

DRAFT

WORKING PAPER ON ALTERNATIVE DISTRICT STRUCTURES FOR CURRICULUM and STUDENT LEARNING DECISION-MAKING

Preface

A review of the VCCCD Board of Trustees Goals and Objectives for providing access and student success and maintaining instructional quality within budgetary limits suggests that implementing these goals and objectives would require a degree of inter-college collaboration and cooperation that may not be optimally achievable under the current structure by which issues pertaining to curriculum and academic program development are reviewed and discussed at the district-level. It may, therefore, be desirable for the district to consider modifications to its academic affairs committee structure at the district-level in order to facilitate achievement of the Board's goals and objectives.

Under the current district structure, two primary district-wide entities – the District Council on Student Learning (DCSL) and the District Technical Review Workgroup (DTRW) -- have primary responsibilities with regard to student learning and curriculum matters. Neither of these bodies, however, has the jurisdictional authority to make recommendations regarding curricular or programmatic changes geared toward fostering improved continuity across college campuses that is either implied by or, in some cases, explicitly stated in the Board objectives. While DCSL is charged with focusing on district-wide student learning issues, it does not typically address curriculum matters, which comprise several of the objectives that have been identified by the Board. DTRW, on the other hand, while ostensibly charged with reviewing curriculum, essentially serves as a pass-through body lacking the authority to make recommendations concerning the consistency of curriculum across the district's three colleges.

With regard to fostering curriculum compatibility in a multi-college district, the absence of effective consultative structures at the district-level poses an impediment to achieving the Board's goals as they pertain to student access and success and instructional quality. The purpose of this paper is, therefore, to provide the district with a discussion of alternative structural mechanisms that could foster improved coordination and collaboration between the colleges on curriculum and other matters related to student learning.

“One District, One Curriculum” or Alternative Approaches to Achieve Improved Consistency

Taken as a whole, the Board’s objectives, particularly those listed under Goal One, would, if implemented, move the district toward a common curriculum across the colleges. At its extreme, this “One District, One Curriculum” approach is employed by some community colleges, both out-of-state (Miami-Dade and Pima, Arizona) and within California (Riverside Community College District). This approach carries with it certain advantages and disadvantages. On the plus side, offering singular curricula across the constituent colleges (or campuses) within a district can afford students greater accessibility to course and program offerings throughout the district (assuming, of course, that transportation between the constituent colleges does not constitute an insurmountable barrier). Curriculum uniformity within a district can also facilitate smoother articulation of students to four-year colleges and universities, assuming that curricula are developed in conjunction with the requirements of transfer institutions. On the negative side, it can be argued that the “One District, One Curriculum” approach runs counter to the community college mission and philosophy to the extent that it impedes the development and offering of courses and programs designed to meet the unique needs of each college’s service area. While this approach may prove quite effective and efficient for private entities such as the University of Phoenix or Heald College, it may provide a less appropriate match with the community college ethos. A second possible disadvantage of the “One District, One Curriculum” approach is that it can allow certain constituent colleges within the district, for reasons of their size or history, to dominate the curriculum decision-making process at the district level.

Although “One District, One Curriculum” may be a less than desirable approach for the Ventura District, the near absence of effective coordination and collaboration in developing and offering curriculum within the District is problematic as well and may, in fact, have prompted the Board to develop and adopt its objectives pertaining to curriculum commonality and/or uniformity. Thus, it may be desirable to consider modifications to the district’s committee structure designed to improve intra-district collaboration without mandating uniformity across the district. The remainder of this paper will consist of a discussion of alternative district-level committee structures ranging from a strong centralized approach to a decentralized, laissez faire model along the lines of that which presently exists.

Alternative 1 – District Curriculum Committee with Full Authority

Community college districts seeking to achieve “One District, One Curriculum” typically employ a large district-wide curriculum committee comprised of representatives of the constituent colleges/campuses. Representation on the district committee is often a function of the size of each college, with larger colleges/campuses assigned more representatives to the district curriculum committee. The district committee is charged with approving all curriculum proposals within the district. This was the approach initially taken by the Riverside Community College District immediately upon its transition from a single-college district with two branch campuses to a multi-college district. While this structure enabled the district to adhere to the “One District, One Curriculum” imperative that had been adopted by the Board of Trustees, the structure of the district curriculum committee had the effect of giving Riverside City College, the largest and oldest college within the district, disproportionate influence in the curriculum approval process. Within a year or so of transitioning to a multi-college district, Riverside abandoned this approach and shifted to the alternative discussed below.

Alternative 2 – District Curriculum Committee with Limited Authority

This approach consists of a district committee comprised of the faculty curriculum co-chairs of each college, augmented by either one instructional administrator appointed, on a rotating basis, from one of the constituent colleges or by all three administrative curriculum co-chairs. Under this structural arrangement each college has equal voting representation. Additionally, the district curriculum committee has jurisdiction only on curriculum matters that are district-wide or that transcend the jurisdictional boundaries of a single college (for example, in cases in which a colleges wishes to offer curriculum that has been developed by another college). This structure allows individual colleges to adopt and approve their own curricula designed specifically to serve students within their service area without having to take locally approved curriculum proposals to the district curriculum committee.

Alternative 3 – District Curriculum Coordinating Council

The genesis of this alternative arose from dialogue that occurred at the December meeting of the Board Goals and Objectives Task Force. Structurally similar to Alternative 2 above, the district coordinating council would be charged with engaging in dialogue concerning curriculum

matters that are district-wide or transcend individual college jurisdictions, but rather than having approval authority would make recommendations that would then require approval by each of the three college curriculum committees. While offering the opportunity for improved curriculum coordination between the colleges, the absence of approval authority afforded to the district coordinating council would preclude the resolution of issues in which consensus does not emerge on the part of the college curriculum committees.

Alternative 4 – Maintain Status Quo

Under this alternative, no changes to the district committee structure pertaining to student learning and curriculum matters would be made. While this approach could maximize the independence of curriculum decision making among the three colleges, it could prove exceedingly difficult to implement the Board's objectives for standardizing district core offerings in the absence of an effective coordinating structure at the district level.

Summary of Advantages and Disadvantages of Structural Alternatives

1) Advantages

- a. Potentially maximizes ability of the district to achieve board objectives
- b. Provides clarity, transportability and improved ease of articulation and transfer for students
- c. Minimizes potential for inconsistency in course and program offerings between colleges within the district

Disadvantages

- a. Unequal representation among the constituent colleges
- b. Limited ability of colleges to design and approve curricula specifically geared toward students in their service area

2) Advantages

- a. Equal voting representation for each colleges
- b. Allows colleges to maintain authority over college-specific course and program offerings
- c. Provides greater assurance of coordination between colleges than existing structure

Disadvantages

- a. Colleges would be afforded somewhat less autonomy in curriculum matters than under existing structure
- b. Ability to implement Board Objectives would be limited to district-wide or multi-college curriculum matters

3) Advantages

- a. Potential for improved coordination of curriculum offerings over current structure
- b. Fosters dialogue among college representatives regarding curriculum matters
- c. Maintains the authority to approve all curricula at the college level

Disadvantages

- a. Precludes the adoption of district-wide curriculum measures in the absence of consensus among the three college curriculum committees
- b. Limits the ability of the district to develop unified course objectives, unit requirements and core curricula

4) Advantages

- a. Maximizes autonomy of college curriculum committees
- b. Eliminates the need for structural change at the district level

Disadvantages

- a. Does not address existing impediments to achieving Board objectives
- b. Keeps existing barriers to student access, course, degree and certificate completion in place.

Suggested Path of Action

Following discussion of these issues at the January Task Force meeting it is suggested that representatives engage in dialogue with their respective constituencies and report emerging recommendations at the February Task Force meeting with the goal of making a Task Force recommendation.

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MEASURABLE OUTCOMES FOR BOARD STRATEGIC PLANNING GOALS

Goal One: Provide optimal student access to academic, career and support programs through effective, efficient and accountable operations. Provide quality educational programs and services without barriers to ensure student course, degree or certificate completion and successful four-year college transfer or employment.

Outcome 1.1 – Increase student access as measured by college- and district-wide WSCH: FTEF by ten percent between fall2011 and fall 2016.

Outcome 1.2 – Increase successful course completion rate in basic skills courses and average successful course completion rate in all courses by five percent between 2011/12 and 2016/17.

Outcome 1.3 – Increase both fall-to-spring and fall-to-fall persistence by five percent between 2011/12 and 2016/17.

Outcome 1.4 – Increase the annual college- and district-wide total number of degrees and certificates conferred by 25 percent between 2011/12 and 2016/17.

Outcome 1.5 – Increase the number of VCCCD students who transfer to four-year colleges and universities by five percent annually between 2011/12 and 2016/17.

Goal Two: Implement system-wide efficiencies to enhance institutional capacity to enroll students. Maximize student learning and success by allowing students to effectively achieve their educational goals.

Utilize student, course and program outcome information to continuously improve programs and services and enhance educational success.

Outcome 1.1 – Implement improvements to district-level decision-making structure to facilitate cooperation and collaboration between colleges in establishing course and program requirements and outcomes measures.

Outcome 1.2 – Establish student learning outcomes and assessment methodologies for all courses and programs by fall 2012.

Outcome 1.3 – Conduct student learning outcomes assessments for all courses and programs and begin making improvements to courses and programs based on outcomes assessments by the end of the 2012/13 academic year.

Outcome 1.4 – Conduct employer surveys in all CTE fields to determine the extent to which programs are addressing the needs of employers by the end of the 2012/13 academic year. Beginning in fall 2013, implement improvements to CTE programs based on the results of the employer surveys.

Outcome 1.5 – Increase the percentage of students with a declared educational goal by the end of their first year of study by 10 percent by the end of the 2013/14 academic year.

Outcome 1.6 – Ensure that 90 percent of all professional development expenditures are directed toward activities linked to student access, persistence and success by the end of the 2012/14 academic year.

Goal Three – Ensure the budget process provides the foundation for sound planning, fiscal management, stability, sustainability and accountability.

Outcome 1.1 – Implement improvements to district budget allocation and decision-making processes designed to improve the linkage between planning and budgeting and to enhance the participation of faculty and instructional administrators in budget deliberations.

College: MOORPARK

Degree	Transfer	CTE/ Terminal Degree	Units	Rationale for transfer degrees above 21 units (plus CSUGE or IGETC) or CTE degrees above 30 units (plus college GE requirements).
BUS		AS	28-32	In recommended range; curriculum review in progress
DANC	AA		26.5-42	Modification submitted to State 21 units
EXERCISE SCI		AS	18	In recommended range
NS		AS	37	Accredited program
PHIL	AA		21	In recommended range
PHOT		AS	25	In recommended range
PSY	AA		20	In recommended range
RADT		AS	69.5	Accredited program
SOC	AA		18-20	In recommended range
SPAN	AA		18-19	In recommended range
PSYCH	AA		18	TMC Approved
SOC	AA		18	TMC Approved
ANTHRO	AA		22	TMC in progress
BIO	AA		42	TMC in progress
BUS	AA			TMC in progress
CHEM	AS		42	TMC in progress
CD	AS			TMC in progress
COMM	AA			TMC in progress
CJ	AS		27	TMC in progress
ENG	AS		49-50	TMC in progress
FTVM	AA		30-31	TMC in progress
GEOG	AS		24	TMC in progress
HIST	AA		18	TMC in progress
JOUR	AS		27-30	TMC in progress
HUMAN PERFORM	AS		32.5	TMC in progress
MATH	AA		35	TMC in progress
MUS	AA		37-39	TMC in progress
POLS	AA		18	TMC in progress

THA	AA			TMC in progress
ART	AA		36	Meeting with Dept to review alignment with 4 year institutions/CTE needs
ASTROPHYSICS	AS		49	Meeting with Dept to review alignment with 4 year institutions/CTE needs
BIO	AS		38	Meeting with Dept to review alignment with 4 year institutions/CTE needs
BIOTECH	AS		49-51	Meeting with Dept to review alignment with 4 year institutions/CTE needs
CNSE		AS	38.5-43.5	Curriculum revisions in progress
EATM		AS	64	Curriculum revisions in progress
ENSC	AS		31	Meeting with Dept to review alignment with 4 year institutions/CTE needs
GEOL	AS		48	Meeting with Dept to review alignment with 4 year institutions/CTE needs
GR		AS	33-41	Curriculum revisions in progress
MM		AS	31-40	Curriculum revisions in progress
PHYS	AS		43-45	Meeting with Dept to review alignment with 4 year institutions/CTE needs
BEHAVIORAL SCI	AA		18	Discipline faculty will discontinue, replaced with TMC
INT'L STUDIES	AA		30-32	Discipline faculty will discontinue, replaced with TMC
SOCIAL SCIENCE	AS		21	Discipline faculty will discontinue, replaced with TMC
CIS		AS	30	Becoming a service discipline
CS		AS	41-44	Becoming a service discipline
ID		AS	27	Discontinued
HIM		AS	48	Meeting with Dept to review alignment with 4 year institutions/CTE needs
SOCIAL SCIENCE		AA	33	Discontinued
COMM		AA	39	Evaluating need for degree

Note - blank in unit column means curriculum work has started, but faculty have not finalized TMC units yet.

Rationale for transfer degrees above 21 units (plus CSUGE or IGETC) or CTE degrees above 30 units (plus college GE requirements).	Degree	Transfer	CTE/ Terminal Degree	Units
On Target	ANTH		AA	18
On Target	CD		AS	21
On Target	COMM		AA-T	18
On Target	ECON		AA	18
On Target	ENGL		AA	21
On Target	HIST		AA	18
On Target	MATH		AA	20
On Target	PHIL		AA	18
On Target	POLS		AA	21
On Target	PSY		AA	18
On Target	PSY		AS	20
On Target	SOC		AA	18
On Target	SPAN		AA	19-21
Program withdrawn.	PHYS		AA	33
The amount of units are part of the program due to industry standards with advisory committee recommendations.	CIS		AS	30
The amount of units are part of the program due to industry standards with advisory committee recommendations.	TV		AA	24
The amount of units are part of the program due to industry standards with advisory committee recommendations.	ACCT		AS	26
The amount of units are part of the program due to industry standards with advisory committee recommendations.	AB		AS	24-26
The amount of units are part of the program due to industry standards with advisory committee recommendations.	LA		AS	27
The amount of units are part of the program due to industry standards with advisory committee recommendations.	ENGT		AS	30
The amount of units are part of the program due to industry standards with advisory committee recommendations.	CAOT		AS	32.5
The amount of units are part of the program due to industry standards with advisory committee recommendations.	AC		AS	24
This program is currently being revised at a department level. The total units will be reduced, possibly to 28 units	BIOL		AS	40
The Math and Science GE requirements are built in. The program contains major prerequisites for the CSU major in the degree.	CHEM		AA	30
The Math and Science GE requirements are built in. The program contains major prerequisites for the CSU major in the degree.	CHEM		AS	40
Math, Science and Social Science GE is built in.	CES		AA	31
Math, Science and Social Science GE is built in.	CES		AS	33
The Math, Social Science and Science GE requirements are built in. The program contains major prerequisites for the CSU major in the degree.	PHYS		AS	40
The Business AA degree pattern includes articulated courses that are major prep for those wanting to transfer to CSU.	BUS		AA	23-25
The Business AA degree pattern includes articulated courses that are major prep for those wanting to transfer to CSU.	BUS MGT		AS	30
The program contains required courses for the CSU major in Art.	ART		AA	30-36
Courses are needed to lead to a C.A.D.E.E. certification.	ADS		AS	36
Extra coursework needed for certificate exam.	CRM		AS	36-37.5
Courses are needed to lead to CODA requirements and accreditation.	DH		AS	55
Courses are needed for CA Fire Marshal requirements.	FT		AS	30
Extra Coursework is needed for certificate exam.	AT		AS	41

OC Inventory of Associate Degree Program

Rationale for transfer degrees above 21 units (plus CSUGE or IGETC) or CTE degrees above 30 units (plus college GE requirements).	Degree	Transfer	CTE/ Terminal Degree	Units
On Target	ANTH		AA	18
On Target	CD		AS	21
On Target	COMM		AA-T	18
On Target	ECON		AA	18
On Target	ENGL		AA	21
On Target	HIST		AA	18
On Target	MATH		AA	20
On Target	PHIL		AA	18
On Target	POLS		AA	21
On Target	PSY		AA	18
On Target	PSY		AS	20
On Target	SOC		AA	18
On Target	SPAN		AA	19-21
Program withdrawn.	PHYS		AA	33
The amount of units are part of the program due to industry standards with advisory committee recommendations.	CIS		AS	30
The amount of units are part of the program due to industry standards with advisory committee recommendations.	TV		AA	24
The amount of units are part of the program due to industry standards with advisory committee recommendations.	ACCT		AS	26
The amount of units are part of the program due to industry standards with advisory committee recommendations.	AB		AS	24-26
The amount of units are part of the program due to industry standards with advisory committee recommendations.	LA		AS	27
The amount of units are part of the program due to industry standards with advisory committee recommendations.	ENGT		AS	30
The amount of units are part of the program due to industry standards with advisory committee recommendations.	CAOT		AS	32.5
The amount of units are part of the program due to industry standards with advisory committee recommendations.	AC		AS	24
This program is currently being revised at a department level. The total units will be reduced, possibly to 28 units	BIOL		AS	40
The Math and Science GE requirements are built in. The program contains major prerequisites for the CSU major in the degree.	CHEM		AA	30
The Math and Science GE requirements are built in. The program contains major prerequisites for the CSU major in the degree.	CHEM		AS	40
Math, Science and Social Science GE is built in.	CES		AA	31
Math, Science and Social Science GE is built in.	CES		AS	33
The Math, Social Science and Science GE requirements are built in. The program contains major prerequisites for the CSU major in the degree.	PHYS		AS	40
The Business AA degree pattern includes articulated courses that are major prep for those wanting to transfer to CSU.	BUS		AA	23-25
The Business AA degree pattern includes articulated courses that are major prep for those wanting to transfer to CSU.	BUS MGT		AS	30
The program contains required courses for the CSU major in Art.	ART		AA	30-36
Courses are needed to lead to a C.A.D.E.E. certification.	ADS		AS	36
Extra coursework needed for certificate exam.	CRM		AS	36-37.5
Courses are needed to lead to CODA requirements and accreditation.	DH		AS	55
Courses are needed for CA Fire Marshal requirements.	FT		AS	30
Extra Coursework is needed for certificate exam.	AT		AS	41

Oxnard College Major Units Chart Comparing OC Majors to 60 Unit Requirements with GE

Major	VCCCD GE (other GE noted by ** or ***)	Major Requirements	Total	Electives Needed to reach 60 (or room for remedial coursework)	Excess units above 60 (before double- counting in GE considered if applicable)	Number of units of GE that could be fulfilled with major coursework	Comments about program
Accounting	28-30	26	54-56	4-6	0	0	
Addictive Disorders Studies	28-30	36	64-66	0	4-6	3 (only if PSY R102A chosen in Req. Addtl. Courses)	
Addictive Disorders Studies for Alcohol/Drug Counselors	28-30	21	49-51	9-11	0	0	
Addictive Disorders Studies in the Criminal Justice System	28-30	36	64-66	0	4-6	0	
Administrative Assistant	28-30	32.5	60.5-62.5	0	.5-2.5	0	
Air Conditioning & Refrigeration	28-30	24	52-54	6-8	0	0	
Anthropology	28-30	18	46-48	12-14	0	6 for all ANTH majors 11 (if MATH R105 & PHIL R108 are selected in Req. Addtl. Courses)	
Art – General	28-30	30	58-60	0-2	0	3 for all majors	
Art – 2D	28-30	36	64-66	0	4-6	3 for all majors	
Art – 3D	28-30	30	58-60	0-2	0	3 for all majors	
Auto Body & Fender Repair	28-30	24-26	52-56	4-8	0	0	
<i>Biology</i>	<i>28-30</i>	<i>40</i>	<i>68-70</i>	<i>0</i>	<i>8-10</i>	<i>14 for all majors</i>	<i>Major under revision. This info. based on catalog.</i>
Business	28-30	23-25	51-55	5-9	0	8	Meets required major prep

Oxnard College Major Units Chart Comparing OC Majors to 60 Unit Requirements with GE

							for Bus/Acct/Econ at most CSU/UC campuses
Business Management	28-30	30	58-60	0-2	0	6 9 (if COMM R101 is chosen from restricted electives)	
Major	VCCCD GE	Major Requirements	Total	Electives Needed to reach 60 (or room for remedial coursework)	Excess units above 60 (before double-counting in GE considered if applicable)	Number of units of GE that could be fulfilled with major coursework	Comments about program
Chemistry (A.A.)	28-30	30	58-60	0-2	0	10	Meets required major prep for most CSU/UC campuses
Chemistry (A.S.)	28-30	40	68-70	0	8-10	10	Meets required major prep for most CSU/UC campuses. Allowed to transfer max of 70 units.
Child Development	28-30	24	52-54	6-8	0	3	
Coastal Environmental Studies (A.S.)	28-30	28	56-58	2-4	0	16	Meets required major prep at UCSB as well as other universities
Coastal Environmental Studies (A.A)	28-30	26	54-56	4-6	0	16	Meets required major prep at CSUCI as well as other universities
Communication Studies (AA-T)	39-43***	18	57-61	0-3	0-1	6 for all majors 12 (depending on courses selected)	For Transfer - requires CSU GE-Breadth or IGETC for CSU
Computer Information Systems	28-30	30	58-60	0-2	0	3 (only if BUS R140 is chosen from restricted electives)	
Computer Networking	28-30	30	58-60	0-2	0	0	
Culinary Arts	28-30	32.5	60.5-62.5	0	.5-2.5	0	
Dental Hygiene	28-30	55	82	0	22+	0	

Oxnard College Major Units Chart Comparing OC Majors to 60 Unit Requirements with GE

Economics	28-30	18	46-48	12-14	0	3 for all majors 6-9 (depending on courses selected from restricted electives)	
Engineering Technology	28-30	30	58-60	0-2	0	0	
English	28-30	21	49-51	9-11	0	6 for all majors 9 (depending on courses selected from restricted electives)	Fulfills major prep at many CSU/UC campuses
Fire Technology-Pre- Service	28-30	32-33	60-62	0	0-2	0	
Major	VCCCD GE	Major Requirements	Total	Electives Needed to reach 60 (or room for remedial coursework)	Excess units above 60	Number of units of GE that could be fulfilled with major coursework	Comments about program
General Studies Pattern I	28-30	18	46-48	12-14	0	6-15 (depending on courses selected)	
General Studies Pattern II	18*	18	36	24	0	6-10 (depending on courses selected)	For Transfer - requires following GE of intended university with a minimum of 18 units to meet Title 5 GE requirements.
General Studies Pattern III	39-43**	18	58-61	0-2	0-1	6-10 (depending on courses selected)	For Transfer - requires CSU GE-Breadth or IGETC
History	28-30	18	46-48	12-14	0	6 for all majors 9 (depending on courses selected from restricted electives)	
Legal Assisting/Paralegal Studies	28-30	27	55-57	3-5	0	0	
Mathematics	28-30	19-20	47-50	10-13	0	5 for all majors	
Office Information	28-30	30	58-60	0-2	0	0	

Oxnard College Major Units Chart Comparing OC Majors to 60 Unit Requirements with GE

Systems							
Philosophy	28-30	18	46-48	12-14	0	6 for all majors 9 (depending on courses selected from restricted electives)	
Physics (A.S.)	28-30	40	68-70	0	8-10	10 for all majors	Meets required major prep for most CSU/UC campuses. Allowed to transfer up to 70 units.
Political Science	28-30	21	49-51	9-11	0	6 for all majors 12 (depending on courses selected from restricted electives)	
Psychology (AA-T)	39-43***	18	57-61	0-3	0-1	9 for all majors 15 (depending on courses selected)	
Major	VCCCD GE	Major Requirements	Total	Electives Needed to reach 60 (or room for remedial coursework)	Excess units above 60 (before double- counting in GE considered if applicable)	Number of units of GE that could be fulfilled with major coursework	Comments about program
Psychology	28-30	18-19	46-49	11-14	0	6-8 units for all majors 12-14 (depending on courses selected from restricted electives)	
Restaurant Management	28-30	36-37.5	64-67.5	0	4-7.5	0	
Sociology (AA-T)	39-42***	18	57-61	0-3	0-1	9 for all majors 12 (depending on courses selected)	
Sociology	28-30	18	46-48	12-14	0	3 for all majors	
Sociology – Human Services	28-30	18	46-48	12-14	0	3 for all majors	
Spanish	28-30	19-21	47-50	10-13	0	5 units for all majors	

Oxnard College Major Units Chart Comparing OC Majors to 60 Unit Requirements with GE

Television Production	28-30	24	52-54	6-8	0	9 units for all majors 12 (if ENGL R131 or R132 is selected from restricted electives)	
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*General Studies pattern II requires students follow the GE pattern of their intended transfer institution and complete only the minimum Title 5 GE units plus PE, Health, & Women's/Ethnic Studies. It is designed for students choosing an independent college/university, an out-of-state institution, or a high-unit major or college at CSU/UC that does not accept/recommend following CSU GE-Breadth or IGETC.

**General Studies Pattern III is designed for transfer students and requires students to complete either CSU GE or IGETC along with local requirements of Health, PE, and Women's/Ethnic Studies. Depending on courses chosen, totals may be less since GE can be used to fulfill major requirements as well.

***AA-T (Associate in Arts for Transfer) degrees require completion and certification of the CSU GE-Breadth or IGETC for CSU GE pattern.

Associate Degrees at Oxnard College 2011-2012

Major	2009-2010 Major Requirements	2010-2011 Major Requirements	2011-2012 Major Requirements	CTE or Transfer	Comments about program
Accounting (A.S.)	27.5	31	26	CTE	
Addictive Disorders Studies (A.S.)	36	36	36	CTE	
Addictive Disorders Studies for Alcohol/Drug Counselors (A.S.)	N/A	N/A	21	CTE	
Addictive Disorders Studies in the Criminal Justice System (A.S.)	36	36	36	CTE	
Administrative Assistant (A.S.)	32.5	32.5	32.5	CTE	
Air Conditioning & Refrigeration (A.S.)	24	24	24	CTE	
Anthropology (A.A.)	18	18	18	Transfer	
Art – General (A.A.)	29	30	30	Transfer	
Art – 2D (A.A.)	41	36	36	Transfer	
Art – 3D (A.A.)	30	30	30	Transfer	
Auto Body & Fender Repair (A.S.)	24-26	24-26	24-26	CTE	
Automotive Technology (A.S.)	39	39	41	CTE	
Biology (A.A.)	40	40	40	Transfer	<i>Cannot be completed as listed in catalog due to deletion of courses. Program has been revised & is being reviewed by the dept. currently.</i>
Business (A.A.)	23	23-24	23-25	Transfer	Meets required major prep for Bus/Acct/Econ at most CSU/UC campuses
Business Management (A.S.)	30	30	30	CTE	
Chemistry (A.A.)	N/A	30	30	Transfer	Meets required major prep for most CSU/UC campuses
Chemistry (A.S.)	N/A	40	40	Transfer	Meets required major prep for most CSU/UC campuses.
Child Development (A.S.)	24	24	24	CTE	
Coastal Environmental	N/A	28	28	Transfer	Meets required major prep at UCSB as well as

Associate Degrees at Oxnard College 2011-2012

Studies (A.S.)					other universities
Major	2009-2010 Major Requirements	2010-2011 Major Requirements	2011-2012 Major Requirements	CTE or Transfer	Comments about program
Coastal Environmental Studies (A.A.)	N/A	26	26	Transfer	Meets required major prep at CSUCI as well as other universities
Computer Information Systems (A.S.)	33	Suspended	30	CTE	
Computer Networking (A.S.)	29	30	30	CTE	
Communication Studies AA-T	N/A	N/A	18	Transfer	New degree created by SB 1440 with CSU admission guarantee
Culinary Arts (A.S.)	32.5	32.5	32.5	CTE	ACFEI certification requires an additional 5 units
Dental Hygiene (A.S.)	55	55	55	CTE	
Economics (A.A.)	18	18	18	Transfer	
Engineering Technology (A.S.)	30	30	30	CTE	
English (A.A.)	22	21	21	Transfer	Fulfills major prep at many CSU/UC campuses
Fire Technology- Pre-Service (A.S.)	32-33	32-33	30	CTE	
General Studies Pattern I (A.A.)	18	18	18	Transfer	Designed for non- transfers (because it requires local GE pattern and emphases are not based on ASSIST) but can be used for Transfer if classes are picked carefully
General Studies Pattern II (A.A.)	18	18	18	Transfer	For Transfer to Independent, Out-of- state colleges or in high unit majors
General Studies Pattern III (A.A.)	18	18	18	Transfer	For Transfer to CSU/UC (requires IGETC or CSU GE)
History (A.A.)	18	18	18	Transfer	
Legal Assisting/Paralegal Studies (A.S.)	27	27	27	CTE	
Mathematics (A.A.)	19-20	19-20	20	Transfer	
Office Information Systems (A.S.)	33	30	30	CTE	
Philosophy (A.A.)	18	18	18	Transfer	

Associate Degrees at Oxnard College 2011-2012

Physics (A.S.)	N/A	40	40	Transfer	
Political Science (A.A.)	21	21	21	Transfer	
Psychology (A.A.)	18-19	18-19	18-20	Transfer	
Major	2009-2010 Major Requirements	2010-2011 Major Requirements	2011-2012 Major Requirements	CTE or Transfer	Comments about program
Psychology AA-T	N/A	N/A	18	Transfer	New degree created by SB 1440 with CSU admission guarantee
Restaurant Management (A.S.)	36-37.5	36-37.5	36-37.5	CTE	
Sociology (A.A.)	18	18	18	Transfer	
Sociology AA-T	N/A	N/A	18	Transfer	New degree created by SB 1440 with CSU admission guarantee
Sociology – Human Services (A.S.)	18	18	18	CTE	
Spanish (A.A.)	19-21	19-21	19-21	Transfer	
Television Production (A.A.)	24	24	24	CTE	

Transfer Degrees > 21 Units are in Red

CTE Degrees > 30 Units are in Blue

Degrees that have decreased in units in the past three years

SUMMARY OF DEGREE DATA FOR VC

Programs that shall remain the same:

1. Meets transfer institution requirements, 13
ARCH, ART(CER), ART(COM), ART(FA), BILINGUAL CC, COMM, CJ, ENGR, ENGR TECH,
INT'L STUDIES, MUSIC, PSY, THA,
2. The major units include math, English GED requirements, 10
Math or English - AG(PS), AG(NR), BILINGUAL CC, COMM, BIOL, ENGR, ENGR TECH,
HMSV, NURSING, PSY
16
All GE - AG(PS), AG(NR), ART(CER), ART(COM), ART(FA), BILINGUAL CC, BIOL, COMM,
ENGR, ENGR TECH, HOLISTIC HEALTH, HMSV, NURSING, EMS, PHOT, PSY
3. The current units meet the needs of employers, 21
ARCH, ART(CER), ART(COM), ART(FA), EXEC ASST, MED ASST, CD, CJ, CT, CT MGT, DRFT
ELECT, DRFT INDUST, HOLISTIC HEALTH, HMSV, NURSING, EMS, PHOT, SUP, THA, WS,
WEL
4. Meets certification requirements 8
ARCH, AUTO, CD, CJ, NURSING, EMS, WS, WEL

Programs that are currently under review:

1. Transfer curriculum is in progress 13
ACCT, ART HIST, BIOL, BUS, BUS MGT, CD, ENG, GEOL, HIST, HOLISTIC HEALTH, MATH,
POL SCI, SOC
2. Currently researching whether program meets
transfer or employer needs 8
AG(PS), AG(NR), ARCH, CS, ENGR, HMSV, INT'L STUDIES, MUSIC