



## Ventura College Curriculum Committee

### Technical Review Training (17 September 2013)



#### FAQ

- Will I have to log on to Curricunet? **NO!** You will receive a small number of printed course outlines, which you will review and redline whenever you find an error that needs correction. The technical review committee and/or the student learning office will implement your corrections in Curricunet. (Curricunet training sessions will be made available for anyone wishing to help, however.)
- Can I get help if I have a question? **YES!** Contact
  - Michael Bowen (mbowen@vcccd.edu) or
  - Olivia Long (olivia\_long1@vcccd.edu) or
  - Nan Duangpun (oduangpun@vcccd.edu).
- Is this a full technical review? **YES!** There are relatively few course proposals for each committee member to review, and we are not under quite the time pressure as we were last spring. In addition, you will be receiving a more thorough training than last spring.
- Will I be reviewing new courses or courses with peculiarities? **NO!** Just ordinary updates and revisions; Michael will complete review of courses with special situations (for example, same-as courses, YODA courses, *etc.*).
- Why are we doing this? **TO CLEAR THE REMAINING TECHNICAL REVIEW BACKLOG.** A few courses have been in the review queue for a year or longer; they were displaced by the high-priority changes we absolutely had to review last spring to satisfy Title 5 changes. Most of these are Priority 1 courses that would otherwise have been the most important for us to review and complete. Our goal is to have no un-reviewed courses dating from 2013 or earlier remaining in the technical review queue by the beginning of the next Priority 1 review cycle in early spring 2014.
- How many courses remain to be updated? **ABOUT 70.** This compares with the hundreds of courses we had to review last spring.
- Will these courses get a new Priority 1 date due to being approved this spring? **YES!** (Unless we discover that you're not catching major errors, in which case we will reward you by letting you read those proposals again later for extra practice.)
- When do these have to be finished? **MONDAY 21 OCTOBER 2013 AT 8:00 A.M. PDT.** However, if you can finish sooner (preferably by 7 October at 8:00 a.m.), then we can adjourn the 29 October curriculum committee meeting well before the 11:30 p.m. time we originally scheduled, because there will be no need to review a huge pile of courses that were all turned in at the last minute.
- Why do I have to do all this math with the hours and units? **THIS IS WHY IT IS CALLED "TECHNICAL" REVIEW.** 😊 In addition, we are supposed to be learning across the disciplines. I am covering Latin and history in my math courses, as expected, but we have been hearing disturbing rumors that some faculty never even mention mathematics in their courses, apparently because it provokes too much controversy in the classroom. (We've reduced the number of calculations a bit since last spring, too.)
- To whom do I give my marked outlines? **OLIVIA LONG** in the student learning office, ASAP.
- Which citation style did you use when documenting your references? **MLA**, mostly because I am familiar with the Purdue/OWL website where MLA rules are clearly and conveniently documented.
- What if I actually enjoyed doing this? **PREVIOUS ANSWER REMOVED** because we found that everyone who asked this question last spring was actually just pulling our chain; the resulting stress apparently caused at least two top college administrators to retire this past summer, and we don't want to risk losing more of them.

## Check list for technical review

The all-fields-with-changes (AFC) report you will be receiving is in legislative format. In the discussion below, this paper document will variously be referred to as the “report,” the “proposal,” or the “outline.” Red/crossed-out text indicates old information being removed; green indicates new or changed information. Text that is not changing from the current version to the new version of the course will have a white background. In the descriptions below, these colored areas will be referred to as “red text,” “green text,” or “white text” for brevity. Italics are randomly inserted by Curricunet; these are not meaningful. Sometimes the changes are too complex to read easily; if this is the case, please contact Michael Bowen or the student learning office (see contact info on FAQ page) to obtain a copy of the clean version of the report, which contains no editorial markings.

### Upper right corner of report:

- Effective term should be Fall 2014. Please edit if necessary. Do not mark if an earlier date is also present but crossed out or in red text already.

### Basic Information (Catalog data elements):

- Please use the Course Number field to locate the course description in your 2013-14 catalog. If you don't have the new catalog yet, check with the EVP office for a dead-trees copy, or view it online at <[http://www.venturacollege.edu/assets/pdf/apply\\_enroll/catalog/vc\\_13-14\\_catalog.pdf](http://www.venturacollege.edu/assets/pdf/apply_enroll/catalog/vc_13-14_catalog.pdf)>.
- Check that all fields present in the catalog (discipline, course number, course title, former course ID, and C-ID number agree with the white text (or, if present, red text) in the report. Green text may differ; that is OK, as it represents an intentional modification by the author of the proposal. Please redline all areas of white or red text (but not green text) that do not agree with the catalog.
- For most courses, the C-ID field should be blank, because very few have been approved yet by the state. Redline the C-ID number if it is present on the report but not documented in the catalog.
- Verify (perhaps after you finish reading the entire outline) whether the Reason for Change field reflects the types of changes that were made in red or green text throughout the report; please add any change types not already listed, and remove any that may have been backed out. A few possible examples of Reason for Change responses (more than one may be used) are:
  - *Add (or remove) prerequisite/corequisite*
  - *Add (or remove) field trip*
  - *Update textbook*
  - *Add written paper to Methods of Evaluation*
  - *Remove (or restore) repeatability*
  - *Conform course content to C-ID template*
  - *Remove fees*

Examples that should be made more explicit (what changed, and/or why?) via redlining include:

- *Five-year review*
- *Routine update*
- *Required update*

Redlines should only be applied to white or green text; please ignore red text in Reason for Change.

### Proposal Information:

- Proposed Start. This should be (in some combination of green and white text) Year 2014 Semester Fall. Please ignore red text, and redline any corrections as needed in the white/green text.
- Proposed for GE. If the course is listed on either page 55 (A-through-F list), page 65 (CSU-GE list), or page 72 (IGETC Certification list) of the catalog, then the course is GE applicable (“Yes”). Otherwise the question should be answered “No.” Please correct if necessary. (New courses will not be listed in the catalog even if they are proposed for GE, but you will not be reviewing these.) Circle and add a question mark if the response is in red or green text, as this should be flagged for further review by Michael or Gloria.

- Course Purpose. Ignore (do not redline) red text in this section. Possible responses are:
  - *Basic skills*: (rare) should only be indicated for the specific courses listed on page 24, second column, of the catalog; also see *Nondegree-applicable* below.
  - *AA/AS Degree*: should appear for courses, including electives, but not recommended courses, that are part of any traditional (non-TMC) degree program; contact Michael Bowen if you are not sure whether a course is part of a degree program. Also see *Certificate of Achievement* and *AA/AS Transfer Degree* below.
  - *Honors*: should never appear; VC does not offer honors courses.
  - *Distance ed*: if indicated, then check that distance education information is included later in the report.
  - *Certificate of Achievement*: should appear for courses, including electives, but not recommended courses, that are part of any certificate program; contact Michael Bowen if you are not sure whether a course is part of a certificate program. Note that many courses are part of both a certificate and a traditional AA/AS program, so both *AA/AS Degree* and *Certificate of Achievement* may be indicated in the report.
  - *Proficiency Award*: should appear for courses, including electives, but not recommended courses, that are part of any proficiency award; contact Michael Bowen if you are not sure whether a course is part of an award. The course may also be indicated as being part of a degree and/or certificate program.
  - *Noncredit*: (very rare) should only be indicated if the course ID begins with “N,” not “V” (e.g., WEL N94).
  - *Degree-applicable* (very common; should be indicated for any course that is *not* marked *Basic Skills*, and, conversely, should *not* be indicated if the course is marked *Basic Skills*)
  - *Nondegree-applicable*: (rare) should be indicated if and only if *Basic Skills* is also indicated. Note that for every course, either *Degree-applicable* or *Nondegree-applicable* must be indicated, but never both.
  - *AA/AS Transfer Degree*: should appear for courses, including electives, that are part of any TMC degree program; contact Michael Bowen if you are not sure whether a course is part of a TMC program. Some courses may have both this and *AA/AS Degree*, and possibly *Certificate of Achievement*, concurrently indicated.
  - *CTE*: should be checked for Career and Technical Education courses, but not for academic courses; check with Michael Bowen if you are not sure whether a course should be marked *CTE*.
- Proposed For. Ignore (do not redline) red text in this section. Possible responses are:
  - *VC degree*: should be indicated if either *AA/AS Degree* or *AA/AS Transfer Degree* is indicated in Course Purpose (above).
  - *VC Certificate or Award*: should be indicated if either *Certificate of Achievement* or *Proficiency Award* is indicated in Course Purpose (above).
  - *General Education*: should be indicated if Proposed for GE is answered “Yes” in the Proposal Information section (above).
  - *Major*: should be indicated if the course is commonly required for a particular major at four-year colleges and universities.
  - *Elective (stand alone)*: (relatively rare) should be indicated if and *only* if neither *VC Degree*, *VC Certificate or Award*, nor *General Education* (just above) is indicated.
- Transfer Status. The information here must agree with existing catalog language regarding the transferability of the specific course. If the catalog does not mention transferability for the course, the response should be *Non Transferable*. Exception: If this field exhibits green or red text, the originating department may be proposing a change; check directly with the author of the proposal to verify (sending an email usually works), or flag (redline) for further review by Gloria. If you contact the author, please document the response as part of the redlining.

- UC/CSU Transfer. If the course is transferable (see Transfer Status just above), look for either a description of matching course IDs at selected universities, or a description of how the course fits into the *lower-division* preparation for one or more specific degree patterns. Flag (redline) if blank (unless the course is not transferable) or if any upper-division courses are inadvertently mentioned. You are not required to provide a correction for this field; just mark it as incomplete so the author may work on it later. Many transferable courses do not have this field completed, so be on the lookout for this one. You may ignore red text.
- Modification Type: Ignore (do not redline) red text in this section. This should list all catalog information that was modified in the proposal, as well as *Objectives*, *Content (Lecture)*, and/or *Content (Lab)*. To redline this section, make sure that the white or green text agrees with the catalog items that were changed (as indicated by green or red text). Most of the catalog information appears in the first four major sections of the outline (Basic Information, Proposal Information, Course Details, and Requisites). However, *Objectives*, *Content (Lecture)*, and *Content (Lab)* appear later in the report; these should be indicated if and only if there is green or red text in the corresponding sections of the report (see below).
- Modified Other: Ignore (do not redline) red text in this section. This is usually blank, but it may have been completed to document unusual features of the proposal that don't fit into Modification Type just above.

### Course Details:

- Variable Hours Exist. Flag if answered “Yes” in white or green text.
- Units, Weekly Lecture Content Hours, Weekly Lab Hours. Ignore (do not redline) red text in this section. Verify that Units and Hours are consistent, using the most recent values (green or white text). You may need to use a calculator and a tiny bit of logic. If  $E$  equals the number of Weekly Lecture Content Hours ( $E = \text{Lecture hours}$ ),  $A$  equals the number of Weekly Lab Hours ( $A = \text{Lab hours}$ ), and  $U$  equals the number of units ( $U = \text{Units}$ ), please verify that

$$(3 \times E) + A = 3 \times U .$$

If true, the course is OK; make no markings and go down to the next bullet in this list.

If the **right side** ( $3 \times U$ ) is **larger** than the left side, there is an error, so please circle the units number to mark it as incorrect. Go down to the next bullet in this list (do not attempt to make corrections).

If the **left side** [ $(3 \times E) + A$ ] is **larger** than the right side, please verify that this relationship is true:

$$(3 \times E) + A < (3 \times U) + 1.5 .$$

If true, the course is still OK; make no markings and go down to the next bullet in this list.

If false, there is an error, so please circle the units number to mark it as incorrect before continuing.

Note: these numbers are rarely wrong, so if they appear to be incorrect, please double-check your math. These calculations will not work for internship (V95 or V96) courses; if you get assigned one by accident, simplify your life by sending it back to Gloria or Michael.

- Weekly Lecture/Lab Content Hours. This *must* be zero (we removed all lecture/lab courses last spring). If it is anything other than zero, flag it (unless the non-zero value is in red text).
- Total Semester Contact Hours. Ignore (do not redline) red text (if any) in this section. This is another calculator problem. Let  $T$  equal the value indicated in this field ( $T = \text{Contact hours}$ ).  $T$  should satisfy this relationship:

$$T = 17.5 \times (E + A) .$$

Please flag this as an error if this equation is not satisfied; however, it is almost always correct.

- Is Internship... This should be “No” for most courses, except those numbered V95 or V96.
- Repeatability. The first line should read “May be taken 1 time.” If it doesn't, simplify your life by sending the proposal back to Gloria or Michael. Ignore the rest of the information.

- SAM Codes. Don't worry about these; the student learning office will take care of them.
- Field Trips, Field Trip Location. If field trips WILL or MAY be required, a representative destination must be specified; flag the Field Trip Location field if blank. Field Trip Location may be missing if field trips are NOT required; that's OK
- Academic Record Symbol. This is either Letter Grade or Pass/No Pass. If Pass/No Pass is indicated in white or red text, check that this is also indicated in the catalog course description.
- Instructional Material Fee. This is almost certainly "No"; the VCCCD recently all but banned materials fees after Title 5 was changed in a way that made the process of justifying fees more trouble than it was worth.<sup>1</sup>

### Requisites

- Verify that Prerequisites, Corequisites, Recommended Preparation, and/or Enrollment Limitations match the catalog, or, if they don't, that the legislative format correctly documents any changes. Please circle any discrepancies as errors.
- Some repeatable courses may require a non-repeatable course as a corequisite (be especially vigilant for this if you are reviewing a music course). Since the corequisite cannot be re-taken, such a specification would essentially prohibit students from retaking the repeatable course. If you notice a configuration of this type, please flag it.

### Entry Skills

This field will only be present for courses with a prerequisite or corequisite. This list should contain a subset of the course objectives of the prerequisite/corequisite course(s). You will need to request a course report for the prerequisite/corequisite course(s) in order to verify this; please contact Michael, Olivia, or Nan, or access it directly through Curricunet (via Search/Course) if you know how (please be sure to select the active (red) version of the prerequisite/corequisite course(s) in Curricunet). Please redline the entire Entry Skills list if it does not reasonably correspond to at least some of the course objectives of the prerequisite/corequisite courses, and we'll figure out how to deal with it. Please check for typos in both outlines, and mark them as well.

### Course Objectives

The objectives, lecture content, and lab content are the heart and soul of the course outline, so please pay special attention to these sections. The Course Objectives satisfy a critical Title 5 requirement, namely, to document that for each degree-applicable course, "[t]he course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level."<sup>2</sup> The Academic Senate for California Community Colleges (henceforth, ASCCC) helpfully adds that, "[t]he purpose of [the Course Objectives] section is to convey the learning outcomes expected of students."<sup>3</sup>

- Ignore (do not redline) red text in this section.
- Objectives should be stated in terms of what students can do *after* they complete the class. Each objective must also be measurable. Objectives such as "evaluate the work of other students" or "carry on a brief conversation in Spanish in the classroom" or "learn how to (anything)" are inappropriate because these are not skills students will be employing *after* they complete the class; replace with something like "evaluate the work of other artists" or "carry on a brief conversation in Spanish," or just circle and mark with a question mark if you are not sure how to change it.

<sup>1</sup> "Required Instructional Materials." 5 CCR 59400 *et seq.* 2012.

<sup>2</sup> "Standards and Criteria for Courses." 5 CCR 55002(a)(2)(F). 2008.

<sup>3</sup> Shue, Beverly, Bill Scroggins, *et al.* *Stylistic Considerations in Writing Course Outlines of Record*. Sacramento: The Academic Senate for California Community Colleges, 1998: 11. Web. 15 Sep. 2013.

<[http://asccc.org/sites/default/files/Stylistic\\_Considerations.pdf](http://asccc.org/sites/default/files/Stylistic_Considerations.pdf)>.

- Objectives should be fairly broad and, if possible, should not exceed 10 to 12 in number; a number larger than this may indicate that they are too specific, and should be generalized and/or consolidated. The ASCCC recommends that “[o]bjectives should be concise but complete: ten objectives might be too many; one is not enough.”<sup>4</sup> Redline excessive items or non-measurable verbs.
- Each objective should begin with a verb showing active learning, typically using one or more Bloom’s Taxonomy verbs written in the present indicative tense. Described briefly, Bloom’s Taxonomy defines a six-level hierarchy of verbs that are categorized as reflecting active (higher) or passive (lower) cognitive processes.<sup>5</sup> Including at least some objectives written using verbs taken from the higher three levels of the hierarchy makes it “clear that students are expected to think critically.”<sup>6</sup> Objectives should read as complete sentences (except for the implicit subject) and end with a period. Mark missing initial verbs or terminal periods (in white or green text only) as redlines.
- “Examine,” “review,” “appreciate,” “know,” and “understand” are *not* acceptable verbs, as they are not measurable (how many times have you been visited by a student who just failed an exam, yet still claims to “know” the material?). Replace with verbs such as “evaluate,” “formulate,” “analyze,” “distinguish,” “interpret,” “discuss”, or “identify.” We also discourage use of “demonstrate”, in part because it is listed in the lower three categories (non-critical-thinking) of the Bloom’s hierarchy. With care, the verb “demonstrate” can be used successfully in certain circumstances, *e.g.*, in performance courses such as music and dance if no better verb can be substituted. Phrases such as “be able to” or “demonstrate the ability to” are redundant, since the objective reads just as well after these are omitted. Mark inappropriate or redundant verbs as redlines.
- The ASCCC recommends that “[e]ach objective should be broad in scope, not too detailed, narrow, or specific.”<sup>7</sup> As an example of problems you may encounter here, some of the foreign language course outline objectives contain phrases like “with 80% accuracy” or “with 90% accuracy.” These are far too specific (do they apply to A, B, or C students?); flag them for deletion.
- Flag typographical errors, misspellings, grammar misuse/abuse, and so on. For lists, we prefer use of the “Oxford comma,” *e.g.*, “lions, tigers, and bears” rather than “lions, tigers and bears.” This usage is particularly helpful for complex lists such as, “these items are available in black and white, red and yellow, and blue and green.”<sup>8</sup>

## Course Content

This section of the course outline is aimed at instructors teaching a course for the first time, who may not know exactly what topics (or textbook sections) to cover. This description should be clear and detailed enough so that a qualified but possibly inexperienced or first-time instructor could use it as the basis for a syllabus. Curricunet may mess up the formatting of course content, especially if there have been numerous changes. There is no need to mark formatting issues; they arise from a known Curricunet bug and are not of concern for the purposes of this project. If the content is illegible as a result of

<sup>4</sup> North, Wheeler, *et al.* *The Course Outline of Record: A Curriculum Reference Guide*. Sacramento: Academic Senate for California Community Colleges, 2008: 24. Web. 16 Sep. 2013. <<http://asccc.org/sites/default/files/Curriculum-paper.pdf>>. However, later on the same page of the document, the authors wrote, “First, the hundreds of specific learning objectives...can be distilled down to...no more than 20...and...often fewer than ten.” In light of this apparent flexibility, I have given some leeway to high-unit courses in foreign language, natural sciences, and other disciplines, permitting as many as twelve to fifteen objectives on occasion. In most cases, however, judicious (but fairly aggressive) paring is successful in achieving the goal of “concise but complete” objectives.

<sup>5</sup> To view examples of the six-level hierarchy, including the designation of the upper three levels as constituting critical thinking skills, see Shue, Scroggins, *et al.*, 12, or North, *et al.*, 25.

<sup>6</sup> North, *et al.*, 24.

<sup>7</sup> North, *et al.*, 24.

<sup>8</sup> “What is the ‘Oxford comma’?” *Oxford Dictionaries/World of Words*. Oxford University Press, n.d. Web. 15 Sep. 2013. <<http://oxforddictionaries.com/words/what-is-the-oxford-comma>>.

numerous changes, please contact Michael, Olivia, or Nan for a clean copy, and specify the course ID(s) in your request. Ignore the red text in this section.

- “The format used for the course content section is commonly that of an outline.”<sup>9</sup> If this outline is not clear due to the Curricunet formatting bug, request a clean copy. ASCCC recommends that “[t]he list should be arranged by topic with sub-headings,”<sup>10</sup> so check for this (finer subdivisions are permissible as needed). Long lists placed in a single topic item should be flagged, as they need to be broken into numbered sub-items of the corresponding topic.
- Content should be selected so as to support students’ achievement of the course objectives; in a sense, the objectives form the skeleton upon which the content is built. Each objective should be affiliated with one or more topics, and each topic should support one or more objectives. (The affiliation need not be explicitly documented, although I have learned that they do this in the course outlines at Moorpark College.) Please mark topics that do not seem to support one or more objectives, and, conversely, please suggest topics if you notice that one or more objectives seem to be unsupported by corresponding topics.
- Content should be more (not less) detailed than objectives; as a rule of thumb, there should be at least three to five text lines of topic information (in the aggregate) for every course objective (*e.g.*, if there are five course objectives, then there should be at least fifteen to twenty-five lines’ worth of course content; more is OK). “The content element contains a *complete* [italics added] list of all topics to be taught in the course.”<sup>11</sup> As far as overall length is concerned, “[a] page or two is fairly typical.”<sup>12</sup> Please redline white or green text that is shorter than about half a page, or seems insufficiently detailed even if longer than half a page.
- Content should be listed as nouns or noun phrases; verbs, if used as initial words, should be in the gerund (“-ing”) form only. Please mark any initial verbs that are not in the gerund form. Content items are not complete sentences (verbs, if present, are not in one of the indicative forms), so periods should be omitted; please mark for deletion any that you find. Only initial words and proper names should be capitalized. Please Mark (as Errors) Any Content Descriptions Listed in Title Case, Including Headings (or Anything That Resembles This Sentence in Appearance).
- Content is a list of topics, not activities. For example, “Field trip to a museum” is a method of instruction, not a topic (so flag it as an error if it appears in Course Content), because students are not studying the field trip itself. Rule of thumb: any good content topic or subtopic can be used, without modification, as an answer to the question, “What did you study at school today?”
- If units or lecture hours have increased or decreased, there should be a concomitant change in the amount of content; please check for this if applicable.
- Language justifying course repetition, if it appears, must be lined out as red text. If it is not, please mark it as an error. Exception: The rare courses for which repetition is still allowed.
- The total number of hours spent during the semester on these topics should be specified at the *end* of the topic list (ignore red-text designations that may appear elsewhere in the Course Content section). Multiply weekly lecture hours (the *E* value taken from the Course Details section above) by 17.5 to obtain this number, and write it in the Total Lecture Content Hours field, if not already present. Specify zero hours for lab-only courses. **Important**: Curricunet does not compute this field automatically, and since it is quite small on the data entry page, the originator often overlooks this field, so please be extra vigilant here.

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<sup>9</sup> North, *et al.*, 28.

<sup>10</sup> North, *et al.*, 28.

<sup>11</sup> North, *et al.*, 28.

<sup>12</sup> North, *et al.*, 28.

- Lab-only courses should have just a stub in this section (not a full topic description) directing the reader to the Lab Content. If the full description is duplicated in both the Course Content and Lab Content for a lab-only course, then cross out the description in the Course Content section.

### **Lab Content** (only for courses with lab hours)

- For courses such as ART or DANC, where lecture and lab are closely integrated, it may be sufficient to specify a summary resembling

*Laboratory provides supervised practical experience allowing students to apply the information and/or techniques learned in the lecture portion of the course to achieve beginning level proficiency in ballet.*

“Supervised” and “practical” are important words to have in such a summary.

- For courses in disciplines such as natural science or business, there are often distinct lists of topics covered in lecture and lab; for these courses, it is best to have a distinct list of topics in lab, with an outline format and writing style that follows the guidelines specified above for Course Content.
- The total number of hours spent during the semester in lab should be specified at the *end* of the topic list (ignore red-text designations that may appear elsewhere in the Lab Content section). Multiply weekly lab hours (the A value taken from the Course Details section above) by 17.5 to obtain this number, and write it in the Total Lab Content Hours field, if not already present. **Important:** Curricunet does not compute this field automatically, and since it is quite small on the data entry page, the originator often overlooks this field, so please be extra vigilant here.
- All other comments applying to Course Content (lecture content) also apply to Lab Content, particularly those concerning the interrelationships between content and objectives.

### **Representative In-Class Assignments**

This list specifies the types of assignments that students would typically work on and/or complete while in the classroom. There is not much to review here, but do check that the activities marked with “X” are appropriate for the type of class being documented. If the “Other” or “Comments” sections are completed, check for appropriateness, grammar, and spelling. (For future reference, it should be noted that the current version of the Curricunet input page devoted to this section does not satisfy ASCCC good practices standards related to the production of a fully integrated COR.)

### **Representative Out-of-Class Assignments**

Representative Out-of-class Assignments should list the typical types and amounts of homework and other outside activities expected of students taking the course. The Out-of-Class Assignments satisfy another critical Title 5 requirement, namely, to document that for each degree-applicable course, “[t]he course treats subject matter with a scope and intensity that requires students to study independently outside of class time.”<sup>13</sup> Enough assignment examples should be provided to cover all objectives and content; however, there need not be one assignment listed per objective, provided that at least some assignments address multiple objectives per assignment. Moreover, this list should be a sample, not an exhaustive listing, of the course assignments. If different instructors achieve course objectives through varying types of assignments, multiple alternative assignments may be listed, particularly assignments that may be used in lieu of field trips or other activities that may pose a financial or logistical burden for some students.

- Some outline authors forget that this section is only to document out-of-class activities, not in-class activities. For instance, you will often see “essay exams” listed as an outside assignment. If you see these or other activities that are more likely to be misplaced in-class activities, please redline them.

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<sup>13</sup> “Standards and Criteria for Courses.” 5 CCR 55002(a)(2)(C). 2008.

- “Be sure that knowledge of required material constitutes a significant portion of the grade as reflected in assignments....”<sup>14</sup> In light of this quote from the ASCCC concerning assignments and evaluation, it would not be sufficient to specify, for example, “term paper” as an assignment under the Writing sub-section; possible topics for the term paper should also be specified (an exhaustive list is neither necessary nor desirable) that illustrate a direct connection to one or more course objectives and the corresponding topics. Please redline outside assignments that lack sufficient detail to link them to one or more specific course objectives.
- Title 5 also requires that every degree-applicable course must assign each student completing the course a grade that “is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, ... by problem solving exercises or skills demonstrations by students.”<sup>15</sup> Other components may also be present, but at least one of these three specific components (essay writing, problem solving, or skills demonstrations) must be documented in the outline. Any deficiency should be redlined (this is not a common issue).
- Most activities should specify the number of hours per week, on average, that a student would be expected to spend on that activity. Redline any activity that appears to involve a major time commitment (rule of thumb: more than a half hour per week), but that does not specify a typical time expenditure (measured in hours per week). A description of pages read or written may also be included, but this by itself is insufficient without an accompanying specification of the expected time commitment.
- More than one activity may be listed per category. An activity may occupy more than one category (for example, a written term paper might be listed under both Writing and Library Work). The weekly hours specified for each category should be segregated by category, even if they apply to the same activity, so that the hours are not double-counted when the total for all out-of-class activities is tabulated (see next bullet). There is natural variability among students (some get their homework done more quickly than others). The amount of time specified should be that which is applicable for a typical or average student, not an overachiever who does all the extra credit too.
- Total hours per week on all outside activities should be equal to twice the number of *lecture* hours per week. In terms of the letter variables defined in Course Details above, the total should be equal to  $2 \times E$ . This number is not documented on the report (see the next bullet, however, for a related calculation that *is* documented), but the hours should be checked anyway, and redlined if the total exceeds  $2 \times E$ , or is less than about 80% of  $2 \times E$ . Exception: for courses with a lab component of more than 3 hours per unit (*e.g.*, KIN courses with 2 hours lab for 0.5 units, or ART courses with 4 hours lab for 1.0 unit), homework hours may be reduced to the extent that the reduction compensates for the additional hours spent in lab.
- The total number of hours spent during the semester on outside assignments should be specified at the *end* of the assignment list. For most courses, multiply weekly lecture (not lab) hours (the *E* value taken from the Course Details section above) by 35 to obtain this number, and write it in the Total Outside Assignments Hours field, if not already present. A downward adjustment may be made on an hour-for-hour basis for courses having excessive lab hours, as described in the previous bullet. **Important**: CurricUNET does not compute this field automatically, and since it is quite small on the data entry page, the originator often overlooks this field, so please be extra vigilant here.

### Representative Instructional Modes

- This list should be appropriate for the nature of the course. (For future reference, it should be noted that the current version of the CurricUNET input page devoted to this section does not satisfy ASCCC good practices standards related to the production of a fully integrated COR.)

<sup>14</sup> Shue, Scroggins, *et al.*, 4.

<sup>15</sup> “Standards and Criteria for Courses.” 5 CCR 55002(a)(2)(A). 2008.

## Evaluation Methods

- These should be consistent with the course objectives.
- Make sure that any evaluation method is consistent with either in-class or out-of-class assignments. Often, authors will list term papers or other writing assignments here that don't show up in out-of-class assignments (or vice-versa). Please mark any evaluation methods that don't appear in the Assignment sections, especially those that involve writing. Note that some methods may only apply to in-class work, so they may not be explicitly listed; search for an appropriate check box in in-class assignments if you don't see an assignment listed in outside assignments. However, a term paper or other multi-page essay assignment is usually an out-of-class assignment. (For future reference, it should be noted that the current version of the Curricunet input page devoted to this section does not satisfy ASCCC good practices standards related to the production of a fully integrated COR.)

## Representative Texts / Instructional Materials

- Every course having lecture hours must have at least one textbook. C-ID courses also require at least one lab manual for each course with a lab component. The information provided for each text must include
  - Author (last name plus initials; Curricunet uses the APA, not MLA, convention for naming multiple authors [last names first for all listed authors]; for example, Smith, P., Hess, R., & Jett, K.G.)
  - Title (including subtitle, if any)
  - Edition (required by DTRW-I; check that this is an ordinal, *e.g.*, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, not a cardinal, *e.g.*, 1, 2, 3)
  - Publisher (city not required)
  - Date (four-digit year only)
  - ISBN-10 number (required by DTRW-I); please redline any ISBN that contains dashes or that begins with the digits 978, as these are errors. (978- is the prefix for ISBN-13 numbers, which Curricunet cannot handle; every book that has an ISBN-13 number also has a corresponding ISBN-10 number.)
- Please mark any missing or incorrect textbook information. If possible, please search for the book by ISBN, title, and/or author on a website such as <Amazon.com>, <Bookfinder.com>, or <catalog.loc.gov>, and check that the information provided by the author (particularly title, author, and ISBN) is correct. Every now and then a newer edition comes out (Amazon is usually kind enough to tag the older edition with “See newer edition of this book”), so if you can spot this (I press CTRL+F in my browser, and do a search for the word “newer”), please redline that a new edition is available so we can inform the originator. If <Amazon.com> and <catalog.loc.gov> list different publication dates for the same edition, trust <catalog.loc.gov>, especially if the latter's publication date is one year more recent than Amazon's. However, <catalog.loc.gov> does not always list the most recent edition of each textbook, so check the edition numbers for comparability if the publication dates differ by two years or more, and go with whichever site lists the most recent edition if the edition numbers differ.
- At least one of the textbooks must have a publication year of 2010 or a more recent year. As long as one textbook is sufficiently recent, the others may be older. Please redline the publication dates if none are sufficiently recent.

## General Education/Degree/Transfer Course

- Please flag this if it is blank (even if the course is not GE applicable). If GE information is present, please check that the information corresponds with the lists on either page 55 (A-through-F list), page 65 (CSU-GE list), or page 72 (IGETC Certification list) of the 2013-14 catalog, as appropriate. True enthusiasts may verify that the last two items also agree with the information published on assist.org.

## Student Learning Outcomes

- This should be blank (we are now documenting SLOs on TracDat, not in Curricunet); redline if any white or green text is present. Exception: a small number of proposals may contain text directing the reader to TracDat; let these be.

## Minimum Qualifications

The minimum-qualification discipline name(s) are obtained from a list<sup>16</sup> adopted periodically by the Board of Governors of the California Community Colleges, which relies heavily on recommendations made by the ASCCC. Title 5 does not require minimum qualifications to be documented in the course outline of record, but the ASCCC “has taken the position that discipline designation should be an element of the course outline of record.”<sup>17</sup> The discipline names on this statewide list may or may not agree with locally assigned discipline names; for example, the CJ (Criminal Justice) courses offered at Ventura College that relate to police science, corrections, and law enforcement generally fall under the state-level discipline known as Administration of Justice.

- Redline if blank. If text is present, redline if the discipline assignment is not appropriate to the course. In rare instances, more than one discipline may be assigned to a single course, as determined by the originating department; if so, then each should be appropriate to the course.

The remainder of the course information in the report does not need to be checked. Thank you for sticking it out to the bitter end! Your contribution is truly appreciated.

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<sup>16</sup> Russell, Barry A. *Minimum Qualifications for Faculty and Administrators in California Community Colleges: January 2012*. Sacramento: Chancellor’s Office, California Community Colleges, 2012. Web. 16 Sep. 2013.  
<[http://www.asccc.org/sites/default/files/Minimum\\_Qualifications\\_Handbook\\_for\\_2012-2014\\_\(MB2\)\\_020212.pdf](http://www.asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2012-2014_(MB2)_020212.pdf)>.

<sup>17</sup> North, Wheeler, *et al.*, 14.

## Glossary

- APA: American Psychological Association
- ASCCC: Academic Senate for California Community Colleges, the statewide professional body representing California community college faculty
- CCCCO: California Community Colleges Chancellor's Office
- CCR: California Code of Regulations; the official compendium of California state regulations
- C-ID: Course Identification Numbering System, a numbering system (sometimes referred to as a common course numbering system, similar in some respects to the now-defunct California Articulation Number [CAN] system), "developed to ease transfer and articulation in California's higher educational institutions"<sup>18</sup>
- COR: Course outline of record, the legal document specifying the official description, objectives, topics, and other information concerning a single course offered by a California community college; the minimum information content that must be included in a COR is prescribed by Title 5 (particularly 5 CCR 55002), and the preferred level of quality of that content is described in several best-practices documents published by the ASCCC
- CSU: California State University
- CSU-GE: California State University general education pattern, a program that "allows California community college transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer"<sup>19</sup>
- Curricunet:  
A Web-based data processing system, purchased from a private vendor by the VCCCD, designed to develop, track, and document CORs for all three colleges in the district; Curricunet replaced the OMNI-based system formerly used to develop and revise CORs, and Ventura College was the first of the three colleges in the district to begin using Curricunet in production mode
- DTRW-I: District Technical Review Workgroup-Instructional, a district-wide advisory group that "is responsible for reviewing new and substantively revised courses and programs prior to submission...to the Chancellor and the Board of Trustees"<sup>20</sup>
- FAQ: Frequently asked question(s)
- GE: General education
- IGETC: Intersegmental General Education Transfer Curriculum, a general education program that "California Community College transfer students can use to fulfill lower-division general education requirements at a California State University or University of California campus"<sup>21</sup>
- ISBN: International Standard Book Number, used to precisely identify publications produced in traditional and electronic media
- MLA: Modern Language Association

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<sup>18</sup> "C-ID.NET Course Identification Number System." *C-ID*. Course Identification Numbering System, n.d. Web. 16 Sep. 2013. <<http://c-id.net/>>.

<sup>19</sup> "ASSIST Help Pages: CSU General Education-Breadth." *ASSIST*. Articulation System Stimulating Interinstitutional Student Transfer, n.d. Web. 16 Sep. 2013. <[http://web1.assist.org/web-assist/help/help-csu\\_ge.html](http://web1.assist.org/web-assist/help/help-csu_ge.html)>

<sup>20</sup> "District Technical Review Workgroup-Instructional-DTRW-I." *VCCCD*. Ventura County Community College District, 1 July 2013. Web. 16 Sep. 2013. <<http://www.vcccd.edu/committees/DTRW-I.shtml>>.

<sup>21</sup> "ASSIST Help Pages: IGETC-Intersegmental General Education Transfer Curriculum." *ASSIST*. Articulation System Stimulating Interinstitutional Student Transfer, n.d. Web. 16 Sep. 2013. <<http://web1.assist.org/web-assist/help/help-igetc.html>>

## Glossary (Continued)

**Priority 1:** A designation, developed at Ventura College, applied to any transferable course that needs to be updated or revised during the current cycle in order to satisfy the 5-year review requirement established by the University of California, or, the year in which a given course becomes designated as Priority 1; under normal circumstances, such courses have high priority for review, particularly when resources are constrained

**SLO:** Student learning outcome

**Technical Review:**

A process through which most technical problems (*e.g.*, typographical errors, legal issues, articulation issues, *etc.*) occurring in COR modification proposals are identified and corrected before the proposals reach the curriculum committee for local approval

**Title 5:** The section of the CCR that regulates educational institutions operating within the state of California by providing interpretations of the California Education Code and other applicable laws and regulations; not to be confused with Title V, a Federal program

**UC:** University of California

**VCCCD:** Ventura County Community College District

**YODA:** An experimental discipline identifier devised at Ventura College by Paulette Johnson (now retired) for use in pre-production testing of the Curricunet software