presentations. Applies to Associate Degree.

EATM M02C	Zoo Work Skills First Year #2 -Spring	1.5 Units
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Prerequisites:	Admission to the EATM program γ and EATM M02A
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Class Hours:	4.5 Lab
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Provides the first year, spring semester student an on-campus laboratory for supervised on-the-job zoo keeping experience and additional skill practice in animal care and handling. Includes participating as a zoo operations team member and team leader, holiday/spring break zoo keeping, weekend area, zoo daily operations, maintenance and improvement projects, day watch with safety rounds, leading tours, and participating in educational presentations. Applies to Associate Degree.

EATM M02D	Zoo Work Skills Second Year –Summer Session	2 Units
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Prerequisites:	Admission to the EATM program γ and EATM M02C
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Class Hours:	6 Lecture
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Provides the second year summer session student an on-campus laboratory for supervised on-the-job intermediate zoo keeping experience and skill practice in animal care, handling and training. Includes work assignments such as conducting training sessions with assigned animals, participating as a zoo operations team member or leader, holiday/weekend zoo keeping, intermediate zoo daily operations, maintenance and improvement projects, day watch with safety rounds, and conducting tours. Applies to Associate Degree.

EATM M02E	Zoo Work Skills Second Year #1 -Fall	3 Units
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Prerequisites:	Admission to the EATM program and EATM M02D
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Class Hours:	9 Lab
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Provides the second year fall session student an on-campus laboratory for supervised on-the-job intermediate to advanced zoo keeping experience and skill practice in animal care, handling and training. Includes work assignments such as conducting training sessions with assigned animals, participating as a zoo operations team member and leader, holiday/weekend zoo keeping, intermediate zoo daily operations, maintenance and improvement projects, day watch with safety rounds, and conducting tours. Applies to Associate Degree.

EATM M14B	Projects II	1.5 Units
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Prerequisites:	Admission to the EATM program and EATM M14A
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Class Hours:	4.5 Lab
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Provides students with an in-depth experience at an animal facility such as a zoo, animal training/entertainment or wildlife education site. Furthers students' experience related to daily operations at such sites. Applies to Associate Degree.

EATM M21A	Animal Training I	1 Unit
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Prerequisites:	Admission to the EATM program and EATM M01BL and EATM M09 and EATM M09L
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Class Hours:	1 Lecture
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Introduces the students to basic techniques of animal training, including operant conditioning theory, record keeping, and developing a training plan. Concentrates on the history of animal training, reasons for training animals, and factors affecting training success and shaping of new behaviors. Applies to Associate Degree. Transfer credit: CSU

EATM M21AL	Animal Training I Lab	2 Units
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Prerequisites:	Admission to the EATM program, EATM M21A or concurrent enrollment and EATM M09L
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Class Hours:	6 Lab
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Provides students the opportunity to develop basic animal training techniques through hands-on work with animals at the teaching zoo. Requires behavioral observations, development of training plans, maintenance of training records, and shaping the behavior of one or more animals. Applies to Associate Degree. Transfer credit: CSU

EATM M21B	Animal Training II	1 Unit
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Prerequisites:	Admission to the EATM program and EATM M21A
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Corequisites:	EATM M21BL
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Class Hours:	1 Lecture
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Presents techniques of animal training including husbandry training, training groups of animals, dealing with aggression, and training for film work. Concentrates on protected contact training, desensitization, and etiquette on a movie set. Applies to Associate Degree.

EATM M21BL	Animal Training II Lab	2 Units
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Prerequisites:	Admission to the EATM program and EATM M21AL
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Corequisites:	EATM M21B
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Class Hours:	6 Lab
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Provides students the opportunity to develop the skills needed to train husbandry behaviors through hands-on work with animals at the teaching zoo. Allows students to practice training animals in protected contact settings. Applies to Associate Degree.

New Programs

Accounting Certificate of Achievement

The accounting certificate program is designed to provide students with the skills and knowledge required for entry-level positions in accounting industry, government, financial institutions, and small businesses. The program encompasses classroom instruction and extensive hands-on application with both manual and computerized accounting systems.

To earn a Certificate of Achievement in Accounting students must complete 18 specified units below.

REQUIRED CORE COURSES: Complete the following courses (15 units) Units

LIST A: Select and complete one course (3 units)

ACCT M01	Introduction to Accounting	3
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ACCT M110	Financial Accounting	3
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LIST B: Select and complete the following 4 courses (12 units)

ACCT M60	Spreadsheet Accounting 1	3
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ACCT M62	Computerized Accounting Applications	3
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ACCT M70	Payroll Accounting	3
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BUS M30	Introduction to Business	3
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REQUIRED ADDITIONAL COURSES: Select and complete one (1) of the following courses (3 units)

Any course from LIST A not already used	3
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ACCT M120	Managerial Accounting	3
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BUS M32	Entrepreneurship and Small Business Management	3
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BUS M39	Business Communication	3
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Total Units	18
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Child and Adolescent Development AA-T

A major in Child and Adolescent Development offers lower division coursework examining classical and contemporary research that promotes positive developmental outcomes spanning conception through emerging adulthood. This option of study is intended for students who aspire to careers in developmental research, public policy, social work, school psychology, and similar fields.

The Associate in Arts in Child and Adolescent Development for Transfer degree (AA-T in Child and Adolescent Development) is intended for students who plan to transfer and complete a bachelor's degree in: Child and Adolescent Development; Human Development (Adolescent Option, Childhood Option, Children's Services); or a major deemed similar at a CSU campus. Students completing this AA-T degree are guaranteed admission to the CSU system, but not necessarily to a particular CSU campus or major of their choice. Students should consult with a counselor for more information on university admission and transfer requirements as this AA-T in Child and Adolescent Development may not be the best option for students intending to transfer to a particular CSU campus or to a college or university that is not part of the CSU system.

To earn an AA-T in Child and Adolescent Development, students must:

1. Complete 60 semester or 90 quarter CSU transferable semester units.
2. Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA.
3. Complete 19-21 specified major units. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no-pass" basis (Title 5 § 55063). Even though a "pass-no-pass" is allowed, it is highly recommended that students complete their major courses with a grade.
4. Obtain certification of the California State University General Education-Breadth pattern (CSU GE-Breadth) or the Intersegmental General Education Transfer Curriculum (IGETC for CSU) pattern.

REQUIRED CORE: Complete the following courses (10 units)		Units
CD M02	Human Development: Infancy through Adolescence	3
MATH M15	Introductory Statistics	4
or		
MATH M15H	Honors: Introductory Statistics	4
PSY M01	Introduction to Psychology	3
or		
PSY M01H	Honors: Introduction to Psychology	3

LIST A: Select and complete three (3) courses (9-11 units) from the three options below. At least one course (maximum of 2) must be selected from Option 3. Units

Option 1

ANTH M02	Cultural Anthropology	3
CD M03	Child, Family & Community	3
SOC M01	Introduction to Sociology	3
SOC M01H	Honors: Introduction to Sociology	3
SOC M04	Intimacy, Relationship and Commitment	3
SOC M08	Introduction to Race and Ethnicity	3

Option 2

BIOL M01	Introduction to Biology	4
BIOL M02A	General Biology I	5
BIOL M02B	General Biology II	5
BIOL M02C	Genetics and Molecular Biology	5
BIOL M03	Marine Life and Its Environment	4
BIOL M05	Field Biology - A Natural History of California	4
BIOL M16	Human Biology	3
BIOL M17	Heredity, Evolution, and Society	3

Option 3 : Select and complete a maximum of two courses (3-6 units)

Any course from Option 1 or 2 not already used

CD M04	Observation and Assessment	2
and		
CD M04L	Observation and Assessment Laboratory	1
CD M05	Teaching in a Diverse Society	3
CD M11	Principles and Programs: Early Childhood Education	3
CD M12	Early Childhood Teaching Practicum	2
and		
CD M12L	Early Childhood Teaching Practicum Lab	1.5
CD M14	Introduction to Curriculum	3

CD M15	Programs: Infants/Toddlers	3
CD M16	Behavior Management	3
CD M23	Health, Safety, and Nutrition for Children	3
COMM M01	Public Speaking	3
GEOG M01	Physical Geography	3
GEOG M02	Cultural Geography	3
GEOG M03	World Regional Geography	3
GEOG M03H	Honors: World Regional Geography	3
HED M01	Health and Society	2
HIST M25	History of the United States	3
HIST M25H	Honors: History of the United States	3
HIST M150	World History: From Prehistory to 1500	3
MATH M10	Mathematics for Elementary Teachers	3
NTS M01	Introduction to Nutrition Science	3
PHIL M07	Introduction to Logic	3
PHSC M01	Principles of Physical Science	3
and		
PHSC M01L	Principles of Physical Science Laboratory	1
POLS M03	American Government and Politics	3
POLS M03H	Honors: American Government and Politics	3
PSY M04	Child Psychology	3
Total Units		19 - 21

OXNARD COLLEGE

New Courses

ACCT R110	QuickBooks 1	1½
ACCT R111	QuickBooks 2	1½
BIOL R101H	Honors: General Biology	3
DANC R110B	Mexican Folklórico Dance II	2
ENGL R085	Academic Reading	3
ENGL R101H	Honors: College Composition	4
ENGL R102H	Honors: Critical Thinking through Composition and Literature	4
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GEOG R198	Short Courses in Geography	1-4
GEOG R199	Directed Studies in Geographic Topics	1-3
GEOL R110	Historical Geology	3
HED R113	Introduction to Public Health	3
HED R114	Introduction to Nutrition Science	3
HIST R125	U.S. Foreign Policy & Covert Action	3
HIST R125H	Honors: U.S. Foreign Policy & Covert Action	3
HIST R126	History of Latin America	3
LS R017B	Basic Reading Skills for Learning Disabled B	3
LS R021	Introduction to Oral Communication	3
MATH R001P	Math Success Skills I	2
MATH R002P	Math Success Skills II	2
MATH R105H	Honors: Introductory Statistics	4
MUS R118A	Introduction to Guitar	2
MUS R118B	Guitar II	2
MUS R118C	Guitar III	2
MUS R118D	Guitar IV	2
MUS R120	Mariachi Ensemble	1
PE R103A	Yoga I	1
PE R103B	Yoga II	1
PE R104A	Body Conditioning I	1
PE R104B	Body Conditioning II	1
PE R106	Core Stability and Stretch	1
PE R107	Power Lifting/Free Weights	1
PE R108	Pilates Mat	1
PE R148B	Women's Conditioning II	2
PE R150B	Weight Training/Conditioning II	1
POLS R125	U.S. Foreign Policy & Covert Action	3
POLS R125H	Honors: U.S. Foreign Policy & Covert Action	3
PSY R101H	Honors: General Psychology	3
SOC R101H	Honors: Introduction to Sociology	3

Revised Courses

ENVT AC R098	Short Courses in Environmental Control Technology Air Conditioning/Refrigeration	½ 1-4
MATH R098	Short Courses in Mathematics	½-3 5

OXNARD COLLEGE

New Courses

Page 2

ACCT R110 QuickBooks 1 1½ Units
Advisories: BUS R001
Hours: 1.5 lecture weekly

QuickBooks is a complete computerized accounting system for small businesses. Topics include a review of basic accounting concepts, preparation of business reports and graphs, and the creation of a company using QuickBooks accounting. Covers creation and operation of a detailed accounting system for new and existing businesses. *Field trips may be required.*

Transfer credit: CSU

ACCT R111 QuickBooks 2 1½ Units
Advisories: ACCT R110
Hours: 1.5 lecture weekly

QuickBooks is a complete computerized accounting system for small businesses. This advanced course covers planning and budgeting, progress billing, file importing and exporting, and creating reports and graphs. *Field trips may be required.*

Transfer credit: CSU

BIOL R101H Honors: General Biology 3 Units
Advisories: BIOL R101L; ENGL R095 and ENGL R096, or ENGL R100,
 or concurrent enrollment in ENGL R101 or ENGL R101H
Hours: 3.0 lecture weekly

This course is an introduction to the science of life, cell biology, metabolism, diet, genetics, evolution and ecology and will include current issues and news on these topics. This course meets the needs of prospective teachers, health care workers, environmental personnel, technicians, scientists, and non-science employees. This course will satisfy the requirements for certain education, dental hygiene, nursing and physical therapy programs. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. *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. Field trips may be required.*

Transfer credit: CSU

DANC R110B Mexican Folklórico Dance II 2 Units
Advisories: DANC R110A
Hours: 1.0 lecture, 3 lab weekly

This course is designed to develop intermediate dance skills for regional dance styles in Mexico. Students with beginning level folklórico skills will learn high-beginning to intermediate level technique for folklórico dances, principals of body alignment, strength, and coordination as they relate to dance and performance. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

OXNARD COLLEGE

New Courses

Page 3

ENGL R085 Academic Reading 3 Units
Advisories: ENGL R075
Hours: 3.0 lecture weekly

This course is designed to prepare students for college-level reading focusing on active reading techniques, critical reading skills, reading comprehension, study skills and vocabulary development. *Not applicable for degree credit. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

ENGL R101H Honors: College Composition 4 Units
Prerequisites: ENGL R096 or ENGL R100 or eligibility for ENGL R101 as determined by the college's multiple measures assessment process
Hours: 4.0 lecture weekly
C-ID: Aligned with ENGL 100

This course provides development of skills in written expression, especially expository themes, including training in research techniques and preparation of a research paper. It is designed to develop critical thinking, analytical, and rhetorical skills. Honors work challenges students to be more analytical and creative through expanded assignments, and enrichment opportunities. *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. Field trips may be required. Transfer credit: CSU*

ENGL R102H Honors: Critical Thinking through Composition and Literature 4 Units
Prerequisites: ENGL R101 or ENGL R101H
Hours: 4.0 lecture weekly
C-ID: Aligned with ENGL 110 and ENGL 120

This course provides study of literature combined with instruction in critical thinking and composition. The course emphasizes understanding and writing about literature using principles of logical analysis, criticism, advocacy of ideas, and inductive and deductive reasoning. Students will examine assumptions upon which conclusions are based and recognize common logical errors of language and thought. Instruction is offered in advanced elements of style and organization. Application of critical thinking skills and logical methodology to the various literary genres will achieve a disciplined understanding of the material. Honors work challenges students to be more analytical and creative through expanded assignments, and enrichment opportunities. *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. Field trips may be required. Transfer credit: CSU*

OXNARD COLLEGE

New Courses

Page 4

ENGR R101	Introduction to Engineering	2 Units
Hours:	1.0 lecture, 3 lab weekly	
C-ID:	Aligned with ENGR 110	

This course explores the branches of engineering, the engineering profession, the interface of the engineer with society, and engineering ethics. It also explains the engineering education process and explores effective strategies for students to reach their full academic potential. Students will be introduced to the methods of engineering analysis, engineering design and problem solving while developing written, computer and oral communication skills in analyzing and presenting data in engineering design and problem solving. *Field trips may be required.*

Transfer credit: CSU

GEOG R198	Short Courses in Geography	1-4 Units
Hours:	Lecture and/or lab hours as required by unit formula	

Short courses in geography allows for creative ways to meet identified needs of the college and community which are not met by existing course offerings. *Field trips may be required.*

Transfer credit: CSU

GEOG R199	Directed Studies in Geographic Topics	1-3 Units
Prerequisites:	GEOG R101 and GEOG R101L	
Hours:	Lecture and/or lab hours as required by unit formula	

This course is designed to prepare students with existing background knowledge of geographic systems for further studies in Geography. Students will have the opportunity to conduct a research project on a geographic related topic. Project findings will be presented in scientific poster format, video, protocol or research publication. *Field trips may be required.*

Transfer credit: CSU

GEOL R110	Historical Geology	3 Units
Hours:	3.0 lecture weekly	
C-ID:	Aligned with GEOL 110	

This course is an introduction to the history of the earth and its evolution including the surface environments, atmosphere, oceans, and life. Relationships among rocks and fossils are studied to reconstruct the geological and biological evolution of the earth for the last four-and-one-half-billion years. *Field trips may be required.*

Transfer credit: CSU

OXNARD COLLEGE

New Courses

Page 5

HED R113	Introduction to Public Health	3 Units
Hours:	3.0 lecture weekly	
C-ID:	Aligned with PHS 101	

This course provides an introduction to the discipline of Public Health. Students will gain an understanding of the basic concepts and terminologies of public health, and the history and accomplishments of public health officials and agencies. An overview of the functions of various public health professions and institutions, and an in-depth examination of the core public health disciplines is covered. Topics of the discipline include the epidemiology of infectious and chronic disease; prevention and control of diseases in the community including the analysis of the social determinants of health and strategies for eliminating disease, illness and health disparities among various populations; community organizing and health promotion programming; environmental health and safety; global health; and healthcare policy and management. *Field trips may be required.*

Transfer credit: CSU

HED R114	Introduction to Nutrition Science	3 Units
Hours:	3.0 lecture weekly	
C-ID:	Aligned with NUTR 110	

This course examines scientific concepts of nutrition related to the function of nutrients within the human body and current health issues. The focus of the course is on the nutrient requirements throughout the life cycle, as well as an emphasis on individual needs. *Field trips may be required.*

Transfer credit: CSU

HIST R125	U.S. Foreign Policy & Covert Action	3 Units
Hours:	3.0 lecture weekly	

This course is a survey of selected themes, problems, and personalities which have been associated with the creation of both official and covert American relationships with foreign powers. The course examines how U.S. involvements with nations in Europe, Latin America, the Middle East, Africa, and Asia have interacted with and impacted American society, economics, and democratic institutions with an emphasis on CIA actions performed by the U.S. in the latter half of the 20th Century. *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. (Same as POLS R125.) Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

OXNARD COLLEGE

New Courses

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HIST R125H Honors: U.S. Foreign Policy & Covert Action 3 Units
Hours: 3.0 lecture weekly

This course is a survey of selected themes, problems, and personalities which have been associated with the creation of both official and covert American relationships with foreign powers. The course examines how U.S. involvements with nations in Europe, Latin America, the Middle East, Africa, and Asia have interacted with and impacted American society, economics, and democratic institutions with an emphasis on CIA actions performed by the U.S. in the latter half of the 20th Century. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. *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. (Same as POLS R125H.) Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

HIST R126 History of Latin America 3 Units
Hours: 3.0 lecture weekly

This course surveys the diverse and dynamic history of Latin America from pre-Columbian times to the present. Students will learn about: native cultures; European exploration, conquest, and colonization; independence movements; and the political, economic, and social challenges of establishing new Latin American nations. The course will also examine recent trends like globalization, immigration, the illegal drug trade, radical political movements, and U.S.-Latin American relations. *Field trips may be required.*

Transfer credit: CSU

LS R017B Basic Reading Skills for Learning Disabled B 3 Units
Advisories: LS R017A, or student should be reading at an 8th grade level independently
Hours: 3.0 lecture weekly

This course is intended for students with learning disabilities or other reading difficulties. This course provides preparation and foundation oral and written language comprehension, reading fluency, dictionary skills, textbook reading strategies. It is intended to help prepare students for College level courses. *Not applicable for degree credit. Course is offered Pass/No Pass (P/NP) at student's option.*

LS R021 Introduction to Oral Communication 3 Units
Hours: 3.0 lecture weekly

This class is an introductory communication course for students who may have utilized or need speech and language services in K-12. This course encourages the development of communication skills necessary for adjustment and success in non-Learning Skills courses and on the job. The course provides a safe environment to increase confidence in the spoken language. This includes communication in the classroom, group, and public speaking activities. In addition to learning techniques of successful behavior in these locations, students in activities to strengthen these skills. *Not applicable for degree credit. Course is offered Pass/No Pass (P/NP) at student's option.*

OXNARD COLLEGE

New Courses

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MATH R001P Math Success Skills I 2 Units
Hours: 2.0 lecture weekly

This course explores simple, effective and efficient techniques to enhance math learning. The techniques will be explored while preparing students for the Transitional Math 1 course. *Not applicable for degree credit. Course is offered on a Pass/No Pass (P/NP) basis only.*

MATH R002P Math Success Skills II 2 Units
Hours: 2.0 lecture weekly

This course explores simple, effective and efficient techniques to enhance math learning. The techniques will be applied while preparing students for the Transitional Math 2 course. *Not applicable for degree credit. Course is offered on a Pass/No Pass (P/NP) basis only.*

MATH R105H Honors: Introductory Statistics 4 Units
Prerequisites: MATH R014 or MATH R014B or MATH R032
Hours: 4.0 lecture weekly
C-ID: Aligned with MATH 110

This course covers descriptive and inferential statistics for students of social sciences, science, education, business, and engineering. Included are discussions of graphing and interpreting graphs, measures of the center and variation, probability, normal curves, binomial tests, hypothesis testing, correlation and regression, chi-square tests, t-tests, and analysis of variance. This course uses technology to analyze data sets. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. *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

MUS R118A Introduction to Guitar 2 Units
Hours: 1.0 lecture, 3.0 lab weekly

This course introduces the fundamentals of guitar playing, such as music reading, improvisation, technique, and fretboard logic. Students will learn the various written systems applicable to the guitar, including standard notation, chord symbols, and tablature. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

MUS R118B Guitar II 2 Units
Prerequisites: MUS R118A
Hours: 1.0 lecture, 3.0 lab weekly

This course reinforces the fundamentals of guitar playing, such as music reading, improvisation, technique, and fretboard logic. Students will continue to develop their understanding of guitar notation systems, including standard notation beyond the first position, chord symbols, and tablature. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

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This course introduces intermediate level repertoire, technique, improvisation, and theory. It requires familiarity and the ability to read all common guitar-related notation systems. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*
Transfer credit: CSU

This course introduces intermediate to advanced level repertoire, technique, improvisation, and theory. It requires familiarity and the ability to read all common guitar-related notation systems. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*
Transfer credit: CSU

This course involves the study, rehearsal, and performance of Mariachi music with a focus on the medium-sized ensemble setting (10-15). Students will explore the stylistic qualities of this music in sectional and full ensemble settings, with the intention of 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.*

Note: It is suggested that students have at least 1-2 years of experience on their instrument of choice before taking this course.

Transfer credit: CSU

This course introduces yoga techniques for beginners. Students will learn basic yoga positions and exercises, breath control, relaxation techniques, and stretching postures. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

Students will build on their knowledge and skills learned in Yoga I. Level II poses, asanas, flow combinations will be performed. Physiological and psychological benefits of Yoga will be discussed as well as integrating mind, body and spirit. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

OXNARD COLLEGE

New Courses

Page 9

PE R104A Body Conditioning I 1 Unit
Hours: 3.0 lab weekly

Introduces boot camp-style methods for total body conditioning designed to improve cardiovascular and muscle endurance, muscular strength, agility, and flexibility. Provides a wide-range of fitness activities with interval training. Includes both indoor and outdoor fast-paced activities over a variety of terrain, and emphasizes functionality that can enhance performance in everyday activities or sports. Allows activities to be adapted to varied levels of ability and fitness. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

PE R104B Body Conditioning II 1 Unit
Hours: 3.0 lab weekly

A total body conditioning group workout designed to improve cardiovascular fitness, muscle strength and muscular endurance. Class incorporates the use of a variety of resistance training systems and equipment to enhance agility, flexibility, balance training and body composition management. May include both indoor and outdoor terrain and emphasizes functionality that can enhance performance in everyday activities and sports while encouraging life-long physical fitness. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

PE R106 Core Stability and Stretch 1 Unit
Hours: 3.0 lab weekly

Introduces a wide variety of concepts and physical conditioning techniques focusing on core musculature, balance, coordination, and flexibility. Includes movement skills using stability balls, functional integrated resistance exercises, basic yoga, Pilates, and other movement forms that elicit intrinsic and extrinsic core muscle conditioning, improved balance, and flexibility. Enhances posture, back comfort, body awareness, and muscular condition. Adapts activities to varied levels of ability and fitness.

Transfer credit: CSU

PE R107 Power Lifting/Free Weights 1 Unit
Hours: 3.0 lab weekly

Builds strength, power and bulk; exercises center on the development of core strength and multi-joint power lifts. Emphasizes, in the conditioning phase, the development of agility, quickness, coordination, balance and speed through the implementation of competitive drills and routines. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

OXNARD COLLEGE

New Courses

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PE R108 Pilates Mat 1 Unit
Hours: 3.0 lab weekly

Introduces the study and practice of Pilates, a conditioning program based on the teachings of Joseph H. Pilates. Emphasizes activities designed to reduce muscular imbalances and improve body alignment by incorporating strength, flexibility, and relaxation techniques. Focuses on postural symmetry, breath control, abdominal and core strength, and joint mobility and stabilization. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

PE R148B Women's Conditioning II 2 Units
Hours: 1.0 lecture, 3.0 lab weekly

Advanced exploration of body conditioning to improve women's cardiovascular endurance, flexibility, strength and muscular endurance. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

PE R150B Weight Training/Conditioning II 1 Unit
Hours: 3.0 lab weekly

This course meets student demands and expands the capacity of the physical education program. This course offers students the opportunity to exercise and develop optimal health and wellness.

Transfer credit: CSU

POLS R125 U.S. Foreign Policy & Covert Action 3 Units
Hours: 3.0 lecture weekly

This course is a survey of selected themes, problems, and personalities which have been associated with the creation of both official and covert American relationships with foreign powers. The course examines how U.S. involvements with nations in Europe, Latin America, the Middle East, Africa, and Asia have interacted with and impacted American society, economics, and democratic institutions with an emphasis on CIA actions performed by the U.S. in the latter half of the 20th Century. *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. (Same as HIST R125.) Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

OXNARD COLLEGE

New Courses

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POLS R125H Honors: U.S. Foreign Policy & Covert Action 3 Units
Hours: 3.0 lecture weekly

This course is a survey of selected themes, problems, and personalities which have been associated with the creation of both official and covert American relationships with foreign powers. The course examines how U.S. involvements with nations in Europe, Latin America, the Middle East, Africa, and Asia have interacted with and impacted American society, economics, and democratic institutions with an emphasis on CIA actions performed by the U.S. in the latter half of the 20th Century. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. *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. (Same as HIST R125H.) Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

PSY R101H Honors: General Psychology 3 Units
Hours: 3.0 lecture weekly
C-ID: Aligned with PSY 110

This course studies mental processes, human behavior and factors that influence them. The scientific bases of psychology are examined in addition to the Scientific Method. Theories involving biological, sensory and perceptual determinants of behavior are examined in addition to topics such as development, motivation, learning, intelligence, personality, mental disorders and treatment. Specific disciplines in the field such as Social Psychology and Health Psychology are explored. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. *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. Field trips may be required.*

Transfer credit: CSU

SOC R101H Honors: Introduction to Sociology 3 Units
Hours: 3.0 lecture weekly
C-ID: Aligned with SOCI 110

This course provides students with the ability to perform analysis of the historical development of sociology, recent trends in society and the field of study. Students encounter topics such as the relationship between social systems and human behaviors, emphasis upon socialization, culture, social class, race, ethnicity, age and gender in a context of social change, using expanded assignments and a global perspective. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. *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. Field trips may be required.*

Transfer credit: CSU

OXNARD COLLEGE

Revised Courses

Page 12

~~ENVT AC R098~~ Short Courses in ~~Environmental Control Technology~~ ~~½~~ **1-4** Units
Air Conditioning/Refrigeration

Hours: Lecture and/or lab hours as required by unit formula

This course and/or workshop will cover selected areas of ~~environmental control technology~~ **air conditioning/refrigeration**. This course will be developed to meet specific needs of the college community as requested or required. (*Formerly ENVT R098.*) *Field trips may be required.*

MATH R098 Short Courses in Mathematics ~~½-3~~ **5** Units

Hours: Lecture and/or lab hours as required by unit formula

Short Courses in Mathematics provides courses in selected areas of mathematics to meet specific needs of the College or the community when those needs are not met by regular course offerings. The length of the course will determine the unit credit. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

VENTURA COLLEGE

New Courses

AG V06	Introduction to Plant Science (with Laboratory)	3 units
AG V10	Introduction to Agriculture Business	3 units
AG V11	Agricultural Sales and Communication	3 units
AG V12	Agriculture Economics	3 units
AG V13	Agricultural Computer Applications	3 units
AG V14	Agricultural Accounting	3 units
CJ V49	Ethics for the Criminal Justice System Professional	3 units

New Program

Associate in Arts in Economics for Transfer	20-25 units
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New Courses

AG V06 Introduction to Plant Science (with Laboratory) 3 units

C-ID: AG-PS 106L (Proposed)

Hours: 2 lecture, 3 laboratory weekly

This course is an introduction to plant science, including structure, growth processes, propagation, physiology, growth media, biological competitors, and post-harvest factors of food, fiber, and ornamental plants.

Field Trips are required. Transfer Credit: CSU

AG V10 Introduction to Agriculture Business 3 units

C-ID: AG-AB 104 (Proposed)

Hours: 3 lecture weekly

This course provides a basic understanding of the business and economics of the agricultural industry; an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system; and management principles encountered in the day-to-day operations of an agricultural enterprise as they relate to the decision-making process.

Field Trips may be required. Transfer Credit: CSU

AG V11 Agricultural Sales and Communication 3 units

C-ID: AG-AB 112 (Proposed)

Hours: 3 lecture weekly

This course covers the study of principles and practices of the selling process: selling strategies and approaches, why and how people buy, prospecting, territory management, and customer service. Self- management, communication, and interpersonal skills necessary in developing managerial abilities, leadership qualities, and facilitating teamwork within the agribusiness sector will be explored. Students will gain experience through role-play, formal sales presentations, and job shadowing. The course content is organized to give students an in-depth understanding of the factors and influences that affect the agribusiness industry on a day-to-day basis.

Transfer Credit: CSU

AG V12 Agriculture Economics 3 units

C-ID: AG-AB 124 (Proposed)

Hours: 3 lecture weekly

This course covers the place of agriculture and farming in the economic system; basic economic concepts and problems of agriculture; pricing and marketing problems; and factors of production. State and federal farm programs affecting the farmer's economic position will also be included.

Transfer Credit: CSU

New Courses (continued)

AG V13 Agricultural Computer Applications 3 units
C-ID: AG-AB 108 (Proposed)
Hours: 3 lecture weekly

This course covers computer use in the workplace with emphasis on agribusiness situations. Computer applications including word-processing, spreadsheets, databases, and presentation managers will be covered. Also included will be accessing information through the Internet and World Wide Web, telecommunications, an introduction to web page design, and other software appropriate to agribusiness.

Transfer Credit: CSU

AG V14 Agricultural Accounting 3 units
C-ID: AG-AB 128 (proposed)
Hours: 2 lecture, 3 laboratory weekly

This course covers the study of the principles of accounting systems and types of records, including their use, how to compute and use measures of earnings, and cost of production to improve agribusiness efficiency. Farm income tax, Social Security, and employee payroll records are included.

Transfer Credit: CSU

CJ V49 Ethics for the Criminal Justice System Professional 3 units
Recommended CJ V01
Preparation:
Hours: 3 lecture weekly

This course addresses ethical issues in the three components of the Criminal Justice System; law enforcement, judicial and corrections. It explores ethical dilemmas, value definitions, and their application to decision making; by police, court, probation, parole, corrections, and private security personnel. Remediation strategies relating to unethical behavior by individuals and groups will also be addressed. It provides the student with ethical standards and guide lines as well as philosophical and theoretical issues relating to frequent ethical violations throughout the criminal justice system. It is designed to provide basic coverage of morality, ethics, and human behavior. Topics covered include the key elements of ethical guidelines, individual aspects of ethical codes, courtroom testimony and admissibility issues, and ethical standards for all written reports, procedural and substantive law issues. Additionally, the course considers how character and personal values influence the training, supervision, management, and leadership of successful criminal justice system organizations.

Formerly V89F, Transfer Credit: CSU

New Program

Ventura College Associate in Arts Economics for Transfer

The Associate in Arts in Economics for Transfer and courses provide students with the analytical tools, real world applications and theoretical background necessary to comprehend economic events and understand the role of the various economic institutions within the U.S. economy and the motivations and consequences of the interactions between nations and firms in the global economy. In their study of economic theories and applications, students become more aware of their role in society as economic actors and, as a result, develop their own perspectives on the causes of and solutions for some of the pressing economic problems facing the society. Students graduating with an Associate in Arts in Economics for Transfer Degree generally transfer to a four-year institution to complete a Bachelor's degree. Economics graduates at the Bachelor's level are qualified for a variety of positions with government, corporations, and public interest organizations and are prepared to enter a graduate program in economics, business, law, global and international studies, or public policy. Teaching at the two-year college level is an option if a Master's degree is obtained. A Ph.D. degree in economics may lead to research and/or teaching at the university level, or research in government, industry, or public interest organizations. Nearly every four-year college or university offers an economics major. There is a very high demand for economics graduates and their entry-level salaries are among the highest.

The Associate in Arts in Economics for Transfer Degree is intended for students who plan to transfer and complete a bachelor's degree in economics, or a similar major at a CSU campus. Students completing the Associate in Arts in Economics for Transfer are guaranteed admission to the CSU system, but not necessarily to a particular CSU campus. Students should consult with a counselor for more information on university admission and transfer requirements as this Associate in Arts in Economics for Transfer may not be the best option for students intending to transfer to a college or university that is not part of the CSU system.

To earn an Associate in Arts in Economics for Transfer degree, students must complete:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
 - b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.
3. Obtainment of a C or better in all courses required for the major or area of emphasis.

New Program (continued)

Required Courses:		Units
ECON V01A	Principles of Macroeconomics	3
ECON V01B	Principles of Microeconomics	3
MATH V44	Elementary Statistics	4
MATH V46	Applied Calculus	4
Or		
MATH V21A	Calculus with Analytic Geometry I	5
List A:		
Select one (1) course:		
BUS V01A	Financial Accounting	4
BUS V01B	Managerial Accounting	4
BUS V17	Computer Applications	3
BUS V45	Business Communication	3
COMM V10	Critical Thinking in Oral Communication: Argumentation and Debate	3
MATH V21B	Calculus with Analytic Geometry II	5
List B:		
Select one (1) course:		
MATH V21C	Multivariable Calculus	5
MATH V22	Introduction to Linear Algebra	3
Any Course not used in List A or CSU transferable lower division Economics course		3-4
Major Units		20-25
CSU General Education Breadth or IGETC Pattern		39-37
Double Counted Units		10-13
Electives (CSU transferrable units to reach 60)		6-16
DEGREE TOTAL		60



District Technical Review Workgroup- Instruction

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

- To put into practice the collaboration of faculty and administration in ensuring the technical and legal accuracy of new and substantially 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 substantially 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 substantially 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 2016-2017

#	GOALS	ACCOMPLISHMENTS
1		
2		
3		
4		
5		

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 administration in ensuring the technical and legal accuracy of new and substantially 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 substantially 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 substantially 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 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 substantially revised courses, degrees, certificates and proficiency awards to the DTRW-I for review no later than 5:00 p.m. on the Friday prior to each meeting during the regular academic year. Each College will submit one packet via the DTRW-I email address or notification that there is no curriculum submission for the agenda. Submissions or revisions made after the deadline will be deferred to the following DTRW-I meeting.
- Substantially revised courses and programs 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 or program that is not yet published in the College catalog, a

- 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 faculty co-chair is rotated among the three Colleges, and the maximum term is two years.
- Member: Vice Chancellor, Educational Services & Institutional Effectiveness
- From Each College:
- Executive Vice President/Vice President of Academic Affairs and Student Learning
 - 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 – Student Services

The District Technical Review Workgroup (DTRW-SS) is an advisory group to Cabinet and the District Consultation Council. It is responsible for the review and development of Board policies, administrative procedures and standard operating practices in the student support area prior to submission through Cabinet and the District Consultation Council to the Chancellor and Board of Trustees. It may also serve as a body providing operational and procedural advice to Cabinet and the District Consultation Council for issues that impact students District-wide.

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 an Executive Vice President or Vice President of Student Development as chair. This member co-chairs the workgroup with a faculty member.
- Co-Chair: The Co-Chair position is rotated annually among the three Colleges. The maximum term for a co-chair selected by the group is up to two years.
- Member: Vice Chancellor, Educational Services & Institutional Effectiveness

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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<http://www.cccco.edu>



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

<i>Lecture</i>	33 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
0.5	5.5	11	16.5
1.0	11.0	22	33.0
1.5	16.5	33	49.5
2.0	22.0	44	66.0
2.5	27.5	55	82.5
3.0	33.0	66	99.0
3.5	38.5	77	115.5
4.0	44.0	88	132.0
4.5	49.5	99	148.5
5.0	55.0	110	165.0
5.5	60.5	121	181.5
6.0	66.0	132	198.0
6.5	71.5	143	214.5
7.0	77.0	154	231.0
7.5	82.5	165	247.5
8.0	88.0	176	264.0
8.5	93.5	187	280.5
9.0	99.0	198	297.0
9.5	104.5	209	313.5
10.0	110.0	220	330.0
10.5	115.5	231	346.5
11.0	121.0	242	363.0
11.5	126.5	253	379.5
12.0	132.0	264	396.0
12.5	137.5	275	412.5
13.0	143.0	286	429.0
13.5	148.5	297	445.5
14.0	154.0	308	462.0
14.5	159.5	319	478.5
15.0	165.0	330	495.0
15.5	170.5	341	511.5
16.0	176.0	352	528.0
16.5	181.5	363	544.5
17.0	187.0	374	561.0
17.5	192.5	385	577.5
18.0	198.0	396	594.0

36 = 1 unit		
Contact Hours	Homework Hours	Total Student Learning Hours
6	12	18
12	24	36
18	36	54
24	48	72
30	60	90
36	72	108
42	84	126
48	96	144
54	108	162
60	120	180
66	132	198
72	144	216
78	156	234
84	168	252
90	180	270
96	192	288
102	204	306
108	216	324
114	228	342
120	240	360
126	252	378
132	264	396
138	276	414
144	288	432
150	300	450
156	312	468
162	324	486
168	336	504
174	348	522
180	360	540
186	372	558
192	384	576
198	396	594
204	408	612
210	420	630
216	432	648

<i>Activity or Lab w/Hmwk</i>	33 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
0.5	11.0	5.5	16.5
1.0	22.0	11.0	33.0
1.5	33.0	16.5	49.5
2.0	44.0	22.0	66.0
2.5	55.0	27.5	82.5
3.0	66.0	33.0	99.0
3.5	77.0	38.5	115.5
4.0	88.0	44.0	132.0
4.5	99.0	49.5	148.5
5.0	110.0	55.0	165.0
5.5	121.0	60.5	181.5
6.0	132.0	66.0	198.0
6.5	143.0	71.5	214.5
7.0	154.0	77.0	231.0
7.5	165.0	82.5	247.5
8.0	176.0	88.0	264.0
8.5	187.0	93.5	280.5
9.0	198.0	99.0	297.0
9.5	209.0	104.5	313.5
10.0	220.0	110.0	330.0
10.5	231.0	115.5	346.5
11.0	242.0	121.0	363.0
11.5	253.0	126.5	379.5
12.0	264.0	132.0	396.0
12.5	275.0	137.5	412.5
13.0	286.0	143.0	429.0
13.5	297.0	148.5	445.5
14.0	308.0	154.0	462.0
14.5	319.0	159.5	478.5
15.0	330.0	165.0	495.0
15.5	341.0	170.5	511.5
16.0	352.0	176.0	528.0
16.5	363.0	181.5	544.5
17.0	374.0	187.0	561.0
17.5	385.0	192.5	577.5
18.0	396.0	198.0	594.0

36 = 1 unit		
Contact Hours	Homework Hours	Total Student Learning Hours
12	6	18
24	12	36
36	18	54
48	24	72
60	30	90
72	36	108
84	42	126
96	48	144
108	54	162
120	60	180
132	66	198
144	72	216
156	78	234
168	84	252
180	90	270
192	96	288
204	102	306
216	108	324
228	114	342
240	120	360
252	126	378
264	132	396
276	138	414
288	144	432
300	150	450
312	156	468
324	162	486
336	168	504
348	174	522
360	180	540
372	186	558
384	192	576
396	198	594
408	204	612
420	210	630
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



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**: A minimum of 3 units. Students who plan to earn ~~selecting~~ an Associate in Arts degree in General Studies must complete a course in Ethnic/Gender Studies.

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

(A) Natural Sciences

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 a/an understanding of integrated wellness strategies and the skills necessary for designing, implementing, and maintaining a healthy lifestyle.

(F) Gender Studies

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

Elements of the review process shall/will 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 California State University General Education (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 Arts for Transfer and Associate in Science for Transfer) that require completion of CSU GE-Breadth, **CSU-GE Breadth for Science, Technology, Engineering, and Mathematics (STEM), and/or Intersegmental General Education Transfer Curriculum (IGETC), and/or IGETC for STEM,** 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 (Insert new name here)** on **July 1, 2013 (Insert new date here)**



Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	AP 4020 PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT
Number	AP 4020
Status	Active
Legal	California Education Code, Section 78016 California Education Code, Sections 70901, 70902(b) ACCJC Accreditation Standard II.A Title 5, Section 51021, 51022 Title 5, Sections 55000 et seq. Title 5, Section 55001 Title 5, Section 55002.5 Title 5, Sections 55100 et seq. Title 5, Section 55100 Title 5, Section 55130 Title 5, Section 55150, 55150.5 Title 5, Section 58023 U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended
Adopted	May 12, 2009
Last Revised	September 9, 2014

College Curriculum Committees

All curriculum shall be initiated by the faculty at each college. The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. The faculty, acting through discipline areas within the academic divisions and through each college's Curriculum Committee, a sub-committee of their Academic Senate, shall be responsible for instructional program and curriculum development.

All new instructional program proposals shall be evaluated for appropriateness to the mission of the college, adherence to all Title 5 Regulations, and will be designed so that successful completion of the program requirements will enable students to fulfill the program goal and objectives.

Approval of new courses, modifications to existing courses, new programs and modifications to existing programs rests first with each college's Curriculum Committee that includes representation from appropriate segments of faculty, administrators, and students.

Courses and instructional programs are reviewed and updated by faculty in the discipline area regularly. This review occurs, at a minimum, every five years for all courses and instructional programs and every two years for

career technical education (CTE) courses and instructional programs. Courses and instructional programs are reviewed for their relevance, appropriateness to mission, achievement of learning objectives, currency and potential for future needs.

Nothing in this AP shall preclude Curriculum Committees from reviewing courses on a more frequent basis in order to meet legally mandated changes or to reflect the input of advisory committees or for other reasons related to the maintenance of high quality curriculum.

The following criteria will be reviewed in regards to course offerings:

- A. Title and course number
- B. Hours
- C. Units
- D. Prerequisites/co-requisites/advisories on recommended preparation
- E. Limitations on enrollment
- F. Repeatability
- G. Credit basis
- H. Degree and/or transfer applicability
- I. Catalog description
- J. Field trips
- K. Course content
- L. Course Objectives
- M. Distance education
- N. Minimum qualifications
- O. Methods of instruction
- P. Methods of evaluation
- Q. Textbooks

Relationship of Hours to Units

In determining the number of units to be awarded for courses, colleges must consider total lecture, outside study, and/or laboratory hours. The combination of these hours is referred to as “student learning hours.” A course for which three units is awarded may meet four hours a week over a semester and still be in compliance with Title 5 Regulations (55002.5) if it is assumed that the increased classroom time serves to decrease outside study time. Thus, a course that seemingly meets for more hours per week than the units awarded may be in compliance, as opposed to a course that simply requires an excess of total classroom hours for the units awarded.

- One credit hour of community college work (one unit of credit) requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system.
- A course requiring 96 hours or more of lecture, study, or laboratory work at colleges operating on the semester system shall provide at least 2 units of credit.
- The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study, or laboratory work in half unit increments.
- Colleges of the District may elect to adjust the amount of credit awarded in proportion to the number of hours of lecture, study, or laboratory work in increments of less than one half unit.

Consistent with federal regulations applicable to federal financial aid and eligibility the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

For purposes of federal financial aid eligibility, a “credit hour” shall be not less than:

One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately [15 weeks for one semester or trimester hour of credit], [or 10 to 12 weeks for one quarter hour of credit], or the equivalent amount of work over a different amount of time; or

At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

District Technical Review Workgroup – Instructional (DTRW-I)

The VCCCD Decision Making Handbook prescribes the membership and responsibility of District Technical Review Workgroup - Instructional (DTRW-I). DTRW-I serves in an advisory capacity and makes appropriate recommendations on curricular and other related matters.

All new and substantially revised courses and instructional programs and deleted instructional programs approved by the College Curriculum Committees are forwarded to the District Technical Review Workgroup (DTRW-I) for legal compliance review.

Board of Trustees Program and Curriculum Approval

The Board of Trustees must approve all new and substantially revised courses and instructional programs, and deleted programs. Once approved by the Board of Trustees, new and substantially revised courses and instructional programs, and deleted instructional programs must be sent to the California Community College Chancellor's Office for final approval.

Maintenance of Records

- A Course catalog and inventory is maintained in the District's Banner Information System which serves as the reporting mechanism to the California Community College Management Information System (MIS). The Course Outline of Record (COR) and program requirements are maintained in the District Colleges' CurricuNET system. All approved courses and programs are also maintained in the California Community College Curriculum Inventory. The College Catalog, in both print and electronic formats, is the official publication of college curriculum. The Schedule of Classes serves as the semester record of courses offered.



Book	VCCCD Board Policy Manual
Section	Chapter 4 Academic Affairs
Title	BP 4020 PROGRAM AND CURRICULUM DEVELOPMENT
Number	BP 4020
Status	Active
Legal	<u>ACCJC Accreditation Standards II.A and II.A.9</u> <u>34 Code of Federal Regulations 600.2, 602.24, 603.24, 668.8</u> <u>California Education Code, Section 66700</u> California Education Code, Section 70901(b), 70902(b) California Education Code, Section 78016 Title 5, Section 51000 Title 5, Section 51022 <u>Title 5, Section 55001</u> Title 5, Section 55100 Title 5, Section 55130 Title 5, Section 55150 U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs Under Title IV of the Higher Education Act of 1965, as amended
Adopted	February 16, 2006
Last Revised	September 9, 2014

The programs and courses of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor, in consultation with the Academic Senates, shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Furthermore, these procedures shall include:

- Appropriate involvement of the faculty and Academic Senate
- in all processes; Regular review and justification of programs

and course descriptions;

- Opportunities for training for persons involved in aspects of curriculum
- development; and Consideration of job market and other related information for vocational and occupational programs.

All new courses and programs, courses and programs with substantial revisions, and program deletions shall be approved by the Board.

All new courses and programs with substantial revisions, shall be submitted to the California Community Colleges Chancellor's Office (CCCCO) for approval as required.

Board approved Proficiency Awards, which are non-transcripted, do not require submission to and approval by the CCCCCO.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program.

The Chancellor will establish procedures which prescribe the definition of "credit hour" consistent with applicable federal regulations, as they apply to community college districts.

The Chancellor shall establish procedures to assure that curriculum at the District complies with the definition of "credit hour" or "clock hour," where applicable. The Chancellor shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

See [Administrative Procedure 4020](#).



Book	VCCCD Board Policy Manual
Section	Chapter 4 Academic Affairs
Title	BP 4022 COURSE APPROVAL
Number	BP 4022
Status	Active
Legal	<u>Title 5, Section 55100</u>
Adopted	June 23, 2009
Last Revised	September 9, 2014

The Chancellor will develop an administrative procedure that establishes processes for developing degree applicable and non-degree applicable courses, including those that are part of an approved education program and those that are not part of an approved education program (stand alone).

See Administrative Procedure AP 4022.

Last Modified by Patti Blair on September 8, 2016



Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	AP 4022 COURSE APPROVAL
Number	AP 4022
Status	Active
Legal	<u>Title 5, Section 55100</u>
Adopted	May 12, 2009
Last Revised	September 9, 2014

This procedure applies to the processes for approving individual credit and non-credit courses in accordance to Title 5, Section 55100.

Individual degree-applicable credit courses offered as part of an educational program approved by the California Community Colleges Chancellor's Office shall be:

- Approved by the Curriculum Committees of each college of the District;
- Approved by the Ventura County Community College District (VCCCD) Board of Trustees;
- Submitted to the California Community Colleges Chancellor's Office for approval.

Course approval of non-degree applicable credit courses and degree-applicable credit courses that are not part of an approved educational program (stand alone courses) shall be:

- Approved by the Curriculum Committees of each college of the District;
- Approved by the Ventura County Community College District (VCCCD) Board of Trustees;
- Submitted to the California Community Colleges Chancellor's Office for approval.

The following limitations apply to stand alone courses:

- No students may be permitted to count 18 or more semester or 27 or more quarter units of coursework toward satisfying the requirements for a certificate of achievement or towards a major or area of emphasis for completion of an associate degree.
- No group of courses approved which total 18 or more semester or 27 or more quarter units in a single four-digit Taxonomy of Programs Code may be linked to one another by prerequisites or co-requisites.

Last Modified by Patti Blair on September 12, 2016



COMMUNITY COLLEGE LEAGUE
OF CALIFORNIA

Book	Administrative Procedures
Section	Chap 4 Academic Affairs
Title	Course Approval
Number	AP 4022
Status	Active
Legal	<u>Title 5 Section 55100</u>
Adopted	August 1, 2007

AP 4022 Course Approval

Reference:

Title 5 Section 55100

Note: *This procedure applies to the processes for approving individual credit and non-credit courses. Local practice may be inserted, but **must address** the following requirements of Title 5 Section 55100.*

Procedures for submitting for Board approval individual degree-applicable credit courses offered as part of an educational program approved by the California Community Colleges Chancellor's Office.

Procedures for course approval of non-degree applicable credit courses and degree-applicable credit courses that are not part of a permitted educational program must address at least the following:
These courses must be approved by the curriculum committee.

The individuals on the curriculum committee must have received the training provided for in Title 5 Section 55100

Unless modified to properly address the reasons for denial, no courses may be offered that were previously denied separate approval by the California Community Colleges Chancellor's Office.

Students may only count a limited amount of semester or quarter units approved toward satisfying the requirements for a certificate or completion of an associate degree.

Regulatory limits on the number of courses that may be linked to one another by prerequisites or co-requisites.

All courses approved must be reported to the California Community Colleges Chancellor's Office.

New 8/07

AP 4022 Course Approval.doc (29 KB)