



# Curriculum Committee Agenda

Multi-Disciplinary Center–West 312 (MCW-312)

November 19, 2019 at 3:00pm

**ALL COURSES/PROGRAMS IDENTIFIED IN THE ATTACHMENTS WILL BECOME EFFECTIVE FALL 2020 UNLESS OTHERWISE NOTED.**

## I. ROLL CALL (Quorum is 9 out of 17 voting members)

<b>VOTING MEMBERS</b>		
Faculty co-chair	<input type="checkbox"/> Michael Bowen	
Articulation Officer	<input type="checkbox"/> Thao Brabander	
Technical Review Chair	<input type="checkbox"/> Michael Callahan	
Academic Senate President	<input type="checkbox"/> Lydia Morales	
AFT Rep.	Vacant	
Career Education I Division	<input type="checkbox"/> Kelly Wellman	<input type="checkbox"/> Nicole Falco
Career Education II Division	<input type="checkbox"/> Dorothy Farias	<input type="checkbox"/> John Clark
College Outcome Group Representative	<input type="checkbox"/> Asher Sund or Aurora Meadows	
English & Math Division	<input type="checkbox"/> Peter Yi	(Vacant)
Health, KIN, ICA, Performing & Visual Arts Division	<input type="checkbox"/> Jeff Fischer	<input type="checkbox"/> Maline Werness-Rude
Library, Languages, Behavioral & Social Sciences Division	(Vacant)	(Vacant)
Librarian	<input type="checkbox"/> Peter Sezzi	
Sciences Division	<input type="checkbox"/> Chloe Branciforte	<input type="checkbox"/> Jennifer Garner
Student Services Division	<input type="checkbox"/> Mario Rivera	<input type="checkbox"/> Angelica Gonzales or Gema Espinoza Sanchez
<b>NON-VOTING MEMBERS</b>		
CIO co-chair (Interim)	<input type="checkbox"/> Jennifer Kalfsbeek-Goetz	
ASVC Rep. (ASVC President)	<input type="checkbox"/> Michael Schouten	
Dean	<input type="checkbox"/> Tim Harrison	<input type="checkbox"/> Dan Kumpf
Dean	<input type="checkbox"/> Lisa Putnam	<input type="checkbox"/> Felicia Dueñas
Dean	<input type="checkbox"/> Lynn Wright	<input type="checkbox"/> Marcelo Vazquez
Dean	<input type="checkbox"/> Debbie Newcomb	<input type="checkbox"/> Phil Briggs
Academic Data Specialist	<input type="checkbox"/> Olivia Long	
Academic Data Specialist	<input type="checkbox"/> Kelly Denton	
Recorder/Curriculum Technician	<input type="checkbox"/> Sarah Ayala	
Distance Education Liaison	<input type="checkbox"/> Sharon Oxford	
Registrar (Interim)	<input type="checkbox"/> Sarah Mossembekker	

- II. ADOPTION OF THE PROPOSED AGENDA (Discussion/Action)**
- III. INTRODUCTIONS, AND PUBLIC COMMENTS (Information)<sup>1</sup>**
  - A. None**
- IV. APPROVAL OF MINUTES: November 5, 2019 (Discussion/Action)**
- V. POLICY AND PROCESS (Information or Discussion/Action)**
  - A. Faculty Guide to Articulation – First Reading (Discussion; see attachment) – T. Brabander (5 minutes)**
  - B. Articulation Guide for Reviewing Course Outlines of Record (Discussion; see attachment) – T. Brabander (5 minutes)**
- VI. REQUISITES: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
  - A. New: MATH V38J, MATH N104J, MATH N138J, MATH N140J, MATH N144J**
  - B. Revision: BIOL V18, MICR V01**
  - C. Review: MATH V04J, MATH V40J, MATH V44J**
- VII. DISTANCE EDUCATION: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
  - A. New: BIOL V18, MICR V01, MICR V39, MICR N139**
- VIII. MINIMUM QUALIFICATIONS (Discussion/Action)**
  - A. Revision: BIOL V18**
- IX. CONSENT AGENDA: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
  - 1. Update: MATH V04J, MATH V40J, MATH V44J,**
  - 2. Deletion: BIOT V18 (~~same as BIOL V18~~), BIOT V30, BIOT V31, BIOT V32, BIOT V42, BIOT V95, BIOT V96, MATH V14**
- X. SECOND READING COURSES: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**
  - 1. New: AG V31, AG V32, AG V33, AG V34, AG V35, AG V36, AG V37, AG V38, AG V61, AG V62, AG V63, AG V64, AG V65, AG V66, AG V95, AG V96, AG N131, AG N132, AG N133, AG N134, AG N135, AG N136, AG N137, AG N138, AG N150, AG N151**

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<sup>1</sup> Five minutes is allotted to any member of the public who wishes to address the curriculum committee, with a maximum of twenty minutes per topic aggregated for all speakers, unless extended by vote of the committee. At the request of any speaker proposing to address a specific agenda item, the committee may also vote to permit that speaker's comments to be deferred until the meeting progresses to that topic.

**XI. SECOND READING PROGRAMS: CURRICULAR PROPOSALS FOR APPROVAL  
(Discussion/Action; see attachment)**

1. None

**XII. FIRST READING:**

**A. CURRICULAR PROPOSALS REQUIRING SECOND READING\*  
(Discussion/Action; see attachment)**

1. New: MATH V38J, MATH N104J, MATH N138J, MATH N140J, MATH N144J, MICR V39, MICR N139
2. Revision: MICR V01

**\*courses proposed for first and second reading simultaneously**

**B. CURRICULAR PROPOSALS NOT REQUIRING SECOND READING  
(Discussion/Action; see attachment)**

1. Revision: ART V19, ART V50A, ART V51A, BIOL V18 (~~same as BIOT V18~~)

**C. PROGRAMS: (Discussion/Action; see attachment)**

1. None

**XIII. ADMINISTRATIVE CHANGES (Discussion/Action)**

- A. None

**XIV. PHILOSOPHY AND GENERAL EDUCATION CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action)**

- A. None

**XV. DISCUSSION/INFORMATION (Information or Discussion/Action)**

- A. None

**XVI. REPORTS (Information)**

**A. Co-Chairs**

1. Further information on the ASCCC Curriculum Regional Meeting- M. Bowen

**B. Articulation – T. Brabander**

**C. Board of Trustees/ DTRW-I**

**D. Subcommittees/Workgroups**

**E. New Curriculum Approvals at the State (CCCCO)**

**XVII. GENERAL ANNOUNCEMENTS**

**NEXT MEETING**  
**January 7, 2020 - MCW-312**

Written materials relating to a Curriculum Committee meeting item that are distributed to at least a majority of the Curriculum Committee members less than 72 hours before a noticed meeting and that are public record not otherwise exempt from disclosure will be available for inspection at Ventura College located at 4667 Telegraph Road, Ventura, CA 93003 or at the Curriculum Committee meeting.

Pursuant to the Federal Americans with Disabilities Act, if you require any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to the office of:

Jennifer Kalfsbeek-Goetz, Interim Vice President Academic Affairs  
Ventura College - 4667 Telegraph Road - Ventura, CA 93003 - (805) 289-6464

# Ventura College

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## Faculty Guide to Articulation



# Ventura College Faculty Guide to Articulation

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J: <a href="#">Executive Order 405</a>	
K: <a href="#">Executive Order 1100</a> CSU GE Breadth Requirements	
L: <a href="#">Executive Order 1061</a> : Graduation Requirements in United States History, Constitution and American Ideals	
M: <a href="#">Clarification of Policies on General Education Transfer ASA- 2016-18</a>	
N: <a href="#">IGETC Standards Version 2.0</a>	
O: <a href="#">Guiding Notes for General Education Course Reviewers</a>	
P: <a href="#">System Wide Credit for External Examination</a> ASA 2019-03	

## Chapter

## 1

## Essence of the Articulation Process

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This Faculty Guide has been created as a resource and guide specific to Ventura College faculty with the goal and purpose to inform, describe, and define the duties of the faculty members and the Articulation Officer in the wider context of California's four postsecondary educational segments. The Guide is working document that outlines the articulation processes and the procedures at VC, and is subject to changes with the changes of regulations and statute to meet the needs of the college. All institutions with which Ventura College establishes articulation agreements with are United States regionally accredited by the Western Association of Schools and Colleges (WASC). The WASC Senior College and University Commission ("the Commission") is a regional accrediting agency serving a diverse membership of public and private higher education institutions throughout California, Hawaii, and the Pacific as well as a limited number of institutions outside the U.S, and is recognized by the U.S. Department of Education as certifying institutional eligibility for federal funding in a number of programs, including student access to federal financial aid. The higher education systems comprise of:

- 10 campuses of the University of California (UC) providing undergraduate and graduate programs through the doctorate, as well as professional schools
- 23 campuses of the California State University (CSU) providing undergraduate and graduate programs through the Master's Degree
- 115 California Community Colleges (CCC) whose multiple missions include provision of vocational education and the lower division preparation for transfer to four-year colleges and universities
- Hundreds of degree-granting independent colleges and universities accredited by a United States regional accrediting agency such as WASC.

The size, complexity, and diversity of postsecondary education in California require the development of articulation policies and procedures to enable students to transfer between and among these segments.

Transfer education is one of the primary missions of the California Community Colleges. Our success in this mission is directly related to the quality and quantity of formal articulation agreements between Ventura College and baccalaureate degree granting colleges and universities.

The process of course articulation between and among campuses is the foundation of the vital transfer function. Course articulation is the road map by which students navigate the transfer process. It creates a curriculum that allows a relatively smooth academic transition and progression between the segments of higher education in California



## A Definition of Articulation

Articulation for the purposes of this guide refers specifically to course articulation. This is the process of developing a formal, written agreement that identifies courses (or sequences of courses) on a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course and received the necessary instruction; thus, enabling the student to progress to the next level of instruction at the receiving institution.

Articulation agreements refer to course transferability between regionally accredited institutions. In California, regional accreditation refers to accreditation by WASC. In some instances, institutions have established one-way transferable course agreements with a non-accredited institution that guarantees transfer of credit from the accredited institution to the non-accredited institution. However, the courses from the non-accredited institution typically may not be transferred to the accredited institution. At Ventura College, the best practice of articulation agreements has been unilateral transfer of credit. Students who completed courses that have previously articulated with a particular CSU and/or UC campus will transfer the credit once they are matriculated to that CSU or UC campus. However, students who wish to transfer credit completed from a regionally accredited institution to Ventura College should request their transcripts be evaluated by an academic counseling faculty.

Course articulation agreements are classified into four discrete types discussed below:

- Courses Accepted for Baccalaureate Credit
- General Education-Breadth Agreements
- Course-to-Course (By Department) Agreements
- Lower Division Major Preparation Agreements

## The Role of Faculty in the Articulation Process

The process of developing and reviewing curriculum and coursework to determine course comparability between institutions rests with the faculty at the respective institutions. Faculty in each discipline are responsible for the review of course content, the identification of comparable courses, and the authorization of a specific course for transferring students. Once this review, identification and formal written acceptance process has been completed, a course (or courses) is said to have been “articulated”.

Implicit in the articulation process is involvement, communication, and cooperation between the respective faculties of each institution. It is important to note that articulated courses are not to be construed as “equivalent” but rather as comparable or in lieu of each other. The content of the courses on the respective campuses is such that successful completion of the course on one campus assures the necessary background, instruction, and preparation to enable the student to progress to the next level of instruction at another campus.

## **The Role and Responsibilities of the Articulation Officer**

The process of faculty review leading to the articulation of courses between institutions is coordinated and facilitated by the Articulation Officer on each campus. Specifically, the Articulation Officer:

- Notifies, consults with, and/or initiates faculty-approved articulation agreements between institutions of higher education.
- Serves as a consultant to faculty and academic units, providing needed materials and information about course articulation proposals and acceptances.
- Monitors each stage of the articulation process.
- Serves as an advocate for Ventura College faculty and academic programs to other institutions.
- Facilitates campus participation in intersegmental programs.
- Is responsible for accurately communicating and conveying articulation information and concerns of other institutions to Ventura College faculty.
- Disseminates current and accurate articulation data to appropriate department faculty and staff.
- Serves on appropriate campus committees such as Philosophy and General Education, Technical Review, Curriculum Committee, District Technical Review Workgroup – Instruction, and Catalog Production workgroup to provide input and to receive information about proposed changes in campus policy and curriculum.
- Acts as a gatekeeper of course outlines of record, programs, local GE course approval and placement, IGETC, CSUGE-B, baccalaureate lists, TCA lists, ASSIST, C-ID, and other articulation-related data.
- Attends and participates in conferences/workshops on articulation issues.

## **Essential Documents for Articulation**

### **College Catalog**

The college catalog is a primary source of course information for articulation. Course numbers, titles, unit values, and prerequisites stated in the most recent catalog are used in various articulation processes. Thus, it is imperative that the college catalog be as current and accurate as possible. However, articulation information may be subject to change throughout the academic year. Catalog addenda might be published throughout the year, when appropriate. For all catalog inquiries, please contact the Office of Vice President of Academic Affairs.

### **Course Outlines of Record**

Course Outlines Record (COR) that have been approved by the Ventura College Curriculum Committee are another primary source of course articulation information. A current (no more than 5 years old) course outline of record is critical to the successful articulation of a course.

Essential items of CORs or Course Basic (CB) codes are:

- Course descriptions
- Course department (prefix) and numbers
- Course titles
- Unit value
- Course prerequisites
- Course objectives
- Course content
- Methods of evaluation
- Instructional methodology
- Representative course assignments
- Textbook: full citation of required text(s), including the edition number(s) and date(s) of publication. Textbooks should be within 5 years of currency. A laboratory course must include a lab manual. Faculty members may include a self-published lab manual, but it cannot be a document with URL links to another source. Online Education Resources textbooks are allowed.
- Laboratory content where appropriate
- Curriculum Committee and Board of Trustees Approval dates

## **Course Syllabus**

When a course outline of record (COR) is not current, it is necessary to submit a current course syllabus along with the COR in order to provide recent information on which to make an articulation decision. If a course syllabus needs to be submitted, it should contain much more detailed information than the course outline;

Note: Appendix E: [The Memorandum from the Intersegmental Committee of Academic Senates – dated June 2011](#)- indicates the primary source of course articulation agreement is based on the course outlines of record. However, in some instances, Ventura College faculty could submit a course syllabus along with a COR when they propose an articulation agreement; More and more baccalaureate institutions have been requesting a current syllabus in conjunction with a COR during a course review. In many cases, articulation agreements have been delayed due to unavailability of a course syllabus.

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## Chapter

## 2

## Articulation Processes

The Articulation Officer works with the Articulation Officer(s)/articulation specialist(s) and faculty at baccalaureate degree-granting institutions to develop course articulation agreements. In some rare instances, the Articulation Officer consults with discipline faculty prior to establishing an articulation agreement. These agreements provide the assurance that progression from one segment of post-secondary education to another is efficient. This transition is accomplished with the use of a statewide articulation database called Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) and the development of the following types of agreements:

### Primary Level Agreements

- Courses Transferable to CSU Baccalaureate Credit (Bacc List)
- UC Transfer Course Agreement (UC TCA)

### Secondary Level Agreements

- CSU General Education/Breadth Agreement (CSUGE-B)
- UC General Education/Breadth
- Intersegmental General Education Transfer Curriculum Agreement (IGETC)
- Course to Course Articulation Agreements
- Lower Division Major Preparation Articulation Agreements

### Courses Transferable to CSU for Baccalaureate Credit

The primary level of articulation identifies courses that are baccalaureate level for the California State Universities (CSU). These courses are acceptable by the CSU to fulfill both unit requirements for admission and baccalaureate elective credit. This agreement does not indicate which of these courses are acceptable for satisfying General Education/Breadth requirements or major preparation requirements at a receiving CSU. Courses accepted for baccalaureate credit are the first level of articulation and comprise the basic “pool” of transferable courses from which subsequent articulation agreements are developed. Occasionally, courses for technical majors (e.g. architecture, engineering) may include non-transferable courses if the course content, rigor, and level are determined to be sufficient to articulate for major requirements. Such agreements are established on a case-by-case basis.

CSU [Executive Order 167](#) (see *Appendix G*) authorizes California Community Colleges to identify courses that are at baccalaureate level and appropriate for transfer to the CSU system. This articulation agreement is commonly known as the Baccalaureate List or the

“Bacc List”. The Ventura College Articulation Officer, in prior consultation with discipline faculty, determines which courses are appropriate for inclusion on the Bacc List.

The VC Articulation Officer also reviews and updates approved courses to the Bacc List in the ASSIST system on an ongoing basis.

## **CSU General Education/Breadth Agreement**

The CSUGE-B Agreement identifies the courses that meet the lower division CSU General Education requirements for Baccalaureate Degrees for all CSU campuses. The responsibility for review and approval of community college courses used for this purpose rests with the CSU Chancellor’s Office. The VC Articulation Officer, with prior agreement from discipline faculty, submits general education course proposals and/or deletions to the CSU-GE Reviewers each year by December. Notification of approval or denial comes several months later, typically in April/May, and is effective at the beginning of the next academic year.

The community colleges have been empowered by the CSU to certify completion of CSU-GE requirements. Community colleges may also credit coursework completed at other institutions as part of the process. This is termed “pass-along certification”. (see [CSU GE Breadth Requirements Appendix K](#))

Note that the CSU system grants students credit for courses certified either for the CSU General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) course lists. The UC system, however, grants credit for courses approved for either the IGETC or for those courses approved for campus-specific General Education requirements.

## **Courses Transferable UC - Transfer Course Agreement**

The VC courses that are transferable to all campuses of the University of California are identified on the UC Transferable Course list, also known as the UC TCA. The Transfer Course Agreement (TCA) is developed in the University of California Office of the President (UCOP) in accordance with policies established by the Board of Admissions and Relations with Schools (BOARS). [These policies determine which courses can be accepted upon transfer for credit toward a degree at any UC campus.](#) The basic principles used in determining the transferability of California Community College courses are:

- The course should be comparable to one offered at the lower-division level, in scope, level, and prerequisite, on any of the UC campuses.
- If the course is not comparable to any offered at UC, it must be appropriate for a university degree in terms of purpose, scope, and depth.

The [UC TCA](#) process occurs once a year during summer months. The Ventura College Articulation Officer may submit new courses and significantly modified courses for UC TCA consideration by June and receives a notification of any new addition or deletion decisions in

August/September. The new TCA approval is effective at the beginning of the current academic year.

The [UC TCA](#) is the first level of articulation with the University of California. It represents the acceptable UC transferable courses on which other UC articulation agreements are developed (i.e. IGETC, lower division preparation for a major, and UC electives).

## **Intersegmental General Education Transfer Curriculum Agreement (IGETC)**

The UC General Education/Breadth requirements are specific to each UC campus. The Ventura College Articulation Officer works with the Articulation Officer at each UC campus to develop general education/breadth agreements for that campus.

Prospective transfer students from a California Community College may complete the Intersegmental General Education Transfer Curriculum Agreement ([IGETC](#)) before transferring. [IGETC](#) is a comprehensive pattern of courses that allows students satisfy lower division general education requirements for both the UC and CSU systems. CCCs may certify coursework completed at other CCCs provided that the coursework is on the approved [IGETC](#) list of the campus where it was taken.

A CCC may also certify non-CCC lower-division courses that are completed at a United States regionally accredited institution. If a course is determined, within the purview of counseling and/or discipline faculty, as comparable to coursework on a CCC approved IGETC course list, the course may be included for purposes of [IGETC](#) certification.

By December of each year, the VC Articulation Officer submits GE to both the UCOP and the CSU Chancellors Office. Notification of approval or denial comes later in April/May and is effective at the beginning of the next academic year.

## **Courses Transferable to Independent Institutions**

The independent segment does not currently maintain a systemwide transferable course agreement or baccalaureate list. Some independent institutions accept Ventura College courses identified either on the CSU Bacc List or the UC TCA list for transfer credit, while others maintain comprehensive course-to-course lists.

California's independent colleges and universities are known for their diversity, quality, and innovation. From the University of Southern California, with over 30,000 students, to the University of Judaism, with fewer than 300 students, these institutions offer a wide range of academic programs in more than 130 fields of study.

The Association of Independent California Colleges and Universities ([AICCU](#)) inventories articulation and transfer processes of the 76 colleges and universities enrolling almost



8,500 community college transfer students each year. Nearly one-fourth of California's baccalaureate degrees are earned at [AICCU](#) colleges and universities. In total, the independent colleges and universities enroll 29% of the total student body in California at the four-year and graduate levels.

Statewide efforts in the area of CSU GE-Breadth Certification and IGETC have assisted independent colleges and universities with assessing the comparability of courses. [AICCU](#) maintains an up-to-date list of those member institutions that accept CSU Certification and/or IGETC in lieu or as the major part of their lower division general education. Note that students may have to complete additional coursework in areas unique to the mission of that particular institution.

Conversely, independent colleges and universities may submit their curriculum for inclusion in CSU GE-Breadth certification. The latest approved course listings are housed at the CSU Chancellor's Office since approved courses from independent institutions may not be included in ASSIST.

#### A. Process

Independent colleges and universities act autonomously in setting transfer credit policies. Since each institution is free to establish its own standards, there are few requirements that apply to all institutions. One hallmark of these colleges and universities is their tradition of flexibility and review of special circumstances in the admission process. Each individual applicant is reviewed with care and adjustments to transcript evaluations are made if the student can demonstrate that previous courses meet comparable standards at the new institution.

At the majority of these colleges and universities, the responsibility for determining transfer credit is assigned to a transfer admissions counselor and/or an official evaluator in the Registrar's Office. Transfer students' records are evaluated on an individual basis, according to guidelines usually established by the academic departments, or in consultation with the department faculty or division deans.

In some independent institutions, transfer students are relatively few in number, and therefore a formal articulation process is not necessary. Those schools reporting formal articulation agreements have, for the most part, developed them within their geographic area. Generally, these agreements have focused on transferable community college courses for lower division credit, General Education courses, and some transferable courses applicable to the major (particularly in high-demand major fields). Generally, catalog descriptions, course outlines of record, and/or student learning objectives/outcomes are required for course articulation.

Increasingly, many independent colleges and universities are including their articulation agreements on their institutions' websites. This assists potential student transfers and community college counselors in preparing students for transfer.

#### B. Campus Articulation

Policies and procedures for developing and maintaining campus-specific General Education- Breadth, Course-to-Course, Lower Division Major Preparation, or Baccalaureate Credit agreements vary at each independent college and university. Independent institutions generally have more freedom and flexibility in establishing articulation agreements than public-sector intuitions.

The name and contact information of each CIAC Articulation Officer/coordinator is available in the CIAC Directory of Articulation Personnel at [ciac.csusb.edu/directory](http://ciac.csusb.edu/directory). However, not all AOs are included in the directory, as some are not members of CIAC. Articulation inquiries should be addressed directly with individual institutions regarding proposals and procedures.

The independent segment does not currently maintain a systemwide transferable course agreement or baccalaureate list. Some independent institutions accept Ventura College courses identified either on the CSU Bacc List or the UC TCA list for transfer credit, while others maintain comprehensive course-to-course lists.

### **Course to Course Articulation**

The purpose of course to course agreements is to determine if a particular course at a sending institution is comparable to or acceptable in lieu of a corresponding course at a particular UC or CSU campus. The responsibility for approving Course- to-Course Agreements rests with the individual UC and CSU faculty and the Articulation Officer.

Since articulation is granted only between community colleges and universities for lower division courses, on rare occasions “content credit” may be granted identifying a lower division community college course that is acceptable in lieu of an upper division CSU or UC course. In these cases, students who receive content credit will be required to substitute other upper division units after matriculation to the university. Course catalog descriptions, official course outlines of record, and other supplemental materials may be used in the creation of these agreements.

### **Lower Division Major Preparation Articulation Agreements**

These agreements indicate how lower division courses at a sending institution satisfy specific requirements for various majors or academic programs at a receiving institution. The responsibility for producing the Lower Division Major Preparation Agreements rests with the discipline faculty and the Articulation Officer at individual UC and CSU campuses and counterpart Ventura College faculty and Articulation Officer. More and more students are transferring with an associate degree for transfer (ADT) degree, or transfer into a major with high-unit lower division major preparation, it is imperative to establish prior articulation agreements. (see *Summary of Articulation Types* page 17).



## ASSIST

The agreements described in the previous sections of this chapter are maintained in a statewide database called [ASSIST](#). It is a computerized information system designed to simplify the transfer planning process for students and the counselors who advise them. ASSIST is the official statewide repository of articulation and transfer information for the state of California.

ASSIST displays reports of how course credits earned at one California college or university can be applied when transferred to another. The mission of ASSIST is to facilitate the transfer of California Community College students to California's public four-year universities by providing an electronic system for academic planning that delivers accurate, timely, and complete information.

The ASSIST governance structure consists of:

- The three Executive Sponsors (Provosts/Executive Vice Chancellors) from each of the three public postsecondary educational segments
- The ASSIST Executive Management Oversight Committee (EMOC)
- The joint faculty/administrative Advisory Committee
- The Technology Advisory Committee
- The ASSIST Coordination Site

The EMOC reports to the Executive Sponsors and provides management, operational, and fiduciary oversight for ASSIST. The Advisory Committee is made up of key stakeholders (including articulation officers from each segment) and serves in a policy/initiative's advisory capacity. The Technology Advisory Committee provides guidance to EMOC on technology strategies and issues. The ASSIST Coordination Site, which also reports to the EMOC, manages the daily implementation and project operations.

No other source shall be considered "more official" than ASSIST. ASSIST is a valuable source of information for students, counselors and Instructional faculty. The Ventura College Articulation Officer updates course information to the ASSIST database at the beginning of a course's approval effective term. The articulation agreements posted on the [ASSIST system is available to the public](#).

## Transfer Model Curriculum and C-ID

The passage of SB 1440 (Padilla 2010) required colleges to develop an associate degree for transfer to CSUs, and required a CSU campus to accept students who obtained an Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) degree as juniors in the CSU system. SB 1440 did *not* require a coordinated system for these degrees, nor did it say that CCC faculty had to work with their counterparts at CSU and agree on curriculum.

Instead, the faculty agreed that 115 different versions of degrees in each major would not

serve students or the state well. As a result, the CCC and CSU state academic senates established the system called Transfer Model Curricula (TMCs). The [TMC](#) was a list of courses, some required core and some local options, which community colleges have used as a guide to develop their local AA-T or AS-T degrees. Each TMC is drafted by a senate-appointed, intersegmental committee of faculty who vet their proposed TMC statewide, then review feedback they receive from CCC and CSU faculty. At this time, there are 47 [TMCs](#) in existence for popular transfer majors.

The foundation of an associate degree for transfer rests on the course articulation listed in the TMCs. The VC courses that are used on the TMCs are required to satisfy the articulation as follows:

- approved by C-ID Reviewers or Faculty Discipline Review Workgroup (FDRW) for all core required courses,
- articulated with a lower division major course (Articulation Agreement by Major or AAM),
- articulated by general education breadth (CSU General Education Certification Course List by Area or GECC), and/or
- articulated by baccalaureate-level course (CSU Baccalaureate Level Course List by Department (BCT)).

C-ID (**C**ourse **I**dentification Numbering System) is a supra-numbering, faculty-driven system to assign numbers to significant transfer courses, and a response to needs of transfer partners and their transfer initiatives. Each C-ID number identifies a lower-division, transferable course commonly articulated between the California Community Colleges and universities (including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities). The C-ID number is a designation that indicates that a given course is comparable to a specific course “descriptor” that was developed by intersegmental discipline faculty and reviewed statewide. The list of the C-ID final descriptors is found on the [C-ID system](#). C-ID numbers facilitate the identification of comparable courses, establish articulation between community colleges, and offer a simplified mechanism for colleges and universities to establish articulation with all participating CCCs. [The C-ID descriptor](#) also provides information for college faculty's ongoing curriculum development and revision of lower division courses. Finalized course descriptors include: a general course description; minimum required units; prerequisite(s) (if applicable); advisories/ recommendations (if applicable); course content; laboratory activities (if applicable); course objectives; methods of evaluation; and sample textbooks or other support materials.

## Chapter

## 3

## Articulation – Time Lines

Articulation is complex. It might take several months to a year, or sometimes longer, to get a new course or a revised course approved for all the appropriate transfer articulation agreements. The process begins with the approval of a course first by the VC Curriculum Committee and then by the Board of Trustees and California Community College Chancellor's Office. If a course or a program is approved prior to the deadline for the catalog, a course will be listed in the next catalog for the upcoming academic year. Since the UC TCA and CSU GE Breadth /IGETC approval usually pass the deadline for the catalog publishing, the approval may be published in the Ventura College catalog addendum. The catalog addendum may be revised periodically for inclusions of the UC TCA, the CSU GE/IGETC, and the local GE approval, or any other curricular changes, when necessary.

The CSU Bacc List and UC TCA lists are the two primary level lists of courses. The Ventura College courses must be approved for these lists prior to any secondary agreements (i.e. Course to Course, IGETC, CSU-GE Breadth, or Pre-Major courses). Hence, the types of articulation agreements are driven by the UC and the CSU time line.

### The UC Time Line

The VC Articulation Officer will submit potential UC transferable courses for the UC TCA list are submitted in June to the University of California Office of the President (UCOP) for approval. Notification of approval or denial comes in September/ October and is effective at the beginning of the current academic year. Once approved on the UC TCA list, a course may then be considered for one of the IGETC areas.

The VC Articulation Officer will notify the counseling and discipline faculty, and appropriate staff members of the UC TCA decisions. The approval of the UC TCA will be published in the next catalog revision and/or a catalog addendum, when appropriate. [The list of UC TCA](#) approved courses can be found on ASSIST and is updated annually.

IGETC general education course proposals are submitted by December to the UCOP and the CSU Chancellor's Office. Notification of approval or denial comes later in April/May of the next calendar year. Once approved, the course is placed on the IGETC list and is effective in the fall semester of the next academic year. [The list of IGETC](#) approved courses can be found on ASSIST and is updated annually.

Course-to-Course and Pre-Major articulation for individual UC campuses may be pursued at any time after a course is approved for the UC TCA list.

## The CSU Time Line

The VC Articulation Officer enters the courses approved by the VC Curriculum Committee as Baccalaureate level courses are entered to the CSU Baccalaureate (Bacc) in the ASSIST system at the beginning of a course effective term.

The VC Articulation Officer submits CSU GE Breadth proposals are submitted by December to the CSU Chancellor's Office. Notification of approval or denial comes later in April/May of the next calendar year. If approved, the course is placed on the CSU-GE Breadth, effective in the fall semester of the next academic year. The [list of CSU GE Breadth](#) can be found on ASSIST and is updated annually.

Course-to-Course and Pre-Major articulation for individual CSU campuses may be pursued at any time after a course is approved by the VC Curriculum Committee and published in the ASSIST database. An approved articulation agreement is usually effective at the course's effective term, but it is not a rule. Many times, a course-to-course articulation agreement could take effect when the agreement is rendered.

The VC Articulation Officer will notify the counseling and/or discipline faculty, and appropriate staff members of the CSU GE Breadth decisions. The approval of the CSU GE Breadth will be published in the next catalog and/or catalog addendum, when necessary.

## The C-ID Submission Time Line

An Associate in Arts or an Associate in Science for Transfer degree program (ADT) may require a core course to be approved for an equivalent C-ID course, other courses may be used when they are articulated by other mechanisms such as Articulation Agreement by Major, Baccalaureate Course List, or GE Course in Areas. The Articulation Office submits an approved course at the request of discipline faculty. At time when an opportunity of a C-ID alignment of a course may occur, the VC Articulation Officer may submit a course for a C-ID approval throughout the academic year. The VC articulation officer will notify the counseling faculty, discipline faculty, and appropriate staff members of the C-ID decisions. The approval of the C-ID will be published in the next catalog and/or a catalog addendum, when appropriate.

## Articulation Calendar of Established Events

Listed below are the established events which articulation activities occur in a 2-year cycles. The articulation activities are performed when it is necessary and appropriate, depending upon the type of articulation, i.e. Course-to-Course Major Preparation and/or GE-Breadth articulation. Other articulation activities must be worked around these established events.

# Articulation Calendar

The events are representative of articulation activities during an academic year, and is subject to change with other governance entities' schedule, or with the changes of the local college processes and procedures.

	Month	Established Events
Year One	May/June	Receive CSU GE Breadth notification. Update CSU-GE Breadth Worksheets. Update next academic year catalog Notify counseling and staff members to post online and to publish. Notify curriculum staff members to update data on various curriculum inventory systems (i.e.: Banner, CIM course, Degree Works, etc.)
	June	Submit UC transferable course proposals to UCOP in conjunction with discipline faculty prior agreements and/or requests.
	June/July	Notify CIAC members the Curricular Changes.
	August/ September	Notify the approved CSU GE courses to the P&GE workgroup. Forward P&GE recommendations. Receive VC CC approval Update VC GE approval for the local GE worksheet. Notify curriculum staff members of the TCA decisions to update data in various curriculum inventory systems (i.e.: Banner, CIM course, catalog, etc.)
	September/ October	Notify discipline faculty the UC TCA denial reasons. Notify curriculum staff members for data update in various curriculum inventory systems (i.e.: Banner, CIM course, Degree Works, catalog, etc.)
	October	Articulation Report to California Community College Chancellor's Office. Attend Region 6 and/or SCIAC Conference meetings.
	December	Submit GE course proposals for IGETC and CSU-GE Breadth in conjunction with discipline faculty prior agreement and/or requests.
	February – March	Participate in the annual GE review cycle, optional.
	April/May	Attend Regional 6, SCIAC, and/or CIAC Conference meetings. Receive CSU GE Breadth and IGETC notification. Collaborate and consult with GE reviewers to finalize the results.
Year Two	May/June	Update CSU-GE Breadth/ IGETC Worksheets Notify various faculty and staff members for catalog revision, distribution, and data updating in various curriculum inventory systems (i.e.: Banner, CIM course, Degree Works, catalog, etc.)
	August/ September	Recommend the approved CSU GE-B/IGETC courses to the VC CC for approval. Update the local GE for catalog addendum and the local GE worksheet, when appropriate. Notify curriculum staff members of the TCA decision for data update in various curriculum inventory systems (i.e.: Banner, CIM course, catalog, etc.)
On-going C-ID		Coordinate all aspects of C-ID submission, revision, and/or consultation with discipline faculty, curriculum faculty and staff. Notify various faculty and curriculum staff members of the C-ID decisions.
On-going Articulation		Coordinate various aspects of articulation processes with internal and external stakeholders.
On-going ASSIST		Manage ASSIST integrity and accuracy data information.

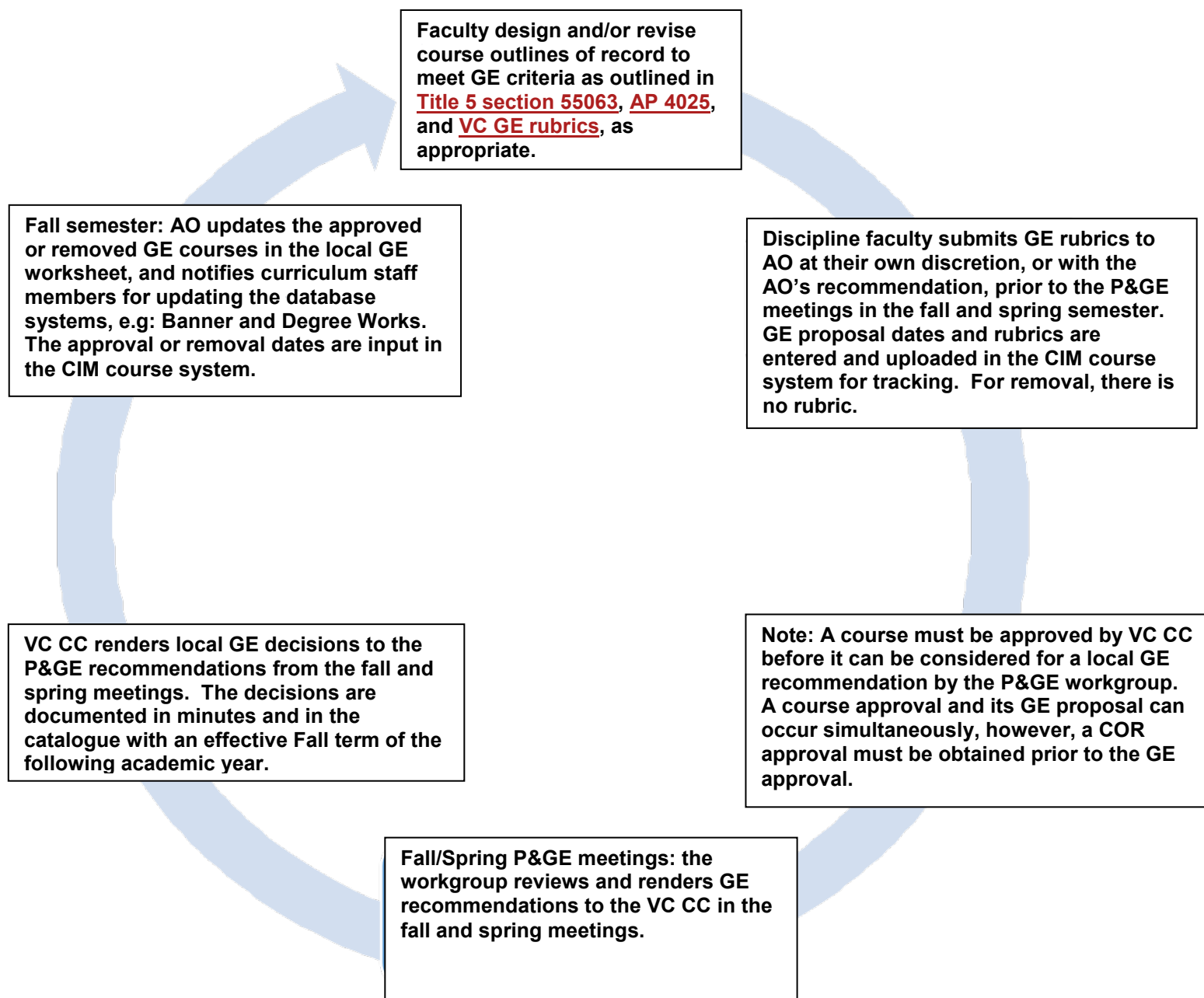
# Summary of Articulation Types

The following chart is a summary of articulation types typically associated with the intersegmental system. The articulation agreements with the CSU and UC can occur simultaneously to optimize the extend of course transferability to each system.

RECEIVING INSTITUTIONS			
Type of Agreements	CSU	UC	Independent Colleges & Universities
Transferable Course Agreements	Established by the community college in compliance with the CSU <a href="#">Executive Order 167</a> . (Baccalaureate List)	Approved by the UC Office of the President for each community college. (Transferable Course Agreement- TCA)	Established by some independent colleges and universities with community colleges. Some honor CC Bacc List or UC TCA.
General Education Breadth Agreements	Approved by the CSU Chancellor's Office in compliance with CSU Executive Orders 405 & 1033, and <a href="#">1100 Revised</a> .	Campus/College Specific Created between institutions by each UC campus	Developed by some independent institutions with community colleges. Some institutions honor IGETC or CSU GE for full or partial fulfillment of GE requirements.
	<b><u>IGETC</u></b> Developed by the Academic Senates for the UC, CSU, and CCC. Courses approved by CSU/UC Review Committee		
Course-to-Course Agreements	Established between institutions through respective articulation officers, in consultation with discipline faculty. The articulation include C-ID course approval.	Established between institutions through their articulation officers, in consultation with discipline faculty	Developed by some independent colleges and universities with articulation officers. Some independent colleges are now accepting C-ID courses.
Major Preparation Agreements	Created between institutions through the CCC and CSU articulation officers and following Transfer Model Curriculum in the creation of Associate Degrees for Transfer and for lower-division major preparation.	Created between institutions through the CCC and UC articulation officer	Developed by some independent colleges and universities with articulation officers

## Diagram 1: Articulation Process for Local General Education Approval and Removal

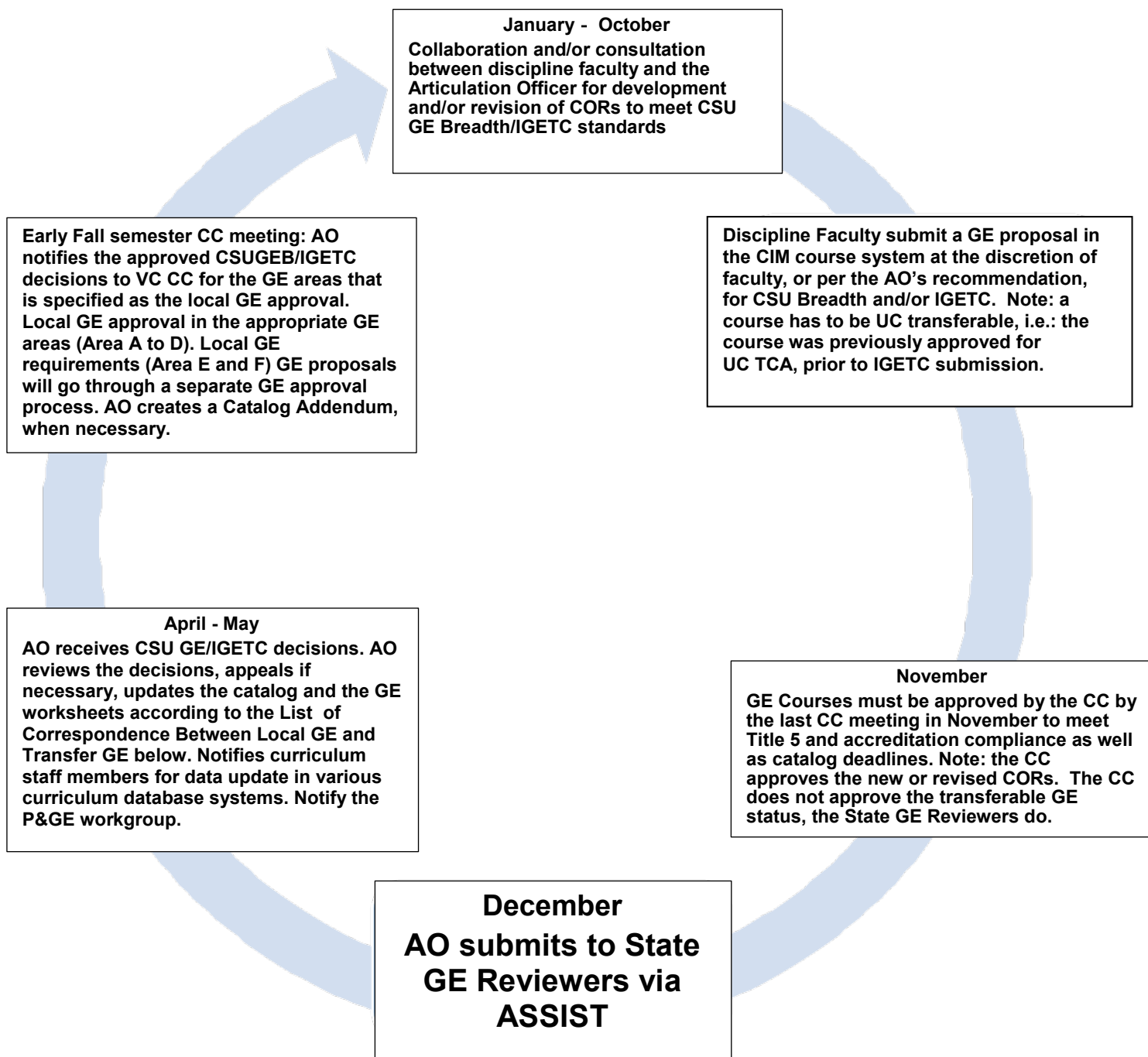
The following diagram outlines the typical approval and removal process for discipline faculty to submit VC courses for a VC GE status. The process usually occurs during an academic year from August through May. The authority body of the local GE recommendation is within the purview of the P&GE workgroup. The VC GE approval of the P&GE recommendations is within the purview of the VC Curriculum Committee. The determination of a course GE status usually renders within the same year for the effective term of the next academic year. Last Updated: November 7, 2019





## Diagram 2: Articulation Process for all General Education Requests (Approval or Removal)

The following diagram outlines the typical approval and removal approval process for discipline faculty to submit VC courses for a transferable GE status. The process usually occurs annually with a December submission and May-July decision notifications. The notifications may not be received timely or all at once. The authority body of the transferable GE approval is within the purview of the CSUCO/UCOP. The determination of a course GE status usually renders within the same year for the effective term of the next academic year. Last Updated: November 7, 2019





**List of Correspondence Between Transfer GE Course Areas and VC GE Course Areas**

Courses approved for transfer GE status will be assigned to the VC GE areas automatically and will be updated in the VC catalog for the effective term. The articulation officer will notify the CC at the next available CC meeting.

IGETC Areas	CSU GE Breadth Areas	Ventura College GE Areas
1A	A2	D1
1B	A3	Local approval
1C	A1	D2
2	B4	D2
3A	C1	C1
3B	C2	C2
4	D	B2
5A	B1	A2
5B	B2	A1
5C	B3	A1/A2
6	C2	C2
	E	E1 and E2 (HED/DANC/KIN only), otherwise local approval
	US1	B1
	US2	B1

**ARTICULATION NOTES**

The following guide is a collection of articulation cumulative and best practices. They are subject to changes with the changes of regulations and statutes. Last Updated: November 7, 2019

**Distance Education/Telecourses**

Title 5, Section 55376 requires that:

- (a) Each distance education/telecourse shall include the use of appropriate texts, supplemental assigned readings, and/or enrichment materials and activities including examples of reading and writing assignments as required by section 55002(a) and (b).
- (b) Each distance education/telecourse shall include regular personal contact between instructor and students through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone, correspondence or other in-person activities. Personal contact may be supplemented by telephone contact and correspondence.

Additional information about the revised Title V regulations for distance education courses can be found online at

[http://www.academicssenate.cc.ca.us/Publications/Papers/Distance\\_learning.html](http://www.academicssenate.cc.ca.us/Publications/Papers/Distance_learning.html).

UC does not consider method of delivery at the transfer level.

## **General Information**

- Course outlines of record must be current (not more than five years old).
- Cross-listed courses: submit only one outlines for courses that are –cross-listed or "cross-referenced" (e.g. Psych. 10 is the same as Soc. 10) need to show all departments in which the course is offered especially where a transferable course is cross-listed in a normally NON-transferable area (e.g. Human Dev. 20 is the same as Early Childhood Ed. 20).

The decision recorded for the submitted course will carry over to the cross-listed courses in ASSIST.

Additional information about the outline or the course can be noted in OSCAR in the:

- Articulation Officer Comments to Reviewers text box. Include any information associated with a course that will aid in its review
- New and Revised course submissions must be formally approved by the CCC curriculum committee. Draft outlines cannot be accepted.
- If a course has both a regular and an honors version, outlines must be submitted for both versions of the course.
- If a course has undergone several successive changes only the most recent outline needs to be submitted.

## **Textbooks:**

- Main text must be dated within 7 years. If there is a specific reason why it is not dated within 7 years, include a note of explanation in the –Articulation Officer Comments to Reviewers text box in OSCAR.
- In current history or other courses where there have been recent, significant changes, current materials must be presented.
- All textbooks should be beyond the 12<sup>th</sup> grade reading level and at the appropriate college level.
- Textbooks and supplemental material should relate directly to the content of the course outlines of record.

## **Other Course Information Composition Courses**

- Must include a stylebook.

## **Literature Courses**

- Must include a representative reading list.

## **Field Courses**

- Prerequisite/corequisite of an introductory course in the related discipline is required.

### **Lab Courses**

- Lab manual is required
- Prerequisite/corequisite of a corresponding lecture course is required.
- Advisory prerequisite/corequisite courses cannot be considered.

### **Repeatable Courses**

- Indicate that a course is repeatable by adding –ea after the unit value.

### **UC Credit Limitations**

#### **Accounting**

- One course is allowed for credit in the areas of Health, First Aid, Business Law and Accounting

#### **Business Law**

- One course is allowed for credit in the areas of Health, First Aid, Business Law and Accounting

#### **ESL/ELD:**

- Maximum of 12 quarter/8 semester units of ESL/ELD courses.

#### **First Aid**

- One course is allowed for credit in the areas of Health, First Aid, Business Law and Accounting

#### **Health**

- One course is allowed for credit in the areas of Health, First Aid, Business Law and Accounting

#### **Honors**

- Duplicate credit will not be awarded for both the honors and regular versions of a course. Credit will only be awarded to the first course completed with a grade of “C” or better.

#### **PE:**

- Activity courses combined are granted up to 4 units of credit.
- Theory courses in the area of PE are granted up to 8 units.

#### **Physical Science**

- Credit will not be awarded for any introductory Physical Science course if taken after a college level course.

#### **Physics:**

- Students may take one series in Physics; duplication of topics will result in deduction of credit.

Appendix

A

## Considerations Involved in Determining What Constitutes a Baccalaureate Level Course

**Academic Senate of The California State University**  
**November 7, 1986**

Because baccalaureate level coursework is intended to contribute to the student's attainment of the objectives embodied in the baccalaureate degree, courses which are designated as baccalaureate level will meet as one of several standards, the criterion of having a bridging function, helping to move the student from the skills and knowledge expected at entrance toward the competencies expected at graduation.

In areas of the curriculum for which the three segmental Academic Senates have identified expected entry level competencies (e.g., English, mathematics, natural science), baccalaureate courses shall not replicate the skills and knowledge which are entry expectations but will instead require for satisfactory completion the prior attainment of such skills and knowledge.

As comparable statements are developed in other areas of the curriculum, reference to entry level expectations will be useful in helping to define baccalaureate level coursework.

*Various graduation expectations, such as those expressed in (1) the goals of general education (2) the objectives of the various majors, (3) the standards for competency, and (4) such generalized expectation as intellectual growth also will influence the judgment as to what constitutes baccalaureate level coursework. Courses designed by qualified faculty to help qualified students move toward the attainment of those expectations will generally be of baccalaureate level. In such courses, faculty judged by their peers to be qualified to teach the courses shall have the determining voice in the decisions as to content, instructional methodology, instructional support resources, and methods and standards for assessing performance. Qualified faculty shall construct and teach baccalaureate course in way which assure that the level is appropriate for enhancing the knowledge and skills of the adequately prepared student, and appropriate faculty entities shall have primary responsibility for making course level determinations.*

### Criteria for Determining Baccalaureate Level Courses

The significant elements involved include institutional issues, the course expectations, and the pedagogy employed. Course content alone will not determine acceptability for baccalaureate credit. The criteria are phrased in terms of expectations from each of the parties. These expectations shall not be construed as, by themselves, defining a baccalaureate-level course; rather they are designed as aids to the process of making that determination. Thus, they attempt to suggest the kinds of considerations that must underlie

a determination of course level but they do not define a rigid and objective standard. The use of this document requires informed judgment as to the extent to which the course in question meets the expectations embodied in each of these criteria. These criteria have been developed primarily to guide community college faculty and administrators in determining appropriate baccalaureate course designations, but they should also be useful in university curriculum review processes.

### Institutional Issues

- (1) The course is to be taught by a qualified instructor, judged by peers to be competent in the subject matter.
- (2) Qualified faculty, as judged by their peers, shall make the decisions as to course content, instructional methodology, instructional support requirements, and methods and standards for assessing student performance.
- (3) The institution shall provide adequate assessment and advising to ensure that students enrolling in baccalaureate courses are adequately prepared.
- (4) Adequate instructional support resources shall be available to all students who enroll in the course, including facilities, library materials, and access to qualified faculty outside of class meeting times.

### Course Expectations

- (1) The course is presented in a manner that requires of students:
  - a. a level of intellect, skill, prior knowledge, and maturity consistent with entry-level collegiate expectations and the stated prerequisite(s), if any for that course;
  - b. learning skills and a vocabulary necessary to master the subject matter of a baccalaureate level course; and
  - c. the capacity to think critically and to understand and apply concepts.
- (2) The course:
  - a. treats subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level;
  - b. requires the student to continue development of communication skills appropriate for higher education.
- (3) Coursework that:
  - a. enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions generally shall be considered baccalaureate level.
  - b. Enhances understanding of occupational and professional fields usually requiring experience in higher education a prerequisite to employment in such field may be considered baccalaureate level if it includes attention to appropriate theories and concepts.

- c. Provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such field may be considered baccalaureate level if the primary emphasis is upon understanding the theories and concepts that underlie practice rather than only upon the development of technical skills required for immediate employment.
- d. Is remedial or college preparatory shall not be considered baccalaureate level.

### Pedagogy Employed

- (1) There shall be opportunity for student-faculty interaction of a kind and variety commensurate with achievement of course objectives
- (2) The method of evaluation of student performance in courses shall discriminate among levels of attainment as appropriate to both entry and expectations.

Appendix

B

## Guidelines for Articulation of Courses to UC Special Regulations for Courses in Specific Subject Areas

### UC Transferable Course Agreement

**\*NOTE: Subject to Revision: see your TCA Update Letter for Current Guidelines**

The following guidelines pertain to courses particularly at lower division, in subject areas that have special regulations to be articulated for transfer credit to the University of California. These guidelines should be used in conjunction with the general information already provided regarding the awarding of transfer credit keeping in mind that transferable courses should be comparable in terms of their purpose, scope and depth appropriate to lower division courses in the UC system.

### Special Regulations for Courses in Specific Subject Areas

The following guidelines pertain to courses particularly at lower division, in subject areas that have special regulations to be articulated for transfer credit to the University of California. These guidelines should be used in conjunction with the general information already provided regarding the awarding of transfer credit keeping in mind that transferable courses should be comparable in terms of their purpose, scope and depth appropriate to lower-division courses in the UC system. These guidelines should be used in conjunction with the general criteria contained within UC's Statement of Transfer Credit Practices.

### Administration of Criminal Justice/ Criminology/Law and Society

Only one introductory course to the profession is allowed for transfer credit. The content of these courses should not specifically deal with the applied, functional aspects of law enforcement. See Criminology/Law and Society.

#### Transferable courses:

- Focus on criminal and/or legal theory and/or public policy, comparative study of legal systems/cultures, sociology/psychology of criminal behavior, etc.
- Are comparable to courses found in UC departments of Criminology, Law and Society, Legal Studies and Sociology.
- Credit allowed for one course in each of the following areas:
  - Introduction course
  - Law and society
  - Criminal justice system

## Criminology/Law and Society

The content of these courses should focus on criminal theory and not specifically with the functional aspects of law enforcement or administration of justice. UC grants credit for one course in each of the following areas; an introduction, Law and Society and Criminal Justice System. These courses are found in UC departments of Criminology, Law and Society, Legal Studies and Sociology. See Administration of Justice.

### Transferable courses:

- Focus on criminal and/or legal theory and/or public policy, comparative study of legal systems/cultures, sociology/psychology of criminal behaviour, etc.
- Are comparable to courses found in UC departments of Criminology, Law and Society, Legal Studies and Sociology.
- Credit allowed for one course in each of the following areas:
  - Introduction course
  - Law and society
  - Criminal justice system

## Agricultural Sciences

The primary focus of these courses must be theoretical, although the course may contain some elements of an applied nature. Courses should be compared to those at UC Colleges of Agricultural and Environmental Sciences or Natural and Agricultural Sciences or UC Departments such as Botany, Environmental Science or Plant Science.

### Transferable courses:

- Primary focus must be theoretical although some elements of an applied nature are acceptable (e.g., Application of Economic Concepts to Agro-Environmental Issues).
- Should be comparable to:
  - Courses at UC colleges of Agriculture, Natural Resources, and/or Environmental Sciences.
  - Courses in UC departments such as Botany, Environmental Science, or Plant Science.

### Prerequisites:

- Introductory or survey courses do not require specific prerequisites.

### Lab science courses:

- Must include a lab manual. [Follow this link for additional textbook information.](#)

### Not transferable:



- Courses primarily professional or technical in nature, such as those focused on the development, operation, and management of agriculture facilities, or agriculture mechanics; courses for certification.
- No credit for introductory courses taken after more advanced-level courses in this area.

### American Sign Language

Appropriate courses must be in American Sign Language, not signed English, and cover the deaf culture as well as the phonology, vocabulary, and grammar of American Sign Language. Courses which cover signed exact English or finger spelling are not acceptable. ASL courses can be used to satisfy the LOTE requirement as identified on the UC TCAs posted at [www.assist.org](http://www.assist.org).

#### Transferable courses:

- Focus primarily on American Sign Language (lab component not required), not signed English.
- Cover the deaf culture as well as the phonology, vocabulary, and grammar of ASL.
- May satisfy the LOTE requirement.

#### Not transferable:

- Signed English or finger-spelling courses.

### Architecture

Courses in this subject should emphasize architectural design and theory, rather than applied aspects such as drafting or building/construction technology. These types of courses may be found in UC departments such as Architecture and Civil Engineering. Credit for variable topics is not usually allowed due to credit limitations in this area.

#### Transferable courses:

- Emphasize architectural design and theory.
- May include the technical, aesthetic, and cultural components of design, as well as environmental history, sustainability, behavioural sciences, resource management, and design theory.
- Acceptable courses may include, but are not limited to: Architectural Design; Architectural Design Fundamentals; Architectural Design Studio; Architectural Graphics; Freehand Drawing; Computer-aided Design; History of World Architecture; Introduction to Architecture and Environmental Design; Introduction to Design; Introduction to Visual Representation and Drawing; and People and Environmental Design.

#### Not transferable:

- Applied aspects such as building/construction technology.

## Art

Transferable courses in this area should stress aesthetic intent and content over technique. In addition to knowledge and appreciation, courses should stress principles and concepts that unify knowledge as well as the methods of investigation that characterize specific disciplines. Courses on the history of photography, color photography, mixed media and digital and computer art are acceptable. Commercial or professional art courses (Advertising, Commercial Photography, Interior Design, etc.) are not appropriate, nor are craft courses (Calligraphy, Jewelry Making, Weaving, etc.).

### Transferable courses:

- May include history, theory, and practice.
- Stress aesthetics, concept, content, and context, in tandem with technique.
- Integrate knowledge and appreciation, principles and concepts that unify knowledge as well as the methods of investigation that characterize specific disciplines, including topics such as colour, line, dimension, and design theory.
- Acceptable courses may include: art history; art appreciation; beginning sculpture; colour photography; digital and computer art courses; drawing; history of multi-cultural art; history of photography; introduction to contemporary visual culture; mixed media; painting; printmaking, etc.

### Not transferable:

- Commercial or professional art courses (e.g., advertising; commercial photography; interior design, etc.); craft courses (e.g., calligraphy; jewellery making; weaving, etc.).

## Biological (Life) Sciences

Courses in this area should teach fundamental concepts and principles of the Biological Sciences discipline, how these were derived and how they are applied. Although specific prerequisites are not required for introductory courses, these courses are expected to be at the baccalaureate level in content and scope. It is not appropriate for courses in this area to be primarily professional or technical.

While courses generally are expected to have a laboratory or field component where appropriate, lab or fieldwork are not required for elective credit. Courses proposed for lower-division preparation for Biological Sciences majors must have Intermediate Algebra as a prerequisite.

Credit will not be given for introductory courses taken after more advanced level courses in this area.

### Transferable courses:

- Teach fundamental concepts and principles of the biology/life sciences discipline.
- One introductory or survey course prior to the general course series for the major or non-major is allowed.

Prerequisites:

- Lower-division preparation courses for biological sciences majors require intermediate algebra or its equivalent (as defined under the Mathematics guidelines).
- Not required for introductory or survey courses.

Lab science courses:

- Generally expected to have a laboratory or field component where appropriate, although lab or fieldwork are not required for elective credit.
- Must include a lab manual. [Follow this link for additional textbook information.](#)

Not transferable:

- Courses primarily professional or technical in nature; courses for certification.
- **No credit for introductory courses taken after more advanced-level courses in this area.**

## Biotechnology

Transferable courses:

- Explore the conjunction between engineering and life sciences.
- Topics may include: microbial, agricultural and medical biotechnology; biofuels; cloning; bioremediation; DNA fingerprinting; forensics; information technology and nanotechnology.
- Acceptable courses have included: Biotechnology and Society; Introduction to Biotechnology; Survey of Biotechnology, etc.

Not transferable:

- Courses that are solely practical, applied, and functional.

## Business

Transfer credit will be allowed for an introductory business course, provided it focuses on the role of business as it relates to the greater society and includes topics on ethics, labor, finance marketing, etc. Credit is granted for up to one year in Principles of Accounting and one course in Business Law. Calculus and some computer systems courses offered through a business department are transferable, if the majority of the content is math or computer-oriented and not business-oriented.

Transferable courses:

- One introductory business course that focuses on the role of business as it relates to the greater society and includes topics on ethics, labour, finance marketing, etc., is allowed for transfer credit.

- One course in Business Law is allowed for transfer credit.
- Up to one year in Principles of Accounting – Managerial and Financial courses are allowed for transfer credit.
- Calculus and some computer systems courses offered through a business department are transferable, if the majority of the content is math- or computer-oriented and not business-oriented.
- Acceptable courses include: Business and Society; Business Law; Principles of Business; Financial Accounting; Introduction to Business; Managerial Accounting; Mathematical Analysis for Business – Calculus, etc.

Prerequisites:

- UC-transferable math courses, including calculus (whether offered through a business or any other department), require a prerequisite of intermediate algebra or its equivalent. Equivalent courses should cover the content and mathematical practices of the Common Core State Standards for Mathematics (CCCSM).

Not transferable:

- Courses that focus primarily on the applied, functional and/or practical aspects of business.

## Chemistry

Courses in this subject should cover the basic principles of chemistry. UC allows only one introductory or survey course prior to the general course series for the major or non-major. Courses designated as applied, remedial/review or for certification are not considered appropriate. Courses proposed for lower-division preparation for Chemistry majors must have intermediate Algebra as a prerequisite. Credit will not be given for introductory courses taken after more advanced level courses in this area.

Transferable courses:

- Cover basic principles of chemistry.
- One introductory or survey course prior to the general course series for the major or non-major is allowed.

Prerequisites:

- Lower-division preparation courses for chemistry majors require intermediate algebra or its equivalent (as defined under the Mathematics guidelines).
- Must include a lab manual. [Follow this link for additional textbook information.](#)

Not transferable:

- Courses primarily professional or technical in nature; courses for certification, such as Chemical Safety or Chemical Hygiene Officers.
- No credit for introductory courses taken after more advanced-level courses in this area.

### College Success

Courses (up to 3-semester unit maximum) should cover topics such as critical thinking, perceptions of the value of a college degree, university history/policies, student culture, communication, health and wellness, sex, diversity, life planning, campus resources and student responsibility for education. Primary focus should not be career development and course should focus on the theories of succeeding in college. Community college catalog is a required text for this course.

#### Transferable courses:

- Focus on theories of succeeding in college and/or the workplace.
- Acceptable topics include critical thinking, perceptions of the value of a college degree, university history/policies, student culture, communication, health and wellness, diversity, educational and career planning, campus resources, or student responsibility for education.
- Required text: community college catalog. [Follow this link for additional textbook information.](#)
- Up to 3 semester unit maximum.

#### Not transferable:

- Personal career development courses (e.g., resumé writing, interviewing skills, or courses that cover applied skills).

### Computer Science

Courses in this area should cover topics such as introductory theory of the computer; its organization and logic; or development of a high-level programming language. Credit for one course in computer literacy may be granted. Courses that provide technical training or are primarily business-oriented are not considered appropriate for transfer. Courses such as data processing and desktop publishing are not appropriate for transfer.

#### Transferable courses:

- Should cover topics such as introductory theory of the computer, its organization and logic, or development of a high-level programming language.
- Credit may be granted for one course in computer literacy. Examples of topics that might be covered in such a course include: history of the computer; social, cultural, or economic impact of computers; and future of computers.

- Acceptable courses have included: C++ for Programmers; Computers and the Internet in Society; Computer Literacy; Foundations of Computer Programming; Fundamentals of Logic Design; Great Ideas in Computer Architecture; Introduction to Information Systems; Object- Oriented Programming; Problem Solving with Computers; Python Programming; Structure and Interpretation of Computer Programs, etc.
- [Follow this link for additional textbook information.](#)

Not transferable:

- Courses in technical training, data processing and desktop publishing; or courses that are primarily business-oriented
- Courses focused solely on how to use applications such as MS Word, Excel, PowerPoint.

## [Dance](#)

Theory, history, choreography, notation or performance courses offered in any department are acceptable. Non-traditional courses such as Pilates and aerobics are considered P.E and are limited to the P.E. maximum credit of 4 units.

Transferable courses:

- Theory, history, and performance; choreography; dance pedagogy; dance technique or notation courses offered in any department (e.g., dance; humanities; kinesiology; physical education, etc.).
- Acceptable courses may include: ballet; contact improvisation; contemporary or modern dance; fundamentals of choreography; hip hop; history and appreciation of world dance; history of theater and dance; jazz dance, etc.

Not transferable:

- Pilates, aerobics and water ballet are not transferable as dance courses; however, they are transferable as physical education (P.E.) or kinesiology courses and therefore limited to the P.E. maximum credit of 4 semester/6 quarter units.

## [Education](#)

Courses should focus on education within the context of its history, politics, culture, and effect on the individual and society. One introductory education course is allowed for transfer. Courses which combine the introductory teaching information, CSTP, and K12 Content Standards, as well as field experience in a "diverse public school setting", could be acceptable as an additional course.

Transferable courses:

- Academic and theoretical in nature; courses that focus on theories of learning and/or elaborations of disciplinary understanding (e.g., thinking mathematically).

- Focus on education within the context of history, politics, culture, law, public policy, and/or its effect on the individual and society.
- Courses focused on human development within an educational context, such as early childhood education, or child development in education.
- Courses combining introductory teaching information, state standards for the teaching professional, and K-12 content standards, as well as field experience in a school setting are acceptable.
- One introductory education course is allowed for transfer credit.

Not transferable:

- Courses focused primarily on the professional or applied aspects of education with little or no connection to relevant theory or research methodology.

## Engineering

Courses in this area must have a strong theory component, but may include some application. Surveying courses must have a prerequisite of at least Trigonometry. Most other engineering courses must have a prerequisite of at least introduction to calculus. These include Circuits, Statics and Properties of Materials. One course in Introduction to the Engineering Profession and one course in Introduction to Engineering CAD are also acceptable. Courses primarily skills- oriented, such as manufacturing technology or practical mappings are not considered appropriate for transfer.

Transferable courses:

- Require strong theoretical component, but may include some application.
- Credit may be granted for one course consisting of an introduction to the engineering profession.
- Credit may be granted for only one introductory CAD/CADD course and additional lower division CAD/CADD courses beyond the introductory level up to a maximum of 8 semester/12 quarter units.
- Acceptable courses have included: Circuit Theory; Elements of Materials Science; Engineering Design and Analysis; Engineering Mechanics: Dynamics; Circuits, Devices, and Systems; Engineering Problem Solving; Introduction to Microelectronic Circuits; Principles of Materials Science and Engineering; Properties of Materials, etc.

Prerequisites:

- Surveying courses require minimum prerequisite of trigonometry.
- Most other engineering courses, including Circuits, Statics, and Properties of Materials, must have a prerequisite of calculus and calculus-based physics.
- Examples of engineering courses that do not have calculus and calculus-based physics as prerequisites include: Introduction to Engineering; Introduction to Programming; Issues in Engineering; Engineering Graphics in Design; and Creativity and Entrepreneurship for Engineers.

Not transferable:

- Skills-oriented courses such as manufacturing technology or practical mappings.

### English As A Second Language

UC Academic Senate regulations allow a maximum of 8 semester units of transfer credit for courses that emphasize writing. Only the highest levels of ESL, which prepare students for transferable English composition, may be approved for UC transferability. In order to approve ESL course work, paragraph development and progression to essay writing is needed. Courses that focus exclusively on listening, reading, or speaking skills are not appropriate for UC credit.

Transferable courses:

- Only the highest levels of ESL, which prepare students for transferable English composition.
- Must require progression to essay writing.
- Maximum credit allowed: 8 semester/12 quarter units for courses that emphasize writing.

Not transferable:

- Courses that focus exclusively on listening, reading comprehension, or speaking (conversational) skills.

### English Composition

Courses in English composition must have a prerequisite of a course or examination comparable to the UC Entry Level Writing Requirement. Although such a prerequisite is not currently required for literature courses, the expectation is that they too will be of a college level. Courses should require extensive practice in writing and require a substantial amount of reading of significant literature. Children's Literature courses are acceptable as a genre but not as a teaching/selection guide for teachers/parents. Remedial work in English is defined as work primarily focused on topics in spelling, punctuation, and usage, and in the basic structures of sentences, paragraphs, and short essays.

Transferable courses:

- Require extensive practice in writing (minimum 6,000 words), incorporating drafting and revision in the writing process.
- Include instruction in strategies for effective writing (e.g., analyzing audience, context, purpose) and consideration of different genres and mediums of writing.
- Provide students with feedback on their writing by instructors with experience/expertise in writing.
- Require a substantial amount of reading of academic writing and other challenging texts.



- Must include a writing handbook or evidence of similar writing pedagogy (e.g., *A Writer's Reference*; *The Essentials of English: A Writer's Handbook (with APA Style)*; *Writing: A College Handbook*; etc.). [Follow this link for additional textbook information.](#)
- UC will consider any "intensive" (i.e., blended course that includes UC-transferable content and remedial content) English Composition course for UC transferability, and if the course otherwise meets all UC faculty criteria for approval, the CCC intensive course will earn the equivalent units as the UC-transferable portion of the course (e.g., 4 or 3 semester units, or the quarter unit equivalents).

#### Prerequisites:

- Prerequisite/co-requisite courses, if necessary, should teach the composition skills and knowledge without which the student is highly unlikely to succeed in a college-level English composition course; courses should also integrate the reading of a range of academic texts with frequent and regular writing.
- In reviewing courses for potential transferability, UC checks for but does not evaluate the prerequisite/co-requisite in TCA submissions.

#### Not transferable:

- Remedial work in English, which is defined as work primarily focused on topics in spelling, punctuation, and grammar; and in the basic structures of sentences, paragraphs, and short essays is not transferable if taught as a separate course.

## English Literature

#### Transferable courses:

- Must include a representative reading list (with information on what the students are reading, e.g., "representative readings will include *The Epic of Gilgamesh*, *The Iliad*, *The Odyssey*, etc."). [Follow this link for additional textbook information.](#)
- Children's literature courses are acceptable as a genre but not those primarily intended as a teaching/selection guide for teachers/parents.

## English/ Writing

These courses are also called: -Writing, -Creative Writing, -Script Writing, -News writing, etc. All courses in which writing is the primary focus must have a minimum prerequisite or eligibility for a transferable English composition course. One course in Journalism is allowed for transfer credit. Courses may include topics such as fundamentals, history or media studies.

Commercially oriented writing courses are not appropriate. Courses in this area may not be used to meet the English composition requirement for eligibility.

Transferable courses:

- Topics may include fundamentals, history, or media studies, but must focus on writing.
- May not meet the English Composition requirement for eligibility (UC-E).
- Also called: Writing, Creative Writing, Journalism, Script Writing, News Writing, etc.
- Students should be exposed to a range of writing in the genre.
- Include instruction in strategies for effective writing (e.g., analyzing audience, context, purpose) and consideration of the genre and mediums of writing. Provide students with feedback on their writing by instructors with experience/expertise in writing in the genre.

Prerequisites:

- Prerequisite/co-requisite course, if necessary, consisting of a transferable English composition course, or the eligibility to enroll in a transferable English composition course.

Not transferable:

- Commercially oriented writing courses.

**Health Education/First Aid/Life Saving**

Credit may be granted for one course in Health Education, one course in First Aid and one course in Life Saving. Courses may include topics in community, general, personal or public health.

Comparable courses may be found in UC departments such as Physical Education, School of Public Health, Social and Administrative Health Science, Sociology, etc.

Transferable courses:

- Courses focused on understanding human health and disease through the study, development, and application of knowledge that prevents disease, protects the public from harm, and promotes health throughout society.
- Key topics covered in such courses may include: community, environmental, general, personal, or public health; maternal and child health; health policy and management; health sciences; health and social behavior; human development; biostatistics/epidemiology; infectious diseases and immunity; nutrition; population genetics.
- Relevant coursework may be equivalent to courses offered in UC departments or schools, such as Physical Education, Public Health, Social and Administrative Health Science, Sociology, etc.
- Credit is allowed for one course in each of the following three areas:
  - Health Education
  - First Aid
  - Life Saving

Not transferable:

- Primarily professional or technical courses with little or no connection to relevant theory or research methodology.
- Courses in which the student is a recipient of physical health therapy, or instruction is aimed at personal health improvement.

## History

In 2010, UCOP received a request from UC history faculty about the need for expanded details in the outlines of history courses in the following areas: World History, Western Civilization, American History, Latin American History, History of Africa, and History of Asia. This request for expanded COR is only for series courses in these subjects rather than courses with specialized foci (e.g., The Latina/o Experience in the United States). Courses should emphasize the development of critical and historical thinking through various class assignments, e.g., out-of-class assignments, papers, independent or collaborative research, and include at least one reading beyond the assigned textbook. A recommended format for the COR would group course content into sections rather than a list of dates and locations covered in the course.

### Transferable courses:

- Emphasize the development of critical and historical thinking through various class assignments, e.g., out-of-class assignments, papers, independent or collaborative research.
- Should include elements of the following in course outlines of record (in Course Objectives or elsewhere in the outline):
  - Chronological reasoning (sequence, cause and effect, periodization)
  - Evaluation of evidence (differentiating between primary and secondary sources; assessing reliability, intended audience, author's biases/perspectives; identifying context of production, etc.)
  - Identifying argument/interpretation
  - Use of appropriate evidence in support of an argument
  - Integration, interpretation, and analysis of primary sources
- Must include reading beyond the textbook, including sources such as: scholarly articles, popular research-based articles, monographs, popular non-fiction, primary sources, etc. [Follow this link for additional textbook information.](#)
- Should include a selection of the following analytical writing assignments: research papers, book reviews, essays, short writing assignments (1-paragraph to 2-page responses to specific prompts), short research assignments utilizing primary sources.
- Recommended format for the course outlines of record is to group course content into sections rather than a list of dates and locations.

## Independent Study (Same as Variable Topics Courses)

Independent study courses will usually be undertaken after completion of basic courses in the subject area. It is a means of meeting special curricular needs and not a replacement for standard courses. Courses should be in areas for which transfer credit is granted to the

University and which have appropriate and sufficient readings, papers and/or tests. Granting of credit is determined based on course content upon petition to the enrolling UC campus usually after transfer. A course syllabus must be submitted by the student for campus consideration. This area includes courses in Directed Study, Experiential Learning, Field Studies, Independent Study, Individual Projects, Internship, Special Studies, Special Topics, Tutorial, etc.

**Independent study/variable topics courses are not reviewed for the TCA. These courses may be granted transfer credit after admission.**

- Credit may be given by the enrolling campus only after transfer, following a review of the scope and content of the course. Student must submit course syllabus and petition for credit. Faculty recommendations from the sending CCC campus may be required.

**Independent study and variable topics courses that may be considered after admission:**

- Are in subject areas for which UC grants transfer credit and which have appropriate and sufficient readings, papers and/or tests;
- Are usually undertaken after completion of basic courses in the subject area and as a means of meeting special curricular needs, not as a replacement for standard courses.
- Include courses categorized as: Directed Study, Experiential Learning, Field Studies, Individual Projects, Internship, Special Studies, Special Topics, Tutorial, etc.

**Not transferable:**

- Variable topics courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice / Criminology, or Library Departments are not transferable because of credit restrictions in these areas.

### Languages Other Than English

Language courses should provide instruction in the written and oral language as well as history and cultural traditions of the country associated with the language studied. Languages other than English for Native Speakers are appropriate for transfer. Courses primarily conversational must have as prerequisite a course equivalent to the third year of high school study or one year of college level coursework in the language. Also, the content of conversation courses should not be primarily business or travel-oriented. Conversation courses are not appropriate for IGETC.

Split level courses:

In May 2005, UC faculty confirmed that foreign language is an area of sequential knowledge and validation in this area is acceptable. During the 2005-06 TCA update, agreements were adjusted to reflect this understanding. Courses that are equivalent to 2 years of high school study are identified by a footnote and with the IGETC area 6A designation for each foreign language at each CCC. In addition, courses beyond the proficiency level as well as the second half of split courses are also identified with the

IGETC area 6A designation. UCOP no longer requires both courses of a split sequence to be taken in order for credit to be granted. The second half of a split course sequence may now validate the first half. In order for a split-level course to meet area 3B for IGETC, the course must be a minimum of three units.

### Transferable courses:

- In general, may be in any language defined as having syntax, grammar, reading, listening, speaking and writing that is different from the English language; must provide instruction in the written and oral language, as well as the history and cultural traditions of the country associated with the language studied.
- Acceptable LOTE courses have included: American Sign Language (no speaking/listening), Arabic, Chinese, Dutch, French, German, Greek, Hebrew, Italian, Japanese, Latin (no speaking), Portuguese, Spanish, Vietnamese, LOTE courses for native speakers, etc.
- **Beginning-level** courses typically cover the content of a standard college-level, beginning-level textbook or its equivalent. Such courses also address the following criteria:
  - **Language:** Teach a basic working vocabulary, as well as an understanding of the grammatical structure of the language, in both oral and written presentational modes within familiar contexts (e.g., family life, friends, health, college life, sports and leisure activities, shopping, transportation, cinema and media). Include regular assessments such as quizzes, midterms/exams, oral reports and presentations, short essays, etc.
  - **Contextualization and Culture:** Create appropriate contextualized learning with regard to introducing culturally authentic norms, values, and beliefs, such as exposure to important artifacts that reflect the sociological and psychological underpinnings of the second language culture (e.g., art work, architecture, crafts, literature), etc.
  - **Skills for the 21st Century:** Connect classroom learning to external resources (e.g., second language websites, social media, etc.), as much as possible.
- **Intermediate-level** courses typically cover the content of a standard college-level, intermediate-level textbook or its equivalent. Such courses also address the following criteria:
  - **Language:** Build upon the beginning-level grammatical foundation and teach new, more complex structures to elicit oral and written responses that are more extensive in length and depth, and encourage more complicated self-expression using the linguistic elements of the second language. Include regular assessments such as language-focused exercises, communicative activities, quizzes, midterms/exams, oral reports and presentations, short essays, etc.
  - **Contextualization and Culture:** Create appropriate contextualized learning (building upon criteria for beginning-level courses) and continue the exploration of the cultures/communities where the second language is spoken. Include opportunities to practice oral and writing skills, such as through exposure to authentic literary texts, etc.

- **Skills for the 21st Century:** Connect classroom learning to appropriately complex external resources (e.g., second language websites, social media, blogs, video chats with native speakers, etc.) as much as possible.
- **LOTE courses and IGETC**
  - Courses equivalent to two years of high school study are identified by a footnote on the UC TCA and satisfy IGETC Area 6A.
  - Courses beyond the proficiency level also satisfy IGETC Area 6A.
  - Conversation courses with appropriate prerequisites (see prerequisite guidelines below) may be transferable, but are not appropriate for IGETC.

Prerequisites:

- Conversation courses must have a prerequisite of a course equivalent to the third year of high school study, or one year of college-level coursework in the language.

Not transferable:

- Courses covering primarily business- or travel-oriented content.
- Courses designed with little opportunity for instructor feedback, regular assessment, or practice of oral and written presentation skills; courses including activities that are inappropriate for the targeted level of the course (i.e., generally too low a level).
- Courses taught in English only.

## Mathematics

Mathematics courses including statistics must have a prerequisite course equivalent to intermediate algebra or higher. These courses will employ topics of advanced algebra as found in courses such as college algebra, pre-calculus, calculus, linear algebra, discrete mathematics, analytic geometry or elementary functions. One year in Elementary Math for Teacher Education may be considered for credit. Math for Teacher Education is not appropriate for Quantitative Reasoning.

Remedial work in mathematics is defined as work in topics from arithmetic, beginning and intermediate algebra, plane geometry, and trigonometry. A pre-calculus course, with intermediate algebra as a prerequisite, containing topics from advanced algebra, elementary functions (logarithmic, exponential, and trigonometric), and analytic geometry, is not considered remedial. Credit for trigonometry is not allowed if taught as a separate course. In the past, UC deducted one unit for courses which contained trigonometry content. Beginning fall 2006, based on UC faculty clarification credit will be granted for College Algebra and Precalculus courses as offered.

UC continues to require intermediate algebra or its equivalent as a prerequisite for transferable math courses, including statistics. The community colleges will determine equivalence of prerequisite courses. Please note in your TCA submissions that the prerequisite(s) includes intermediate algebra, and if your campus offers any alternative (i.e., equivalent) course(s), be sure to list the alternatives as well.

A student may receive credit for either college algebra or pre-calculus,

Transferable courses:

- Employ topics of advanced algebra as found in courses such as college algebra, pre-calculus, calculus, linear algebra, discrete mathematics, analytic geometry, or elementary functions.
- Further build upon the foundational mathematical concepts, principles, and practices aligned with the Common Core State Standards for Mathematics (CCSSM).
- College Algebra and Pre-Calculus
  - A student may receive credit for either college algebra or pre-calculus with a limitation of 5 semester/7.5 quarter units for the combination of courses or any portion completed.
  - A pre-calculus course containing topics from advanced algebra, elementary functions and analytic geometry, is **not** considered remedial.
- Math for Liberal Arts
  - Should be on the same level as courses in college algebra, pre-calculus, finite math, and statistics, although without as much detail and in a manner more appropriate to students who will not use these topics in their major field of study.
  - Example: exponential and logarithmic functions should be just as rigorous as that of a college algebra or pre-calculus course but focused on real-world applications.
- Math for Teacher Education
  - Credit is allowed for one year (2 semesters/3 quarters) in Elementary Math for Teacher Education.
  - Math for Teacher Education does **not** satisfy the requirement in Mathematic Concepts and Quantitative Reasoning (UC-M).

Prerequisites:

- Prerequisite/co-requisite courses, if necessary, should teach the skills and knowledge without which the student is highly unlikely to succeed in college-level mathematics and be consistent with CCSSM standards for mathematical practice:
  - Make sense of problems and persevere in solving them.
  - Reason abstractly and quantitatively.
  - Construct viable arguments and critique the reasoning of others.
  - Model with mathematics.
  - Use appropriate tools strategically.
  - Attend to precision.
  - Look for and make use of structure.
  - Look for and express regularity in repeated reasoning.
- In reviewing courses for potential transferability, UC checks for but does not evaluate the prerequisite/co-requisite in TCA submissions. See the BOARS Statement on Basic Math for all Admitted UC Students:  
<https://senate.universityofcalifornia.edu/files/committees/boars/BOARSStatementonBasicMath.pdf>



Not transferable:

- Remedial work in mathematics, defined as work in topics from arithmetic, beginning and intermediate algebra, high school geometry, or trigonometry if taught as a separate course.
- Courses covering special topics, such as courses on financial mathematics or consumer mathematics.

### Military Credit

Military Language Specialized and Military Language Schools should be held to the same standards as indicated above in the Language Other Than English section.

Military Science Courses are acceptable in the following areas of academic disciplines: literature, history, sociology, psychology, ethics, or engineering in the military services.

Some courses of a practical nature may also be acceptable. Comparable courses may be found in the Military Science department or ROTC at UCB, UCSB and UCLA. Courses such as Land Navigation and Orienteering, Basic Mountaineering, Basic Leadership, Basic and Advanced Military Physical Conditioning are acceptable.

Military Service General military credit is not granted upon admission however credit may be granted using the ACE Armed Services Guides based on departmental or UC school or college recommendation after enrollment. If the student requests a review of this course work, advise the student to submit supplemental information upon which to make a decision similar to Independent Study. CLEP is not accepted.

### Music

UC does not limit credit for the number of appropriate music courses a student may transfer. Theory and performance courses are appropriate for transfer credit. Electronic music courses should have prerequisites or include music theory and history. Courses that focus primarily on the commercial aspect of music are not considered appropriate for transfer.

Transferable courses:

- Theory, history, and performance.
- Acceptable courses may include: guitar; keyboard; elementary voice; fundamentals of music; history of music; composition; introduction to musical literature; jazz band; musicianship; music theory; music of the world; orchestra; structures of music; voice; woodwind technique, etc.
- UC does not limit credit for the number of appropriate music courses a student may transfer.

Prerequisites:

- Electronic music courses should have prerequisites or include music theory and/or music history.

Not transferable:



- Courses that focus primarily on the commercial aspect of music.

### Natural Sciences/Physical Sciences

Courses in this area should teach fundamental concepts and principles – how these were derived, and how they are applied. Although a specific prerequisite is not required for introductory courses, these courses are expected to be at the baccalaureate level in content and scope. It is not appropriate for courses in this area to be primarily professional or technical in nature. Credit will not be given for introductory courses taken after more advanced level courses in this area.

#### Transferable courses:

- Teach fundamental concepts and principles, including how these were derived, and how they are applied

#### Prerequisites:

- Not required for introductory or survey courses

#### Lab science courses:

- Must include a lab manual. [Follow this link for additional textbook information.](#)

#### Not transferable:

- Courses primarily professional or technical in nature; courses for certification
- No credit for introductory courses taken after more advanced-level courses in this area.

### Nutritional Sciences

#### Transferable courses:

- Emphasize nutrition as a science; may include topics such as properties of nutrients and foods; the effects of nutrition on health, including global problems of food and nutrition.

#### Prerequisites:

- Introductory or survey courses do not require specific prerequisites.

#### Lab science courses:

- Must include a lab manual. [Follow this link for additional textbook information.](#)

Not transferable:

- Courses primarily professional or technical in nature; courses for certification.
- No credit for introductory courses taken after more advanced-level courses in this area.

### Online courses

UC does not consider method of delivery at the transfer level as long as the course otherwise meets the standards for UC transferability.

California Community College Policy regarding Distance Education is covered by [Title 5, Chapter 6, Subchapter 3, section 55200](#):

"Title 5 regulations specify that course quality standards apply to distance education in the same manner as for traditionally delivered courses and that each course designed for delivery via distance education must be separately approved by the college curriculum committee. The regulations also require regular contact between instructors and students."

### Physical Education

Transferable courses:

- May fall into two categories: 1) Activities; 2) Theory / Academic / Scholarly.
- Credit for PE activity courses is limited to 4 semesters/6 quarter units.
- Credit for Theory courses is limited to 8 semester units/12 quarter units.
- Textbooks are not required for PE courses.

Not transferable:

- Courses that are primarily vocational such as: Aerobics Instructor Training; Personal Trainer Certification; or Fire Academy Protection Preparation; etc.

### Physics

UC allows only one introductory or survey course prior to the general course series for the major or non-major. Major courses in this area should teach fundamental concepts and principles – how these were derived, and how they are applied. Physics for Physicists and Engineers must have a prerequisite of calculus; Physics for Biologists must have a prerequisite of trigonometry; and Physics for Liberal Arts Students must have a prerequisite of intermediate algebra. No credit for an introductory course following any course for the

major or a more advanced level course.

Transferable courses:

- Major courses in this area should teach fundamental concepts and principles, including how these were derived, and how they are applied.
- One introductory or survey course prior to the general course series for the major or non-major is allowed.

Prerequisites:

- Physics for physicists and engineers must have a prerequisite of calculus.
- Physics for biologists must have a prerequisite of intermediate algebra with trigonometry, or calculus.
- Physics for liberal arts students must have a prerequisite of intermediate algebra or its equivalent (as defined under the Mathematics guidelines).

Lab science courses:

- Must include a lab manual. [Follow this link for additional textbook information.](#)

Not transferable:

- Courses primarily professional or technical in nature; courses for certification.
- Integrated science courses that take a broad survey approach to physics and other science disciplines; such courses may be transferable for Natural Sciences/Physical Sciences general education credit.
- No credit for introductory courses taken after more advanced-level courses in this area.

## Psychology

All courses must be academic in content focusing on research, theory and analysis. Courses should include the theory and application of information. Courses in which the student is a recipient of therapy or instruction aimed at personal improvement or information about the health aspects of psychology are not appropriate for transfer.

Transferable courses:

- Teach fundamental concepts and principles of the psychology/psychological sciences discipline, with a focus on research, theory, analysis, and application.

Prerequisites:

- Introductory or survey courses do not require specific prerequisites.

Lab science courses:

- Generally expected to have a laboratory or field component where appropriate, although lab or fieldwork are not required for elective credit.
- Lab science courses must include a lab manual. [Follow this link for additional textbook information.](#)

Not transferable:

- Primarily professional or technical courses.
- Courses in which the student is a recipient of therapy, or instruction is aimed at personal improvement.
- Courses focused on the health aspects of psychology (e.g., stress management, relationship management).
- No credit for introductory courses taken after more advanced-level courses in this area.

### Religion/Religious Studies

Courses in this area should focus on religion in an objective and scholarly manner. Courses should approach religion from a historical and literary point of view that is comparative and cultural. Courses that approach religion from a dogmatic, sectarian point of view meant to indoctrinate or convert are not appropriate for transfer.

Transferable courses:

- Focus on religion in an objective and scholarly manner.
- Study of religion at its broadest and in terms of its core values.
- Explore and analyze the written and oral traditions of the world's religions.
- Compare and interpret the beliefs and practices of various religious traditions to understand the world in which those traditions emerged.
- Examine how religion has shaped human behavior within cultures in matters such as family life, ethics, sexual roles and relations, relations between individuals and society, and artistic expression.
- Explore religion as a force within social and political life, and an important aspect of governance within modern states.
- Acceptable courses may include: World Religions; Introduction to Religious Studies; Philosophy of Religion; Religion and Society; Myth, Ritual, and Symbolism, etc.

Not transferable:

- Courses that approach religion from a dogmatic, sectarian point of view meant to indoctrinate or convert.

### Social Sciences

Courses should provide students with an understanding of the development and basic features of societies and cultures. Courses may include an examination of the historic and contemporary ideas that have shaped our world, an examination of the nature and

principles of individual and group behaviors, or a study of social science methodologies. Courses that are primarily for personal enrichment are not appropriate for transfer.

Transferable courses:

- Academic in content, focusing on research, theory, and analysis.
- Topics covered are integrated into the larger academic context of the course and do not simply consist of a list of isolated topics.
- Methods of assessment include a final exam or paper counting for a substantial part of the student's grade.

### Statistics/Probability

These courses may be found in the social sciences, mathematics, economics and science departments. At minimum, statistics courses must have a prerequisite of intermediate algebra or its equivalent. A second course in statistics may be acceptable if content is sequential and not duplicative.

Transferable courses:

- Contain conceptual and computational skills in descriptive and basic inferential statistical methods; probability as it is relevant to statistical inference; and concepts useful in building statistical literacy (such as correlation is not causation, the difference between statistical significance and practical importance, common sources of bias in surveys and experiments, and appropriate interpretation of statistical results).
- May be in a business, economics, mathematics, social science, or science department.
- A second course in statistics may be acceptable if content is sequential and not duplicative.
- Statway
  - This year-long course sequence for non-STEM majors combines introductory college-level statistics with pre-college mathematical content as the foundation to the statistical topics.
  - Students must complete both Statway courses.
  - Maximum credit limitation: 4 semester/6 quarter units.

Prerequisites/co-requisites:

- Prerequisites/co-requisite courses, if necessary, should be consistent with CCCSM math standards and teach the skills and knowledge without which the student is highly unlikely to succeed in college-level statistics. These skills and knowledge cut across the CCCSM math standards and include:
  - Working with numerical information: ordering decimals, order of operations, operations with fractions and percentages, converting fractions to decimals and percentages, representing numbers, intervals, and inequalities on the number line.

- Algebra: evaluating expressions with the use of technology that involve arithmetic with signed numbers, square roots, squaring, exponents, factorials, and summation notation. Solving simple linear equations in one variable.
- Modeling: for linear models, interpret slope and intercept, graph a line and points, make predictions, and calculate vertical deviation of a point from the line.
- Geometry: given the area under a curve or histogram, approximate areas of specified regions; extract information from graphs and tables.
- In reviewing courses for potential transferability, UC checks for but does not evaluate the prerequisite in TCA submissions. See the BOARS Statement on Basic Math for all Admitted UC Students:  
[https://senate.universityofcalifornia.edu/\\_files/committees/boars/BOARSStatementonBasicMath](https://senate.universityofcalifornia.edu/_files/committees/boars/BOARSStatementonBasicMath)

Not transferable:

- Courses lacking conceptual or computational skills in basic inferential statistical methods, probability as it relates to statistical inference, or attention to statistical literacy.

### Theater Arts

Theory courses, as well as performance and production courses, are appropriate for transfer. Courses may include directing, film making, history, performance, production/stagecraft, costume design and makeup, theory and scriptwriting. Practical courses in Broadcasting such as radio/TV or other commercially oriented courses are not appropriate for transfer.

Transferable courses:

- Theory, performance, and production.
- May include topics such as acting technique; costume design and makeup; directing; history; filmmaking; lighting design and stage electrics; performance; production/stagecraft; scenic design and stage properties; scriptwriting; sound design and technology; theory, etc.
- Acceptable courses may include: acting history and practice; acting fundamentals; appreciation of modern theatre; costume design; design fundamentals for dance and theatre; introduction to performance; introduction to theatre; stage makeup; movement for the stage; play analysis; scenic design; scene study and characterization; stage lighting design; theatre production; technical aspects of dramatic production, etc.
- Scripts are accepted in lieu of textbooks for courses in performance.

Not transferable:

- Practical courses in broadcasting, such as radio/TV or other commercially-oriented courses.

### Variable Topics Courses (Same as Independent Study)

These courses are also called Independent Studies, Special Studies, Special Topics,

Internships, etc. Credit for variable topics courses is given only after a review of the scope and content of the course by the enrolling UC campus. This usually occurs after transfer and may require recommendations from faculty. UC does not grant credit for variable topics courses in

Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice (Criminology) or Library Departments because of credit restrictions in these areas. Each UC campus will determine credit for these courses based on information provided by the student, usually after they have been admitted at UC. Credit is granted only if it is determined that the content of the course is appropriate for transfer at the individual UC campus.

Variable Topic courses are not posted on the TCA. In their place, a note is included on the TCA describing the UC credit granting policy for these types of courses.

**Independent study/variable topics courses are not reviewed for the TCA. These courses may be granted transfer credit after admission.**

- Credit may be given by the enrolling campus only after transfer, following a review of the scope and content of the course. Student must submit course syllabus and petition for credit. Faculty recommendations from the sending CCC campus may be required.

**Independent study and variable topics courses that may be considered after admission:**

- Are in subject areas for which UC grants transfer credit and which have appropriate and sufficient readings, papers and/or tests;
- Are usually undertaken after completion of basic courses in the subject area and as a means of meeting special curricular needs, not as a replacement for standard courses.
- Include courses categorized as: Directed Study, Experiential Learning, Field Studies, Individual Projects, Internship, Special Studies, Special Topics, Tutorial, etc.

**Not transferable:**

- Variable topics courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice / Criminology, or Library Departments are not transferable because of credit restrictions in these areas.

Appendix

C

***CSU General Education-Breadth Guidelines***  
**CSU GENERAL EDUCATION-BREADTH  
CERTIFICATION GUIDELINES**

**CERTIFICATION BASICS**

- ◆ All CSU GE-B Areas A-E must be completed for full certification. However, certification of particular areas is also possible.
- ◆ A course taken at a California Community College can only be used to satisfy the CSU GE-B area if the course was approved for that area when the student took the course. The exception is if a course was –grandfathered
  - If the CSU GE-B approved date on ASSIST is blank or F81, course was –grandfathered in this GE area. This means that the course is acceptable for this GE area for –as far back as the course can be identified.
  - If the CSU GE-B approved date on ASSIST is S82 or later, the course technically cannot be certified for this area if the student took it before the approved date
- ◆ Courses can be listed in more than one area, but cannot be double counted. In other words, a course cannot be used to certify more than one of the CSU GE-B Areas A-E. However, courses used towards A-E certification may be used to fulfill the CSU requirement of U.S. History, Constitution and American Ideals.
- ◆ Since CSU admissions requirements for transfer students at the upper-division level specify a minimum grade of –C for CSU GE-B Areas A1, A2, A3 and B4, most colleges require a –C or better grade when certifying CSU GE-B Areas A and B4. A total of at least 30 semester units of courses on CSU GE-B certification lists or the equivalent must be completed with a grade of –C or better for admission purposes. If students have exceeded certification requirements in certain areas, including in the certification the maximal number of courses with –C or better grades is recommended. [There is a minimum GPA requirement of 2.0 for all transferable units but no minimum GPA requirement specific to CSU GE-B.]
- ◆ Courses with a –credit grade may be used for certification, provided the college issuing the –credit has a policy which states that –credit is equivalent to a grade of –C or better. (Note: Some campuses might have limitations on the number of –credit grades that can meet degree requirements, but this is separate from CSU GE-B certification.)
- ◆ International or foreign coursework cannot be used in CSU GE-B certification. The individual CSU campus may opt to give students credit for foreign coursework, but



community colleges do not have that prerogative.

### **PASS-ALONG**

Pass-along is that process where a community college uses course work taken at another institution when certifying course work for one of the California accepted General Education patterns.

Pass-along for CSU GE-B courses taken at a California Community College or other institution maintaining a CSU GE-B certification list

- ◆ Courses are placed in the general education pattern in the area for which they were approved at the college where the course was taken.

Pass-along for courses taken at a California State University prior to enrolling at a California community college

- ◆ Courses are placed in the general education pattern in the area for which they were approved at the CSU where the course was taken. CSU campuses do not always use the coding in Attachment A of E.O. 1033 to label the areas of the campus-specific GE-B pattern, so it may be necessary to ascertain the appropriate area by matching up the objectives rather than the labels. Note: If the student is transferring back to a CSU campus he or she attended previously, the campus *may* regard the student as subject to the campus-specific GE pattern and not an appropriate candidate for certification.

Pass-along for courses taken at a University of California campus, a regionally accredited independent college or university in California that does not maintain a CSU GE-B certification list, or a regionally accredited out-of-state institution of higher education:

- ◆ If a course from one of these institutions is substantially comparable to a course that is currently on the CSU GE-B certification list for any community college, you may pass it along in the appropriate area. This generally requires review and approval by subject matter faculty from your college of the course in question. However, your college may allow the articulation office to determine that an obvious general education course, such as General Psychology, is comparable.
- ◆ Spirit 'of GE Area: Where your college does not offer a comparable course but the course in question meets GE requirements at the institution offering it that are substantially similar to CSU GE-B requirements, the course may be passed along.
- ◆ Criteria would include:
- ◆ The institution is accredited by one of the United States regional accrediting associations, e.g. WASC. (Community colleges should not pass-along courses from international educational institutions.)
- ◆ The scope and rigor of the course is similar to courses already on CSU GE-B certification lists, e.g. History of India would be OK if we have History of Japan already on our list. Note: The course is not required to be lower division.

### Pass-Along for Critical Thinking:

- ◆ Pass-along for critical thinking courses from out-of-state and independent colleges and universities is discouraged. A reference in the catalog description to —critical thinkingll is not sufficient; to pass along such a course, the faculty would have to evaluate a course outline of record or syllabus on the basis of the explicit critical-thinking standards in E.O. 1033.

Appendix

D

## Adoption of the Intersegmental General Education Transfer Curriculum Board of Governors California Community Colleges

MARCH 15, 1991

### Background

Assembly Bill 1725 (Chapter 973, Statutes of 1988) directed the governing boards of the University of California, the California State University, and the California Community Colleges, in appropriate consultation with the Academic Senates of the respective segments, to jointly "develop, maintain, and disseminate a common core curriculum in general education for the purpose of transfer," and to adopt that curriculum. The full text of that directive, as incorporated in the Education Code, reads as follows:

**66720.** The Board of Governors of the California Community Colleges, the Regents of the University of California, and the Trustees of the California State University, in consultation with the Academic Senates of the respective segments, shall jointly develop, maintain, and disseminate a common core curriculum in general education courses for the purposes of transfer. Any person who has successfully completed the transfer core curriculum, shall be deemed to have thereby completed all lower division general education requirements for the University of California and the California State University.

**66721.** Upon development of the transfer core curriculum pursuant to Section 66720, and upon any subsequent joint revision of that curriculum, the Board of Governors of the California Community Colleges, the Regents of the University of California, and the Trustees of the California State University shall jointly cause the curriculum to be published and distributed to each public school in this state that provides instruction in any of the grades 7 to 12, inclusive, and to each community college in this state, with an emphasis on the communication of that information to each school or college having a high proportion of students who are members of one or more ethnic minorities. In addition, the Board of Governors shall distribute that transfer core curriculum to the State Board of Education, which shall apply that information to ensure, through its curriculum development activities, that public school pupils enrolled in any of the grades 9 to 12, inclusive are aware of the academic requirements for preparation for higher education and may receive any necessary academic remediation in a timely manner.

**66723.** No provision of this chapter shall apply to the University of California except to the extent that the Regents of the University of California, by appropriate resolution, makes that provision applicable.

This action of the Legislature followed from recommendations in reports of the Commission to Review the Master Plan for Higher Education and the Joint Legislative

Committee to Review the Master Plan. Both reports decried the confusing multiplicity of general education course requirements of the California State University system and the individual campuses, colleges, and programs of the University of California as a barrier to students who wished to transfer. The solution, all agreed, was the creation of a common set of lower division, general education requirements that could serve as a basis for transfer to all campuses of both segments.

The Intersegmental Committee of the Academic Senates (ICAS) took up the task of responding to those recommendations in the fall of 1986, well before the AB 1725 directive took effect. (The members of ICAS committee who developed the basic proposal are listed in Appendix B.) A year earlier, the California State University (CSU) had adopted a systemwide general education pattern of courses, and, faculty at the University of California (UC) had conducted a series of studies of the general education and lower division major requirements in several disciplines.

These separate but complementary efforts served as a common meeting ground for development of the Intersegmental General Education Transfer Curriculum (IGETC). In less than two years, agreement had been reached on 12 of the 13 necessary courses. The final area of agreement, which concerned the nature of the second course in the "English Communication" area, was reached more than a full year later.

In the meantime, the University of California adopted the 37-unit "interim" agreement as its systemwide Transfer Core Curriculum (TCC). The TCC was superseded by the IGETC in fall 1991, following the latter's adoption by the three governing boards.

### *Content of the Intersegmental Curriculum*

The full text of the Intersegmental General Education Transfer can be found at [www.icas-ca.org](http://www.icas-ca.org) or [www.ccctransfer.org](http://www.ccctransfer.org) Its basic requirements are summarized below in a statement that has been endorsed by ICAS.

## **INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM**

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a community college to a campus in either the California State University or University of California system without the need, after transfer, to take additional lower division, general education courses to satisfy campus G.E. requirements.

It should be noted that completion of the IGETC is not a requirement for transfer to CSU or UC, nor is it the only way to fulfill the lower division, general education requirements of the CSU or UC prior to transfer. Depending on a student's major and field of interest, the student may find it better to take courses fulfilling the CSU's general education

requirements or those of the UC campus or college to which the student plans to transfer. Students pursuing majors that require extensive lower division preparation may not find the Intersegmental General Education Transfer Curriculum option to be advantageous.

Since the development of the 1960 Master Plan, ease of transfer has been the cornerstone of California's three-tiered system of higher education. Transfer issues were therefore central to the concerns of Commissioners and Legislators who recently

examined and "renewed" the Master Plan for Higher Education in California.

The Academic Senates of the University of California, the California State University, and California Community Colleges responded early and quickly to the concerns about transfer raised by the Legislature and the Commission to Review the Master Plan. Among those concerns was a recommendation for the creation of a general education transfer curriculum. As faculty we share fundamental convictions about the purposes of General Education. General Education should develop students' abilities to think; general education courses should not merely transmit information, but should require analysis, criticism, and synthesis. One of the most effective tools for achieving these goals is the written essay, evaluated with attention to the quality of its writing as well as the accuracy of its content, and, as appropriate, general education courses should require significant amounts of writing. In addition, speaking, listening, and reading are important skills that general education courses should foster. Participation in the intellectual and cultural life of our society requires ability in verbal communication of all kinds.

Courses in the transfer curriculum should be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach and have a pronounced historical perspective. They should recognize the contributions to knowledge, civilization, and society that have been made by men, women and members of various ethnic or cultural groups.

Similarly, one of the most useful things that students should get from their general education is an understanding of the modes of inquiry that characterize the different areas of human thought: the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted, and the validity and implications of the answers obtained.

General education should be intellectually challenging; indeed, it must be to do a responsible job of preparing students for entry into the upper division of our four-year institutions and for full participation in the life of the state. It is equally clear that participation in such a curriculum itself requires adequate preparation. General education builds upon adequate high school preparation, and poor preparation may require students to take remedial courses prior to entry into the transfer curriculum.

All courses offered towards satisfaction of the requirements of the Intersegmental General Education Transfer Curriculum must be baccalaureate in level and must be acceptable for transfer among all segments of public postsecondary education. Advanced Placement and

International Baccalaureate credit that is considered equivalent to a course accepted for credit towards the Transfer Curriculum should also be acceptable. Double counting of courses (e.g., using one course to meet more than one university requirement) is not limited by the IGETC.

In fall 2006, staff from the University of California Office of the President contacted staff in the California State Chancellor's Office and staff in the California Community College Chancellor's Office, to request the formation of an intersegmental committee to review the 1991 IGETC Standards, and the 1991, 1992 and 1994 IGETC Notes. This document, –Standards, Policies and Procedures for the IGETC, Version 1.0II, was a compilation of all previous documents and incorporates clarification and procedure changes approved by

each segment and ICAS.

In Spring 2008, an ICAS IGETC Standards committee was proposed consisting of three members of ICAS, one member from each segment of California higher education, three members appointed by the California Intersegmental Articulation Council (CIAC), one articulation officer from each segment of California higher education, and one member from each of the System Offices. The committee convened in Fall 2008 to review the IGETC Standards, Policies and Procedures and proposed Version 1.1 to ICAS, which was approved June 4, 2009. Version 1.2 was approved June 9, 2010, 1.3 on June 9, 2011 and 1.4 on June 25, 2012. The Standards are updated annually.

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All courses offered towards satisfaction of the requirements of the Intersegmental General Education Transfer Curriculum must be baccalaureate in level and must be acceptable for transfer among all segments of public postsecondary education. Advanced Placement and International Baccalaureate credit that is considered equivalent to a course accepted for credit towards the Transfer Curriculum should also be acceptable. Double counting of courses (e.g., using one course to meet more than one university requirement) is not limited by the IGETC.

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## Appendix

# E

## Articulation Officer Job Description as defined by AP 4050

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The Articulation Officer:

### **Reviews and updates the articulation with the CSU and UC campuses as the follows:**

- Maintenance of existing articulation agreements of in-state community colleges and public four-year institutions
- University of California Transfer Course Agreement (UC TCA)
- California State University (CSU) Baccalaureate Level Course List
- Intersegmental Segmental General Education Transfer Curriculum (IGETC)
- CSU General Education/Breadth (CSU GE-Breadth) requirements
- CSU United States History, Constitution, and American Ideals Courses
- Course Identification Numbering System (C-ID)
- Articulation Agreements by Major (major preparation)
- Articulation Agreements by Department (course-to-course)
- Other agreements, such as admission or graduation requirements by subject matter

### **The process includes:**

- Coordinating with the other institution to exchange needed documentation, such as catalog and/or course outlines of record. When syllabi are required, the Articulation Officer will request them from the respective division/department.
- Coordinating with on-campus department(s) to ensure accuracy of the proposed courses to be included in an agreement.
- Completing the agreement.
- Publicize the agreement. The Articulation Officer ensures that information is appropriately publicized and updated through publications such as Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST), the college catalog, the schedule of classes, and college website.

### **Private, independent, proprietary or out-of-state institution**

Articulation agreement requests by other popular transfer destination campuses will be considered on case-by-case basis. Articulation priority will be given to VCCCD, in-state community colleges, CSU and UC campuses and to state-mandated programs and projects (i.e., C-ID).

### **New Articulation Agreements (with non-public institution):**

- Researches the institution's background, including the type and status of its accreditation (**VCCCD will only accept proposals from Regionally Accredited Institutions**), its educational philosophy, and the pros and cons of an articulation agreement.

- Consults with District Articulation Officers to review the research and seek consensus for or against creating an articulation agreement with the requesting institution.
- Reviews this research with the appropriate College Dean or Executive Vice President (EVP) prior to the development of a potential agreement.

In the event of a lack of Districtwide consensus on a proposal, the EVP refers that proposal to the College President, who will collaborate to make the final determination.

If the elements of a potential agreement do not align with the college mission, or appear not to serve the interest of students, the process will be halted without further work.

If consensus is reached Districtwide with the Articulation Officers, and if the College Dean and EVP have reviewed and approved the proposed agreement, the proposed agreement is forwarded to DTRW-I (District Technical Review Workgroup - Instructional) for review.

Upon review and recommendation by DTRW-I, the proposed agreement is reviewed at Chancellor's Cabinet prior to final signing by the Articulation Officer.

### **Maintenance of Existing Articulation Agreements**

Reviews and updates articulation agreements as requested and provided by the outside institutions and follows the same process as the in-state community college or four-year institutions as outline above.

- Facilitate articulation with public and independent colleges, universities and other community colleges.
  - Develop, update and maintain all articulation agreements and related materials used to advise students on academic majors, degrees, and transfer requirements.
  - Serve as a consultant/advisor to instructional faculty and counselors on issues related to articulation.
  - Participate in statewide meetings pertaining to articulation and transfer.
  - Keep counselors and instructional faculty informed on matters related to articulation.
  - Serve as a consultant /advisor to Admissions and Records staff in evaluating transcripts and certifying students for General Education.
  - Assist the Scheduling Office with editing the transfer and graduation information in the schedule of classes, the college catalog and the catalogsupplements.
  - Prepare the AA/AS GE, CSU- GE and IGETC patterns for publication in the class schedule
  - Work with the appropriate college personnel to maintain accurate Course Outlines of Record.
  - Maintain and regularly update the ASSIST database
  - Insure that required ASSIST reports are filed accurately and ontime.
  - Insure that required articulation related reports for the Community College Chancellor's Office are accurate and filed on time.
-

# **Ventura College**

## **Articulation Guidelines for Reviewing Course Outlines of Record**

### **COR V01**

**November 2019**



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# Introduction

The purpose of the guidelines is to recommend best practices in reviewing a Course Outline of Record (COR) during the development or modification of a course. The guidelines are helpful to administrators, faculty, and staff members involved in the Technical Review and Curriculum Committee approval process. It is a live document and may change throughout the years as course and program approval processes change with laws and regulations.

## **1. The COR demonstrates compliance and best practices.**

The COR is governed by Title 5 Code of Regulations and the current edition of the Chancellors' Office Program and Course Approval Handbook (PCAH). The COR must meet specific requirements of Title 5, accreditation standards, and VCCCD policies and procedures. Since curriculum is designated as faculty directed, the COR should also reflect the Academic Senate for California Community Colleges' best practices in curriculum development and implementation. More information about external requirements and recommendations is available on the Curriculum Website at <https://www.venturacollege.edu/committees/curriculum-committee/resources>.

## **2. The COR demonstrates an integrated approach to instruction.**

- College level critical thinking and the basic theory and concepts of the discipline are evident through the Student Learning Outcomes (SLOs) and objectives.
- The content listed in the Topics and Scope section relates to the SLOs and objectives. It must be clear in the course outline that the information and skills essential to meeting the outcomes and objectives has been taught in the course.
- Assignments support and assess students' achievement of the SLOs and objectives.
- Textbooks and instructional materials relate directly to the content and are at an appropriate level for the course.

## **3. The COR provides information and guidance for multiple audiences.**

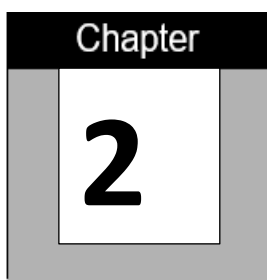
- The description, SLOs, and course objectives are important to the general college community, accrediting agencies, and public. Students, instructors, counselors, other community colleges, transfer institutions, and occupational boards need to know the outcomes, expectations, rigor,

and level of critical thinking of the course.

- The Topics and Scope section outlines the content of the course and is especially important to instructors who will be teaching the course or who teach related courses.
- The assignments, methods of evaluation, and textbook sections answer two of the students' main questions: "What kind of work do I have to do, and how am I going to be graded?" At the same time, this section guides instructors about the latitude they have in selecting, designing, and grading assignments. A well-written, integrated course outline provides for consistency across instructors, sections, and semesters to guarantee that the course offers the preparation students require to meet their educational goals.

#### **4. Bloom's Taxonomy**

- The scope, depth, and the breadth of the course content must be reflected throughout the COR. Students' critical thinking skills are evident by using Bloom's critical verbs to demonstrate the level of depth and breadth of the course.



# Guidelines to Reviewing Course Outlines of Record

## 1. Term Effective Date

This date appears at the end of the COR. Example: CS V15 Approval Date: Fall 2015. Generally, any course approved within the Curriculum Office deadlines for an academic year becomes effective in Fall of the next academic year (e.g., approved in October 2019, scheduled Fall 2020). The purposes are twofold: (1) to align the timeline of curricular changes with the college catalog, and (2) to align with the intersegmental curricular changes.

Occasionally, a department may have a compelling reason why a new or revised course approved in fall needs to be offered in the subsequent spring. (Example: State requirements mandate that the curriculum changes in a licensing program become effective immediately.) Departments with compelling reasons should consult with the Curriculum Committee Co-chairs/Technical Review Chair before submitting the course for review.

## 2. Prefix and Course Number

An official discipline prefix and number identify every course. A Ventura College course number starts with a "V", or "N" for non-credit course. The course number ends with "L" designates as a lab course.

## 3. Course Titles

The COR lists two titles, the full title and the short title. The **full title** is used in the Ventura College (VC) catalog, in the online descriptions, and in the syllabus. The **abbreviated (short) title** appears in the Schedule of Classes, official registration printouts, grades, transcripts, and other listings related to Admissions and Records. The abbreviated title is limited to 30 characters.

Course titles should be unique, but courses in the same family may use the same title with numbers. Example: *Hand building Ceramics I*, *Hand building Ceramics II*, or *Hand building Ceramics III*. Alternatively, course titles may also include a time reference such as *U.S. History to 1877* or *U.S. History Since 1860*.

## 4. Course Hours and Units

The Course Outline of Record must include the units, the number of hours in direct instructional contact per semester, and total hours per semester, and the type of activity involved in a course—lecture, scheduled laboratory, and out-of-class total learning activities.

**a. Units:**

One unit of credit is earned through 3 hours of student learning per week for a full-semester course. At VC, the semester is 17.5 weeks. The relationship between “student learning hours,” units, and method of instruction is defined by Title 5 and the *Chancellor’s Program and Course Handbook (PCAH)* in the table below.

**One unit equals one semester (17.5 weeks) of:**

<b>Instructional Category</b>	<b>In-class Hours per semester</b>	<b>Outside of Class Hours per semester</b>
Lecture (lecture, discussion, seminar, related work)	17.5	35 (reading, writing, research, other preparation)
Activity (traditional athletics/dance/physical education)	35	17.5 (practice, preparation)
Laboratory (traditional lab, clinical, computer lab)	52.5	0 (no significant preparation required)

**Hours for summer and short-term classes must be prorated so that students obtain the same number of study and instructional hours regardless of how the class is scheduled. Information in the COR should reflect equivalent full semester hours even if the course is never offered that way.**

For cooperative work experience (internship) courses, students earn one unit of credit for every 60 hours of unpaid work experience or for every 75 hours of paid work experience. Work experience credit may be awarded in multiples of 0.5 unit.

Noncredit courses should specify required hours but award zero units. It is not necessary to distinguish between lecture and laboratory/activity for noncredit courses. Outside assignments are allowed but not required for noncredit courses.

**5. Unit/Hour/Learning Time Relationship:**

When reviewing or revising a course, it is important to refer to ensure that the unit/hour relationship is supported throughout the COR.

**a. Maximum/minimum Hours per Semester:**

The minimum number of hours per semester should allow adequate time for student work. For instance, a lecture course requires 2 hours of homework for every hour in class. A typical 3-unit lecture course demands 6 hours/week of outside work. While the COR lists a total of 52.5 hours for a 3-unit course, this represents only the in-class time. The actual number of student learning hours is 52.5 in class and 105 outside of class, totaling 157.5 hours per semester. All of these hours need to be accounted for when a course is compressed, typically when offered during the summer at 6 weeks. A 3-unit



course over 6 weeks would require 26.25 hours of student learning per week, which is accepted as feasible for a full-time student. However, a 4-week version would not be possible, nor would 6 weeks for a 4-unit course.

**b. Topics and Scope:**

Some courses are listed as a combination lecture and lab and/or total learning activities hours. Topics that are addressed in lab should be entered in the laboratory section.

**c. Assignments (Credit courses only):**

For a lecture course, assignments should reflect the amount of out-of-class learning through references to reading and writing assignments, research, and the implied preparation for projects, presentations, and exams. Activity courses should state the expected work outside of class (usually practice).

**d. Methods of Evaluation:**

The methods of evaluation are representative, but prescriptive. Faculty have the flexibility to achieve course objectives by selecting appropriate methods of evaluation according to their professional judgment.

**e. Textbooks:**

Most lecture classes involve considerable reading and homework and specific textbooks are usually expected, especially at the transfer level. Textbook should be within 7 years currency. Laboratory manuals are required for courses having a laboratory component.

**f. Level of Courses:**

This relates to the level of the course.

- Transferable level (including degree applicable)
- Degree applicable (not applicable to transfer)
- Non-degree applicable
- Noncredit

**g. Grading:**

Pursuant to [Title 5 section 55023](#), the grade option is usually made at the discipline/department faculty level:

**h. Repeatability:**

Pursuant to [Title 5 section 55040](#), most community college courses are *not* eligible for repetition. Once a student has successfully completed a course (by definition, with a “C” or better, or “P” [Pass]), the State will not compensate the college with apportionment funds for students retaking the same course. However, students may repeat a course two more times if they failed to pass the first time (received a D, F, or NP).

**Only certain courses may be eligible for additional repeatability.** These are very

specific categories, per [Title 5 section 55040](#).

**i. Same as Courses:**

A few courses are listed with two or three different prefixes so they can apply to different Minimum Qualifications, they are the same course. *Example:* CHST V01 and AES V20 refer to each other, the CORs for “same-as” courses must be identical, with a few exceptions. These exceptions will be prompted by the CIM course management system when faculty enter the information.

**j. Formerly:**

If a course had a different prefix or prefix and number, it will be listed with its archive information for articulation tracking purpose. *Example:* the course ANTH V07 was formerly known as ANTH 7. The archive course number “follows” the course since students’ transcripts will record as ANTH 7 when it was taken. This is to grant credit for the right course.

**6. Course Descriptions for Catalog and Schedule of Classes:**

The same course description appears in the Catalog and Schedule of Classes. The course description should:

- State the course content clearly, concisely, and accurately. Complete sentences are preferable.
- Describe the scope of the course and the student audience for which it is designed.
- Mention any required equipment.

The method of delivery, specifically online offerings, should not be specified in the course description of the COR. If all or part of the course is offered online or is significantly web-based, this will be indicated in the *Schedule of Classes* through the department’s scheduling process and the DE addendum.

**7. Student Preparation: Prerequisites, Corequisites, and Advisories**

Determination about prerequisites, corequisites, and advisories for recommended preparation are made by discipline faculty based on their analysis of the rigor and content of the course, requirements of transfer institutions, and/or external bodies such as licensing agencies.

**a. Prerequisites and corequisites:**

**Prerequisites** are courses that discipline faculty have determined are necessary for students to complete in order to succeed in the target course.

**Corequisites** are courses that are taken concurrently to ensure students are adequately supported to pass the target course. (See Appendix for ASCCC Guide for Title 5 Level of Scrutiny for Prerequisites).

The English and Math Pathways have a sequence of prerequisite courses leading to degree-applicable and transfer level English and math courses. These kinds of prerequisites may be stated as a specific course (e.g., MATH V44) or as a qualifying Placement Test score.

Most other prerequisites and corequisites are within the same certificate or degree program. However, a math or English prerequisite may be added to a course outside of their respective departments, if:

- Discipline faculty have determined that the prerequisite is essential for student success in the target course, OR
- The discipline faculty, in an agreement with the VC CC recommendation, approves the prerequisite/corequisite, OR
- The submitting faculty or discipline department follows up with a study demonstrating that the addition of the prerequisite or corequisite has increased student success.

Most departments choose to represent the level of reading, writing, or math required for success in a course through an **Advisory for Recommended Preparation**. This advisory, listed under “Recommended Preparation” on the COR, helps students decide if they are academically prepared for the course, but it does not block them from taking it.

**b. Non-course Prerequisites and Advisories (Enrollment Limitations):** Generally, prerequisites are listed as completion and/or concurrent enrollment of *courses*, but there are some exceptions:

- Clearance
- Admitted into a program (Nursing and Paramedic program, for instances)
- Minimum units enrolled as in the work experience courses

Advisories for recommended preparation are usually courses, sometimes within a discipline, but most commonly eligibility for ENGL V01A. This advisory denotes the level of reading required for most degree-applicable and transfer level courses.

Title 5 provides that all courses at the college shall be open to enrollment by any student who has been admitted to the college, but may be limited for specific reasons authorized by [Title 5, §58106](#).

**c. User Generated Description:**

If a course has several prerequisites plus an advisory, the automated wording in Banner can be cumbersome. It is important to remind discipline faculty that they can often streamline the list through the “User Description”. This also allows for other non-course recommendations. For instance, the advisory course description of SPAN V01 states: *“Not recommended for students who have successfully completed 2 years of high school Spanish or equivalent within the past 3 years.”*

**a. Admission to Program:**

Statutory, regulatory or contractual requirements. Enrollment in certain courses is restricted because of statutory, regulatory or contractual requirements. For example, age limits and possession of a valid driver's license are common requirements. The limitation "Must be age 18 or older" requires a Limits on Enrollment designation, but it is also listed as a prerequisite so that the Admissions and Records system can automatically block underage students from enrolling.

**b. Tryout or Audition:**

A limit on enrollment may be tryouts for intercollegiate athletic teams and auditions for courses involving public performance, such as band, play rehearsals, forensics, chorus, and dance performance.

**c. Health and Safety:**

Course enrollment may be limited for reasons of health or safety. For instance, a number of Athletics courses require that participants meet a certain standard of health.

A *Limits on Enrollment* form must reflect the same language as that in the COR.

**8. Student Learning Outcomes and Course Objectives:**

The section on Student Learning Outcomes (SLOs) and course Objectives is a crucial part of the Course Outline of Record because it reflects not only the content, but also the level of rigor, critical thinking, and specific skill levels of the course. This section informs VC students, faculty, and counselors about course expectations and also communicates to other community colleges and four-year institutions how the course fulfills prerequisites, program, or transfer requirements. Furthermore, the list of SLOs and course objectives demonstrates to state boards and licensing agencies how an occupational course meets industry standards. And of course, the SLO statements meet specific accreditation requirements.

While **Student Learning Outcomes** are broader, more global statements, and **Objectives** are more specific, they have these things in common:

- They refer to what students should be able to do *after* they have completed the course (in other words, they are not course assignments or activities)
- They use active verbs that reflect how the learning could be observed or measured (see list on Curriculum website)
- They emphasize the higher levels of critical thinking involved in the course
- They are supported by the content of the course and the kinds of assignments students complete
- They should never be so prescriptive that they sound like assignments. For example, an SLO would say, "Students will be able to distinguish between primary and secondary sources as historical evidence" as opposed to "Students will use primary and secondary sources when researching for a final term paper."

#### **a. Student Learning Outcomes Format:**

SLO statements describe the general abilities students will be able to apply as a result of their experience in the course. Most 3-unit courses list 3 SLOs. A few broad SLOs may be appropriate for a lower-unit course, while a higher unit course may have more. If a course has more than 5 SLOs, consider whether some might be subsumed under a more general statement or if they might be listed as objectives. It is not appropriate to ask a faculty to eliminate an SLO because “it’s too much work to assess that many outcomes.”

Course SLOs may have the introductory phrase “Upon completion of the course, students will be able to” or “Students will,” or they may stand alone as statements, since “outcome” implies an ability or skill gained through completion of the course. There is no need to repeat “Students will be able to” with each statement. SLOs are numbered unless there is only one.

#### **b. Assessment of SLOs:**

It should be evident in the Assignments and/or Methods of Evaluation sections of the COR that students’ achievement of each SLO is assessed, whether through formal testing or projects, writing assignments, demonstration, or collectively through various activities that incorporate the abilities stated in the SLO.

#### **c. Objectives Format:**

Objectives are the more specific skills or knowledge that students need to master in order to achieve the SLOs. Objectives should relate to and support one or more of the SLOs. Since they reflect the more discrete skills and abilities, objectives should not restate any of the SLOs word for word. While these statements are more specific than SLOs, they should focus on the student’s ability

The Objectives field includes a standard preamble: *“Upon completion of the course, students will be able to.”* The objectives should be numbered but do not need to directly correspond to each SLO. Typical semester length 3-unit academic courses may have 5-10 objectives, but fewer-unit courses may have fewer objectives. Some Career Education courses, especially those designed to meet external standards or licensing requirements, may list considerably more.

### **9. Topics and Scope**

The Topics and Scope section lists the course content and concepts (Topics) and details the extent to which each of those topics will be covered (Scope) in order to support students’ achievement of the Student Learning Outcomes and course objectives.

#### **a. Content:**

It is helpful to think of the Topics and Scope section of the COR as the “table of contents” for a course, outlining or “mapping” the course material. It should be detailed

enough to convey fully the topics to be covered, providing clear guidance for any instructor assigned to teach the course. This section should also give instructors, students, counselors, and transfer institutions a sense of the breadth and depth of the material covered in the course.

The material outlined in the Topics and Scope section represents the fundamental *required* content and concepts to be delivered in the course. However, any instructor teaching the course may choose to enhance material with additional information, theoretical approaches, themes, or emphases, while ensuring that all required content and concepts are covered to the extent indicated in Topics and Scope.

#### **b. Outline Format and Style**

- Capitalization should be consistent in outlines.
- Indentation should be used appropriately. If it looks uneven, check the PDF version. SIS does not use tabs, only spaces, for indentation, and results during input can vary.
- Topics are descriptions of subject matter covered, not specific assignments. For instance, a topic might be “muscular toning,” while an assignment would be “practical demonstration of proper fitness technique.”
- Since this section is primarily for the instructor, it does not need to include definitions or details that an instructor in that field would already know.

### **10. Representative Assignments**

The Representative Assignments section (labeled “Assignments” in the web version) strikes a balance between listing the types of assignments recommended by discipline faculty and allowing for some degree of academic freedom. Thus, most lists include general descriptions of activities, assignment options or examples, and a range in the number of tests, papers, and pages for reading and writing. Assignments should reflect the appropriate level of rigor, intensity, critical thinking, and independent work required to meet the course outcomes.

**a. Format and Style:** The representative assignments should be described clearly and organized as a numbered list.

- This section should include all types of work expected of students during class and outside of class, graded and ungraded (e.g., outside reading, in-class group work, field trip participation).
- Graded activities must be listed in the Methods of Evaluation (see next section), so it is helpful to look at these two components together.
- If the students receive a relatively substantial percentage of their grade through participation (above 10%), some description of activities requiring that participation should be listed.
- If there is a lab component to the class, the assignments and activities related to the lab should be listed separately under “Lab.”
- Quizzes, tests, and final exams should be listed with a range (e.g., “4-8 quizzes, 1-2 tests, final exam”).

## **b. A Note about Distance Education:**

The same COR represents both online and face-to-face versions of the course. If a course is offered all or in part online, or if it has required web-based components, reference to online assignments should be included, and listed as options if not all sections use the online components. Also, for courses that are offered both face-to-face and/or online, it should be clear how all required assignments could be completed through either method of delivery. (For instance, for a required oral report, there should be reference to the kind of media use required for online classes.)

## **11. Methods of Evaluation**

All graded assignments must be listed within an appropriate area in the Methods of Evaluation. The references to the assignments should use key words and drop menu in CIM Course.

a. **Categories of Assignments:** Sometimes it's hard to determine which section an assignment fits in. Here are some guidelines:

- **Writing Assignments** mean that all or part of the grade is based on the quality of the writing. Thus, an essay fits this category, but field trip notes may not. Such notes might either be ungraded or included under "Other."
- **Problem Solving** assignments demonstrate critical thinking through assignments such as textbook work, worksheets, online exercises. Assignments may include some writing, but it is the solution or ideas that get the grade.
- **Skill Demonstrations** mean that the student actually demonstrates an ability that is observable and for which they are graded. This could be a performance, an artistic or professional display, a demonstration of specific skills in a clinical setting, or the use of tools or instruments in the profession. An oral presentation assignment would not necessarily be a skill demonstration unless the student was being graded primarily on presentation skills. Rather, it would be listed as "Other."
- **Exams** includes quizzes, tests, midterms, and final exams, including essay exams. Title 5 requires some specification of the type of exam problems. The recommended format is to list the types of exams but not the number and to follow that with typical types of exam questions. *Example:* Quizzes, midterm, final exam: multiple choice, true/false, short answer, essay.
- **Other** is the field is for any assignments that do not fit in the above. *Examples:* participation, oral presentation, portfolios, attendance and participation in field trips, professionalism.

## **b. Using Multiple Categories:**

Some assignments are graded in more than one category. For instance, an architecture design assignment may be graded for its creativity and problem-solving as well as the skill demonstrated in rendering it. In cases like this, the same assignment can be listed in two areas.

## 12. Representative Textbooks

This section asks for *representative* textbooks. For their specific classes, instructors may choose different texts or editions and will direct their students accordingly. The COR, meanwhile, must list the most current edition of the textbook(s) the discipline faculty choose as representative.

### a. Citations:

Use straight MLA format, including edition, publisher, and year of publication.

### b. “Classic” Textbooks and Literature:

Textbooks that have not had a new edition in five or more years but are still preferred by discipline faculty should have “Classic” listed in parentheses after the citation. For courses with a list of literary works that have had multiple editions, a heading such as “Classic literature” at the top of the list is adequate—the word “classic” does not have to come after each book title. In such a list, when no specific edition is required in the course, only the title and author are necessary in the citation.

### c. Periodic Publications:

Print material that changes frequently, such as legal codes or industry manuals, should be listed and could use the term “current edition” or the current year.

### d. Instructor Prepared Materials:

This section should also include “Faculty Prepared Materials” if the course has substantial reading material from non-textbook sources. This includes course readers, syllabi, worksheets, and readings distributed by the instructor.

### Computer-based:

Specific software or websites may be referred to by title if they are essential parts of the course for the majority of instructors, but the URL should not be included.



Chapter

**3**

# Relationship between a COR and a Syllabus

The syllabus must contain the basic elements of the COR, including the Student Learning Outcomes (or a link to the COR with those SLOs), but each instructor's syllabus for the course will be more detailed and reflect that instructor's approach to the content. It is important to recognize that the COR must strike a balance between stating the required components of a course and allowing, to the extent possible, academic freedom.

COR	Syllabus
SLOs and Objectives	Included or referenced. Instructor may reword and/or include specific instructional goals (e.g., "Student will gain confidence as a writer.")
Units, hours; states lecture and lab activities. Generally, describes assignments related to lecture vs. lab.	Defines and clarifies activities in-class and expectations for time spent on outside-of-class work
Topics and scope states minimum topics that must be taught	Syllabus may list topics in different order and in more specificity (e.g., specific authors' names) as appropriate to course, may include more topics as time allows
Assignments are usually representative and listed in general terms with range ("5-8 quizzes").	Specific dates, assignment parameters, grading weights, variations within COR
Methods of Evaluation give range of weight for areas of grading or state how students' objectives will be evaluated	States weight of activities and assignment: "10% participation in in-class group projects"
Textbooks are representative, usually the latest edition or labeled as "classic" if older	Instructor may select textbook(s) according to preference and department policy



# Curriculum Committee Minutes--**DRAFT**

Multidisciplinary Center—West 312 (MCW-312)

Tuesday, November 05, 2019 at 3:00pm

**ALL COURSES/PROGRAMS IDENTIFIED IN THE ATTACHMENTS WILL BECOME EFFECTIVE FALL 2020 UNLESS OTHERWISE NOTED.**

Called to order: 3:23 pm

## I. ROLL CALL (Quorum is 9 out of 17 voting members)

<b>VOTING MEMBERS</b>		
Faculty co-chair	<input checked="" type="checkbox"/> Michael Bowen	
Articulation Officer	<input checked="" type="checkbox"/> Thao Brabander	
Technical Review Chair	<input type="checkbox"/> Michael Callahan	
Academic Senate President	<input type="checkbox"/> Lydia Morales	
AFT Rep.	Vacant	
Career Education I Division	<input type="checkbox"/> Kelly Wellman	<input type="checkbox"/> Nicole Falco
Career Education II Division	<input checked="" type="checkbox"/> Dorothy Farias	<input checked="" type="checkbox"/> John Clark
College Outcome Group Representative	<input type="checkbox"/> Asher Sund/Aurora Meadows	
English & Math Division	<input type="checkbox"/> Peter Yi	(Vacant)
Health, KIN, ICA, Performing & Visual Arts Division	<input type="checkbox"/> Jeff Fischer	<input checked="" type="checkbox"/> Maline Werness-Rude
Library, Languages, Behavioral & Social Sciences Division	(Vacant)	(Vacant)
Librarian	<input type="checkbox"/> Peter Sezzi	
Sciences Division	<input checked="" type="checkbox"/> Chloe Branciforte	<input checked="" type="checkbox"/> Jennifer Garner
Student Services Division	<input checked="" type="checkbox"/> Mario Rivera	<input checked="" type="checkbox"/> Angelica Gonzales (subst. for Gema Espinoza Sanchez)
<b>NON-VOTING MEMBERS</b>		
CIO co-chair (Interim)	<input type="checkbox"/> Jennifer Kalfsbeek-Goetz	
ASVC Rep. (ASVC President)	<input type="checkbox"/> Michael Shouten	
Dean	<input type="checkbox"/> Tim Harrison	<input type="checkbox"/> Dan Kumpf
Dean	<input type="checkbox"/> Lisa Putnam	<input checked="" type="checkbox"/> Felicia Dueñas
Dean	<input type="checkbox"/> Lynn Wright	<input type="checkbox"/> Marcelo Vazquez
Dean	<input type="checkbox"/> Debbie Newcomb	<input type="checkbox"/> Phil Briggs
Academic Data Specialist	<input checked="" type="checkbox"/> Olivia Long	
Academic Data Specialist	<input type="checkbox"/> Kelly Denton	
Recorder/Curriculum Technician	<input checked="" type="checkbox"/> Sarah Ayala	
Distance Education Liaison	<input checked="" type="checkbox"/> Sharon Oxford	
Registrar	<input checked="" type="checkbox"/> Gabriella Asamsama-Acuña	

**Guests:** Rachel Johnson (CD), Sarah Mossembekker (Assistant Registrar)

## **II. ADOPTION OF THE PROPOSED AGENDA (Discussion/Action)**

*M. Bowen called for a motion to approve the agenda.*

*Motion by: C. Branciforte*

*Seconded by: M. Werness-Rude*

*Discussion: none*

*Final resolution: Agenda approved as presented*

*Yes: M. Bowen, T. Brabander, C. Branciforte, J. Clark, D. Farias, J. Garner, A. Gonzales, M. Rivera, M. Werness-Rude*

*No: None*

## **III. INTRODUCTIONS, AND PUBLIC COMMENTS (Information)<sup>1</sup>**

### **A. None**

*Visitors were welcomed: Rachael Johnson (CD), Sarah Mossembekker (Assistant Registrar)*

*VC's new Registrar, Gabriella (Gaby) Asamsama-Acuña was introduced and welcomed.*

*No public comments.*

## **IV. APPROVAL OF MINUTES: (Discussion/Action)**

*M. Bowen called for a motion to approve the minutes from the 10/15/19 meeting.*

*Motion by: M. Rivera*

*Seconded by: J. Garner*

*Discussion: None*

*Final resolution: Minutes for 10/15/19 meeting approved as presented*

*Yes: M. Bowen, T. Brabander, C. Branciforte, J. Clark, D. Farias, J. Garner, A. Gonzales, M. Rivera, M. Werness-Rude*

*No: None*

## **V. POLICY AND PROCESS (Information or Discussion/Action)**

### **A. Recommendation for procedure for Local GE Removal (Discussion/Action)**

**– T. Brabander**

*ITEM TABLED UNTIL NEXT MEETING*

### **B. Recommendation for procedure for CSU-GE/B and IGETC Approval and Removal (Discussion/Action) – T. Brabander**

*ITEM TABLED UNTIL NEXT MEETING*

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<sup>1</sup> Five minutes is allotted to any member of the public who wishes to address the curriculum committee, with a maximum of twenty minutes per topic aggregated for all speakers, unless extended by vote of the committee. At the request of any speaker proposing to address a specific agenda item, the committee may also vote to permit that speaker's comments to be deferred until the meeting progresses to that topic.

### **C. Additional Certifications in MQs and Voting at Curriculum Committee (Discussion) – M. Bowen**

*Something new came up with some of the Agriculture (AG) courses that are up for approval today. These AG courses require an additional certification on top of the State MQs.*

*Academic Senate imposed a rule on Curriculum Committee that if any minimum qualification was included in a course that was not closely associated with the discipline, then that minimum qualification would have to be approved by a 2/3 vote of the Curriculum Committee.*

*So the question now is, If Faculty/Course Originator does introduce an additional qualification in the MQ list, like these certifications for the AG courses, do we want the 2/3 vote to apply to those qualifications that go beyond the State MQ document as well, or those just those listed in the MQ handbook from the State?*

*M. Bowen called for a motion on this topic*

*Motion by: J. Garner moved to have an agreement to forego the 2/3 vote for an additional certification not listed in the MQ book as a minimum qualification, as long as they are related to the course subject.*

*Seconded by: T. Brabander*

*Discussion: How do we communicate to HR that these requirements need to be met? This needs to be communicated clearly to HR, otherwise HR will go with the MQ which is in the primary MQ spot. Deans also look at all of the MQs within the COR This will be documented in the Curriculum Handbook should this motion pass.*

*Final resolution: Motion passed*

*Yes: M. Bowen, T. Brabander, C. Branciforte, J. Clark, D. Farias, J. Garner, A. Gonzales, M. Rivera, M. Werness-Rude*

*No: None*

### **VI. REQUISITES: CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action; see attachment)**

**A. New: AG V66, AG V95, AG V96**

**B. Revision: ANAT V01, MICR V01**

**C. Review: ANTH V07, CD V22\***

**\* = effective SPRING 2020**

*M. Bowen called for a motion to approve the Requisite proposals*

*Motion by: M. Werness-Rude to approve all requisite approvals presented*

*Seconded by: J. Garner*

*Discussion: MICR V01 – is this correct? Needs to be changed – it is one of the core courses for Veterinary Assistant COA. And students would need to take a lot of other courses first to get into MICR V01 Adjustments have been made. After further discussion, it was decided that other items in the requisite areas of MICR V01 needed to be changed, so MICR V01 was removed from consideration for this meeting and will be brought back to the Curriculum Committee again when it is ready.*

*ANAT V01 – following C-ID recommendations*

*Will we be generically adding this language to other C-ID aligned courses? This is left up to the department and their recommendations.*

Final resolution: Motion amended to **not** include MICR V01 for consideration  
All other requisite proposals were approved.  
Yes: M. Bowen, T. Brabander, C. Branciforte, J. Clark, D. Farias, J. Garner, A.  
Gonzales, M. Rivera, M. Werness-Rude  
No: None

**VII. DISTANCE EDUCATION: CURRICULAR PROPOSALS FOR APPROVAL**  
(Discussion/Action; see attachment)

**A. New: AG V31, AG V32, AG V33, AG V34, AG V35, AG V36, AG V37, AG V38, AG V61, AG V62, AG V63, AG V64, AG V65, AG V66, AG N131, AG N132, AG N133, AG N134, AG N135, AG N136, AG N137, AG N138, AG N150, AG N151, ANAT V01, ANTH V07, CD V22\*, MICR V01**

**\* = effective SPRING 2020**

*\*MICR V01 was removed from consideration due to being removed earlier in the meeting.*

*M. Bowen called for a motion to approve the Distance Education proposals*

*Motion by: J. Garner*

*Seconded by: A. Gonzales*

*Discussion: When reviewing the courses, some old information is still showing up due to the switch to CourseLeaf.*

*How will noncredit courses appear in the catalog?*

*Noncredit courses generally appear in the back in the Noncredit section. Some also appear in the main body of the catalog within their discipline. Discussion with catalog team needed to see how to proceed with the new offerings, mirrored courses listing, etc.*

*Final resolution: DE proposals approved with exception of MICR V01*

*Yes: M. Bowen, T. Brabander, C. Branciforte, J. Clark, D. Farias, J. Garner, A. Gonzales, M. Rivera, M. Werness-Rude*

*No: None*

**VIII. MINIMUM QUALIFICATIONS**

**A. AG V31, AG V32, AG V33, AG V34, AG V35, AG V64, AG N131, AG N132, AG N133, AG N134, AG N135**

*Due to discussion earlier, 2/3 vote is not needed. Certifications in the MQs for these courses are closely related to course content.*

**IX. CONSENT AGENDA: CURRICULAR PROPOSALS FOR APPROVAL**  
(Discussion/Action; see attachment)

**1. Update: ANTH V07**

*M. Bowen called for a motion to approve the Consent Agenda proposal*

*Motion by: M. Rivera*

*Seconded by: M. Werness-Rude*

*Discussion: None*

*Final resolution: Consent Agenda proposal approved*

*Yes: M. Bowen, T. Brabander, C. Branciforte, J. Clark, D. Farias, J. Garner, A. Gonzales, M. Rivera, M. Werness-Rude*

*No: None*

**X. SECOND READING COURSES: CURRICULAR PROPOSALS FOR APPROVAL  
(Discussion/Action; see attachment)**

**1. New: AG V01**

*M. Bowen called for a motion to approve the Second Reading proposals*

*Motion by: A. Gonzales*

*Seconded by: T. Brabander*

*Discussion: Course will go to DTRW-I and the Board of Trustees for approval if approved.*

*Final resolution: Second Reading course proposal approved*

*Yes: M. Bowen, T. Brabander, C. Branciforte, J. Clark, D. Farias, J. Garner, A. Gonzales, M. Rivera, M. Werness-Rude*

*No: None*

**XI. SECOND READING PROGRAMS: CURRICULAR PROPOSALS FOR APPROVAL  
(Discussion/Action; see attachment)**

**1. Revision: AS-T Mathematics**

*M. Bowen called for a motion to approve the Second Reading Program proposal*

*Motion by: A. Gonzales*

*Seconded by: T. Brabander*

*Discussion: None*

*Final resolution: Second Reading program proposal approved*

*Yes: M. Bowen, T. Brabander, C. Branciforte, J. Clark, D. Farias, J. Garner, A. Gonzales, M. Rivera, M. Werness-Rude*

*No: None*

**XII. A. FIRST READING: CURRICULAR PROPOSALS REQUIRING SECOND READING  
(Discussion/Action; see attachment)**

**1. New: AG V31, AG V32, AG V33, AG V34, AG V35, AG V36, AG V37, AG V38, AG V61, AG V62, AG V63, AG V64, AG V65, AG V66, AG V95, AG V96, AG N131, AG N132, AG N133, AG N134, AG N135, AG N136, AG N137, AG N138, AG N150, AG N151**

**2. ~~Revision: MICR V01~~  
~~MICR V01—pulled~~**

**B. FIRST READING: CURRICULAR PROPOSALS NOT REQUIRING SECOND READING (Discussion/Action; see attachment)**

**1. Revision: ANAT V01, CD V22\***

**\* = effective SPRING 2020**

*M. Bowen called for a motion to approve all the First Reading proposals (XII.A and XII.B) with the exception of MICR V01 which was pulled from consideration earlier in the meeting.*

*Motion by: C. Branciforte*

*Seconded by: M. Rivera*

*Discussion: Note to check the noncredit AG programs – some are listing credit courses instead of the noncredit courses in the certificates.*

*Final resolution: First Reading proposals approved, with the exception of MICR V01*

*Yes: M. Bowen, T. Brabander, C. Branciforte, J. Clark, D. Farias, J. Garner, A. Gonzales, M. Rivera, M. Werness-Rude*

*No: None*

**C. FIRST READING: PROGRAM PROPOSALS FOR APPROVAL**

**1. None**

**XIII. ADMINISTRATIVE CHANGES (Discussion/Action)**

**A. None**

**XIV. PHILOSOPHY AND GENERAL EDUCATION CURRICULAR PROPOSALS FOR APPROVAL (Discussion/Action)**

**A. Course Approval Recommendations (effective Fall 2020):**

**AG V11 (D2), AG V30 (A1), ART V09A (F), CHST V01/AES V20 (C2), CHST V02/AES V23 (C2)**

**With notation in a subset of E1: NS V40, NS V41, PM V01**

*Notation for the courses in E1 will be to alert students that these courses are not available to the general population*

*M. Bowen called for a motion to approve the P&GE proposals*

*Motion by: T. Brabander*

*Seconded by: M. Werness-Rude*

*Discussion: None*

*Final resolution: P&GE proposals approved*

*Yes: M. Bowen, T. Brabander, C. Branciforte, J. Clark, D. Farias, J. Garner, A. Gonzales, M. Rivera, M. Werness-Rude*

*No: None*

**XV. DISCUSSION/INFORMATION (Information or Discussion/Action)**

**A. None**

**XVI. REPORTS (Information)**

**A. Co-Chairs**

*Michael Bowen attended the Regional Curriculum Meeting this past weekend, and there was some new information regarding SAM codes:*

*The reason a lot of CTE courses are changing their SAM codes from D to B or C is that the Student Centered Funding Formula (SCFF) awards us funding points (i.e., extra apportionment) for students who enroll in 9+ units of CTE courses. However, if a course is to qualify for this additional funding, it must have a CTE TOP code (any of the codes or disciplines that are marked with an asterisk in CB03) AND the SAM code (CB09) must be A, B, or C (but not D).*

*So for as long as CTE courses have a SAM code of D, they don't qualify for this additional funding. If you have courses in CTE, you may want to consider this.*

**B. Articulation/C-ID**

**C. Board of Trustees/ DTRW-I**

**1. DTRW-I - Next meeting November 14**

**2. Board of Trustees**



**D. Subcommittees/Workgroups**

**E. New Curriculum Approvals at the State (CCCCO) – S. Ayala**

1. *Spring 2020 courses that have come to the committee this academic year (aside from what was discussed at today's meeting) have been approved at the State.*

**XVII. GENERAL ANNOUNCEMENTS**

*None*

*Adjourned 4:12 p.m.*

**NEXT MEETING**

**November 19<sup>th</sup>, 2019 - 3:00 PM**

**MCW-312**

Written materials relating to a Curriculum Committee meeting item that are distributed to at least a majority of the Curriculum Committee members less than 72 hours before a noticed meeting and that are public record not otherwise exempt from disclosure will be available for inspection at Ventura College located at 4667 Telegraph Road, Ventura, CA 93003 or at the Curriculum Committee meeting.

Pursuant to the Federal Americans with Disabilities Act, if you require any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to the office of:

Jennifer Kalfsbeek-Goetz, Interim Vice President Academic Affairs  
Ventura College - 4667 Telegraph Road - Ventura, CA 93003  
(805) 289-6464



**Ventura College Curriculum Committee**  
**Curricular Proposals for 11/05/2019**

CONSENT AGENDA: COURSES														
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	NONSUBSTANTIAL CHANGES TO CATALOG	ARTIC CHANGES							
						ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation <sup>1</sup> , P=Prereq <sup>1</sup> , C=Coreq <sup>1</sup> , RP=Recom. Prep. <sup>1</sup> ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	<a href="#">Discipline</a> * = Masters Required	EFFECTIVE	REQ	DE	BOT		
✓	<a href="#">ANTH V07</a>	The Anthropology of Magic, Witchcraft and Religion	CR	3	Update	None	None	Anthropology	Fall 2020	X	X	No		
SECOND READING: COURSES														
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	SUBSTANTIAL CHANGES TO CATALOG	ARTIC CHANGES							
						ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation <sup>1</sup> , P=Prereq <sup>1</sup> , C=Coreq <sup>1</sup> , RP=Recom. Prep. <sup>1</sup> ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	<a href="#">Discipline</a> * = Masters Required	EFFECTIVE	REQ	DE	BOT	GE	
✓	<a href="#">AG V01</a>	Agriculture and Society: Agriculture as the Foundation for Modern Civilization	CR	3	New	Add to catalog		Agriculture	Fall 2020		X	Yes	No	
SECOND READING: PROGRAMS														
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	SUBSTANTIAL CHANGES TO CATALOG	ARTIC CHANGES							
						ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation <sup>1</sup> , P=Prereq <sup>1</sup> , C=Coreq <sup>1</sup> , RP=Recom. Prep. <sup>1</sup> ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	<a href="#">Discipline</a> * = Masters Required	EFFECTIVE	REQ	DE	BOT	GE	
✓	<a href="#">AS-T</a>	Mathematics	CR	21-23	Revision	Correcting errors in Physics courses/align with new TMC			Fall 2020			No		
FIRST READING: COURSES REQUIRING SECOND READING														
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	SUBSTANTIAL CHANGES TO CATALOG	ARTIC CHANGES							
						ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation <sup>1</sup> , P=Prereq <sup>1</sup> , C=Coreq <sup>1</sup> , RP=Recom. Prep. <sup>1</sup> ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	<a href="#">Discipline</a> * = Masters Required	EFFECTIVE	REQ	DE	BOT	GE	
✓	<a href="#">AG V31</a>	HACCP (Hazard Analysis and Critical Control Point) Training and Certification	CR	1	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG V32</a>	Produce Safety Rule (PSR) Training	CR	1	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG V33</a>	Food Safety Foreign Supplier Verification (FSVP) Program Training	CR	1	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG V34</a>	Human Food PCQI (Preventive Controls Qualified Individual) Training	CR	2	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG V35</a>	Animal Food PCQI (Preventive Controls Qualified Individual) Training	CR	2	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG V36</a>	Introduction to Food Safety and Agricultural Practices for Food Safety	CR	3	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG V37</a>	Food Safety Management Practices: Field and Facility	CR	3	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG V38</a>	Agricultural Laws and Regulations for Food Safety	CR	3	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		

Ventura College Curriculum Committee														
Curricular Proposals for 11/05/2019														
✓	<a href="#">AG V61</a>	Introduction to Animal Science	CR	3	New	Add to catalog		Agricultural Production Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG V62</a>	Orientation to Veterinary Science	CR	1	New	Add to catalog		Agricultural Production Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG V63</a>	Domestic Animal Care Experience and Handling	CR	1.5	New	Add to catalog		Agricultural Production Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG V64</a>	Veterinary Office Procedures	CR	3	New	Add to catalog		Agricultural Production Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG V65</a>	Animal Health and Disease Control	CR	3	New	Add to catalog		Agricultural Production Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG V66</a>	Anatomy and Physiology of Animals	CR	4	New	Add to catalog		Agricultural Production Agriculture Biological Sciences	Fall 2020	X	X	Yes		
✓	<a href="#">AG V95</a>	Agriculture Internship I	CR	1-4	New	Add to catalog		Agricultural Business and Related Services Agricultural Production Agriculture	Fall 2020	X		Yes		
✓	<a href="#">AG V96</a>	Agriculture Internship II	CR	1-4	New	Add to catalog		Agricultural Business and Related Services Agricultural Production Agriculture	Fall 2020	X		Yes		
✓	<a href="#">AG N131</a>	HACCP (Hazard Analysis and Critical Control Point) Training and Certification	NC	0	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG N132</a>	Produce Safety Rule (PSR) Training	NC	0	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG N133</a>	Food Safety Foreign Supplier Verification (FSVP) Program Training	NC	0	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG N134</a>	Human Food PCQI (Preventive Controls Qualified Individual) Training	NC	0	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG N135</a>	Animal Food PCQI (Preventive Controls Qualified Individual) Training	NC	0	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG N136</a>	Introduction to Food Safety and Agricultural Practices for Food Safety	NC	0	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG N137</a>	Food Safety Management Practices: Field and Facility	NC	0	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG N138</a>	Agricultural Laws and Regulations for Food Safety	NC	0	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG N150</a>	Human Resource Management for Agriculture Field Supervisors	NC	0	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
✓	<a href="#">AG N151</a>	Agricultural Laws and Regulations for Agricultural Field Supervisors	NC	0	New	Add to catalog		Agricultural Business and Related Services	Fall 2020		X	Yes		
Pulled	<a href="#">MICR V01</a>	General Microbiology	CR	4	Revision	SAM, P, RP	None	Biological Sciences	Fall 2020	X	X	Yes		

**Ventura College Curriculum Committee**  
**Curricular Proposals for 11/05/2019**

FIRST READING: COURSES <b>NOT</b> REQUIRING SECOND READING															
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation', P=Prereq', C=Coreq', RP=Recom. Prep.' ('see "Requisite Approvals" for specific changes)	ARTIC CHANGES								
							OBJ=Course objectives CC=Course content LC=Lab content	<a href="#">Discipline</a> * = Masters Required	EFFECTIVE	REQ	DE	BoT	GE		
✓	<a href="#">ANAT V01</a>	General Human Anatomy	CR	4	Revision	RP	None	Biological Sciences	Fall 2020	X		No			
✓	<a href="#">CD V22</a>	Behavior Management in Early Childhood Education	CR	3	Revision	None	OBJ	Child Development/ECE	Spring 2020	X	X	Yes			
FIRST READING: PROGRAMS															
APPROVED	AWARD TYPE	DISCIPLINE:TITLE	CR NC	UNITS	PROPOSAL TYPE	CHANGES TO CATALOG	ARTIC CHANGES								
						COMMENTS			EFFECTIVE			BOT			
		None													
ADMINISTRATIVE CHANGES															
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS		CHANGE			EFFECTIVE						
		None													
REQUISITE APPROVALS															
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	REQUISITE TYPE	REQUISITE TEXT	SOURCE		EFFECTIVE						
✓	<a href="#">AG V66</a>	Anatomy and Physiology of Animals	CR	4	New	Prerequisite: CHEM V20-V20L or CHEM V30-V30L or 1 year high school chemistry with grades of "C" or better. Recommended Preparation: BIO V01-V01L and CHEM V01A-V01AL	First Reading: Courses		Fall 2020						
✓	<a href="#">AG V95</a>	Agriculture Internship I	CR	1-4	New	Corequisite: Enrollment in a minimum of 6 units to include internship Recommended Preparation: Completion of, or concurrent enrollment in, one course in the discipline	First Reading: Courses		Fall 2020						
✓	<a href="#">AG V96</a>	Agriculture Internship II	CR	1-4	New	Corequisite: Enrollment in a minimum of 6 units to include internship Recommended Preparation: Completion of, or concurrent enrollment in, one course in the discipline	First Reading: Courses		Fall 2020						
✓	<a href="#">ANAT V01</a>	General Human Anatomy	CR	4	Revision	Recommended Preparation: <b><i>BIOL V01-V01L or BIOL V03 or ANPH V01 or BUS V27A, and Eligible for college-level English (ENGL V01A), and Eligible for college-level math that meets the VCCCD math competency or higher .</i></b> <del>BIOL V01-V01L or BIOL V03</del>	First Reading: Courses		Fall 2020						
Pulled	<a href="#">MICR V01</a>	General Microbiology	CR	4	Revision	<del>CHEM V01A-V01AL or CHEM V20-V20L or CHEM V30-V30L or 1-year of high school chemistry with grades of "C" or better, and BIOL V04 or PHSO V01</del> <b><i>ANAT V01 and PHSO V01</i></b> or equivalent with grades of C or better	First Reading: Courses		Fall 2020						
✓	<a href="#">ANTH V07</a>	The Anthropology of Magic, Witchcraft and Religion	CR	3	Review	Recommended Preparation: ANTH V02	Consent Agenda: Courses		Fall 2020						
✓	<a href="#">CD V22</a>	Behavior Management in Early Childhood Education	CR	3	Review	Recommended Preparation: CD V02 or CD V03	First Reading: Courses		Spring 2020						

**Ventura College Curriculum Committee**  
**Curricular Proposals for 11/05/2019**

DISTANCE EDUCATION APPROVALS												
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/REV	DE TYPE	SOURCE	EFFECTIVE					
✓	<a href="#">AG V31</a>	HACCP (Hazard Analysis and Critical Control Point) Training and Certification	CR	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2020					
✓	<a href="#">AG V32</a>	Produce Safety Rule (PSR) Training	CR	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2020					
✓	<a href="#">AG V33</a>	Food Safety Foreign Supplier Verification (FSVP) Program Training	CR	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2020					
✓	<a href="#">AG V34</a>	Human Food PCQI (Preventive Controls Qualified Individual) Training	CR	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2020					
✓	<a href="#">AG V35</a>	Animal Food PCQI (Preventive Controls Qualified Individual) Training	CR	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2020					
✓	<a href="#">AG V36</a>	Introduction to Food Safety and Agricultural Practices for Food Safety	CR	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2020					
✓	<a href="#">AG V37</a>	Food Safety Management Practices: Field and Facility	CR	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2020					
✓	<a href="#">AG V38</a>	Agricultural Laws and Regulations for Food Safety	CR	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2020					
✓	<a href="#">AG V61</a>	Introduction to Animal Science	CR	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2020					
✓	<a href="#">AG V62</a>	Orientation to Veterinary Science	CR	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2020					
✓	<a href="#">AG V63</a>	Domestic Animal Care Experience and Handling	CR	New	Hybrid (1-50% online) Hybrid (51-99% online)	First Reading: Courses	Fall 2020					
✓	<a href="#">AG V64</a>	Veterinary Office Procedures	CR	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2020					
✓	<a href="#">AG V65</a>	Animal Health and Disease Control	CR	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2020					
✓	<a href="#">AG V66</a>	Anatomy and Physiology of Animals	CR	New	Hybrid (1-50% online) Hybrid (51-99% online)	First Reading: Courses	Fall 2020					
✓	<a href="#">AG N131</a>	HACCP (Hazard Analysis and Critical Control Point) Training and Certification	NC	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2020					

Ventura College Curriculum Committee														
Curricular Proposals for 11/05/2019														
✓	<a href="#">AG N132</a>	Produce Safety Rule (PSR) Training	NC	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses		Fall 2020						
✓	<a href="#">AG N133</a>	Food Safety Foreign Supplier Verification (FSVP) Program Training	NC	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses		Fall 2020						
✓	<a href="#">AG N134</a>	Human Food PCQI (Preventive Controls Qualified Individual) Training	NC	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses		Fall 2020						
✓	<a href="#">AG N135</a>	Animal Food PCQI (Preventive Controls Qualified Individual) Training	NC	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses		Fall 2020						
✓	<a href="#">AG N136</a>	Introduction to Food Safety and Agricultural Practices for Food Safety	NC	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses		Fall 2020						
✓	<a href="#">AG N137</a>	Food Safety Management Practices: Field and Facility	NC	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses		Fall 2020						
✓	<a href="#">AG N138</a>	Agricultural Laws and Regulations for Food Safety	NC	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses		Fall 2020						
✓	<a href="#">AG N150</a>	Human Resource Management for Agriculture Field Supervisors	NC	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses		Fall 2020						
✓	<a href="#">AG N151</a>	Agricultural Laws and Regulations for Agricultural Field Supervisors	NC	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses		Fall 2020						
✓	<a href="#">ANAT V01</a>	General Human Anatomy	CR	New	Hybrid (1-50% online) Hybrid (51-99% online)	First Reading: Courses		Fall 2020						
✓	<a href="#">ANTH V07</a>	The Anthropology of Magic, Witchcraft and Religion	CR	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	Consent Agenda: Courses		Fall 2020						
✓	<a href="#">CD V22</a>	Behavior Management in Early Childhood Education	CR	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses		Spring 2020						
<del>Pulled</del>	<del><a href="#">MICR V01</a></del>	<del>General Microbiology</del>	<del>CR</del>	<del>New</del>	<del>Hybrid (1-50% online) Hybrid (51-99% online)</del>	<del>First Reading: Courses</del>		<del>Fall 2020</del>						

**Ventura College Curriculum Committee**  
**Curricular Proposals for 11/05/2019**

MINIMUM QUALIFICATIONS													
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/REV	"P" - Primary MQ, "A"= additional MQ, "C" - required certifications	SOURCE	EFFECTIVE						
✓	<a href="#">AG V31</a>	HACCP (Hazard Analysis and Critical Control Point) Training and Certification	CR	New	Agricultural Business and Related Services - P Agriculture - A Lead Instructor/Trainer for Hazard Analysis and Critical Control Point (HACCP) - C	First Reading: Courses	Fall 2020						
✓	<a href="#">AG V32</a>	Produce Safety Rule (PSR) Training	CR	New	Agricultural Business and Related Services - P Agriculture - A Lead Instructor/Trainer for Produce Safety Rule (PSR) or Produce Safety Alliance (PSA) Trainer - C	First Reading: Courses	Fall 2020						
✓	<a href="#">AG V33</a>	Food Safety Foreign Supplier Verification (FSVP) Program Training	CR	New	Agricultural Business and Related Services - P Agriculture - A Lead Instructor/Trainer for Foreign Supplier Verification Programs (FSVP) - C	First Reading: Courses	Fall 2020						
✓	<a href="#">AG V34</a>	Human Food PCQI (Preventive Controls Qualified Individual) Training	CR	New	Agricultural Business and Related Services - P Agriculture - A Lead Instructor/Trainer for Preventative Controls for Human Food as a Preventative Controls Qualified Individual - C	First Reading: Courses	Fall 2020						
✓	<a href="#">AG V35</a>	Animal Food PCQI (Preventive Controls Qualified Individual) Training	CR	New	Agricultural Business and Related Services - P Agriculture - A Lead Instructor/Trainer for Preventative Controls for Animal Food as a Preventative Controls Qualified Individual - C	First Reading: Courses	Fall 2020						
✓	<a href="#">AG V64</a>	Veterinary Office Procedures	CR	New	Agriculture - P Agricultural Production - A Registered Veterinary Technician (RVT) - C or Doctor of Veterinary Medicine (DVM) Required - C	First Reading: Courses	Fall 2020						
✓	<a href="#">AG N131</a>	HACCP (Hazard Analysis and Critical Control Point) Training and Certification	NC	New	Agricultural Business and Related Services - P Agriculture - A Lead Instructor/Trainer for Hazard Analysis and Critical Control Point (HACCP) - C	First Reading: Courses	Fall 2020						
✓	<a href="#">AG N132</a>	Produce Safety Rule (PSR) Training	NC	New	Agricultural Business and Related Services - P Agriculture - A Lead Instructor/Trainer for Produce Safety Rule (PSR) or Produce Safety Alliance (PSA) Trainer - C	First Reading: Courses	Fall 2020						
✓	<a href="#">AG N133</a>	Food Safety Foreign Supplier Verification (FSVP) Program Training	NC	New	Agricultural Business and Related Services - P Agriculture - A Lead Instructor/Trainer for Foreign Supplier Verification Programs (FSVP) - C	First Reading: Courses	Fall 2020						
✓	<a href="#">AG N134</a>	Human Food PCQI (Preventive Controls Qualified Individual) Training	CR	New	Agricultural Business and Related Services - P Agriculture - A Lead Instructor/Trainer for Preventative Controls for Human Food as a Preventative Controls Qualified Individual - C	First Reading: Courses	Fall 2020						
✓	<a href="#">AG N135</a>	Animal Food PCQI (Preventive Controls Qualified Individual) Training	NC	New	Agricultural Business and Related Services - P Agriculture - A Lead Instructor/Trainer for Preventative Controls for Animal Food as a Preventative Controls Qualified Individual - C	First Reading: Courses	Fall 2020						

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Curricular Proposals for 11/05/2019											
	** END OF LIST **										

**Ventura College Curriculum Committee**  
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CONSENT AGENDA: COURSES						NONSUBSTANTIAL CHANGES TO CATALOG		ARTIC CHANGES							
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation¹, P=Prereq¹, C=Coreq¹, RP=Recom. Prep.¹ ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BOT			
	<a href="#">MATH V04J</a>	Just-in-Time Support for College Algebra	CR	2	Update	None	CC	Mathematics	Fall 2020	X		No			
	<a href="#">MATH V40J</a>	Just-in-Time Support for Math Topics	CR	1	Update	None	None	Mathematics	Fall 2020	X		No			
	<a href="#">MATH V44J</a>	Just-in-Time Support for Elementary Statistics	CR	2	Update	None	CC	Mathematics	Fall 2020	X		No			
	<a href="#">BIOT V18</a> (same as BIOL V18)	Human Heredity	CR	3	Deletion	Remove from catalog - co listed course BIOL V18 to remain active			Fall 2020			No			
	<a href="#">BIOT V30</a>	Introductory Biotechnology	CR	4	Deletion	Remove from catalog			Fall 2020			No			
	<a href="#">BIOT V31</a>	Applied Biotechnology with Lab	CR	4	Deletion	Remove from catalog			Fall 2020			No			
	<a href="#">BIOT V32</a>	Introduction to Methods of Plant Biotechnology and Molecular Biology	CR	2	Deletion	Remove from catalog			Fall 2020			No			
	<a href="#">BIOT V42</a>	Contemporary Issues in Cell Biology	CR	3	Deletion	Remove from catalog			Fall 2020			No			
	<a href="#">BIOT V95</a>	Biotechnology Internship I	CR	1-4	Deletion	Remove from catalog			Fall 2020			No			
	<a href="#">BIOT V96</a>	Biotechnology Internship II	CR	1-4	Deletion	Remove from catalog			Fall 2020			No			
	<a href="#">MATH V14</a>	Prestatistics	CR	6	Deletion	Remove from catalog			Fall 2020			No			
SECOND READING: COURSES						SUBSTANTIAL CHANGES TO CATALOG		ARTIC CHANGES							
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation¹, P=Prereq¹, C=Coreq¹, RP=Recom. Prep.¹ ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	Discipline * = Masters Required	EFFECTIVE	REQ	DE	BOT			
	<a href="#">AG V31</a>	HACCP (Hazard Analysis and Critical Control Point) Training and Certification	CR	1	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes			
	<a href="#">AG V32</a>	Produce Safety Rule (PSR) Training	CR	1	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes			
	<a href="#">AG V33</a>	Food Safety Foreign Supplier Verification (FSVP) Program Training	CR	1	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes			
	<a href="#">AG V34</a>	Human Food PCQI (Preventive Controls Qualified Individual) Training	CR	2	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes			
	<a href="#">AG V35</a>	Animal Food PCQI (Preventive Controls Qualified Individual) Training	CR	2	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes			
	<a href="#">AG V36</a>	Introduction to Food Safety and Agricultural Practices for Food Safety	CR	3	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes			
	<a href="#">AG V37</a>	Food Safety Management Practices: Field and Facility	CR	3	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes			



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	<a href="#">AG V38</a>	Agricultural Laws and Regulations for Food Safety	CR	3	New	Add to catalog			Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
	<a href="#">AG V61</a>	Introduction to Animal Science	CR	3	New	Add to catalog			Agricultural Production Agriculture	Fall 2020		X	Yes		
	<a href="#">AG V62</a>	Orientation to Veterinary Science	CR	1	New	Add to catalog			Agricultural Production Agriculture	Fall 2020		X	Yes		
	<a href="#">AG V63</a>	Domestic Animal Care Experience and Handling	CR	1.5	New	Add to catalog			Agricultural Production Agriculture	Fall 2020		X	Yes		
	<a href="#">AG V64</a>	Veterinary Office Procedures	CR	3	New	Add to catalog			Agricultural Production Agriculture	Fall 2020		X	Yes		
	<a href="#">AG V65</a>	Animal Health and Disease Control	CR	3	New	Add to catalog			Agricultural Production Agriculture	Fall 2020		X	Yes		
	<a href="#">AG V66</a>	Anatomy and Physiology of Animals	CR	4	New	Add to catalog			Agricultural Production Agriculture Biological Sciences	Fall 2020	X	X	Yes		
	<a href="#">AG V95</a>	Agriculture Internship I	CR	1-4	New	Add to catalog			Agricultural Business and Related Services Agricultural Production Agriculture	Fall 2020	X		Yes		
	<a href="#">AG V96</a>	Agriculture Internship II	CR	1-4	New	Add to catalog			Agricultural Business and Related Services Agricultural Production Agriculture	Fall 2020	X		Yes		
	<a href="#">AG N131</a>	HACCP (Hazard Analysis and Critical Control Point) Training and Certification	NC	0	New	Add to catalog			Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
	<a href="#">AG N132</a>	Produce Safety Rule (PSR) Training	NC	0	New	Add to catalog			Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
	<a href="#">AG N133</a>	Food Safety Foreign Supplier Verification (FSVP) Program Training	NC	0	New	Add to catalog			Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
	<a href="#">AG N134</a>	Human Food PCQI (Preventive Controls Qualified Individual) Training	NC	0	New	Add to catalog			Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
	<a href="#">AG N135</a>	Animal Food PCQI (Preventive Controls Qualified Individual) Training	NC	0	New	Add to catalog			Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
	<a href="#">AG N136</a>	Introduction to Food Safety and Agricultural Practices for Food Safety	NC	0	New	Add to catalog			Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
	<a href="#">AG N137</a>	Food Safety Management Practices: Field and Facility	NC	0	New	Add to catalog			Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
	<a href="#">AG N138</a>	Agricultural Laws and Regulations for Food Safety	NC	0	New	Add to catalog			Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		
	<a href="#">AG N150</a>	Human Resource Management for Agriculture Field Supervisors	NC	0	New	Add to catalog			Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes		

Ventura College Curriculum Committee															
Curricular Proposals for 11/19/2019															
	<a href="#">AG N151</a>	Agricultural Laws and Regulations for Agricultural Field Supervisors	NC	0	New	Add to catalog		Agricultural Business and Related Services	Fall 2020		X	Yes			
	<a href="#">AG N134</a>	Human Food PCQI (Preventive Controls Qualified Individual) Training	NC	0	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes			
	<a href="#">AG N135</a>	Animal Food PCQI (Preventive Controls Qualified Individual) Training	NC	0	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes			
	<a href="#">AG N136</a>	Introduction to Food Safety and Agricultural Practices for Food Safety	NC	0	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes			
	<a href="#">AG N137</a>	Food Safety Management Practices: Field and Facility	NC	0	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes			
	<a href="#">AG N138</a>	Agricultural Laws and Regulations for Food Safety	NC	0	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes			
	<a href="#">AG N150</a>	Human Resource Management for Agriculture Field Supervisors	NC	0	New	Add to catalog		Agricultural Business and Related Services Agriculture	Fall 2020		X	Yes			
	<a href="#">AG N151</a>	Agricultural Laws and Regulations for Agricultural Field Supervisors	NC	0	New	Add to catalog		Agricultural Business and Related Services	Fall 2020		X	Yes			
SECOND READING: PROGRAMS			SUBSTANTIAL CHANGES TO CATALOG					ARTIC CHANGES							
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation¹, P=Prereq¹, C=Coreq¹, RP=Recom. Prep.¹ ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	<a href="#">Discipline</a>  * = Masters Required	EFFECTIVE	REQ	DE	BoT			
		None													

\* Proposed 1st and 2nd Reading / REQ= Requisites / DE = Distance Education / BoT = Board of Trustees / GE = General Education proposal / SA = Stand Alone Course

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Curricular Proposals for 11/19/2019

FIRST READING: COURSES REQUIRING SECOND READING														SUBSTANTIAL CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation <sup>1</sup> , P=Prereq <sup>1</sup> , C=Coreq <sup>1</sup> , RP=Recom. Prep. <sup>1</sup> ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	<a href="#">Discipline</a> * = Masters Required	EFFECTIVE	REQ	DE	BoT									
*	<a href="#">MATH V38J</a>	Just-in-Time Support for Mathematics for Elementary School Teachers	CR	1	New	Add to catalog		Mathematics	Fall 2020	X		Yes									
*	<a href="#">MATH N104J</a>	Just-in-Time Support for College Algebra (Noncredit)	NC	0	New	Add to catalog		Mathematics	Fall 2020	X		Yes									
*	<a href="#">MATH N138J</a>	Just-in-Time Support for Mathematics for Elementary School Teachers (Noncredit)	NC	0	New	Add to catalog		Mathematics	Fall 2020	X		Yes									
*	<a href="#">MATH N140J</a>	Just-in-Time Support for Math Topics (Noncredit)	NC	0	New	Add to catalog		Mathematics	Fall 2020	X		Yes									
*	<a href="#">MATH N144J</a>	Just-in-Time Support for Elementary Statistics (Noncredit)	NC	0	New	Add to catalog		Mathematics	Fall 2020	X		Yes									
*	<a href="#">MICR V39</a>	Introduction to Food Microbiology (Noncredit)	CR	2	New	Add to catalog		Biological Sciences Agricultural Business and Related Services	Fall 2020		X	Yes									
*	<a href="#">MICR N139</a>	Introduction to Food Microbiology (Noncredit)	CR	0	New	Add to catalog		Biological Sciences Agricultural Business and Related Services	Fall 2020		X	Yes									
*	<a href="#">MICR V01</a>	General Microbiology	CR	4	Revision	SAM, P, RP		Biological Sciences	Fall 2020	X	X	Yes									
FIRST READING: COURSES NOT REQUIRING SECOND READING														SUBSTANTIAL CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	PROPOSAL TYPE	ID=Course ID, T=Title, U=Units, H=Hours, D=Description, X=Transfer, F=Fees, FT=Field Trips, R=Repeat, Was=Formerly, RS=Record Symbol, EL=Enrollment Limitation <sup>1</sup> , P=Prereq <sup>1</sup> , C=Coreq <sup>1</sup> , RP=Recom. Prep. <sup>1</sup> ('see "Requisite Approvals" for specific changes)	OBJ=Course objectives CC=Course content LC=Lab content	<a href="#">Discipline</a> * = Masters Required	EFFECTIVE	REQ	DE	BoT									
	<a href="#">ART V19</a>	Three-Dimensional Design	CR	3	Revision	D, C-ID	CC, OBJ	Art	Fall 2020			No									
	<a href="#">ART V50A</a>	Handbuilding Ceramics I	CR	3	Revision	D	CC, OBJ	Art	Fall 2020			No									
	<a href="#">ART V51A</a>	Beginning Ceramics I	CR	3	Revision	D	CC, OBJ	Art	Fall 2020			No									
	<a href="#">BIOL V18</a> <del>(same as BIOT V18)</del>	Human Heredity	CR	3	Revision	RP, Removal of co-listing (BIOT V18 course deleted)		Biological Sciences	Fall 2020	X	X	Yes									
FIRST READING: PROGRAMS														CHANGES TO CATALOG				ARTIC CHANGES			
APPROVED	AWARD TYPE	DISCIPLINE:TITLE	CR NC	UNITS	PROPOSAL TYPE	COMMENTS			EFFECTIVE			BOT									
		None																			
ADMINISTRATIVE CHANGES																					
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS		CHANGE			EFFECTIVE												
		None																			

\* Proposed 1st and 2nd Reading / REQ= Requisites / DE = Distance Education / BoT = Board of Trustees / GE = General Education proposal / SA = Stand Alone Course

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REQUISITE APPROVALS													
APPROVED	COURSE ID	COURSE TITLE	CR NC	UNITS	REQUISITE TYPE	REQUISITE TEXT	SOURCE	EFFECTIVE					
	<a href="#">MATH V38J</a>	Just-in-Time Support for Mathematics for Elementary School Teachers	CR	1	New	Corequisite: MATH V38	First Reading: Courses	Fall 2020					
	<a href="#">MATH N104J</a>	Just-in-Time Support for College Algebra (Noncredit)	CR	0	New	Corequisite: MATH V04	First Reading: Courses	Fall 2020					
	<a href="#">MATH N138J</a>	Just-in-Time Support for Mathematics for Elementary School Teachers (Noncredit)	CR	0	New	Corequisite: MATH V38	First Reading: Courses	Fall 2020					
	<a href="#">MATH N140J</a>	Just-in-Time Support for Math Topics (Noncredit)	CR	0	New	Corequisite: MATH V40	First Reading: Courses	Fall 2020					
	<a href="#">MATH N144J</a>	Just-in-Time Support for Elementary Statistics (Noncredit)	CR	0	New	Corequisite: MATH V44	First Reading: Courses	Fall 2020					
	<a href="#">BIOL V18</a> <del><a href="#">(same as BIOT-V18)</a></del>	Human Heredity	CR	3	Revision	<del>Recommended Preparation: BIOL V01, V01L, or BIOL V04</del>	First Reading: Courses	Fall 2020					
	<a href="#">MICR V01</a>	General Microbiology	CR	4	Revision	Prerequisites: CHEM V01A-V01AL or CHEM V20-V20L or CHEM V30-V30L or 1 year of high school chemistry with grades of "C" or -C- or better; and BIOL V04 or PHSO V01 or <b>AG V66</b> or equivalent with grades of "C" -C- or better	First Reading: Courses	Fall 2020					
	<a href="#">MATH V04J</a>	Just-in-Time Support for College Algebra	CR	2	Review	Corequisite: MATH V04	Consent Agenda: Courses	Fall 2020					
	<a href="#">MATH V40J</a>	Just-in-Time Support for Math Topics	CR	1	Review	Corequisite: MATH V40	Consent Agenda: Courses	Fall 2020					
	<a href="#">MATH V44J</a>	Just-in-Time Support for Elementary Statistics	CR	2	Review	Corequisite: MATH V44	Consent Agenda: Courses	Fall 2020					
DISTANCE EDUCATION APPROVALS													
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/REV	DE TYPE	SOURCE	EFFECTIVE						
	<a href="#">BIOL V18</a> <del><a href="#">(same as BIOT-V18)</a></del>	Human Heredity	CR	New	Hybrid (1-50% online) Hybrid (51-99% online) Fully Online (100% online)	First Reading: Courses	Fall 2020						
	<a href="#">MICR V01</a>	General Microbiology	CR	New	Hybrid (1-50% online) Hybrid (51-99% online)	First Reading: Courses	Fall 2020						
	<a href="#">MICR V39</a>	Introduction to Food Microbiology (noncredit)	CR	New	Hybrid (1-50% online) Hybrid (51-99% online)	First Reading: Courses	Fall 2020						
	<a href="#">MICR N139</a>	Introduction to Food Microbiology (noncredit)	NC	New	Hybrid (1-50% online) Hybrid (51-99% online)	First Reading: Courses	Fall 2020						
MINIMUM QUALIFICATIONS													
APPROVED	COURSE ID	COURSE TITLE	CR NC	NEW/REV	"P" - Primary MQ, "A"= additional MQ, "C" - required certifications	SOURCE	EFFECTIVE						
	<a href="#">BIOL V18</a> <del><a href="#">(same as BIOT-V18)</a></del>	Human Heredity	CR	Revision	<del><i>Biological Sciences - P</i> <i>Biotechnology - P</i> <i>Biological Sciences - A</i></del>	First Reading: Courses	Fall 2020						
** END OF LIST **													