VENTURA COLLEGE
May 2010

Curriculum Handbook

www.venturacollege.edu
Click on Faculty and Staff Resources (left side bar);
then Academic Resources;
then Curriculum Handbook (PDF).

VENTURA COLLEGE CURRICULUM HANDBOOK
TABLE OF CONTENTS

QUICK GUIDE TO USING CURRICUNET

LOG ON:

Go to www.curricunet.com/ventura

Log on with user name (first initial and last name) and password. Click "OK".

HOW TO UPDATE, REVISE or DELETE a COURSE:

Log on

Go to "Build" – Click on "Courses" – Then select "Course Update/Revision/Delete"

In the Course Search Box, find your course:

> *You can either click ALL in the "Discipline" pull-down menu and click "OK", or enter the course*
>
> *discipline and title our course number and click "OK".*

Make a copy of your course to work with:

Click on the icon that looks like two written pages together. 📄Copy

On the next screen, select the "Proposal Type" pull-down menu and tell us what you are doing – "Credit Course Revision", "Course Deletion" or "Course Update":

Note: any changes to items that show up in the catalog, such as units, hours, description, fees, field trips, transfer, requisites, etc. are considered "Revisions".

On the next screen, explain your rationale for working on this course then click "OK":

For example, it might be 'course review' or 'change description' or update per new State requirements."

Welcome, Linda
                    Log Out

🌐**CurricUNET Home**
↳**Search**

Search
Course
Program
Users
Links
 Academic Senate
Curriculum Site
 Governet
 Special Characters
 Taxonomy

Course Update	
Course	YODA 01 Test Course *Pending* **New Credit Course** Linda Resendiz
Proposal Type	Credit Course Revision
Reason for Update/Rationale	Course description.

OK

COURSE CONSTRUCTION MAIN MENU:
Go to the "Course Checklist" on the right side of the screen. Here is where you are going to work on your course. Click on each box and complete as directed. When in doubt, click on the Help? icon. Click "Save" often. When you are done on each screen, click "Finish". When you complete the "Representative Texts/Instructional/Materials" section, your course will be ready to "Submit".

Welcome, Linda
Log Out

CurricUNET Home
Build
Courses
Edit Course

Edit Course
V 01
Test Course
YODA-VC Curricunet
Test System
Resendiz, Linda

Test Course YODA 01
Remember to fill out
all requirements on
the course checklist.
Course Cover must be
marked complete.
Units/Hours page must
be marked complete.
Course Fees must be
marked complete.
Course Distance Ed
must be marked
complete.
Course Requisites
must be marked
complete.
Requisite
Justification must be
marked complete.
Objectives must be
marked complete.
Course Content must
be marked complete.
In Class Assignments
must be marked
complete.
Outside Assignments
must be marked
complete.
Instructional Methods
must be marked
complete.
Evaluation Methods
must be marked
complete.
Representative Texts
must be marked
complete.

Course Construction Main Menu

Course Number	V 01
Course Title	Test Course
Short Title	Test Course
Co-Contributor(s)	*There are no Co-Contributors for this course.* Add a Co-Contributor

Cours

Main
Cover
Units/Hou
Instructio
Fee
Requisite
Requisite
Entrance
Course O
Course C
In Class A
Outside A
Instructio
Evaluatio
Distance
Represen
Instructi
Additiona
Attached
General E
Student L
Outcom
Core Skill
(Optiona
All Fields
Communica
Codes/Da

This page
basic infor
course.

If you wis
co-contrib
write this
on "Add a
contributc

If you are
proceed, u
Course Ch
above to c
next page

HOW TO CREATE A NEW COURSE

Log on

Go to "Build" – Click on "Courses" – Then select "Create Course"

Fill in the basics of your course on the "Create New Course" page and click "OK"

Ventura's CurricUNET

VENTURA C

Welcome, Linda

Log Out

- **CurricUNET Home**
  - **Build**
    - **Courses**
- **Courses**
- **Create Course**
- **Edit Courses**
- **Course Update/ Revision/Delete**
- **Links**
- **Academic Senate**
- **Curriculum Site**
- **Governet**
- **Special Characters**
- **Taxonomy**

Help

Spell C

* **Indicates**

Schedule
does not
entered o
All other
must be a
to contin

Create New Course

Discipline*   AAS ▾ ❓

Course Number*
(V or N will be
added
automatically,
based on the
proposal type.)   ❓

Course Title *

*Course Title is
limited to 68
characters and
spaces   ❓

Short Title *
*Short Title is
limited to 30
characters and
spaces   ❓

**Catalog
Description ***   Ⓢ❓

**Schedule
Description**   Ⓢ❓

Proposal Type   New Credit Course ▾ ❓

OK

COURSE CONSTRUCTION MAIN MENU:
Go to the "Course Checklist" on the right side of the screen. Here is where you are going to work on your course. Click on each box and complete as directed. Click "Save" often. When you are done on each screen, click "Finish". When you complete the "Representative Texts/Instructional/Materials" section, your course will be ready to "Submit".

Ventura's **CurricUNET** Ventura

Welcome, Linda

Log Out

🐸CurricUNET Home
┗Build
  ┗Courses
    ┗Edit Course

Edit Course
  V 02
  Test Course
  YODA-VC Curricunet
Test System
  Resendiz, Linda

Test Course YODA 02
Remember to fill out all requirements on the course checklist. Course Cover must be marked complete. Units/Hours page must be marked complete. Course Requisites must be marked complete. Objectives must be marked complete. Course Content must be marked complete. In Class Assignments must be marked complete. Outside Assignments must be marked complete. Instructional Methods must be marked complete. Evaluation Methods must be marked complete. Representative Texts must be marked complete.

Course Construction Main Menu	
Course Number	V 02
Course Title	Test Course
Short Title	Test Course
Co-Contributor(s)	*There are no Co-Contributors for this course.* Add a Co-Contributor

Cour

Main
☐**Cover**
☐**Units/Hou**
☐**Requisite**
☐**Course C**
☐**Course C**
☐**In Class /**
☐**Outside A**
☐**Instructio**
☐**Evaluatio**
☐Distance I
☐**Represer**
 Instruct
☐**Additiona**
☐**Attached**
☐**General E**
☐**Student L**
 Outcom
☐**Core Skil**
 (Optiona
☐**All Fields**
Communica
☐**Codes/Da**

This page
basic info
course.

If you wis
co-contrit
write this
on "Add a
contributo

If you are
proceed,
Course Ch

HOW TO REVIEW A COURSE FOR CURRICUNET:

Your will receive an email asking you to review a course and indicate your review role (i.e. course author, faculty member, department chair, division dean, etc.)

Log on

Go to "Track" – Click on "My Approvals"

Select your 'role' on the Approval Process page and click 'next'
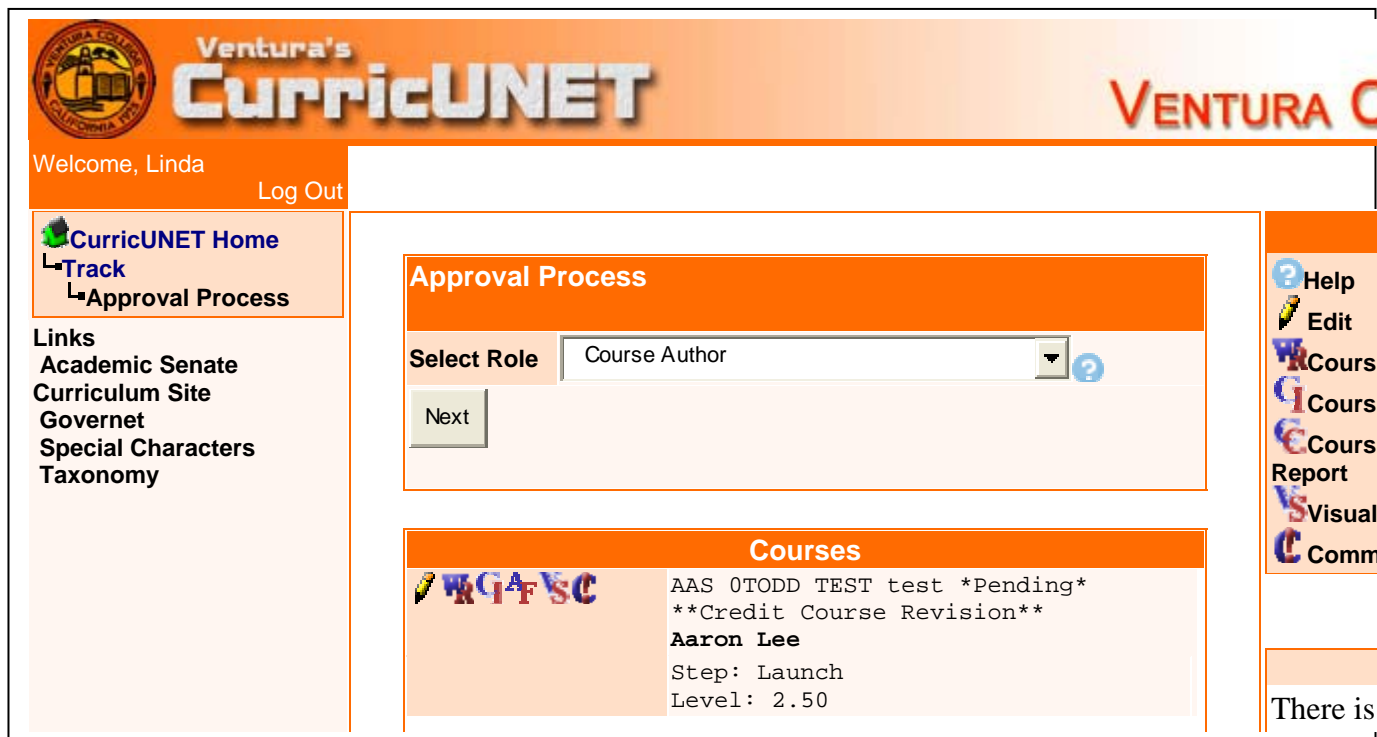
Review the course:

View outline online and/or print the outline. To see the outline click on one of the icons below:

ʀ: Course outline

ᴄ: Shows course with proposed changes indicated

ᴀꜰ: Shows course outline as well as all completed forms (i.e. DE, fees)

ᴀᴄ: Shows proposed changes as well as all complete forms

ᴄ : Shows actions and comments on this proposal

When you have complete your review, click on "Action"

Take action on the course: DON'T SKIP THIS STEP!

*On the Approval Process page, enter any comments, select an action, and click "save". **Remember that everyone in the process can view your comments and that your comments are permanent.***

HOW TO FIND AND COPY A COURSE IN CURRICUNET

LOG ON:

Go to www.curricunet.com/ventura

Log on with user name (first initial and last name) and password. Click "OK"

On this home page, look on the left side and scroll down to:

"Search" and click on "Course"

In the Course Search box in the middle of the page, find 'ALL'.

    Click on the down arrow on the right of the 'ALL' line and click on the discipline you want.

    Don't enter any more data. Click on the 'OK' in the bottom right hand corner.

All of the courses in that discipline will show up:

    The red copy is the last official, final version (similar to the most recent hard copy outlines you have).

    The black copy of the same course is the one that is being worked on or has been approved recently.

    The blue copy is historical.

To look at the course, click on the pencil icon. To look at specific areas (like content), click on that section in the Course Checklist area to the right.

To print, either click WR (Course Outline Report: articulation version) or AF (All Fields: all data elements reported).

Ventura's CurricUNET

VENTURA COLLEGE

Welcome, Paulette
Log Out

Course Cover
Page Last Saved on Tuesday, Feb 9, 2010 at 4:41 PM
By Paulette Johnson

- CurricUNET Home
  - Build
    - Courses
      - Edit Course

Edit Course W R A
  V 01A
  English Composition
  ENGL-English
  Garcia, Jennifer

English Composition
ENGL 01A
Existing proposal.
Only Pending courses
can be audited.
Remember to fill out
all requirements on
the course checklist.
Course Cover must be
marked complete.

Links
  Academic Senate
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Discipline   ENGL - English

Course Number   V [01A]

Course Title

*Course Title is limited to 68 characters and spaces   [English Composition]

Short Title
*Short Title is limited to 30 characters and spaces   [English Composition]

Same As Course

Same As Course(s)   -- Select Discipline --

Catalog Course Description
[The student will learn to write coherent, well-developed expository essays using a variety of rhetorical modes; to prepare a research paper; and to respond critically to ideas in published works.]

Class Schedule Course Description
[The student will learn to write coherent, well-developed expository essays using a variety of rhetorical modes; to prepare a research paper; and to respond critically to ideas in published works.]

Former Course ID   [Engl 1A]

Reason for change   [Course update]

Proposal Information

Proposed Start   Year: [2010]   Semester: Fall

Proposed for GE   Yes ⦿   No ◯

Course Purpose
- ☐ Basic Skills
- ☐ AA/AS Degree
- ☐ Honors
- ☑ Distance Ed
- ☐ Certificate of Achievement

Course Checklist

Main
- ☐ Cover
- ☑ Units/Hours
- ☑ Requisites
- ☑ Requisite Justification
- ☑ Entrance Skills
- ☑ Course Objectives
- ☑ Course Content
- ☑ In Class Assignments
- ☑ Outside Assignments
- ☑ Instructional Modes
- ☑ Evaluation Methods
- ☑ Distance Ed
- ☑ Representative Texts / Instructional Materials
- ☑ Additional Resources
- ☑ Attached Files
- ☑ General Ed (Optional)
- ☑ Student Learning Outcomes (Optional)
- ☑ Core Skill Sets (Optional)
- ☑ All Fields
Communication
- ☐ Codes/Dates

Legend
- Spell Check
- Help
- ✔ Edit
- ✄ Delete
- ↻ Move Item Up
- ↳ Move Item Down
- * Indicates Required Field

Help

Please enter information into all appropriate fields.

It is encouraged that the "schedule description" be a shortened version of the "catalog description."

[Edit] [More]

☐ Proficiency Award

☐ Noncredit

☑ Degree-applicable (units count for degree credit)

☐ Nondegree-applicable (units not for degree credit)

Proposed For

☐ VC degree

☐ VC Certificate or Award

☑ General Education

☐ Major

☐ Elective (stand alone)

Transfer Status

☑ CSU Recommended

☐ Non Transferable

☑ UC Recommended

UC/CSU Transfer

If this course is equivalent in scope and objectives to a lower division course offered at an accredited four-year college or university, please provide an example.

Modification Type

☐ ID

☐ TITLE

☐ UNITS

☐ HOURS

☐ PREREQUISITE

☐ COREQUISITE

☐ RECOMMENDED PREPARATION

☐ DESCRIPTION

☐ FEES

☐ FIELD TRIPS

☐ REPEAT

☐ SAME AS

☐ RECORD SYMBOL

☐ DEGREE STATUS

☐ TRANSFER

Modified Other

[Save] [Finish] [Cancel]

Ventura's CurricNET

VENTURA COLLEGE

Welcome, Paulette
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CurricUNET Home
└ Build
  └ Courses
    └ Edit Course

Edit Course WRAF
V 01A
English Composition
ENGL-English
Garcia, Jennifer

English Composition
ENGL 01A
Existing proposal.
Only Pending courses
can be audited.
Units/Hours page must
be marked complete.

Links
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Taxonomy

Please Remember To Save Work Before Navigating Off Of Page.

Course Units/Hours
Page Last Saved on Tuesday, Feb 9, 2010 at 4:49 PM
By Paulette Johnson

Class Hours

Variable Units/Hours Exist   Yes: ○ No: ◉

Carnegie Hours Overide   ☐

Units:
1 classroom lecture hour weekly = 1 unit
2 classroom lecture-laboratory hours weekly = 1 unit
3 classroom laboratory hours weekly = 1 unit

[5.00]

Weekly Lecture Content Hours   [5.00]

Weekly Lab Content Hours   [   ]

Weekly Lecture/Lab Content Hours   [   ]

Total Semester Contact Hours (based on 17.5 week semester)   [87.50]

Internship, Work Experience, or Direct Studies   Yes ○   No ◉

Repeatability   May be taken 1 time(s).

SAM Code   Non-Occupational

Field Trips   May be Required

Representative Field Trip Location   [Students may visit museums or attend lectures.]

Grading Methods   Letter Grade

Instructional Materials Fee?   YES: ○   NO: ◉

[Save] [Finish] [Cancel]

Course Checklist
Main
☑ Cover
☐ Units/Hours
☑ Requisites
☑ Requisite Justification
☑ Entrance Skills
☑ Course Objectives
☑ Course Content
☑ In Class Assignments
☑ Outside Assignments
☑ Instructional Modes
☑ Evaluation Methods
☑ Distance Ed
☑ Representative Texts / Instructional Materials
☑ Additional Resources
☑ Attached Files
☑ General Ed (Optional)
☑ Student Learning Outcomes (Optional)
☑ Core Skill Sets (Optional)
☑ All Fields
Communication
☐ Codes/Dates

Legend
⑤ Spell Check
② Help
✎ Edit
✂ Delete
C Move Item Up
⤳ Move Item Down
* Indicates Required Field

Help
There is currently no help available for this page.

[Edit] [More]

Governet

Ventura's CurricUNET

VENTURA COLLEGE

Welcome, Paulette
Log Out

Please Remember To Save Work Before Navigating Off Of Page.

Requisites

Course Checklist

🔲 CurricUNET Home
└ Build
  └ Courses
    └ Edit Course

Select Requisite Type

<mark>Requisite Type</mark>   Prerequisite

Add

Edit Course W R A F
  V 01A
  English Composition
  ENGL-English
  Garcia, Jennifer

English Composition
ENGL 01A
Existing proposal.
Only Pending courses
can be audited.
Course Requisites
must be marked
complete.

Edit/Delete   **Requisites**   **Analysis**

🖉 ✂ ↻ ↶   Prerequisite
           ENGL V 02
           with grade of C or better or
           placement as measured by the
           college assessmen

Finish

Links
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Curriculum Site
  Governet
  Special Characters
  Taxonomy

Main
☑ Cover
☑ Units/Hours
🔲 Requisites
☑ Requisite Justification
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☑ Instructional Modes
☑ Evaluation Methods
☑ Distance Ed
☑ Representative Texts /
   Instructional Materials
☑ Additional Resources
☑ Attached Files
☑ General Ed (Optional)
☑ Student Learning
   Outcomes (Optional)
☑ Core Skill Sets
   (Optional)
☑ All Fields
Communication
🔲 Codes/Dates

Help

In order to add
requisites, a requisite
analysis must have
been performed on the
previous pages. **For
content review, it is
required that the
requisites and
requisite analysis be
reviewed and
approved.**

To add a requisite,
choose the appropriate
type from the drop-
down menu, then click
"Add."

Then choose a course
number and title. If
none are present, you
must first perform a
requisite analysis on
the previous pages.

A minimum grade that
is acceptable for this
requisite is

Welcome, Paulette
Log Out

Please Remember To Save Work Before Navigating Off Of Page.

Requisite Justification

Prerequisites, Corequisites & Delete Requisites

Course Checklist

CurricUNET Home
Build
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Edit Course

Edit Course ᵂᴿᴬᶠ
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English Composition
ENGL-English
Garcia, Jennifer

English Composition
ENGL 01A
Existing proposal.
Only Pending courses
can be audited.
Requisite
Justification must be
marked complete.

Links
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Justification of
Requisites

☑ **Standard Prerequisite or Corequisite** - The prerequisite or corequisite is standard at transfer universities. Three campuses of UC or CSU that offer the equivalent course with the equivalent prerequisite must be identified.

☐ **Sequential Prerequisite or Corequisite** - Course outline should include a list of the specific skills and knowledge a student must possess to be ready to take the course. Course objectives, treated as exit competencies in the prerequisite course, ought to constitute entrance requirements for the subsequent course.

☐ **Courses in Communication or Computation Skills** - Such a course may be established as a prerequisite or corequisite for a course other than another course in communication or computation skills if: a) there is a list of specific skills for the proposed course; and b) research is conducted to indicate that a student is highly unlikely to succeed in the course unless the student has met the prerequisite or corequisite. A prerequisite or corequisite can be established for a single period of not more than two years while research is conducted.

☐ **Prerequisite Expressly Required or Authorized by Statute or Regulation** -

☐ **Health and Safety** - A prerequisite may be established to protect the health and safety of a student or the health and safety of others.

☐ **Programs** - A prerequisite may be established for a program if the prerequisite is approved by the same process as course prerequisites in regard to at least one course that is required as part of the program.

Department/Discipline faculty review for Pre/Corequisite Approval for Credit Courses

◉ Yes   Prerequisite/CoRequisite Match:
○ No   Include list of knowledge and skills of course (COR:IV)

◉ Yes   Pre/Corequisite Approval based upon review
○ No   of identified skills student's chances for success and review of course outline, syllabus, ample tests and assignments (COR:IV-VII,IX,XI)

◉ Yes   Student Highly Unlikely to Receive Satisfactory Grade

Main
☑ Cover
☑ Units/Hours
☑ Requisites
☐ Requisite Justification
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☑ Additional Resources
☑ Attached Files
☑ General Ed (Optional)
☑ Student Learning Outcomes (Optional)
☑ Core Skill Sets (Optional)
☑ All Fields
Communication
☐ Codes/Dates

Help

There is currently no help available for this page.

Edit   More

Legend
Spell Check
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Edit
Delete
Move Item Up
Move Item Down
* Indicates Required Field

○ No (Cor CR or better) unless student has skills identified in pre/corequisite not taught in course.

⦿ Yes Student Highly Unlikely to Receive Satisfactory Grade
○ No (Cor CR or better) unless student has communication or computational skills identified in pre/corequisite.

Save   Cancel   Finish

Governet

Welcome, Paulette
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- CurricUNET Home
- Build
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    - Edit Course

Edit Course W R F
V 01A
English Composition
ENGL-English
Garcia, Jennifer

English Composition
ENGL 01A
Existing proposal.
Only Pending courses
can be audited.

Links
Academic Senate
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Please Remember To Save Work Before Navigating Off Of Page.

Entrance Skills
Refer to the Objectives of Prerequisite Course(s)
Page Last Saved on Tuesday, Sep 22, 2009 at 1:38 PM
By Jennifer Garcia
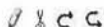
✏ ✂ ↰ ↲
Match Objectives
A. Students will be able to read texts and other materials written at a college level and demonstrate comprehension by restating major points. They should be able to identify the central issue, the rhetorical strategies, and the point of view of the author, as well as recognize the relationship of the parts of the essay to the whole.
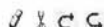
✏ ✂ ↰ ↲
Match Objectives
B. Students will be able to formulate a thesis upon which to base an essay and to support that thesis with topic sentences and adequate support.
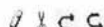
✏ ✂ ↰ ↲
Match Objectives
C. Students will be able to compose 3-4 page essays using a variety of rhetorical modes and organizational strategies; they will be able to use fluent standard American English with few grammatical errors and no serious sentence-level errors.

✏ ✂ ↰ ↲
Match Objectives
D. Students will be able to compose complex sentences of varying length, employing appropriate college-level vocabulary.

✏ ✂ ↰ ↲
Match Objectives
E. Students will be able to conduct research, including evaluating and gathering information from print and electronic sources. They will be able to summarize, paraphrase, and quote research material accurately in a 4-page research essay, documenting sources in MLA style.
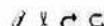
✏ ✂ ↰ ↲
Match Objectives
F. Students will be able to compose a 300 word essay in 45 minutes.

Add One Entry Skill at a time

[text box]

Add
Finish

Course Checklist

Main
☑ Cover
☑ Units/Hours
☑ Requisites
☑ Requisite Justification
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☑ General Ed (Optional)
☑ Student Learning Outcomes (Optional)
☑ Core Skill Sets (Optional)
☑ All Fields Communication
☐ Codes/Dates

Legend
🅑 Spell Check
❓ Help
✏ Edit
✂ Delete
↰ Move Item Up
↲ Move Item Down
* Indicates Required Field

Help
If there are no entry skills present, enter an entry skill in the dialogue box, then click "Add."

When there is an entry skill added, click on "Match Objectives."

Edit More

Governet

Ventura's CurricUNET VENTURA COLLEGE

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└ Build
　└ Courses
　　└ Edit Course

Edit Course ᵂᴿ ᴬF
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English Composition
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English Composition
ENGL 01A
Existing proposal.
Only Pending courses
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marked complete.

Links
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Please Remember To Save Work Before Navigating Off Of Page.
==Course Objectives==
Page Last Saved on Monday, Sep 28, 2009 at 1:33 PM
By Jennifer Garcia

==Create Heading==
* See Help
Screen   ☐ ②

==Objective Text== Upon successful completion of this
* Enter one   course, the student will be able to
objective at a   demonstrate the following measurable
time.   skills and abilities:

* Refer to
Bloom's
Taxonomy

⌞⌝ ⑤

[Add]

[Finish]

Upon successful completion of this course, the student
will be able to demonstrate the following measurable
skills and abilities:

🖉 ✂ ↻
↳   1. Choose and narrow topics for expository
      writing projects.

🖉 ✂ ↻
↳   2. Compose complex sentences of varying
      length employing appropriate college-level
      vocabulary.

🖉 ✂ ↻
↳   3. Develop and provide evidence to support
      written ideas through use of examples, facts,
      data, personal experience, explanation.

🖉 ✂ ↻
↳   4. Organize an essay using deductive and
      inductive reasoning.

      5. Choose appropriate rhetorical mode to
      satisfy the audience and the purpose of an
🖉 ✂ ↻ essay: definition/classification, process
↳   analysis, explanatory, compare/contrast,
      evaluative, persuasive, research, literary
      analysis.

🖉 ✂ ↻
↳   6. Conduct research, including evaluating and
      gathering information from print and
      electronic sources.

🖉 ✂ ↻ 7. Synthesize, paraphrase, summarize and
      quote research material, accurately
↳   documenting sources according to current
      accepted style in a 6 to 8 page essay.

      8. Write four 1,600-word essays structured
🖉 ✂ ↻ around a thesis, maintaining unity and
      coherence through use of transitions and
↳   repetition of key words or their synonyms and
      free of serious grammatical or mechanical
      errors that distract from meaning.

🖉 ✂ ↻
↳   9. Compose two 600-word in-class essays.

Governet

Course Checklist

Main
☑ Cover
☑ Units/Hours
☑ Requisites
☑ Requisite Justification
☑ Entrance Skills
☐ Course Objectives
　☐ Taxonomy
☑ Course Content
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　(Optional)
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Communication
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Legend
⑤ Spell Check
② Help
🖉 Edit
✂ Delete
↻ Move Item Up
↳ Move Item Down
* Indicates Required Field

Help
Enter course objective
and hit add. There is
no outlining tool here
so objectives are added
one at a time.

[Edit] [More]

🔲 **CurricUNET Home**
└ **Build**
　└ **Courses**
　　└ **Edit Course**

Edit Course ᴡ̵ ᴬ̵ ᴿ
　V 01B
　Critical Thinking
and Composition
Through Literature
　ENGL-English
　Arquilevich,
Gabriel

Critical Thinking and
Composition Through
Literature ENGL 01B
Existing proposal.
Only Pending courses
can be audited.
Course Content must
be marked complete.

Links
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Course Content

Page Last Saved on Wednesday, Aug 12, 2009 at 4:06 PM
By Paulette Johnson

Create Content in STANDARD OUTLINE FORMAT.
See Outline Tool User's Guide.

Select the course outline icon ⁝≡ to create outline. Use the Decrease Indent
Icon 🔳 and the Increase Indent Icon 🔳 to change the level of the outline.

A.　Literary Analysis:
　1.　Social, cultural, historical, psychological, mythological, moral
　　and/or philosophical assumptions.
　2.　The variety of interpretive positions represented in literary
　　criticism, such as feminism, Marxism, post-colonial studies, etc.
　3.　How literary characters present themselves or perform based
　　on a variety of suppositions.
　4.　Genre conventions (and how literary works operate within
　　them--or subvert them), including form, and literary elements
　　such as characterization, plot, conflict, setting, tone, point of
　　view, theme, and diction.
　5.　Cultural diversity and themes relevant to an appreciation of
　　multicultural values.

Path:

Save　Finish　Cancel

Course Checklist

Main
☑ Cover
☑ Units/Hours
☑ Requisites
☑ Requisite Justification
☑ Entrance Skills
☑ Course Objectives
❑ Course Content
☑ In Class Assignments
☑ Outside Assignments
☑ Instructional Modes
☑ Evaluation Methods
☑ Distance Ed
☑ Representative Texts /
　Instructional Materials
❑ Additional Resources
❑ Attached Files
❑ General Ed (Optional)
❑ Student Learning
　Outcomes (Optional)
❑ Core Skill Sets
　(Optional)
❑ All Fields
Communication
❑ Codes/Dates

Legend
🔘 Spell Check
❔ Help
✐ Edit
✂ Delete
↺ Move Item Up
↻ Move Item Down
* Indicates Required Field

Help

If the text in the
content area has
been cut and pasted,
causing a different
font and/or difficulty
in formating the
outline, do the
following: Select all
text, then type Ctrl 0
(zero). This will put
the text into an
editable outline form
and into the right
font that will match
the rest of the
outline. Then edit the
old text by

Ventura's CurricUNET

VENTURA COLLEGE

Log Out

- CurricUNET Home
  - Build
    - Courses
      - Edit Course

Edit Course WR AF
V 01A
English Composition
ENGL-English
Garcia, Jennifer

English Composition
ENGL 01A
Existing proposal.
Only Pending courses
can be audited.
In Class Assignments
must be marked
complete.

Links
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Course Assignments
Representative In-class Assignments

Representative in-class assignments that develop critical thinking (required for degree-applicable courses) may include, but are not limited to:

Student Activities: / Critical Thinking Skills	Write essay(s) and/or report(s) and/or	Write composition(s) and/or term paper(s)	Write research paper(s) and/or other paper(s)	Solve computational and/or symbolic problems	Conduct an experiment or survey	Engage in analytical discussions	Prepare oral presentations	Develop skills in performance/activities	Create and analyze projects	Other (specify below)
Student Activities involved in each skill										
All	☑	☑	☐	☐		☑	☐	☐	☑	☐
Evaluating	☑	☑	☐	☐		☑	☐	☐	☑	☐
Appraising and assessing	☑	☑	☐	☐		☑	☐	☐	☑	☐
Justifying	☑	☑	☐	☐		☑	☐	☐	☑	☐
Synthesizing	☑	☑	☐	☐		☑	☐	☐	☑	☐
Developing and formulating	☑	☑	☐	☐		☑	☐	☐	☑	☐
Analyzing	☑	☑	☐	☐		☑	☐	☐	☑	☐
Solving problems	☑	☑	☐	☐		☑	☐	☐	☑	☐
Applying principles	☑	☑	☐	☐		☑	☐	☐	☑	☐
Comprehending concepts	☑	☑	☐	☐		☑	☐	☐	☑	☐
Identifying knowledge	☑	☑	☐	☐		☑	☐	☐	☑	☐

Other

Other in-class activities include:
journal writing, small group
discussions of essays and other
written materials, peer revising and
editing workshops, computer

Comments

"Writing" typically refers to the
entire learning and developmental
process that begins with reading,
moves to understanding and
responding to the reading, and ends

Save   Finish   Cancel

Course Checklist

Main
☑ Cover
☑ Units/Hours
☑ Requisites
☑ Requisite Justification
☑ Entrance Skills
☑ Course Objectives
☑ Course Content
☐ In Class Assignments
☑ Outside Assignments
☑ Instructional Modes
☑ Evaluation Methods
☑ Distance Ed
☑ Representative Texts / Instructional Materials
☑ Additional Resources
☑ Attached Files
☑ General Ed (Optional)
☑ Student Learning Outcomes (Optional)
☑ Core Skill Sets (Optional)
☑ All Fields
Communication
☐ Codes/Dates

Legend

Spell Check
Help
Edit
Delete
Move Item Up
Move Item Down
* Indicates Required Field

Help
There is currently no
help available for this
page.

Edit   More

Governet

Welcome, Paulette
Log Out

- CurricUNET Home
  - Build
    - Courses
      - Edit Course

Edit Course W R F
  V 01A
  English Composition
  ENGL-English
  Garcia, Jennifer

English Composition
ENGL 01A
Existing proposal.
Only Pending courses
can be audited.
Outside Assignments
must be marked
complete.

Links
  Academic Senate
Curriculum Site
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  Taxonomy

Please describe assignments that demonstrate the scope and intensity of the subject matter. Note that one unit requires three hours of weekly work; therefore, for example, one lecture hour presumes at least two hours of study outside the classroom. Please be thorough and specific in describing these assignments, which may include, but are not limited to:

Reading

15 pages per week including text, source materials, professional and peer essays

Writing

8,000-10,000 words per semester with the bulk coming from essays of at least 1,000 words each

Problem solving

Research

At least one essay requiring print and electronic source materials (required for successful course completion)

Library Work

Course Checklist

Main
- ☑ Cover
- ☑ Units/Hours
- ☑ Requisites
- ☑ Requisite Justification
- ☑ Entrance Skills
- ☑ Course Objectives
- ☑ Course Content
- ☑ In Class Assignments
- ☐ Outside Assignments
- ☑ Instructional Modes
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- ☑ Representative Texts / Instructional Materials
- ☑ Additional Resources
- ☑ Attached Files
- ☑ General Ed (Optional)
- ☑ Student Learning Outcomes (Optional)
- ☑ Core Skill Sets (Optional)
- ☑ All Fields Communication
- ☐ Codes/Dates

Legend
- Spell Check
- Help
- Edit
- Delete
- C Move Item Up
- Move Item Down
- * Indicates Required Field

Help
There is currently no help available for this page.

Research print and electronic sources
for research project; locate background
materials for other writing projects

Skills
practice

Reading text and other materials;
writing essays, journals

Field trips

Students may visit museums and/or
attend lectures

Other

Save   Finish   Cancel

Governet

Welcome, Paulette

Log Out

Please Remember To Save Work Before Navigating Off Of Page.

Representative Instructional Modes

Must specifically relate to course objectives and content

CurricUNET Home
└ Build
  └ Courses
    └ Edit Course

Edit Course ʷ⟋ᴿ ᴬ⟋ꜰ
  V 01A
  English Composition
  ENGL-English
  Garcia, Jennifer

English Composition
ENGL 01A
Existing proposal.
Only Pending courses
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Instructional Methods
must be marked
complete.

Links
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Methods

- ☑ Lecture
- ☐ Laboratory
- ☐ Lecture/Laboratory
- ☐ Other (Specify) 🔧

- ☑ Audio Visual Presentations 🔧
- ☐ Class Activities 🔧
- ☑ Class Discussions 🔧
- ☐ Clinical 🔧
- ☑ Collaborative Group Work 🔧
- ☑ Computer-aided Presentation/Assignments 🔧
- ☑ Demonstrations 🔧
- ☐ Dialog 🔧
- ☑ Distance Education 🔧
- ☐ Field Experience 🔧
- ☑ Group activities 🔧
- ☑ Guest Speakers 🔧
- ☐ Independent Study 🔧
- ☑ Internet Research 🔧
- ☐ Learning Modules 🔧
- ☑ Lecture/Discussion 🔧
- ☐ Observation 🔧
- ☑ One-on-one conference 🔧
- ☐ Oral drills 🔧
- ☐ Practica 🔧
- ☐ Problem Solving 🔧
- ☑ Reading Assignments 🔧
- ☐ Seminar 🔧
- ☐ Service Learning 🔧
- ☑ Small group activities 🔧
- ☐ Study 🔧
- ☐ Web-based Presentation 🔧

[Save] [Finish] [Cancel]

Course Checklist

Main
- ☑ Cover
- ☑ Units/Hours
- ☑ Requisites
- ☑ Requisite Justification
- ☑ Entrance Skills
- ☑ Course Objectives
- ☑ Course Content
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- ☑ Student Learning Outcomes (Optional)
- ☑ Core Skill Sets (Optional)
- ☑ All Fields Communication
- ☐ Codes/Dates

Legend
- 🔧 Spell Check
- 🔧 Help
- ✐ Edit
- ✂ Delete
- ↻ Move Item Up
- ↺ Move Item Down
- * Indicates Required Field

Help

Please check any type of evaluation methods that *may* be used by instructors of this course. If there are any instructional methods that are not listed, please check "other" and list them in the box provided.

"Lab work" may *only* be claimed for a class that has lab hours,

[Edit] [More]

Governet

Welcome, Paulette
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🏫 CurricUNET Home
└ Build
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Edit Course WR AF
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English Composition
ENGL 01A
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Evaluation Methods

Student Achievement Measurement
Indicate the methods that may be used to determine the student's final grade that are consistent with the objectives, content and scope of the course. Degree applicable courses require that at least one of the first three criteria be met (A, B, or C) to demonstrate the development of critical thinking.

The instructor's grading methods fall within departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor.

A. Substantial writing assignments, including:

Substantial writing assignments are appropriate, including

☑ essay exam(s)
☑ term or other paper(s)
☐ laboratory report(s)
☑ written homework
☑ written composition(s)
☑ other (specify)
    Reading responses, journals

B. Computational or non-computational problem-solving

☐ exam(s)
☐ quiz(zes)
☐ homework problem(s)
☐ laboratory report(s)
☐ field work
☐ other (specify)

C. Skills demonstrations, including:

☑ active and informed participation
☐ field work
☐ performance exam(s)
☑ other (specify)
    Reading text and other materials; writing essays, journals

D. Objective Examinations, including:

☐ multiple choice
☐ true/false
☐ matching items
☑ completion
☐ other (specify)

Save   Finish   Cancel

Course Checklist
Main
☑ Cover
☑ Units/Hours
☑ Requisites
☑ Requisite Justification
☑ Entrance Skills
☑ Course Objectives
☑ Course Content
☑ In Class Assignments
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☑ Instructional Modes
☐ Evaluation Methods
☑ Distance Ed
☑ Representative Texts / Instructional Materials
☑ Additional Resources
☑ Attached Files
☑ General Ed (Optional)
☑ Student Learning Outcomes (Optional)
☑ Core Skill Sets (Optional)
☑ All Fields
Communication
☐ Codes/Dates

Help

Edit   More

Governet

Ventura's CurricUNET

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Please Remember To Save Work Before Navigating Off Of Page.

Distance Ed Materials

📖 CurricUNET Home
└ Build
　└ Courses
　　└ Edit Course

Edit Course WR AF
　V 01A
　English Composition
　ENGL-English
　Garcia, Jennifer

English Composition
ENGL 01A
Existing proposal.
Only Pending courses
can be audited.
Course Distance Ed
must be marked
complete.

Links
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　Taxonomy

Distance Education (Definition: A course taught completely on campus and with web materials is Web Enhanced. A course taught less than 90% Distance Ed, but more than 10% on campus is a hybrid course. A course taught 90% or more using Distance Ed modalities is a fully online/Distance Ed course.

○ This course has already been approved by the Curriculum Committee as Distance Education. No substantive changes have been made to the course outline that would affect the Distance Education modality (i.e. units, hours, objectives, content, assignments, evaluation modalities).

○ This is a new proposal for Distance Education for this course, or an existing course has been substantively changed and its approval as Distance Education should be revisited. The faculty member completing this form will be teaching the course in the Distance Education modality.

YES: ◉ NO: ○　I have met with the Assistant Dean of Distance Education or designee and discussed the guidelines required for "regular personal contact" between the student and instructor.

YES: ◉ NO: ○　This is either a new course or the existing course outline has been updated and/or revised, and submitted for curriculum review.

YES: ◉ NO: ○　The faculty member proposing this course for Distance Education has attended a Ventura College Orientation to Distance Education and/or has met with the Assistant Dean of Distance Education or designee.

YES: ◉ NO: ○　All faculty teaching this course as Distance Education will attend a Ventura College Orientation to Distance Education and/or meet with the Assistant Dean of Distance Education or designee.

Indicate how your interaction time with students is divided. Total percentages should equal 100%.

TV Class	0	ⓘ
Internet	70	ⓘ
Teleconferencing	0	ⓘ
Live Interaction	30	ⓘ
Other	Yes ◉　No ○	
	Percentage: 0	

Description:
English 1A is also offered in a fully online version and a hybrid version that meets online for 80%

Regular personal contact between the student and the instructor is required and will be maintained through the following modalities (check all that apply):

☑ E-mail

☑ Discussion Boards (asynchronous Dialogue)

Regular

Course Checklist

Main
☑ Cover
☑ Units/Hours
☑ Requisites
☑ Requisite Justification
☑ Entrance Skills
☑ Course Objectives
☑ Course Content
☑ In Class Assignments
☑ Outside Assignments
☑ Instructional Modes
☑ Evaluation Methods
☐ Distance Ed
☑ Representative Texts / Instructional Materials
☑ Additional Resources
☑ Attached Files
☑ General Ed (Optional)
☑ Student Learning Outcomes (Optional)
☑ Core Skill Sets (Optional)
☑ All Fields
Communication
☐ Codes/Dates

Legend
　Spell Check
　Help
𝑱 Edit
✂ Delete
C Move Item Up
⌐ Move Item Down
* Indicates Required Field

Help
There is currently no help available for this page.

Edit　More

Personal
Contact

☐ Chat (Synchronous Dialogue)

☐ Video Conferencing

☐ Phone

☑ Face to Face (by request)

Estimate the percentage of time for each interaction listed below.

Student to
Instructor | 25 | ⟳

Instructor to
Student | 25 | ⟳

Student to
Student | 50 | ⟳

Exams will be
given as
follows:

☑ On Campus

☐ Online

YES: ◉ NO:
○

A designee of the department proposing
this course change has met with the
Assistant Dean of Distance Education or
designee and discussed the design of this
course including course tools,
assignments and activities, assessment
strategies, and best practices.

YES: ◉ NO:
○

I understand that the implementation of
this course will require ensuring that
its design and the technology used to
deliver it are accessible to students
with disabilities. A designee of the
department proposing this course change
has reviewed the proposed technology for
this course with the Assistant Dean of
Distance Education or designee and with
the Educational Assistance Center's (EAC)
Alternate Media Specialist who has
determined that the course can be made
accessible when it is being designed. The
department further understands that this
course, once designed, will not be placed
in the course schedule without
certification by the EAC as being
accessible to students with disabilities.

[Save] [Finish]

Governet

Ventura's CurricUNET

VENTURA COLLEGE

Welcome, Paulette
Log Out

- **CurricUNET Home**
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    - Courses
      - Edit Course

Edit Course W R T
V 01A
English Composition
ENGL-English
Garcia, Jennifer

English Composition
ENGL 01A
Existing proposal.
Only Pending courses
can be audited.
Representative Texts
must be marked
complete.

Links
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Please Remember To Save Work Before Navigating Off Of Page.

List representative textbook(s), manuals, and other instructional materials/publications, including materials to be placed in the Library/LRC (Learning Resources Center).

Page Last Saved on Tuesday, Sep 22, 2009 at 2:10 PM
By Jennifer Garcia

Discipline-specific websites: ⦿ Yes ○ No Save

Main texts must be dated within five years of submission of the COR to university. Science courses that include a lab component—whether integrated into a single course or offered as a course separate from the related lecture course—must include a lab manual. Textbooks and supplemental material should relate directly to the content of the course outline. All textbooks should be at the appropriate college reading level.

Textbooks

1. Jacobus, L.A.. *A World of Ideas*, 8 ed. Bedford/St. Martins, 2009

2. Reid, Stephen. *The Prentice Hall Guide for College Writers*, 8 ed. Prentice Hall, 2008

3. Shrodes. *The Conscious Reader*, 11 ed. Pearson Education, 2008

4. Kennedy. *The Bedford Guide for College Writers*, 8 ed. Bedford/St. Martins, 2007

5. Hacker, Diana. *Rules for Writers with 2009 MLA update*, 6 ed. Bedford/St. Martins, 2009

6. Hult, Christine. *The Brief New Century Handbook, The MLA Update Edition*, 4 ed. Pearson/Longman, 2009

Add

Manuals

You have no manuals defined.

Add

Periodicals

You have no periodicals defined.

Add

Software

You have no software defined.

Add

Other appropriate publications, such as recommended readings, non-print media (e.g. websites, audio/visual recordings), and musical repertoire:

1. Daedalus Interactive Software

Add

In your opinion, are the current college library resources sufficient to support the course?

⦿ Yes ○ No

Finish Cancel

Governet

Course Checklist

Main
☑ Cover
☑ Units/Hours
☑ Requisites
☑ Requisite Justification
☑ Entrance Skills
☑ Course Objectives
☑ Course Content
☑ In Class Assignments
☑ Outside Assignments
☑ Instructional Modes
☑ Evaluation Methods
☑ Distance Ed
☐ Representative Texts / Instructional Materials
☑ Additional Resources
☑ Attached Files
☑ General Ed (Optional)
☑ Student Learning Outcomes (Optional)
☑ Core Skill Sets (Optional)
☑ All Fields
Communication
☐ Codes/Dates

Legend

⊙ Help
🖉 Edit
✂ Remove/Delete
* Indicates Required Field

Help

This is a list of *representative* texts. They are not the textbook that an instructor must use. Where available, texts listed in the course outline should be no more than five years old. This item plays an important role in articulation of the course.

Edit More

Ventura's CurricUNET

VENTURA COLLEGE

Welcome, Linda

Log Out

CurricUNET Home
→ Build
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    → Edit Course

Edit Course WR AF
  V 01
  Test Course
  YODA-VC Curricunet
Test System
  Resendiz, Linda

Test Course YODA 01
Units/Hours page must
be marked complete.
Course Distance Ed
must be marked
complete.
Course Requisites
must be marked
complete.
Objectives must be
marked complete.
Course Content must
be marked complete.
In Class Assignments
must be marked
complete.
Outside Assignments
must be marked
complete.
Instructional Methods
must be marked
complete.
Evaluation Methods
must be marked
complete.
Representative Texts
must be marked
complete.

Links
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  Special Characters
  Taxonomy

Please Remember To Save Work Before Navigating Off Of Page.

Requisites
Select Requisite Type

Requisite Type   Prerequisite   ◎

[Add]

You have no defined requisites.

[Finish]

Course Checklist

Main
☑ Cover
❏ Units/Hours
❏ Requisites
❏ Course Objectives
❏ Course Content
❏ In Class Assignments
❏ Outside Assignments
❏ Instructional Modes
❏ Evaluation Methods
❏ Distance Ed
❏ Representative Texts /
   Instructional Materials
❏ Additional Resources
❏ Attached Files
❏ General Ed (Optional)
❏ Student Learning
   Outcomes (Optional)
❏ Core Skill Sets
   (Optional)
❏ All Fields
Communication
❏ Codes/Dates

Help

In order to add
requisites, a requisite
analysis must have
been performed on the
previous pages. **For
content review, it is
required that the
requisites and
requisite analysis be
reviewed and
approved.**

To add a requisite,
choose the appropriate
type from the drop-
down menu, then click
"Add."

Then choose a course
number and title. If
none are present, you
must first perform a
requisite analysis on
the previous pages.

A minimum grade that
is acceptable for this
requisite is
unnecessary since all
prerequisites have a

Ventura's CurricUNET

CurricUNET Home
↳ Build
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Edit Course
V 01
Test Course
YODA-VC Curricunet
Test System
Resendiz, Linda

Test Course YODA 01
Units/Hours page must
be marked complete.
Course Distance Ed
must be marked
complete.
Course Requisites
must be marked
complete.
Requisite
Justification must be
marked complete.
Objectives must be
marked complete.
Course Content must
be marked complete.
In Class Assignments
must be marked
complete.
Outside Assignments
must be marked
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Instructional Methods
must be marked
complete.
Evaluation Methods
must be marked
complete.
Representative Texts
must be marked
complete.

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Special Characters
Taxonomy

Please Remember To Save Work Before Navigating Off Of Page.

Requisite Justification
Prerequisites, Corequisites & Delete Requisites

Justification of
Requisites

☐ **Standard Prerequisite or Corequisite** - The prerequisite or corequisite is standard at transfer universities. Three campuses of UC or CSU that offer the equivalent course with the equivalent prerequisite must be identified.

☐ **Sequential Prerequisite or Corequisite** - Course outline should include a list of the specific skills and knowledge a student must possess to be ready to take the course. Course objectives, treated as exit competencies in the prerequisite course, ought to constitute entrance requirements for the subsequent course.

☐ **Courses in Communication or Computation Skills** - Such a course may be established as a prerequisite or corequisite for a course other than another course in communication or computation skills if: a) there is a list of specific skills for the proposed course; and b) research is conducted to indicate that a student is highly unlikely to succeed in the course unless the student has met the prerequisite or corequisite. A prerequisite or corequisite can be established for a single period of not more than two years while research is conducted.

☐ **Prerequisite Expressly Required or Authorized by Statute or Regulation** -

☐ **Health and Safety** - A prerequisite may be established to protect the health and safety of a student or the health and safety of others.

☐ **Programs** - A prerequisite may be established for a program if the prerequisite is approved by the same process as course prerequisites in regard to at least one course that is required as part of the program.

Department/Discipline
faculty review for
Pre/Corequisite
Approval for
Credit Courses

○ Yes Prerequisite/CoRequisite
○ No   Match:
       Include list of knowledge
       and skills of course
       (COR:IV)

○ Yes Pre/Corequisite Approval
       based upon review
○ No   of identified skills
       student's chances for
       success and review of
       course outline, syllabus,
       ample tests and assignments
       (COR:IV-VII,IX,XI)

○ Yes Student Highly Unlikely to
       Receive Satisfactory Grade

Course Checklist
Main
☑ Cover
❏ Units/Hours
❏ Requisites
❏ Requisite Justification
❏ Entrance Skills
❏ Course Objectives
❏ Course Content
❏ In Class Assignments
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❏ Attached Files
❏ General Ed (Optional)
❏ Student Learning Outcomes (Optional)
❏ Core Skill Sets (Optional)
❏ All Fields
Communication
❏ Codes/Dates

Help
There is currently no help available for this page.

Edit More

Legend
☺ Spell Check
☺ Help
✐ Edit
✂ Delete
C Move Item Up
C Move Item Down
* Indicates Required Field

○ No   (Cor CR or better) unless
           student has skills
           identified in
           pre/corequisite not taught
           in course.

○ Yes   Student Highly Unlikely to
           Receive Satisfactory Grade
○ No   (Cor CR or better) unless
           student has communication
           or computational skills
           identified in
           pre/corequisite.

[Save] [Cancel] [Finish]

Governet

Welcome, Linda
Log Out

🎓 **CurricUNET Home**
└ Build
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      └ Edit Course

Edit Course
  V 01
  Test Course
  YODA-VC Curricunet
Test System
  Resendiz, Linda

Test Course YODA 01
Remember to fill out
all requirements on
the course checklist.
Course Cover must be
marked complete.
Course Fees must be
marked complete.
Course Distance Ed
must be marked
complete.
Course Requisites
must be marked
complete.
Requisite
Justification must be
marked complete.
Objectives must be
marked complete.
Course Content must
be marked complete.
In Class Assignments
must be marked
complete.
Outside Assignments
must be marked
complete.
Instructional Methods
must be marked
complete.
Evaluation Methods
must be marked
complete.
Representative Texts
must be marked
complete.

Links
  Academic Senate
Curriculum Site
  Governet
  Special Characters
  Taxonomy

Please Remember To Save Work Before Navigating Off Of Page.

Distance Ed Materials

Distance Education (Definition: A course taught completely on campus and with web materials is Web Enhanced. A course taught less than 90% Distance Ed, but more than 10% on campus is a hybrid course. A course taught 90% or more using Distance Ed modalities is a fully online/Distance Ed course.

○   This course has already been approved by the Curriculum Committee as Distance Education. No substantive changes have been made to the course outline that would affect the Distance Education modality (i.e. units, hours, objectives, content, assignments, evaluation modalities).

○   This is a new proposal for Distance Education for this course, or an existing course has been substantively changed and its approval as Distance Education should be revisited. The faculty member completing this form will be teaching the course in the Distance Education modality.

YES: ○ **NO:** ○   I have met with the Assistant Dean of Distance Education or designee and discussed the guidelines required for "regular personal contact" between the student and instructor.

YES: ○ **NO:** ○   This is either a new course or the existing course outline has been updated and/or revised, and submitted for curriculum review.

YES: ○ **NO:** ○   The faculty member proposing this course for Distance Education has attended a Ventura College Orientation to Distance Education and/or has met with the Assistant Dean of Distance Education or designee.

YES: ○ **NO:** ○   All faculty teaching this course as Distance Education will attend a Ventura College Orientation to Distance Education and/or meet with the Assistant Dean of Distance Education or designee.

Indicate how your interaction time with students is divided. Total percentages should equal 100%.

TV Class	_____	☺
Internet	_____	☺
Teleconferencing	_____	☺
Live Interaction	_____	☺
Other	Yes ○ No ◉	

Regular personal contact between the student and the instructor is required and will be maintained through the following modalities (check all that apply):

Regular Personal Contact

☐ E-mail
☐ Discussion Boards (asynchronous Dialogue)
☐ Chat (Synchronous Dialogue)
☐ Video Conferencing
☐ Phone
☐ Face to Face (by request)

Course Checklist

Main
☐ Cover
☑ Units/Hours
☐ Instructional Materials Fee
☐ Requisites
☐ Requisite Justification
☐ Entrance Skills
☐ Course Objectives
☐ Course Content
☐ In Class Assignments
☐ Outside Assignments
☐ Instructional Modes
☐ Evaluation Methods
☐ Distance Ed
☐ Representative Texts / Instructional Materials
☐ Additional Resources
☐ Attached Files
☐ General Ed (Optional)
☐ Student Learning Outcomes (Optional)
☐ Core Skill Sets (Optional)
☐ All Fields Communication
☐ Codes/Dates

Legend

Ⓢ Spell Check
Ⓗ Help
✓ Edit
✂ Delete
↻ Move Item Up
↺ Move Item Down
* Indicates Required Field

Help

There is currently no help available for this page.

[Edit] [More]

Estimate the percentage of time for each interaction listed below.

Student to Instructor	[ ]	◈
Instructor to Student	[ ]	◈
Student to Student	[ ]	◈

Exams will be given as follows:

☐ On Campus

☐ Online

YES: ◯ **NO:** ◯   A designee of the department proposing this course change has met with the Assistant Dean of Distance Education or designee and discussed the design of this course including course tools, assignments and activities, assessment strategies, and best practices.

YES: ◯ **NO:** ◯   I understand that the implementation of this course will require ensuring that its design and the technology used to deliver it are accessible to students with disabilities. A designee of the department proposing this course change has reviewed the proposed technology for this course with the Assistant Dean of Distance Education or designee and with the Educational Assistance Center's (EAC) Alternate Media Specialist who has determined that the course can be made accessible when it is being designed. The department further understands that this course, once designed, will not be placed in the course schedule without certification by the EAC as being accessible to students with disabilities.

[Save] [Finish]

Governet

Welcome, Linda
Log Out

🌐 CurricUNET Home
└ Build
  └ Courses
    └ Edit Course

Edit Course ᵂᴿ ᴬꜰ
  V 01
  Test Course
  YODA-VC Curricunet
Test System
  Resendiz, Linda

Test Course YODA 01
Remember to fill out
all requirements on
the course checklist.
Course Cover must be
marked complete.
Course Fees must be
marked complete.
Course Distance Ed
must be marked
complete.
Course Requisites
must be marked
complete.
Requisite
Justification must be
marked complete.
Objectives must be
marked complete.
Course Content must
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In Class Assignments
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Outside Assignments
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complete.
Instructional Methods
must be marked
complete.
Evaluation Methods
must be marked
complete.
Representative Texts
must be marked
complete.

Links
  Academic Senate
Curriculum Site
  Governet
  Special Characters
  Taxonomy

Please Remember To Save Work Before Navigating Off Of Page.

Course Fee

| Instructional Materials Fee Amount | 10.00 🔘 |

Yes: ⦿ NO: ○ The course materials are necessary as a condition of registration or enrollment into the class or to achieve the required objectives of a course?

Yes: ⦿ NO: ○ The materials must a continuing value outside the classroom.

Yes: ⦿ NO: ○ The amount charged is not more than what is necessary to purchase the amount of material actually needed for the class.

What tangible personal property (material) does the student receive?

    Test

How do these materials relate to a specific course objective as recorded in the Course Outline of Record, that cannot be met but for the use of the materials at issue?

    Test

Why does the student have to pay a fee to the college rather than furnish the materials him/herself?

Yes: ⦿ NO: ○ The District is the only source for these materials.

Yes: ○ NO: ⦿ The materials are necessary for health or safety reasons. If yes, please explain

Yes: ⦿ NO: ○ The college can supply the materials more cheaply than the materials can be obtained elsewhere AND they are supplied at the college's actual cost.(If yes, complete the table below)

Complete the table below

Item	Ventura College Cost	Cost if Purchased Elsewhere
	$	$
	$	$
	$	$
	$	$
Total Cost	$	$

[Save] [Finish] [Cancel]

Course Checklist

Main
☐ Cover
☑ Units/Hours
☐ Instructional Materials Fee
☐ Requisites
☐ Requisite Justification
☐ Entrance Skills
☐ Course Objectives
☐ Course Content
☐ In Class Assignments
☐ Outside Assignments
☐ Instructional Modes
☐ Evaluation Methods
☐ Distance Ed
☐ Representative Texts / Instructional Materials
☐ Additional Resources
☐ Attached Files
☐ General Ed (Optional)
☐ Student Learning Outcomes (Optional)
☐ Core Skill Sets (Optional)
☐ All Fields Communication
☐ Codes/Dates

Legend

🟦 Spell Check
🟢 Help
✐ Edit
✂ Delete
↻ Move Item Up
↪ Move Item Down
* Indicates Required Field

Help

There is currently no help available for this page.

[Edit] [More]

Governet

Welcome, Paulette

Log Out

Additional Resources

You have no additional resources defined for this course.

Add Resources

Course Checklist

Main

☑ Cover
☐ Units/Hours
☐ Instructional Materials Fee
☐ Requisites
☐ Requisite Justification
☐ Entrance Skills
☐ Course Objectives
☐ Course Content
☐ In Class Assignments
☐ Outside Assignments
☐ Instructional Modes
☐ Evaluation Methods
☐ Distance Ed
☐ Representative Texts / Instructional Materials
☐ Additional Resources
☐ Attached Files
☐ General Ed (Optional)
☐ Student Learning Outcomes (Optional)
☐ Core Skill Sets (Optional)
☐ All Fields Communication
☐ Codes/Dates

CurricUNET Home
Build
Courses
Edit Course

Edit Course
V 01B
Managerial Accounting
BUS-Business
Carriger, James

Managerial Accounting
BUS 01B
Units/Hours page must be marked complete.
Course Fees must be marked complete.
Course Requisites must be marked complete.
Requisite Justification must be marked complete.
Objectives must be marked complete.
Course Content must be marked complete.
In Class Assignments must be marked complete.
Outside Assignments must be marked complete.
Instructional Methods must be marked complete.
Evaluation Methods must be marked complete.
Representative Texts must be marked complete.

Legend

Spell Check
Help
Edit
Delete
Move Item Up
Move Item Down
* Indicates Required Field

Links
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Help

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Governet

Ventura's CurricUNET

VENTURA COLLEGE

Welcome, Paulette
Log Out

🌐 CurricUNET Home
└ Build
  └ Courses
    └ Edit Course

Edit Course ₩ ᴿ ᴬ

V 01A
English Composition
ENGL-English
Garcia, Jennifer

English Composition
ENGL 01A
Existing proposal.
Only Pending courses
can be audited.

Links
Academic Senate
Curriculum Site
Governet
Special Characters
Taxonomy

Student Learning Outcomes
Page Last Saved on Tuesday, Sep 22, 2009 at 2:14 PM
By Jennifer Garcia

Select the course outcomes icon ⁞≡ to create outcomes. Use the Decrease Indent Icon ⁞≡ and the Increase Indent Icon ⁞≡ to change the level of the outcomes.

outcomes Tool User's Guide

- Write passable essays which contain thesis, supporting body paragraphs, and conclusion amounting to 8,000 words, using a variety of rhetorical modes, and culminating in a researched paper with a prescribed documentation style.
- Process fifty-minute in-class, timed writings of at least two pages in response to assigned readings. These should include a focusing thesis statement, coherent supporting body paragraphs, and acceptable conclusion in addition to showing evidence of careful proofreading.

Path:
○

[Save] [Finish] [Cancel]

Course Checklist

Main
☑ Cover
☑ Units/Hours
☑ Requisites
☑ Requisite Justification
☑ Entrance Skills
☑ Course Objectives
☑ Course Content
☑ In Class Assignments
☑ Outside Assignments
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☑ Distance Ed
☑ Representative Texts / Instructional Materials
☑ Additional Resources
☑ Attached Files
☑ General Ed (Optional)
☐ Student Learning Outcomes (Optional)
☑ Core Skill Sets (Optional)
☑ All Fields Communication
☐ Codes/Dates

Legend
◎ Spell Check
◎ Help
✎ Edit
✂ Delete
↻ Move Item Up
↺ Move Item Down
* Indicates Required Field

Help
There is currently no help available for this page.

[Edit] [More]

Governet

2/9/2010

Welcome, Paulette
Log Out

CurricUNET Home
└ Build
  └ Courses
    └ Edit Course

Edit Course W R A F
  V 01A
  English Composition
  ENGL-English
  Garcia, Jennifer

English Composition
ENGL 01A
Existing proposal.
Only Pending courses
can be audited.

Links
  Academic Senate
Curriculum Site
  Governet
  Special Characters
  Taxonomy

Core Skill Sets
The completion of this section is optional

[Add Competencies]

[Finish] [Cancel]

Course Checklist

Main
☑ Cover
☑ Units/Hours
☑ Requisites
☑ Requisite Justification
☑ Entrance Skills
☑ Course Objectives
☑ Course Content
☑ In Class Assignments
☑ Outside Assignments
☑ Instructional Modes
☑ Evaluation Methods
☑ Distance Ed
☑ Representative Texts /
   Instructional Materials
☑ Additional Resources
☑ Attached Files
☑ General Ed (Optional)
☑ Student Learning
   Outcomes (Optional)
☐ Core Skill Sets
   (Optional)
☑ All Fields
Communication
☐ Codes/Dates

Legend

🔘 Spell Check
🔘 Help
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✂ Delete
↻ Move Item Up
↺ Move Item Down
* Indicates Required Field

Help
There is currently no
help available for this
page.

[Edit] [More]

Governet

HELP SCREENS ON CURRICUNET

Discipline: Refer to the current catalog for the correct discipline listing for your course submission.

Course Number: This is the course number that appears in the College Catalog and Class Schedule. Do not enter a leading V or 0 before your course. Curricunet will do this for you.

Title: This is the descriptor used to identify the course in the Ventura College Catalog and on course outlines.

Short Title: The short title is limited to 30 characters (including spaces and punctuation). This is the descriptor used to identify the course in the Schedule of Classes. It is the title students will see most often.

Catalog Course Description: Write a short paragraph giving a concise overview of topics covered in the course. The course description should be consistent with the goals, objectives and content of the course. Use complete sentences.

Course Schedule Description: The purpose of the schedule description is to convey the content of the course in a manner briefer than the catalog description. It should contain the most essential information from the catalog description in just a few lines. Make the schedule description appealing and easy to understand.

Former Course ID: Consult the Ventura College Catalog for the former course ID. New courses will have no former course ID.

Reason for Change: Your rationale is the justification for the new course, or the reason for change of existing, or the reason to drop the course.

Proposed Start: Enter the year for which the course proposal is to become effective. Most course proposals are effective the following Fall semester per Curriculum guidelines. Consult the Office of Student Learning for exceptions.

Semester: Course changes are not usually effective until the following Fall, and are reflected in the Fall catalog. If you need your changes to be effective in the Spring, provide a rationale here and consult the Office of Student Learning.

Units: Always calculate the semester units to the nearest .5, rounding down rather than up. **DO NOT ROUND UP**. The minimum semester hours for one unit of credit are as follows:

Lecture	17.5 hrs
Laboratory	52.5 hrs

Weekly Lecture Contact Hours: The minimum number of lecture hours for one semester unit has been established as 17.5.

Total Semester Contact Hours: Total semester contact hours are based on a 17.5 week semester. So, for a 3-unit lecture course, the minimum semester hours would be 52.5 (17.5 week semester x 3 units = 52.5)

Repeat: There are strict and specific guidelines for determining whether a course can be repeatable. If you choose this option, you will be asked to complete a screen that lists justifications for repeatability. Select all that apply.

SAM Code: The SAM code is used to distinguish courses that are occupational from those that are not. Use your best judgment in answering this question. If you have any questions, contact Connie Baker.

Field Trips: Let us know if field trips will be, may be, or will not be required. If they may or will be required, please indicate representative examples of where students might go.

Fees: There are specific limitations on the assignment of fees to a course. If you check 'yes' here, you will be referred to a fees screen to provide additional information and justify the use of fees in the course. Contact the Office of Student Learning for additional information about fees restrictions.

Requisites: There are specific guidelines on the assignments of requisites to courses. If you assign requisites, you will be referred to a requisite justification screen to provide information and justification. Contact the Office of Student Learning for additional information.

Entrance Skills: Enter the skills that your faculty has determined to be necessary for success in this course. If you list requisite courses, you should include at least 50% of the objectives of those courses as entry skills in this course. Enter each skill individually.

Course Objectives – Heading:: You do not have to enter a heading. However, if there is important narrative that you need to include before you start listing objectives, this is where you would do it.

Objective Text: The purpose of this section is to convey the expectations of what students are able to do after successfully completing the course. Referring to Bloom's Taxonomy, use action verbs. Transfer courses require more complex actions, which are listed on the right three tiers of Bloom's Taxonomy under the Critical Thinking heading. Add each objective separately.

Course Content: The course content should be detailed enough to convey the topics covered fully but not so lengthy that a quick scan cannot ascertain the scope of the course. Do not merely copy the Table of Contents of a textbook. Provide a complete list of all subjects covered in the course. The outline should be in the following format:

    A. Level One
       1. Level Two
          a. Level Three
             i. Level Four

Outside Assignments (from header): Please describe assignments that demonstrate the scope and intensity of the subject matter. Note that one unit requires three hours of weekly work; therefore, for example, one lecture hour presumes at least two hours of study outside the classroom. Please be thorough and specific in describing these assignments, which may include, but are not limited to:

Evaluation Methods (from header): Student Achievement Measurement – Indicate the methods that may be used to determine the student's final grade that are consistent with the objectives, content and scope of the course. Degree-applicable courses require that at least one of the first three criteria be met (A, B, or C) to demonstrate the development of critical thinking. The instructor's grading methods fall within departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor.

Distance Education (from header): Distance Education (Definition: A course taught completely on campus and with web materials is Web Enhanced. A course taught less than 90% Distance Ed, but more than 10% on campus is a hybrid course. A course taught 90% or more using Distance Ed modalities is a fully online/Distance Ed course.)

Representative Texts/Instructional Materials (from header): List representative textbook(s), manuals, and other instructional materials/publications, including materials to be placed in the Library/LRC (Learning Resource Center).

Main texts must be dated within five years of submission of the COR to university. Science courses that include a lab component – whether integrated into a single course or offered as a course separate from the related lecture course – must include a lab manual. Composition courses need to include a stylebook. Literature courses must include a representative reading list. Textbooks and supplemental material should relate directly to the content of the course outline. All textbooks should be at the appropriate college reading level.

INSTRUCTIONS TO
COMPLETE A COURSE OUTLINE OF RECORD (COR)
FOR NEW OR REVISED COURSES

Course Proposal Status: Will be New or Revision. Will <u>not</u> be Deletion or Update/Review.

Revision: When you submit a COR as a revision, you are recording an existing course that has one or more changes to the information printed in the college catalog. Use the COR to identify which data elements you are revising under "Reason for Change." Proof the outline against the current catalog for each unchanged data element. Course information must match the current printed catalog for each data element that has not been changed.

Course ID: (e.g., ANTH V01) & **Prereq** &/or **Coreq** &/or **Rec prep:** (e.g., MATH V03 for CHEM V01A) & **Same as:** (e.g., AES V02A Same as HIST V05A): These data elements will always use IDs that are: discipline abbreviations, <u>all caps</u>; and course numbers with leading "V0" before #s 1-9, and leading "V" before #s 10-199.

Units: Fractional units are expressed with decimals, not fractions.

Hours: Always expressed as full semester, regardless of how you choose to schedule the course; and always noted with decimals, not fractions (where appropriate). Carnegie units apply to all credit courses except Internship/Work Experience.

Prerequisites: Require completion of entry skills

Corequisites: Require completion of entry skills unless the corequisite course is a companion laboratory to a lecture course wherein the two courses are arbitrarily separate.

Recommended preparation: Advisory and not required for enrollment.

Fees: For instructional materials, fees are a sensitive issue subject to state audit. If this course requires a materials fee, the course outline must "identify a specific course objective that cannot be met but for the use of the materials at issue."

Repeatability: Requires special consideration. If the course may be taken two or more times, the course content must differ each time or the objectives must specify how the student gains an expanded educational experience.

Record symbol: Most courses are offered for a letter grade; therefore, the correct response here would be "Letter grade." Courses offered for a letter grade can be taken (by individual student petition) for a P/NP option. Only courses that do not permit a letter grade must note a response of "Pass/No Pass only" (e.g., GW V01A).

Degree status: The two fields specified here are mutually exclusive. Most of our courses apply to the associate degree; therefore, your entries would read "Associate degree applicable." Only some of our courses, generally remedial or developmental in nature, qualify as nondegree-applicable. In these cases, your response would be "Non-associate degree applicable."

Course Classification Data: Check and complete as appropriate. Distance education requires approval separate from course approval (both actions occur through the Curriculum Committee). All transfer distance education courses must also have a course syllabus (required for articulation).

Entry Skills: Required for all courses with prerequisites and some courses with corequisites. Course objectives for the prerequisite course can serve as exit skills for that particular course. Thus, those exit skills (all of them or most of them) can become the entry skills for the subject course. Do not enter anything here if the course: has only a corequisite which is a "companion" lab; or has only recommended preparation; or has no prereq/coreq/rec prep.

Course Objectives: Critically relate to other major course components such as entry skills, course content, assignments, instructional modes and evaluation methods. As critical thinking is an inherent component of objectives, you must use Bloom's taxonomy of action verbs. If a materials fee will be required for this course, a specific objective for the materials must be included (see Fees above).

Course Content: Must clearly integrate course objectives. Be thorough and integrate critical thinking.

Assignments & **Representative Instructional Modes** & **Evaluation Methods**: Require the development, delivery, and evidence of critical thinking.

Textbooks: University wants texts no more than five years old. Older texts can result in loss of articulation.

INSTRUCTIONS TO
UPDATE A COURSE OUTLINE OF RECORD (COR)
WITHOUT REVISIONS
TO ANY CATALOG DATA ELEMENTS

COURSE PROPOSAL STATUS: Will always be Update/Review. Proof the outline against the current catalog for each data element noted. The printed college catalog is our most accurate database. When you submit a COR as an Update/Review, you are documenting an existing course that has no changes to any of the information printed in the college catalog. Course information must match the current printed catalog. The rest of the outline is subject to change in accordance with your needs and COR regulations.

COURSE ID: (e.g. ANTH V01) & PREREQ &/or COREQ &/or REC PREP: (e.g. MATH V03 for CHEM V01A) & SAME AS: (e.g., AES V02A Same as HIST V05A): These data elements must conform to the current catalog. They will always use IDs that are: discipline abbreviations, all caps; and course numbers with leading "V0" before #s 1-9, and leading "V" before #s 10-199.

TITLE: Must match current catalog.

UNITS: Note that fractional units are expressed with decimals, not fractions (e.g., AUTO V02 = 1.5; BIS V53 = .5). Courses offered for variable units (e.g. CD V95 = 1-4) require special consideration in course content.

HOURS: Always expressed as full semester, regardless of how you choose to schedule the course; and always noted with decimals, not fractions (where appropriate).

PREREQUISITES & COREQUISITES: Require completion of entry skills.

RECOMMENDED PREPARATION: Must duplicate current catalog entry.

DESCRIPTION: You must proof against current catalog and correct outline to match the catalog. The update process requires an examination of this data element. Based upon a review of the rest of the outline, especially the course objectives and content, it may be appropriate to consider revising the description in which case your COR would become a revision rather than an update/review.

FEES: Must match current catalog. If the course requires a materials fee, the COR must "identify a specific course objective that cannot be met but for the use of the materials at issue."

FIELD TRIPS: Must conform to current catalog.

REPEATABILITY: If the course may be taken two or more times, you must justify the repetition. The content must differ each time and the objectives must specify how the student will gain an expanded educational experience by virtue of course repetition.

FORMER ID: Enter data here as it appears in the current catalog.

RECORD SYMBOL: Only courses that do not permit a letter grade must note a response of "Pass/No Pass only". This must conform to the catalog entry.

DEGREE STATUS: In the process of updating/reviewing course outlines, this must conform to the catalog entry. Courses that count for degree credit are noted in the catalog by the absence of the "not applicable" phrase.

<u>CSU TRANSFER</u> & <u>UC TRANSFER</u>: These entries must conform to the current catalog.

<u>RECOMMEND FOR VC-GE &/or CSU-GE</u> &/or IGETC &/or <u>4-YR SCHOOL EQUIVALENT </u>&/or <u>CREDIT LIMITATIONS - SEE COUNSELOR</u>: These entries do not appear on the course outline. You are not required to specify these data as they are managed separately.

<u>COURSE CLASSIFICATION DATA</u>: If distance education is marked yes and if this is a transfer course, you must also submit a syllabus which is required to maintain articulation.

<u>ENTRY SKILLS</u>:   For courses with prerequisites, a preponderance of (or all of) the objectives from the prerequisite course could appear here as entry skills. Do not enter anything here if the course: has only a corequisite which is a "companion" lab; or has only recommended preparation; or has no prereq/coreq/rec prep.

<u>COURSE OBJECTIVES</u>: As critical thinking is an inherent component of objectives, you must use Bloom's taxonomy of action verbs. If the course requires a materials fee, a specific course objective must address this issue (see Fees above).

<u>COURSE CONTENT</u>: Must integrate course objectives and critical thinking.

<u>ASSIGNMENTS </u>& <u>REPRESENTATIVE INSTRUCTIONAL MODES</u> & <u>EVALUATION METHODS</u>: Require the development, delivery, and evidence of critical thinking.

<u>TEXTBOOKS</u>: Very important! University wants texts no older than five years. "Old" texts can cause us to lose articulation.

CURRICUNET APPROVAL PROCESS FOR COURSES

```
                        ┌──────────────┐
                        │  Originator  │
                        └──────┬───────┘
                               ↓
┌──────────────┐    ┌───────────────────┐    ┌──────────────┐
│ Tech Review  │ →  │ Tech Review Chair │ →  │ Articulation │
└──────────────┘    └─────────┬─────────┘    └──────────────┘
                               ↓
┌──────────┐  ┌──────────┐  ┌──────────┐  ┌──────────┐  ┌──────┐
│ Librarian│→ │ Distance │→ │ Distance │→ │ Faculty  │→ │ Dean │
│          │  │  Ed/EAC  │  │    Ed    │  │          │  │      │
└──────────┘  └──────────┘  └────┬─────┘  └──────────┘  └──────┘
                                 ↓
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                        │ Department Chair │
                        └────────┬─────────┘
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                        │ Tech Review Chair│
                        └────────┬─────────┘
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                        │    Curriculum    │
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                        │      BOARD       │
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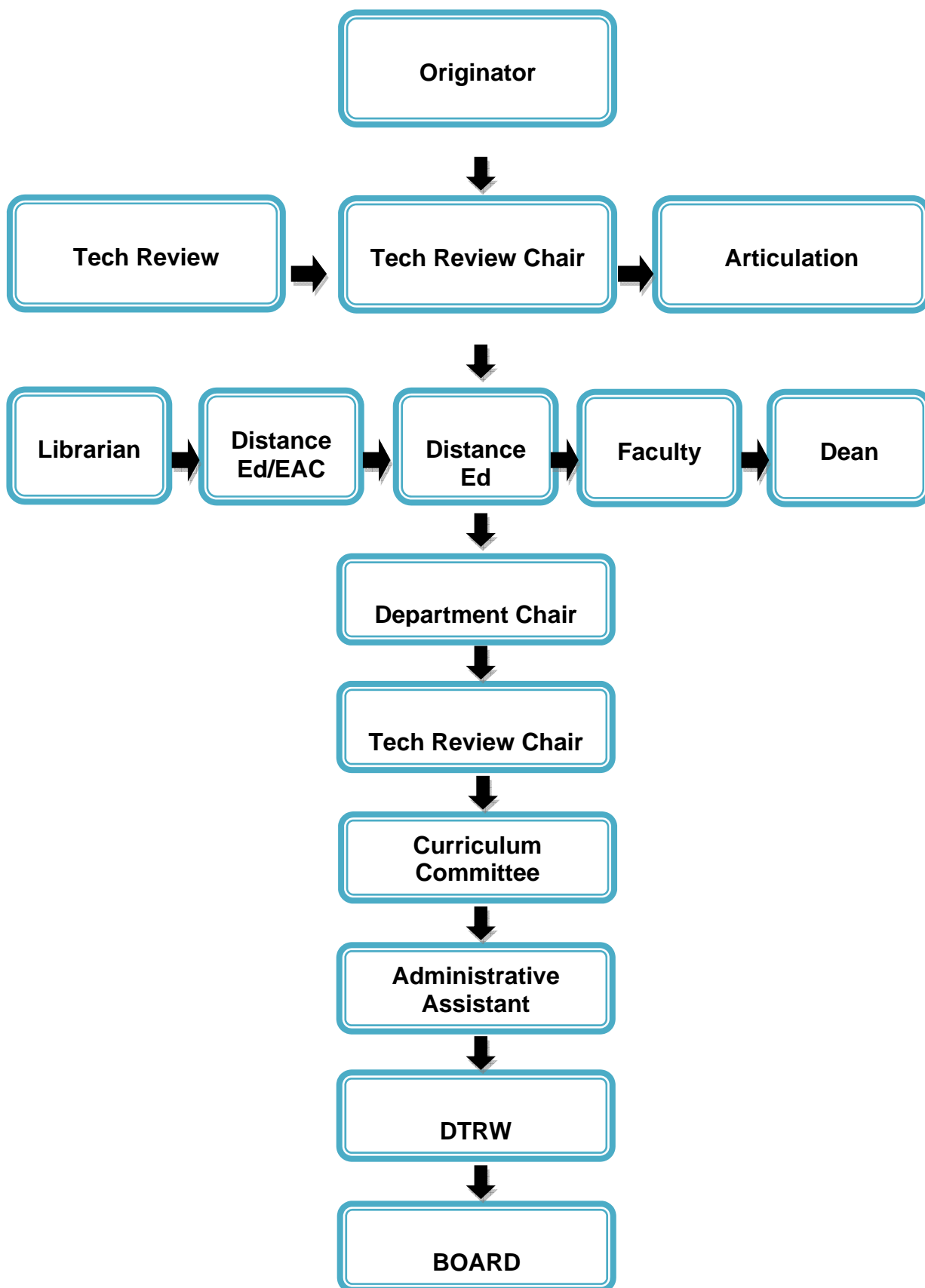
CURRICULAR ACTIVITY FLOW CHART
VENTURA COLLEGE COURSE OUTLINES OF RECORD (CORs)

Faculty Originator ➜ Course Outline* ➜ Complete the course outline & required forms: ➜
1. Traditional credit course
   a. Distance Education
   b. Prerequisites &/or Corequisites &/or Recommended Preparation
   c. Materials fees
2. Noncredit course

Technical Review and Articulation Review ➜ Review by librarian, distance ed/EAC faculty, and Division Dean via electronic signature on CurricUNET COR ➜ Department Chair ➜ Technical Review Chair ➜

Curriculum Committee for review**
1) To committee members prior for review
2) New courses and substantive revisions require 2 readings
3) Consent agenda only for nonsubstantive (technical) changes and course deletions
4) Separate approval required for:
   a) Distance Education
   b) Prerequisites, Corequisites, or Recommended Preparation

➜ EVP or designee, Curriculum faculty co-chair, Articulation Officer, and Academic Senate representative take appropriate courses and programs to the District Technical Review Workgroup (DTRW) (monthly) ➜

VCCCD Chancellor's Cabinet for one reading (meets monthly) ➜ Goes to Board for one reading (meets monthly) ➜ Approved curricular activity implemented the following Fall semester

*Title 5, 55003 (b)(2) requires that each section of a course be taught in accordance with the prerequisite and/or corequisite and with a set of objectives and other specifications defined in the course outline of record.

The AFT union contract, sections, 12.2.A. (2) and (6), requires that faculty members be evaluated on current curriculum preparation for courses assigned and requires that necessary administrative paperwork be processed in a timely, accurate, and appropriate manner.

**EVP and Academic Senate President or designee serve as co-chairs.

COURSE AND PROGRAM ACTIVITY APPROVAL PROCESS

All new courses and programs reviewed by DTRW, the District Technical Review Workgroup, will be forwarded to the Board of Trustees by the College Curriculum Committees. Course and program activity requiring DTRW review and Board approval for 2009-2010 are:

- Curricular matters involving international travel
- All new degrees, certificates, and awards
- Deleted degrees, certificates, and awards
- Substantial revisions of degrees, certificates, and awards
- All new courses
- Substantial revisions of courses, including changes to:
    1. Title (if substantial)
    2. Units and/or Hours (if increased)
    3. Prerequisite(s) and/or Corequisite(s) (if substantial)
    4. Description (if substantial)
    5. Fees required
    6. Course repetition (added or increased)

Course and program activity requiring College Curriculum Committee review only are:

- Non substantial revisions to degrees, certificates, and awards
- Deleted courses
- Experimental courses (generally offered for only one year)
- Reintroduced courses (deleted within past two years) with no substantial revisions
- Nonsubstantial revisions of courses including changes to:
    1. Course ID (discipline name or abbreviation plus alphanumeric designation)
    2. Title (if modest – *e.g.,* Black Literature to African American Literature)
    3. Units and/or Hours (if no increase)
    4. Prerequisite(s) and/or corequisite(s) (correction, reduction, elimination)
    5. Recommended preparation
    6. Description (if nonsubstantial)
    7. Fees (removed)
    8. Course repetition (reduced or removed)
    9. Field trips (required or may be required or removed)
    10. Former course ID (pro forma with revision of course ID)
    11. Co-designation (same as)
    12. Pass/No Pass only (no letter grade)
    13. Not applicable for degree-credit
    14. Transfer credit
    15. Distance education

Excerpt from the VCCCD Participatory Governance Handbook 2009-2010

UPDATING COURSE OUTLINES OF RECORD (CORs)

Frequency of revising/updating CORs not addressed in:
- The California Education Code;
- The California Code of Regulations (Title 5-Education, Division 6-California Community Colleges);
- Program and Course Approval Handbook (authorized by T.5, 55000.5).

Frequency of reviewing/updating CORs is addressed in the Accreditation Reference Handbook (08/04) under the Accreditation Standards. Standard II.A.2.a. notes that "The institution uses established procedures…to evaluate courses…"; II.A.2.e. specifies "The institution evaluates all courses…through an on-going systematic review…" In another section, Policy on Commission Actions on Institutions, periodic review is defined as the "…six-year accreditation cycle."

Consistent with this interval of time, Title 5 requires that prerequisites and corequisites also be reviewed "at least once each six years" (T.5, 55003.b.3).

The University of California Office of the President, in the instructions to submit revisions to the Transfer Course Agreement, states that "Outlines should be current, (i.e., not more than five years old). Additionally, the "main text for the proposed course must be date within five years…"

<div style="border: 1px solid black; text-align: center;">

CURRICULAR FLOW CHART
FEDERAL AND STATE LAWS

</div>

Constitution

↓

Federal Statutes

↓

Federal Regulations

↓

State Laws
(California Statutes passed by the Legislature)

↓

Labor Laws   →   **Education Codes**

↓

Regulatory Codes
(Regulations implementing statutory codes)

↓

Title 5
(Approved by CCC Board of Governors)

↓

Community College District Board of Trustees

↓

Community College Faculty and Staff
(Approved by curriculum committee)

Statutory Law: Statutes are passed by the legislature.

The California Education Code: **ED CODE** is statutory law.

Regulatory Law: Includes administrative law. Regulations are passed by state agencies responsible for implementation.

The California Code of Regulations (CCR): Includes **TITLE 5** (Education), Division 6 (California Community Colleges). Title 5 is regulatory law. Also referred to as T.5 (Title V generally refers to federal, not state, regulations).

Penalties for non-compliance:
   Statutory Law – Can be sued; not a lot of "wiggle room"

   Regulatory law – Can be financially penalized &/or jeopardize accreditation

PROGRAM AND COURSE APPROVAL HANDBOOK
CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
Available on the World Wide Web
Third Edition, March 2009
Table of Contents

MODULE 3: NONCREDIT CURRICULUM is under development and will be published separately.

CALIFORNIA COMMUNITY COLLEGES

CURRICULUM WEB SITES

www.curriculum.cc.ca.us This site contains the full text of resource materials related to California Community College curriculum. These materials include not only links to the Education Code and Title 5 but also guidelines and publications produced by the Community College Chancellor's Office, the state Academic Senate, the California State University, the University of California, and the other state organizations.

Regulations and Guidelines for Curriculum Development
> Education Code; Title 5; Distance Education Regulations and Guidelines; TOP Codes; Accreditation Handbook; IGETC Standards; CSU-GE Breadth Standards.

Curriculum Development
> Program and Course Approval Handbook; Role of the Course Outline; Process of Course Outline Revisions; Components of a Model Course Outline of Record; Stylistic Considerations in Writing Course Outlines of Record.

Good Practices in Curriculum Development
> Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning; Guidelines for Good Practice: Technology Mediated Instruction; Course Approval Process; Good Practices for the Implementation of Prerequisites.

Local Curriculum Committees
> The Curriculum Committee: Role, Structure, Duties, and Good Practices; Curriculum Committee Review of Distance Learning Courses.

Resource Materials for Curriculum Developers
> Academic Senate Publications Related to Curriculum; Academic Senate Curriculum Institute; Curriculum Websites; VTEA Plan.

PROGRAM AND COURSE APPROVAL HANDBOOK

www.cccco.edu Click on Divisions; Academic Affairs; Program & Course Approval (you will find the handbook within the page).

ACADEMIC SENATE

www.asccc.org

TITLE 5

www.calregs.com Select List of CCR Titles. Then select Title 5. Education; and, Division 6. California Community Colleges. What follows is Chapter, then Subchapter, and then Article. Most users will find Chapter 6. Curriculum and Instruction to be the most useful.

EDUCATION CODE

www.leginfo.ca.gov Select California Law, then Education Code, and then Division 7, Community Colleges (scroll down to about 75 or 80 percent of the page).

LEGAL OPINIONS

www.cccco.edu Click on Divisions; Legal Affairs; Legal Opinions (left side)

COMPARISON OF DIFFERENT CURRICULAR MODES

Degree-Applicable Credit Courses	Nondegree-Applicable Credit Courses	Noncredit Courses
Purpose: To prepare students for transfer and employment.	**Purpose:** To prepare students to succeed in degree-applicable courses.	**Purpose:** To prepare students to survive and participate fully as citizens.

• Content and objectives are "college level"
 	
• Student evaluation includes extensive use of essays or, where appropriate, problem solving exercises or skills demonstrations
 	
• High critical-thinking expectation
 	
• Three hours of work per week for each unit of credit
 	
• Limited repeatability
 	
• Supported by State funds
	• Content and objectives are not "college level"
	
	• Student evaluation may include essays, problem solving or skills demonstrations
	
	• Some critical-thinking expected
	
	• Three hours of work per week for each unit of credit
	
	• Supported by State funds
	
	• Limited to 30 semester units per student in identified disciplines
		• Content and objectives include instruction and training for:
		
		   Parenting
		   Elementary and Secondary Basic Skills
		   ESL
		   Citizenship
		   Substantially Disabled
		   Short-term Vocational
		   Older Adults
		   Home Economics
		   Health and Safety
		
		• Supported by State funds
		
		• Not subjected to repeatability limits

Title 5, 55062 Types of Courses. Content and objectives of courses fall into one of the five categories specified in this section of Title 5.	Title 5, 55002(b)(1) Types of Courses. Basic skills, courses designed to enable students to succeed in degree-applicable credit courses, precollegiate career technical preparation courses, and other career technical instruction as defined.	Education Code, 84757(a)(1-9) Types of Courses. Content and objectives of noncredit courses must fall into one of the nine categories above.
55002(a) Recommended by curriculum committee. Approved by local Board.	55002(b) Recommended by curriculum committee. Approved by local Board.	Title 5, 55002(c) Recommended by curriculum committee. Approved by local Board. Needed by enrollees.
55002(a)(2) Standards for Approval. (A) Grading Policy. Student performance is evaluated by essays unless problem solving or skills demonstrations is deemed more appropriate by curriculum committee. A formal grade is assigned. (B) Units. Carnegie units: 3 hours work per week per unit including lectures, labs, and homework.	55002(b)(2) Standards for Approval. (A) Grading Policy. Provides for measurement of student performance in terms of stated objectives. A formal grade is assigned. (B) Units. Carnegie units: 3 hours work per week per unit including lectures, labs and homework.	55002(c)(1) Standards of Approval. Treatment of subject matter, use of resource materials, teaching methods, attendance and achievement standards approved by curriculum committee as appropriate for enrolled students and approved by the CCC Chancellor's Office.

Degree-Applicable Credit Courses	Nondegree-Applicable Credit Courses	Noncredit Courses
(C) Intensity. Scope and intensity of work require independent study outside class. (D) Entrance Requirements. When determined that without which students would be highly unlikely to succeed. (E) Basic Skills Requirements. Courses for which communication or computation skills are necessary for success shall require eligibility for enrollment in degree credit courses in English or math. (F-G) Difficulty/Level. Requires critical thinking, ability to apply college level concepts, vocabulary, and learning skills as determined by curriculum committee	(C) Intensity. Subject matter is treated with scope and intensity that prepares students to work independently outside of class time and includes reading and writing assignments and homework. (D) Entrance Requirements. Where deemed appropriate by curriculum committee.	
55002(a)(3) Course Outline of Record. Units, total contact hours, pre/corequisites, description, objectives, content, types/examples of reading and writing assignments, homework, methods of instruction and evaluation.	55002(b)(3) Course Outline of Record. Units, total contact hours, pre/corequisites, description, objectives, content, types/examples of reading and writing assignments, homework, methods of instruction and evaluation.	55002(c)(2) Course Outline of Record. Total contact hours, description, objectives, content, methods of instruction, assignments, and methods of evaluation.
55002(a)(4) Conduct of Course. All sections taught by a qualified instructor in accord with above outline.	55002(b)(4) Conduct of Course. All sections taught by a qualified instructor in accord with above outline.	55002(c)(3) Conduct of Course. All sections taught by a qualified instructor in accord with above outline
55002(a)(5) Repetition. Allowed only in accordance with 55040-046 and 58161.	55002(b)(5) Repetition. Allowed only in accordance with 55040-046 and 58161.	Repetition. Not now subject to repeatability limits. See 58161.7

Community Service Offerings

Purpose: To respond to community needs.

Content and objectives are locally defined.
Not subject to State Chancellor's Office approval.
Not supported by State funds.

55002(d)(1) Approved by local Board.
55002(d)(2) Designed for physical, mental, moral, economic, or civic development of enrollees.
55002(d)(3) Provides subject matter content, resource materials, and teaching methods which the local Board deems appropriate for the enrollees.
55002(d)(4) Conducted in accordance with a predetermined strategy or plan.
55002(d)(5) Open to all community members.

STANDARDS AND CRITERIA FOR COURSE DEVELOPMENT

Faculty developers and college curriculum committees are encouraged to use the following criteria throughout the course development process.

- Appropriateness to Mission
- Need
- Curriculum Standards
- Adequate Resources
- Compliance

These are the same five criteria used by the Chancellor's Office for program approval. These criteria are derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, recommendations of accrediting institutions, and the standards of good practice established in the field of curriculum design.

Comparison of Requirements for Course Outline of Record by Course Type

Credit Course Degree-applicable	Credit Course Nondegree-applicable	Noncredit Courses
Contact hours & units	Contact hours & units	Contact hours (no units)
Any prerequisites, corequisites & any advisories	Any prerequisites, corequisites & any advisories	Advisories or course entry expectations (optional)
Catalog description	Catalog description	Catalog description
Objectives	Objectives	Objectives
Content / specific body of knowledge	Content / specific body of knowledge	Content / specific body of knowledge
Methods of Instruction	Methods of Instruction	Methods of Instruction
Examples of reading, writing & out-of-class assignments	Examples of reading, writing & out-of-class assignments	Examples of assignments and/or activities. Out-of-class work is optional
Methods of Evaluation	Methods of Evaluation	Methods of Evaluation (Grades Optional)

Taken together, the content of the course, the methods of instruction, the assignments, and the methods of evaluation should be described in the course outline of record in a manner that is integrated and leads to the achievement of the course objectives.

Extracted, with modification, from: Program and Course Approval Handbook, March 2009

COMPONENTS OF
A MODEL COURSE OUTLINE OF RECORD

TITLE 5 REQUIREMENTS

The major section in Title 5 that addresses the requirements for the course outline is 55002, Standards and Criteria for Courses and Classes. The course outline also plays an important role in establishing prerequisites (particularly section 55003), course and program approvals (section 55000.5) and in distance learning (especially sections 55202, 55204, and 55206).

Title 5 places some specific requirements on the course outline of record. The course must have a **grading policy that is clearly based on course objectives** in the course outline. The grade must be based on demonstrated proficiency, at least part of which is either in the form of **written essays** or, if the curriculum committee deems it more appropriate, **problem solving exercises or skills demonstrations** may be added to or substituted for writing proficiency.

The number of **units** must appear in the course outline along with total contact hours. Each unit must be shown to require three hours of work per week by the student either in or out of class. The division of credit among lecture, laboratory, and activity must be shown. Typically, one lecture hour is deemed to require at least two hours of work outside of class and so equals one unit. Three hours of laboratory or activity is commonly equated to one unit of credit. This is based on the definition of the credit hour in Title 5 section 55002.5, commonly called the Carnegie unit. In all courses, even those which are predominately laboratory or activity courses, the course outline must demonstrate that students are required to study outside of class.

Prerequisites, corequisites, and advisories on recommended preparation are based on a review of the course outline and other course materials. In the case of sequential courses within and across disciplines (such as Chemistry 1A for Chemistry 1B or Anatomy 1 for Nursing 1), a list of prerequisite skills that serves as the basis for content review is to be included in the course outline as entry skills if the district's policy is to be in accord with the Board-adopted Model District Policy. Indeed, it is one of the responsibilities of the curriculum committee to ascertain if prerequisites skills are needed for a course, especially skills in the areas of English and mathematics. Title 5 regulations require that prerequisites, corequisites and/or recommended preparation be reviewed and approved by the curriculum committee in action separate from course approval.

A credit course is required to incorporate **critical thinking** along with learning skills and a vocabulary that is definitely at the college level. It is through the course outline that these skills are demonstrated to be at college level and an integral component of the course.

In the Title 5 subparagraph that addresses the course outline of record specifically, the required components are unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or recommended preparation (if any), the catalog description, objectives, and content. The outline must also specify assignments, instructional methodology, and methods of evaluation, although in these sections only types and examples are required. This is an important distinction. Objectives and content in the course outline are required of all instructors. Individual instructors are, however, free to use different assignments and methodology as long as the types they use are equivalent (in covering course content and achieving student outcomes) to those designated in the course outline. This section also requires types of reading assignments, that is, texts and other instructional materials. Again, not all instructors must use the same text, but a complete list of the types used should be included in the course outline.

The course outline is also an important part of the regulations and guidelines on **distance education**. Course quality in distance education courses is to be judged by the same standards as spelled out in section 55002 above. As such, distance learning is a mode of presentation to be described (types and examples) in the sections on assignments, instructional methodology, and methods of evaluation. It is noteworthy that the outline must indicate the instructor contact as specified in section 55204. These components are required to be part of the course outline in part because section 55206 requires separate approval by the curriculum committee of courses and sections taught in distance learning mode.

COURSE OUTLINE OF RECORD FORMAT FOR DEGREE CREDIT COURSES

The following general sections of a typical course outline for a credit course are intended to address the needs specified in Title 5, the Program and Course Approval Handbook, CSU GE and IGETC requirements, WASC accreditation standards, and articulation for transferability and course comparability. This model course outline format is not a "recipe for success." All courses depend on the experience, training, and dedication of classroom instructors to generate the fundamental quality instruction that should be reflected in the course outline. All too many times this quality instruction goes unappreciated because of an incomplete or inadequately written course outline of record. This model is intended to convey the components of a course outline that will be expected when it is reviewed in the variety of venues described above.

The **catalog description** should clearly state the scope of the course, its level, and what kinds of student goals the course is designed to fulfill. It should be evident from the catalog description that no two courses in the curriculum are redundant. The course description must clearly relate to the course objectives and content.

Local and statewide approvals are based partly on an evaluation of **need**. One aspect of need is showing that the course plays a role in the curriculum that no other course fulfills effectively. Need statements are critical for innovative courses. Need can be demonstrated in a number of ways.

- The course is required for completion of an associate degree, a certificate, or an articulated transfer program.
- The course meets an associate degree and/or transferable general education requirement in a specific area not adequately covered by another course.
- The course meets a specified need of industry as detailed by an industry advisory committee or survey of employers.
- The course provides an alternative route to meet goals specified in other courses by students unable to benefit as fully from those other courses (in such cases it should be made clear that the student cannot receive credit for both courses).
- The course makes productive use of particular strengths the college has to offer and is in demand by students with transfer or occupational goals.
- The course meets an innovative subject matter or instructional need.

For those courses with **prerequisites or corequisites**, the course outline should list those skills without which the student would be highly unlikely to receive a satisfactory grade. The basis for these statements of skills is the professional judgment of the instructors in the discipline. Together with a comparison with the exit skills from the prerequisite course, this section is the basis of the required content review.

The outline must state the **objectives** of the course, that is, what students will have learned upon successfully completing the course. "Boiler plate" is strenuously discouraged! Objectives should use active verbs for observable behaviors. They must establish that critical thinking is an integral part of the course. For example, rather than "describe animal hunting behavior" state "compare and contrast social aspects of hunting tactics of major mammals." The course objectives must clearly relate to the course description and course content.

The central component of the outline is the **course content**. This section should include a complete listing of the topics taught in the course. They should be arranged by major headings with subtopics. The content may include the perspective from which topics are taught, such as "social aspects of mammal hunting tactics." The content of the course must integrate both the course objectives and description.

The type or examples of **methods of instruction** should be specifically related to the course objectives. They should provide real guidance to instructors in designing their class sessions. For example, rather than stating "lecture" the description might be "lecture and demonstration by instructor, with in-class practice, including feedback, coaching, and evaluation by the instructor."

Assignments should be directly related to the objectives of the course. They should be specific enough to provide real guidance to faculty and clear expectations for students. A description of the types or examples of assignments is required. For example, rather than "term paper" state "term paper comparing and contrasting the social aspects of the hunting tactics of two mammal species." This section must establish that the work is demanding enough in rigor and independence to fulfill the credit level specified. The nature of the assignments must clearly demand critical thinking. Assignments should be adequate to assure that students who successfully complete them can meet the objectives of the course. Appropriate out-of-class work is required for credit courses.

Types and examples of **methods of evaluation** should be listed. This section should be substantively related to the stated objectives of the course. The evaluation must clearly show that critical thinking skills are required. Types or examples should be extensive enough to show that all course objectives are evaluated. Statements in this section should clearly show the *basis* for grading. For example, "term paper shows topic coverage, basis of comparison, and critical analysis."

Textbooks are to be listed with specific titles and dates of publication. The text and other instructional materials should show the required rigor and scope. In degree credit courses, texts should be written for college level students, but primary sources need not be college level. If "instructor-designed materials" are the only citation, a description of their scope should be in the outline and samples included.

Extracted, with modification, from: Components of a Model Course Outline of Record Acdemic Senate for California Community Colleges, 1995

See also: The Course Outline of Record – A Curriculum Reference Guide, 2008

SUMMARY OF COMPONENTS OF AN INTEGRATED
COURSE OUTLINE OF RECORD FOR DEGREE CREDIT COURSES

- Show that the subject matter is rooted in basic theory and concepts of the discipline in each component of the course outline. Integrate all components throughout the outline. Pay particular attention to critical thinking.

COURSE DESCRIPTION FOR CATALOG AND SCHEDULE
- Write a short paragraph as a well developed overview of topics covered for the catalog.
- Write a summary description for the schedule of classes.
- Integrate description with course objectives and content.
- Proof for grammar and syntax.

NEED/JUSTIFICATION/GOALS
- State fulfillment of degree, certificate, transfer or other need.
- Distinguish purpose as related to similar courses.

PREREQUISITE/COREQUISITE SKILLS
- For pre- and corequisites, list entry skills without which student success is highly unlikely: "Upon entering the course the student should be able to...."

OBJECTIVES
- Be concise but complete: ten is too many; one is not enough.
- Use verbs specifying measurable and/or observable skills or analysis: rather than "understand" or "comprehend," say "evaluate" or "compare and contrast."
- Adequately cover theory, principles, and concepts.
- Be broad and introductory in scope, not too advanced, narrow, or specific.
- Course objectives must integrate both the course description and the course content. Upon successful completion of this course, the student will be able to demonstrate the following measurable and/or observable skills, abilities, competencies, and knowledge.

COURSE CONTENT
- Compile a complete list of all topics taught in the course; cover all the objectives.
- Arrange the list by topic with sub-headings; half a page is not enough.
- Integrate content with course description and objectives.
- Establish critical thinking as an integral part of degree-applicable courses.

METHODS OF INSTRUCTION
- Use methods appropriate to the objectives.
- Types or examples of methods of instruction are required.

ASSIGNMENTS AND METHODS OF EVALUATION
- Give assignments that reflect coverage of all objectives and content.
- In addition to listing graded assignments, give the basis for grading, and relate to skills and abilities in objectives.
- Out-of-class assignments must be sufficient to show independent work.
- Be sure that knowledge of required material constitutes a significant portion of the grade as reflected in assignments and methods of evaluation.

TEXTS/INSTRUCTIONAL MATERIALS
- Texts are college level and cover the theory and principles of the subject.

UNITS / HOURS

The Carnegie unit formula applies to all credit courses offered by the college, whether degree applicable or <u>not</u> applicable to the associate degree. **This formula directly relates to instructional assignments, both in and out of class.** The sole exception to this formula is for internship or work experience courses that are governed by a separate section of law.

Using the Carnegie formula, one unit requires three hours of work per week by the student, either in or out of class, for the duration of the term. Three hours of weekly work, whether lecture, laboratory and/or homework, is assigned a value of one unit. One lecture hour equals one unit as it is presumed that the lecture format will require at least two hours of study outside the classroom. Three hours of laboratory is commonly equated to one unit because it is acknowledged that most work will occur in the classroom.

The curriculum committee expects course outlines to specify units and hours as if each course were intended to be offered for a full term. In addition to designating weekly hours, regulations also require that course outlines specify total contact hours per term. By regulation, the minimum duration of a semester is 16 weeks; the maximum could be 18 weeks. However, the college has determined that the semester duration should be fixed at 17.5 weeks.

Once the hours and units conform to the formula and the course is approved, faculty are free to schedule the course however they deem it as most appropriate for the students being served. That is, offering a course on a weekend or for eight weeks is a scheduling issue to be managed through the schedule of classes, rather than a course outline issue managed by the curriculum committee and the college catalog.

The Carnegie unit formula is applied as follows:

> For a minimum of 16 weeks or a maximum of 18 weeks,
> | | |
> |---|---|
> | 1 classroom lecture hour weekly + 2 study hours weekly | = 1 unit |
> | 2 classroom lecture-laboratory hours weekly + 1 study hour weekly | = 1 unit |
> | 3 classroom laboratory hours weekly | = 1 unit |

Applying this formula to a typical college course, a student enrolled in a three-unit lecture course would spend a minimum of 52.5 hours in class (3 lecture hours per week x 17.5 weeks minimum = 52.5 hours) and would study 105 hours out of class (2 study hours per unit = 6 hours of homework weekly x 17.5 weeks minimum = 105 hours) to total 157.5 hours for three units.

Ventura College offers some courses in a combined lecture-laboratory format. A student enrolled in a two-unit lecture-laboratory course would spend a minimum of 70 hours in class (2 classroom hours per unit = 4 lec-lab hours per week x 17.5 week minimum = 70 hours) and would have a minimum of 35 hours of out-of-class assignments (1 study hour per unit = 2 hours per week x 17.5 weeks minimum) to total 105 hours for two units.

A student enrolled in a one-unit laboratory course would spend a minimum of 52.5 hours in class (3 classroom hours per unit = 3 laboratory hours per week x a minimum of 17.5 weeks = 52.5 hours) to total 52.5 hours for one unit.

Internship or work experience courses are subject to a different formula. The applicable law requires more hours per unit, and assigns these hours to two groups of students: those who are volunteers or unpaid and those who are paid to work. This formula is applied as follows:

> | | | |
> |---|---|---|
> | Unpaid volunteers: | 60 hours per semester | = 1 unit |
> | Paid workers: | 75 hours per semester | = 1 unit |

PREREQUISITES, COREQUISITES
AND RECOMMENDED PREPARATION

A course prerequisite states the preparation required to successfully complete a particular course. A prerequisite represents a set of skills or a body of knowledge that a student must possess prior to enrollment and without which the student is highly unlikely to receive a satisfactory grade.

A course corequisite states the course or courses in which a student must be concurrently enrolled. A corequisite represents a set of skills or a body of knowledge that a student must acquire through concurrent enrollment in another course and without which the student is highly unlikely to succeed.

Students must have satisfied the prerequisite and/or corequisite requirements for all courses in which they enroll. It is recognized that students may challenge a prerequisite and/or corequisite as allowed by state law. The student shall bear the initial burden of showing that grounds exist for the challenge.

Recommended preparation states the preparation suggested by the faculty to successfully complete a particular course. While encouraged to do so, students do not have to satisfy recommended preparation guidelines to enroll in a course.

Prerequisites and corequisites must be determined to be necessary and appropriate for achieving the purpose for which they are being established. At a minimum, the presence of prerequisites or corequisites is based on content review. The process of content review results in a list of skills and abilities. These are the skills and/or abilities and/or knowledge without which the students would be highly unlikely to succeed (i.e., receive a satisfactory grade in the subject course).

Procedurally, in the preparation or review of a course outline of record (COR), the course originator or author initially identifies and lists a body of knowledge or skills needed prior to entering the course. The author then identifies and reviews the prerequisite or corequisite course(s) that develop(s) the body of knowledge and/or measures the skills identified in the initial review. Next, the author matches the knowledge and skills initially listed to those developed or measured by the proposed prerequisite/corequisite. Those that match become the entry skills that are then listed on the COR.

As a part of the procedure used to develop and review prerequisites and corequisites, it is expected that the author of the outline will have engaged the appropriate discipline faculty and consulted with the department chair and/or division dean. These personnel would have examined CORs for the proposed prerequisite/corequisite course(s), along with the COR, syllabus and sample exams and assignments for the target course.

The faculty author would then identify the category/reasons for the prerequsite/corequisite and electronically sign all appropriate forms (including the COR) before submitting the course through CurricUNET.

1. The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites.
2. The prerequisite or corequisite is not valid because it is not necessary for success in the course for which it is required (student documentation required).
3. The prerequisite or corequisite is unlawfully discriminatory or is being applied in an unlawfully discriminatory manner (student documentation required).
4. The student has the knowledge or ability to succeed in the course despite not meeting the prerequisite or corequisite (student documentation required).
5. The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available (student educational plan must be on file).

CONTENT REVIEW

A simple model for content review is as follows:

First, the discipline faculty who teach the course examine their class materials: course outline, syllabus, text, exams, and so forth. The point is to list skills that it would be a good idea for students to have. If, in the opinion of the discipline faculty, the students would be highly unlikely to succeed without one or more previously-acquired skills, then the faculty should consider proposing a prerequisite.

Next, the faculty should agree, either by consensus or vote, on the skills to recommend.

Finally, the best means by which students can acquire these skills should be identified. This is usually a course—but not always.

Examples on non-course advisories might include typing speed for a computer course, a high school biology class for a college biology class, or eligibility for English 1A for a history class.

CHALLENGING A PREREQUISITE OR COREQUISITE: It is recognized that students may have preparation equivalent to the stated prerequisites or corequisites or may wish to challenge a prerequisite or corequisite as allowed by state law. Students who believe they have met the prerequisite in ways other than by completing an equivalent course (for example, private instruction or on-the-job training) may file a petition. The Petition for Challenging a Prerequisite or Corequisite is available in the Assessment Office. The student shall bear the initial burden of showing that grounds exist for the challenge. The challenge process must be completed prior to the end of late registration. Students are encouraged to submit a prerequisite challenge seven working days prior to the first day of class. The following is a list of the grounds under which a challenge may be pursued:

REQUISITE VALIDATION CHART

Type of Requisite	Level(s) of Scrutiny	Example
Course in a sequence in a discipline	• Content Review – documented	MATH V01 as a prerequisite for MATH V03
Course for a vocational discipline	• Content Review – documented	DRFT V03 Drafting Fundamentals as a prerequisite to ARCH V23, AutoCAD
Courses in communication or computational skills outside the discipline	• Content Review – documented • Statistical research: data collection and analysis for English, math, and non-course skill prerequisites unless qualified for a UC/CSU (below)	MATH V05 as prerequisite for PHYS V02A
Course out of discipline (not communications or computation skills.)	• Content Review – documented • 3 Equivalent UC/CSUs: transferable courses	PHYS V04-V04L prerequisite for ENGR V18
Assessment process (for course within same discipline sequence)	• Content Review – documented • Approved assessment instrument • Validated cut-off scores • Multiple measures • Disproportionate impact study	ENGL V02 or appropriate skill level demonstrated through the assessment process as prerequisite for ENGL V01A
Health and Safety – limitation on enrollment	• Content Review – documented – for using health and safety skills	Health clearance for tuberculosis and verification of current immunizations required as a prerequisite for CD V62
Non-course prerequisites (GPA, recency, etc.)	• Content Review – documented • Statistical research : data collection and analysis for English, math, and non-course skill prerequisites	2.50 GPA required as a prerequisite for the associate degree nursing program
Imposed by law or contract	• Determine by Governing Board	EMT V01 requires valid CPR certification
Other Limitations on Enrollment		
Performance courses	• Other courses are available for student to meet degree/certificate requirements • Disproportionate impact study	Audition for Dance or Music
Honors courses	• Other courses are available for student to meet degree/certificate requirements	HIST V01AH (honors) and HIST V01A
Blocks of courses or sections (to establish a cohort)	• Other courses are available for student to meet degree/certificate requirements	Puente, GAIN, etc.

USEFUL LANGUAGE FOR COURSE DESCRIPTIONS

FIRST SENTENCE – INTRODUCTION: This course…(is)…

advanced study of
basic, hands-on (instruction)
  (training) (practice) in…
a beginning…
a comparative study of…
covers the…
discussion and observation
  of…
encompasses…
examines…
explore the…
focuses on…
instruction in and analysis of…
introduces an
  orientation to…
an overview of…
practice in…
presents…
the principles of…
provides…
reviews…
strategies for…
surveys…

chronological…
comprehensive…
general…
in-depth

**CAREER TECHNICAL
EDUCATION**
instruction…
practice…
problem solving…
skills demonstration…
training…
writing proficiency…

SECOND SENTENCE – PURPOSE: The course…
creates an awareness of…
explores how…
introduces the student to…
is designed to…
prepares the student for…
provides the framework for…
reinforces and enhances…
the methods and principles of…
traces the history of…

THIRD SENTENCE – CONTENT:
contents include…
focus (emphasis) is on…
includes…
students are required to…
subject matter contains…
topics include…

FOURTH SENTENCE – ADDITIONAL INFORMATION:

WRITING MEASURABLE OBJECTIVES

Many of these words can be used to demonstrate how critical thinking is required and developed in meeting the objectives.

All objectives must have the following four key elements to be acceptable:

1. Define the desired outcomes or what the student will be able to do.
2. Determine how they will be accomplished—identify the evidence that the learner has achieved the objectives.
3. Describe how the objectives will be observed, measured, and evaluated.
4. Decide when they will be completed.

1. WHAT ARE THE DESIRED OUTCOMES?

All measurable learning objectives should make use of action verbs. What is it that the student will be able to do? Starting with a suitable action verb, write the desired outcome for the learner. The following action verbs are suitable for use with many different learning objectives; this list includes and supplements Bloom's action verbs that are enumerated in the taxonomy that follows this section.

activate	define	instruct	relate
aid	deliver	interpret	reorganize
analyze	demonstrate	introduce	repair
apply	describe	inventory	repeat
appraise	design	investigate	replace
arrange	detect	judge	report
articulate	devise	limit	reproduce
assemble	diagram	list	research
assess	differentiate	locate	restate
build	direct	match	restructure
calculate	discuss	measure	review
categorize	display	modify	revise
change	distinguish	monitor	rewrite
choose	dramatize	name	schedule
collect	edit	operate	score
combine	employ	organize	select
communicate	establish	perform	separate
compare	estimate	plan	set up
compile	evaluate	practice	simplify
complete	examine	prepare	solve
compose	expand	produce	structure
compute	experiment	propose	summarize
conduct	explain	question	synthesize
construct	express	rate	test
contrast	formulate	rearrange	train
convert	identify	recall	translate
create	illustrate	recognize	update
criticize	increase	reconstruct	value
debate	inspect	record	verbalize
decrease	institute	reduce	verify
			write

2.   HOW WILL THEY BE ACCOMPLISHED?

By picking out a combination of words or phrases listed below, you will be able to describe how the course objectives are to be accomplished or demonstrated.

actual experience	maximizing accuracy
adaptation	one-to-group sessions
application	one-to-one sessions
arranging	operating
assisting	organizing information
case studies	planning practice
collaboration	reading
consultations	receiving
correspondence	recording
decreasing errors	research
demonstration	review
development	scheduling
examining policies & procedures	seeking information
experience	sorting
field research	study
gathering information	surveying
increased awareness	through analysis
increased communication	training
increased productivity	trial and error
increased product knowledge	updating
increased understanding	using a journal or report
instruction	using display techniques
interpreting	using motivational abilities
investigation	using necessary materials
learning new skills	visitations
making additions	workouts
making corrections	writing

3.   HOW WILL THE OBJECTIVES BE MEASURED? (Methods of Evaluation)

To be evaluated/assessed by the instructor through…

accuracy	discussion	observation	proficiency level
assessment	essays	papers	projects
attendance	examinations	participation	reports
compositions	field work	practical application	skills demonstrations
computations	homework	problem solving	writing

4.   WHEN WILL THEY BE COMPLETED?

This would usually be by the completion of the course.

<div align="center">
YOU HAVE NOW COMPLETED THE FOUR ELEMENTS OF
A MEASURABLE COURSE OBJECTIVE
</div>

BLOOM'S TAXONOMY

Action Verbs Requiring Cognitive Outcomes

For the Objectives of Course Outlines of Record

When writing measurable objectives concerning students' acquired skills and abilities, keep in mind the cognitive levels expected of students in each area.*

Critical Thinking

Evaluation

appraise
assess

choose
compare

estimate
evaluate

judge

measure

rate
revise

score
select

value

Synthesis

arrange
assemble

collect
compose
construct
create

design

formulate

organize

plan
prepare
propose

set up
synthesize

Analysis

analyze
appraise

calculate
categorize
compare
contrast
criticize

debate
diagram
differentiate
distinguish

examine
experiment

inspect
inventory

question

relate

solve

test

Application

apply

demonstrate
dramatize

employ

illustrate
interpret

operate

practice

schedule
shop
sketch

use

Comprehension

describe
discuss

explain
express

identify

locate

recognize
report
restate
review

tell
translate

Knowledge

define

list

name

recall
record
relate
repeat

underline

← Basic knowledge   More sophisticated; Higher-level thinking →

*Based on Bloom, Benjamin, et al, Taxonomy of Educational Objectives, Longman Press, New York, 1956

A DEFINITION OF CRITICAL THINKING

The Ventura College Curriculum Committee (CC) has been charged by the legislature with the task of evaluating all college-level, degree-applicable courses to ensure that critical thinking is required of students, and that appropriate opportunity for students to develop their critical thinking skills is provided by the instruction. The responsibility for defining critical thinking has been assigned to the CC, within certain formal guidelines in section 55002 of the Title 5 regulations.

Both terms of the phrase "critical thinking" have many denotations. Here we take "critical" in the sense of being characterized by careful analysis and judgment, and "thinking" in the sense of conscious mental activity. Critical thinking is roughly synonymous to correct reasoning or systematic reflection.

Critical thinking is employing intellectual powers to organize information systematically and analyze propositions coherently in problem solving, drawing conclusions, and supporting judgments.

Significant capabilities necessary for critical thinking include the ability to:

- Check for consistency, as in assessing the quality of a product against required specifications, or in developing an argument without contradictions.
- Recognize and evaluate assumptions underlying an argument.
- Draw and assess inferences, and recognize the distinction between assumptions, inferences, facts, and opinions.
- Identify and verify facts and employ them systematically in supporting generalizations and in developing and testing hypotheses.
- Practice and evaluate inductive and deductive reasoning, identifying and controlling logical fallacies.
- Correctly evaluate the sufficiency of products or procedures for use in practical situations.
- Recognize, assess, and employ various modes of reasoning, such as cause and effect, comparison/contrast, synthesis, and analysis.
- Exercise sound judgment in solving of non-routine problems, such as might be met in performing occupational duties.

Attributes importantly associated with critical thinking include such traits as:

- Intellectual curiosity.
- An extensive degree of open mindedness.
- A large measure of control over personal and cultural bias.
- Ability to suspend judgment or belief while gathering or awaiting relevant information.
- Ability to monitor, regulate, and revise one's own reasoning processes.

COURSE CONTENT

Course content is the central component of the course outline. Just as the document recording a course is called a course outline of record, so should you consider the content as an outline enumerating all the primary areas taught (topics), as well as all the secondary areas (subtopics). The course content for degree-applicable credit courses must clearly integrate all elements of the course description and the course objectives. Also, the content should establish that critical thinking is an integral part of the course. The outline format, noting topics and subtopics, is the most effective means of specifying content and will aid the outline author with special course considerations. These include justifying course repetition and noting time on task in the outline or syllabus for transfer courses.

The college is permitted to designate some courses as repeatable if the course content differs each time and the student is gaining an expanded educational experience. Probably the most effective means of justifying repetition is to present the course in an "ABCD" format with more than one course within the "family" (see Repeatability).

Time on task or the amount of time devoted to each topic is required for transfer distance education courses. Additionally, while some of our faculty chose not to specify time on task as part of course content, review of outlines by university faculty as a part of the articulation process can result in requests for this information. Therefore, our faculty agreed to prepare a syllabus for each transfer course which would contain this information. Universities now require that distance education courses have a syllabus to accompany the course outline in order to process articulation. Increasingly, universities also require syllabuses to conduct routine articulation for traditional classroom courses not offered in a distance education format.

Transfer courses that satisfy natural science requirements must make specific references to the scientific method in the course outline. Selected terminology is appropriate, such as: experimenting, investigating, observing, constructing and testing hypotheses, predicting, replicating. Reference to the scientific method could occur in the course description, probably should occur in the objectives, and definitely should occur in the content.

Most of our natural science courses that have a laboratory component segregate the lecture from the lab. That is, they are offered as two separate courses, each with its own course outline of record (COR). Some of our natural science courses integrate both the lecture and the laboratory components, resulting in a single COR. For these courses, universities have a special consideration. In the course content section, they request that the lecture content be entered first and be identified as such. Following the lecture content, the author of the COR would identify the laboratory content and enter this information after the lecture content. This separation of lecture and lab content is intended to clarify the data for the university faculty reviewer and, as a consequence, preserve articulation.

Main texts must be dated within five years of submission of the COR to university. Science courses that include a lab component—whether integrated into a single course or offered as a course separate from the related lecture course—must include a lab manual. Textbooks and supplemental material should relate directly to the content of the course outline. All textbooks should be at the appropriate college reading level.

STUDENT FEES FOR INSTRUCTIONAL MATERIALS
CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
Student Fee Handbook

January 2010

Instructional Materials Fees: Education Code section 76365 allows districts to require students to provide various types of instructional materials and enables districts to sell such materials to students who wish to purchase the required materials from the district. Generally speaking, there are strict limitations on charging a required "instructional materials fees."

Education Code section 76365 has been implemented by regulations of the Board of Governors found in sections 59400-59408 of Title 5 of the California Code of Regulations. The law provides that students can only be required to provide materials which are of continuing value to the student outside of the classroom setting. The Chancellor's Office has determined that such materials include, but are not limited to textbooks, tools, equipment, clothing, and those materials which are necessary for a student's vocational training and employment. The regulations further provide that "instructional and other materials" means tangible personal property that is owned or primarily controlled by the student. The definition of "tangible personal property" has been expanded to include electronic data that the student may access during the class and store for personal use after the class in a manner comparable to the use available during the class. These Title 5 sections specifically apply to both credit and noncredit courses, and the requirements would apply to credit and noncredit courses offered through a contract education mechanism.

"Required instructional and other materials" are materials which the student must procure or possess as a condition of registration, enrollment, or entry into a class; or any material which is necessary to achieve the required objectives of a course.

Finally, the regulations specify that the material must not be solely or exclusively available from the district. A material will not be considered to be solely or exclusively available from the district if it is provided to the student at the district's actual cost, and there are health and safety reasons for the district being the provider, or if the district is providing the material cheaper than it is available elsewhere.

It is important to remember that these regulations only apply to materials that are required as a condition of registration, enrollment, etc. If a material is helpful to students, but is not required, then it may be sold to students under the authority of the permissive code. Material that is optional need not be tangible personal property; it need not be of continuing value outside the classroom setting; and it can be available exclusively from the district so long as it is not needed by the student to achieve the required objectives of the course or as a condition of enrollment. Questions have arisen about the propriety of charging an instructional materials fee to students who audit courses. As a practical matter, an auditing student might not participate in a course in the same way as a regular student, but may be more of an observer. In that case, the instructional materials would not be necessary to achieve the objectives of the course. Auditing students should be advised that they must provide the required instructional materials if they wish to participate in that portion of a course for which the materials are required. Districts should not permit auditing students to use instructional materials paid for by students who are not auditing the class such that auditing students are effectively subsidized by regular students.

Education Code sections 81457 and 81458 authorize districts to sell to students those materials necessary for the making of articles by persons in the class. The materials are to be sold to the student at the cost to the district, and the article becomes the property of the student.

Please note that districts may not charge an across-the-board or per unit instructional materials fee (see Legal Opinion O 93-12). Where specific course objectives for independent study have not been finalized at the point students register for the course, instructional materials fees generally cannot be assessed at registration because fees must be directly related to course objectives. Students may only be required to pay for instructional materials under the circumstances described above.

The following questions should be answered any time a district wishes to require students to provide materials:

1. What tangible personal property (material) does the student need? If a fee is charged, what does the student get for the fee?
2. How does this material relate to the required objectives of the course? The district should be able to identify a specific course objective that cannot be met but for the use of the materials at issue.
3. Does the material have continuing value outside the classroom?
4. Is the amount of materials the students must supply, or the amount that they receive in exchange for the fee that is charged, consistent with the amount of material necessary to meet the required objectives of the course?
5. If the district charges a fee rather than have students furnish the materials, why do the students have to pay a fee to the district rather than supply the materials themselves? Is the district the only source of the materials? If not, is there some health or safety reason for the district to supply the materials? If not, will the district supply the material more cheaply than the material can be obtained elsewhere AND at the District's actual cost?

Districts should periodically and systematically review the instructional materials they require students to provide, and the instructional materials fees they charge, to ensure that all the standards are met. A review of one college by the Chancellor's Office revealed fees collected from students in one small curricular area amounting to twice the college's actual costs. Such discrepancies may be attributable to fluctuating costs, but whatever the cause, they point to the need for on-going monitoring of required materials and materials fees.

Districts should carefully review the fees described in their catalogs, class schedules, and their websites to ensure that optional fees are clearly described as optional and cannot be mistaken for required charges. Students should be clearly advised when they have the option of providing their own materials or of purchasing those materials at the listed price from the district. When optional fees are not properly described, the appearance is that the district may be charging an impermissible mandatory fee.

When students have the option of providing necessary materials, districts should provide readily available information about what materials are required so that students can make an informed choice as to whether to provide their own materials or to purchase them from the district. Districts should establish a workable mechanism to notify students of the materials they must provide to ensure that students have a real opportunity to provide the materials themselves and are not forced to pay a fee to the district merely because they did not know what materials were needed.

Districts should also review their refund policies related to instructional materials fees. Students may have already paid instructional materials fees when they find they must withdraw from a class. Unless a district refunds an amount corresponding to the tangible personal property that was not provided prior to an early withdrawal, or provides the material to the student, the appearance is that the district is retaining the fee as well as the materials for which the fee was paid.

APPLICATION OF INSTRUCTIONAL MATERIALS
REGULATIONS TO SPECIFIC SITUATIONS

A.   SUGGESTED APPROACH

The following is a suggested approach for analyzing the application of Education Code section 76365 and Title 5 regulations on instructional materials (sections 59400-59408) in specific instances:

1.   *Required Material?* Must the material be procured or possessed as a condition of enrollment or entry into a class, or to achieve those required objectives of a course which are to be accomplished under the supervision of an instructor during class hours? If not, the material may be classifiable as "optional," and the regulations don't apply.

2.   *Tangible personal property?* Is the material tangible personal property? If not, the regulations don't apply and some other legal authority must be found to authorize requiring the material or practice.

3.   *Owned or Controlled by the student?* Is the material owned or primarily controlled by an individual student? If not, such materials can't be required.

4.   *Solely available from the district?* Is the material not available except through the district, or because the district requires that the material be purchased or procured from it? If so, do either of the two exceptions under Title 5 section 59402(c) apply so as to allow such material to be required?

5.   *Continuing value outside classroom setting?* Can the material be taken from the classroom setting, and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving those required objectives of a course which are accomplished under the supervision of an Instructor during class hours?

The **answers to all of these questions must be "yes"** for any material to be required of students.

B.   SPECIFIC INSTANCES WITHIN SCOPE OF REGULATIONS

Ammunition – Ammunition that is used in connection with police science courses (shooting at the practice range) is a material that students can be required to provide. To the extent that shell casings can be reloaded, they can be taken from the course setting, and they are not wholly consumed, used up or rendered valueless as they are applied in achieving the required objectives of a course.

Bluebooks – Used bluebooks if returned to students, are materials of continuing value to the student outside of the classroom setting. If the district is the sole provider of bluebooks, they must be provided to students at the district's actual cost. If used bluebooks are not returned they are not of continuing value to the student and thus should be provided by the district.

Chemicals – see **Welding Rods (and other transformed materials)** below.

Clay – Clay is an example of a "transformed" material that, under most circumstances, can retain continuing value outside of the classroom setting. For instance, a district could require that a student provide 20 pounds of a given type of clay in order to take a course. The clay can be sold through the college bookstore if the student wishes to purchase it there. The clay, when converted into objects and fired in a kiln, can be taken from the classroom by the student. The clay is not wholly consumed, used up or rendered valueless in the process of becoming an object.

A critical distinction to apply with respect to transformed materials is whether the transformed material becomes part of something that a student will take from a class, or part of something that is just used for practice, and will not become the property of a student. Materials used in practice--objects that don't become the property of the student--should be provided by the district; whereas if the material is part of an object that becomes the property of the student, it can be required.

Another method to handle transformed materials such as clay is to provide the material for free, but to charge the student for any transformed material that he or she wishes to take from the classroom. Under this method, the material doesn't become the permanent property of the student until he or she chooses to buy it. In any case, if students are required to provide clay, the transformed objects must become their property.

Other examples of transformed materials which can have value to the student outside of the classroom setting include wood, metal, film, photographic paper, oil paints, canvas, cloth, food and paper generally.

Clothing – see **Uniforms and Clothing** below.

Computer Paper – Computer paper is a material which can be used by many students, but which can have continuing value to students based on the information preserved on the paper during the course. For instance, a district could require that each student provide a specified quantity and brand of computer paper in order to enroll in a course. A student wouldn't necessarily be using the box of computer paper he or she bought, but as long as he or she was entitled to keep all printouts, and as long as the student would generate roughly the quantity of paper he or she provided, a student could be required to provide computer paper.

CD-ROMs – see **Recording Tape, Video Tape, Floppy Discs, CD-ROMs** below.

Diesel Fuel – see **Welding Rods (and other transformed materials)** below.

Equipment – Education Code section 76365 specifically mentions equipment as a material that has continuing value to the student outside of the classroom setting. Thus, students can be required to provide their own equipment for classes.

Equipment Use Charge – In lieu of requiring students to provide certain expensive equipment, one suggestion is that students be given the option to "rent" the equipment from the district for the duration of the course. The instructional materials regulations do not address rental of equipment that is required by a district. Rather, the regulations only address the authority of districts to require the equipment.

Generally speaking, rental of equipment should be classified as an "optional fee," and thus would be authorized within the parameters of the permissive code. Districts should not subsidize their equipment budgets by renting equipment which students should not be expected to own. For instance, it would be improper to require students to provide a certain $5,000 television camera and then offer them the "option" of renting one for use during the class for $20 per semester.

Floppy Discs – See **Recording Tape, Video Tape, Floppy Discs, CD-ROMs** below.

Flowers and Food – Flowers for a flower arrangement class are an example of a material which can be required, with the student having the option to purchase them from the district. The district can specify the required flowers which the student needs and then provide the student with an option to purchase all necessary flowers from the district for a specified price. The same is true of food for a cooking class. It is contemplated that students in culinary programs will be able to consume and/or take food items purchased with their instructional materials fees. For example, students may consume or take away pastries they prepare in class. It would not be appropriate, however, for students to be required to supply all of the food for a culinary class unless those food materials have continuing value to the students outside the class. it would not be appropriate for students to pay for food that they prepare for non-students, such as through a dining room or food service program. Similarly, an instructional materials fee would be appropriate in a wine-making class if students are able to keep the wine that they bottle.

Gasoline – see **Welding Rods (and other transformed materials)** below.

Gym Towels – If having a towel is mandatory to the class, districts may require students to provide their own towels, or the district may provide them. However, the towels cannot be solely or exclusively available from the district based on the health and safety definition of Title 5 section 59402(c)(1) because district-only towels do not fulfill a health and safety requirement.

Instructional Tapes/Videos – Instructional tapes or videos that must be returned to the district cannot be the basis for an instructional materials fee. Students retain no tangible personal property when the materials must be returned.

Instructor-Created Materials – Instructor-created textbooks, syllabi and other instructional materials are generally prepared for specific courses offered by a college or district, and are often solely or exclusively provided by a district. Such materials, in most instances, have continuing value outside of the classroom setting. The district is required to provide these materials unless the exception to Title 5 section 59402(c) can be applied. Specifically, the instructor-prepared instructional materials must be provided at the district's actual cost, in lieu of other generally available but more expensive material which would otherwise be required.

By way of example, a textbook, syllabus, or instructor-prepared material costing a district $15.00 to provide to a student could be required in lieu of requiring the students to secure a nationally published textbook on the same subject which retailed for $30.00. A district's "actual cost" of producing materials which it solely or exclusively provides can include a small markup necessary for selling the item through the college bookstore. The overall premise is that neither a district nor its employees ought to be making a profit on materials which the district solely or exclusively provides.

Instructor-prepared material can be classified as "optional" if it is not required by the district, or is not required to complete the required objectives of a course to be accomplished under the direction of an instructor during class hours. In this regard, a syllabus or other material could be "highly recommended" without being required. Also, a material could be designated for "required reading" without it actually being a required material.

In Legal Opinion L 02-29 we addressed several issues concerning faculty authors, subsidy publishers, and the payment of royalties. We concluded that under current law a faculty author may require his or her students to purchase mandatory instructional materials the faculty member created and paid a subsidy publisher to produce even if the price of said materials includes a royalty payment provided the materials are not exclusively available from the district and provided that local employment agreements or local conflict of interest rules do not prohibit the practice.

Lab Books, Workbooks, and Sheet Music – Lab books and workbooks are distinguished from texts and instructor-produced materials in that they are written in extensively or have various exercises which result in pages being torn out. Generally speaking, even though such materials are altered, they retain some value to the student outside of the classroom setting, and therefore can be required of students. Sheet music is another example of workbook-type material which can be required.

Laboratory Animals – Under most conditions, required laboratory animals must be provided by the district because they have no continuing value to the student outside of the classroom setting. This general rule, however, does not require a district to provide an unlimited supply of laboratory animals. Laboratory animals in addition to those reasonably needed for completion of course objectives can be sold as "optional" materials.

Decomposable materials used in dissection are not instructional materials because students cannot reasonably retain the materials for future use outside of the classroom.

License Fees and Access Codes – License fees, access code fees, or software subscription fees that allow students to have temporary access to computer or internet programs are not tangible personal property as to the student. Additionally, such access is usually restricted to the term of the class and does not represent a continuing value to the student outside the classroom. For these reasons, access to such software or services generally does not qualify as instructional materials that students can be required to provide or for which instructional materials fees may be charged.

However, recent revisions to Title 5, section 59402 allow districts to charge students instructional materials fees for access to instructional materials in electronic form, under certain circumstances. Under this regulation, the definition of "tangible personal property" was amended to verify that electronic data may be considered instructional materials, so long as the student has the ability to use the materials during the class. If students are to be charged for electronic data, the tangible personal property should have a continuing educational value to students. The continuing educational value could be in the form of the electronic course content being equivalent to a textbook, study guide, solutions manual, or test bank that students have access to beyond the class session for which the instructional materials were purchased. Additionally, the student must be able to store and readily print the text, lessons, or problem materials. If the student can store and print materials that are of continuing educational value, charging students for access codes is permissible. (See also **Textbooks**, below.)

On the other hand, the amendments to section 59402 do not permit charging mandatory instructional materials fees for access to the Internet or large searchable databases. In this instance a student would not realistically be able to store and print every document available through the service and would not be able to conduct searches once the course for which access is provided had ended.

Medical Supplies (such as Band-Aids, sterile syringes, and catheters) – see **Welding Rods (and other transformed materials)** below.

Models for Art Classes – Models for art classes have no continuing value to the student outside of the classroom setting. They are not owned or primarily controlled by individual students. Therefore, students cannot be required to pay for models in art classes.

Performances – Requiring a student to see a play, film, concert, or other performance is not an instructional or other material, and is not covered by the regulations. A district may require a student to see a specified play, film, concert or performance, but in order to generate FTES for the student's attendance at the performance, the district must provide for attendance free of charge to the student. If seeing a performance is accomplished through a field trip, students may be asked to pay for incidental expenses, including entrance fees to the performance, but no student can be denied the right to participate in the field trip due to lack of fund (see Title 5 sections 55450-55451).

Photographic Chemicals – Photographic chemicals are a material which can be used by many students, but which usually will have no continuing value to students outside of the classroom setting. Unlike computer paper, photographic chemicals can be tainted through misuse and tend to become used up in the classroom setting. If photographic chemicals are kept separate for each student and are given to students upon completion of the class, students can be required to provide them.

Recording Tape, Video Tape, Floppy Discs, CD-ROMs – Recording tape, video tape, floppy discs and other such reusable recording materials generally have continuing value to students outside of the classroom setting. They are generally available, tangible personal property of continuing value that is owned or controlled by the student.

Sheet Music – See **Lab Books, Workbooks, and Sheet Music** above.

Syllabi – See **Textbooks** below.

Tests (Required) – Required tests are instructional materials, and have continuing value to the student, if they are returned. However, in instances where districts are the sole or exclusive provider of tests and neither of the exceptions in Title 5 section 59402(c) apply, tests should be provided free.

Under the authority of the "permissive code"(Education Code section 70902(a)) a district may charge for optional tests not required for entry or enrollment into a class.

Please note that this item describes tests that are used to evaluate classroom performance, as opposed to placement tests or assessments. See 4.9 of the Handbook for a discussion of fees for placement tests.

Textbooks – Education Code section 76365 specifically mentions textbooks as materials which have continuing value outside of the classroom. As such, the general rule is that districts may require students to provide their own textbooks. However, these textbooks can't be solely or exclusively available from the district unless the exception of Title 5 section 59402(c) applies. If a district is the sole publisher of a textbook, placing copies of the text in local bookstores will not automatically make it generally available.

Until recently, it was not permissible to charge for online access to an electronic version of a textbook. However, Title 5, section 59402 was amended in January 2006 to permit this, provided that the student can store and print the textbook for use after the course is over. Of course, as with any other type of instructional material, the district cannot charge for access to an online textbook if this access is solely or exclusively available from the district, unless one of the exceptions to the "solely and exclusively available" rule are applicable.

Uniforms and Clothing – Education Code section 76365 specifically itemizes clothing as a material which is of continuing value to a student outside of the classroom setting. Students can be required to provide their own uniforms and clothing.

Video Tape – see **Recording Tape, Video Tape, Floppy Discs, CD-ROMs** above.

Welding Rods (and other transformed materials) – Welding rods are an example of a "transformed" material which, under most circumstances, have no continuing value outside of the classroom setting after being used. A welding rod is rendered valueless in the process of being used for practice welds. Hence, a district must provide those rods necessary to complete those required objectives of a course which are to be accomplished under the supervision of an instructor during class hours. Extra welding rods for practice or in addition to those needed to complete required objectives may be sold to the student as optional material.

Welding rods and other transformed materials can have continuing value under limited circumstances, however. If welding rods are used to make a project or material that a student will take from the class, the student can be required to provide the rods that will be used for the project. For instance, if the welding rods are used to make an art object and the art object becomes the property of the student, welding rods may be required.

Other examples of transformed materials that are usually rendered valueless after use include chemicals, gasoline, diesel fuel, and medical supplies such as Band-Aids, sterile syringes, and catheters.

Workbooks – see **Lab Books, Workbooks, and Sheet Music** above.

REPEATABILITY

Title 5, sections 55040, 55042 and 58161 permits a student to repeat <u>any</u> course in which a substandard grade was earned (D, F, NP). The college policy concerning this permissible course repetition is printed in the college catalog under the Academic Policies section.

T.5, section 55041 permits the college to designate courses as repeatable if either a) "the course content differs each time it is offered" or b) the course is an activity course where the student meets course objectives by repeating a similar primary educational activity and the student gains an expanded educational experience each time the course is repeated for one of the following reasons:

> (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or
> (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

The CCC Chancellor's Office interpretation of this section is that in order to qualify for repeatability the instructional modality of a course must exhibit a preponderance of units (not hours) devoted to non-lecture activities. For example, a 3-unit course with 1 hour lecture, 6 hours laboratory could qualify for repetition because 2/3 of the unit value is devoted to lab activities. However, a 3-unit course with 2 hours lecture, 3 hours laboratory would <u>not</u> qualify because, while it contains more lab hours than lecture, less than 50 percent of the unit value is devoted to lab activities. Please note that the college faculty and staff, and the Curriculum Committee are in agreement that a course offered exclusively in a lecture-laboratory format (e.g., 1 unit = 2 hours lec-lab/weekly) would qualify for repetition.

There are exceptions to the above. Another part of 55041 and 58161 state that when course repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment, the district may claim state apportionment each time the student repeats the course and the student may repeat such course any number of times.. This may apply to selected disciplines such as automotive, construction technology, criminal justice, and nursing science.

A second exception, noted in section 55041, permits repetition of "visual or performing arts course in music, fine arts, theater or dance which are part of a sequence of transfer courses." The reasoning for this exception is the acknowledgement that some universities expect students to complete applicable pre-major work each term at a CC in order to remain eligible to transfer. For example, a student intending to pursue a piano major at a university who takes longer than two years to complete the AA degree would be hindered by the CC system's current restriction on subject matter repetitions (C.O. memo 6-8-92). Therefore, students meeting these conditions are not subject to the standard course repetition restrictions.

A third exception relates to the repeatability of special classes for disabled students.
As noted in sections 55040, 56029, and 58161, students with a disability may repeat a special class as a disability-related accommodation without limitations on course repetition.

The three exceptions noted above apply not to a course or courses, but to individual students. Therefore, whether a course is designated as non-repeatable or repeatable (whether 1, 2 or 3 times), individual students who qualify for the exceptions noted (based upon their recorded educational plan and any other appropriate certification or documentation) may take a course or courses more times than permitted by the designated repetition status of the course.

For the record, nondegree-applicable courses are not an exception. There is nothing in applicable regulations concerning course repetition that would cause these courses to be treated differently than degree-applicable credit courses.

ACTION REQUIRED:

    1. For courses that qualify for repeat capability, apply the standards specified in the second paragraph above (re: 55041). The course outline of record (COR) must state language in the content section of the outline that specifies <u>how</u> the "content differs each time" or <u>how</u> the student is "gaining an expanded educational experience" by virtue of (see A or B in second paragraph above). The simplest and safest way to satisfy these requirements is to write a COR for each iteration of the course. Because the course description, objectives and content must be integrated and because the course assignments and evaluation are linked to these components, it would be exceedingly difficult to write one COR that clearly specifies differing content or expanded experience. Therefore, to qualify for course repetition, the "ABCD" format (or some version thereof), would be the preferable model to satisfy regulations and avoid audit.

    2. For courses that do <u>not</u> qualify for repeat capability, either revise the instructional modality or render the courses non-repeatable (May be taken 1 time).

    If you wish to create repeat capability for any courses that do not currently qualify for repeat status, you could consider modifying the units and/or hours to conform to procedures (paragraph three above). Please be aware that doing so could create some faculty load issues. If the course has laboratory component, you could also consider segregating the lab as a separate course, enabling you to remove repeatability from the lecture while retaining repeatability for the lab. If you choose either of these options to revise a course, your course outline must incorporate the enhanced content section explained above in no. 1, Action Required.

DISTANCE EDUCATION

DEFINITION AND APPLICATION
Title 5, section 55200
 Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

COURSE QUALITY STANDARDS
Title 5, section 55202
 The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of section 55002.

GUIDELINE FOR SECTION 55204
 This section defines what contact must be maintained between instructor and student. The section stresses the historical obligation for the instructor of record in a distance education course to have regular personal contact with enrolled students. The use of the term "regular personal contact" in this context suggests that students should have a frequent opportunity to ask questions and receive answers in-person from the instructor of record. Restatement of this obligation was encouraged by the University of California in order that the transferability of existing distance education courses might not be jeopardized.

SEPARATE COURSE APPROVAL
Title 5, section 55206
 Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to the district's adopted course approval procedures.

ONGOING RESPONSIBILITY OF DISTRICTS
Title 5, section 55210
 If a district offers one or more courses or course sections in which instruction is provided through distance education for at least 51 percent of the hours of instruction, the district shall maintain records and submit reports to both the local governing board and the CCC Chancellor's Office consistent with the reporting guidelines of Title 5 and Standing Order 409 of the Board of Governors.

ACCESSIBILITY OF VC DISTANCE LEARNING COURSES
FOR STUDENTS WITH DISABILITIES

In planning or revising a distance learning course, it is important to be aware of possible accessibility concerns that may arise for students with disabilities and to be aware that planning at the front end can result in a course that reflects the principles of Universal Design. This means that the course is designed to be usable and accessible to all students.

Ensuring accessibility expands the market for distance learning courses and supports the open enrollment policies of the California Community College (CCC) system. In addition, there are policy and legal mandates regarding access. The following are relevant legal requirements:

Federal Rehabilitation Act of 1973 Section 504	Prohibits discrimination on the basis of disability in educational settings that receive Federal dollars
Federal Rehabilitation Act of 1973 Section 508 (revised)	Requires equal access to telecommunications, which is defined to include services and programs delivered via the Internet. The State Attorney General has ruled that Section 508 applies to distance learning offered by the CCCs.
California SB 105	Adopts Section 508 standards as State Law.
Federal Americans with Disabilities Act (ADA)	Requires programs and services, including educational programs, to be accessible to qualified persons with disabilities. Requires also that all telecommunication must be equal and equally effective.
California Title 5	Prohibits discrimination on the basis of disability.

CCC Chancellor's Guidelines:

The Office of the Chancellor for the California Community colleges has issued a document entitled, Distance Education: Access Guidelines for Students with Disabilities. The document is available at: **http://htctu.net/publications/guidelines/distance_ed/disted.htm**

While now 10 years old, the guidelines remain relevant and in effect. They are comprehensive and are clear in their expectation of full accessibility for all distance learning formats, including on-line education. However, some strategies for addressing accessibility concerns have not been updated to reflect current technology. Technical assistance is available from the Alternate Media Specialist with the VC Educational Assistance Center at extension 1278.

Highlights include:

- All new Distance Learning (DL) courses or components of courses must be accessible to students with disabilities in their initial design.
- All existing DL courses or DL components of courses must be made accessible when they are updated.
- Existing DL courses or DL components of courses must be made accessible at the time of the course review (six-year cycle).
- Content from external links provided by the instructor, if essential elements of the course, must be made available in an accessible format for student with disabilities.

While the specifics of the Chancellor's guidelines may seem technical and some of the requirements for making materials accessible may sound difficult, the Ventura College Educational Assistance Center's (EAC) Alternate Media program is available for consultation and technical assistance. As a part of the Curriculum Committee process, you are required to have at least one meeting with the Alternate Media staff prior to submitting your course for review.

Course Content vs. Course Design/Format:

The Curriculum Committee process at Ventura College is designed to review and approve course objectives, content, assignments, evaluation, etc. This is different from the issue of accessible design. The specific design (format) of a course will be dependent on the instructor teaching and designing the course and can vary from instructor to instructor. However, all courses scheduled for even some instruction in a distance learning format must be accessible for students with disabilities at the time of their initial design. In recognition of this, the Ventura College Distance Learning Committee has implemented a separate process for ensuring that course design meets accessibility standards before the course can be placed in the VC Schedule of Classes.

What You Need to Do Now:

In preparation for submitting your Distance Learning course to the Curriculum Committee, you will need to schedule a meeting to discuss accessibility with the EAC's Alternate Media Specialist by calling extension 1278. This meeting is required before the EAC will issue approval through CurricUNET for any Distance Learning course. This EAC approval is required before your course can be scheduled for review by the Curriculum Committee.

What You'll Need to Do Later:

Once your course is approved by the Curriculum Committee, you will add or enhance the design/format elements relative to the appropriate components of the course outline and syllabus. Prior to and during this process, you are required to work with the EAC to ensure accessibility. It is easier to design access into the course at the beginning than to make revisions later. Remember, the course will need certification of accessibility from the EAC before it can be offered/placed in the Schedule of Classes.

EXAMPLES OF GENERAL DISTANCE EDUCATION ACCESS ISSUES AND POSSIBLE SOLUTIONS

Media	On-line
Access Concerns	Students who use assistive technology may not be able to access online information, depending on the design of the course Web pages. Multimedia content needs special attention to address access concerns. Some Web technology does not currently have an accessibility strategy.
Solution(s)	Follow accessibility design guidelines for Section 508. Do not use technologies that have no current accessibility solution.

Media	Print/Text Files, including PDF files.
Access Concerns	Students who are blind or visually impaired will not be able to read standard printed materials and may have difficulty with certain types of text files.
Solution(s)	Braille, e-text, large print, audiotape to ensure accessibility of text files.

Media	Audio Conferencing – Telephone.
Access Concerns	Students who are deaf or hard of hearing can't hear it. Students with speech problems can't respond over the system.
Solution(s)	Text Telephones (TTY). Telecommunication Devices for the Deaf (TDD). Telephone Relay System (TRS) and Video relay phone (for sign language speakers). Web-based "live chat" programs with "real-time" transcription.

Media	Video Conferencing and Video Transmission (Live), which may include real-time two-way video and audio or one-way video/two-way audio.
Access Concerns	Blind/low vision can't see it. Deaf/hard of hearing can't hear it. Those with speech impairment can't readily participate. Supplemental print materials inaccessible to blind/low vision students.
Solution(s)	Real-time closed or open captioning of broadcasts. (Deaf/HOH) Use of sign language interpreter in small window on video screen. (Deaf/HOH) Use of sign language interpreter in location of the student. Descriptive captioning (Blind/Low Vision). To facilitate communication, a TTY link to the classroom or studio, TRS, and/or live web-based chat. Supplemental print materials in appropriate alternate format. Real-time descriptive narration or descriptions by the instructor of visual objects which have significant instructional content as a part of the course dialogue/lecture.

Media	Video Transmission (Pre-recorded, including links to YouTube and other sites).
Access Concerns	Blind/low vision can't see it. Deaf/hard of hearing can't hear it. Supplemental print materials inaccessible to blind/low vision students.
Solution(s)	Closed or open captioning of broadcasts. (Deaf/HOH) Use of sign language interpreter in small window on video screen. (Deaf/HOH) Use of sign language interpreter in location of the student. Supplemental print materials in appropriate alternate format. Real-time descriptive narration of significant visual elements. Locate captioned on-line materials.

VENTURA COLLEGE
CURRICULUM COMMITTEE GUIDELINES
PROCESSES AND PROCEDURES

MISSION

The mission of Ventura College's Curriculum Committee is to provide guidance, advocacy and oversight for VC's curriculum by ensuring that the curriculum is academically sound, comprehensive and responsible to the evolving needs of the community so that the college's mission, goals and educational delivery to students are well served.

INTRODUCTION

The Curriculum Committee is a subcommittee of the Academic Senate and is a shared governance committee. The committee reviews and recommends course and program additions, revisions, and deletions and recommends policy related to academic offerings. Based upon procedures approved by the district's governing board, some curricular activity requires only college approval, while selected, well-defined curricular activity (see below) requires submission to the Board through the District Technical Review Workgroup (DTRW). Ventura College faculty are charged by Title 5 with the primary responsibility for making recommendations in the areas of curriculum and academic standards.

COMMITTEE FUNCTION

- Recommended for approval by the Board of Trustees:
    - Curricular matters involving international travel.
    - All new degrees, certificates, and awards.
    - Deleted degrees, certificates, and awards.
    - Substantial revisions of degrees, certificates, and awards.
    - All new courses.
    - Substantial revisions of courses.
- Recommend graduation requirements and general education requirements for the A.A. and A.S. degrees.
- To be recommended, the committee must assure the district and the Board of Trustees that all of the above comply with the standards set forth in the Education Code and Title 5.
- Inform the District Council of Student Learning (DCSL) of proposed new or revised or procedures related to academic offerings.

DUTIES OF THE CURRICULUM COMMITTEE

- The Curriculum Committee will assist in the development of the educational programs in accordance with the philosophy, policies, and objectives of the college and the district.
- The Curriculum Committee will encourage creativity, flexibility, and innovation in curriculum development.
- With leadership to be offered by the Curriculum Committee, all academic personnel of the college, both administrative and teaching, shall be responsible for the continuing revision of curriculum.
- The Curriculum Committee shall be a vehicle through which curriculum development shall take place. The committee is subject to the Brown Act; therefore all committee meetings shall be open to all who wish to attend.
- The Curriculum Committee shall have the power to accept, reject, or suggest modifications of curriculum proposals.
- The Curriculum Committee shall offer its recommendations to the Board of Trustees through the District Technical Review Workgroup.

MEMBERSHIP OF THE CURRICULUM COMMITTEE

The Curriculum Committee membership shall consist of voting faculty members (see below), representing instructional and counseling areas, plus the academic senate president or designee who shall serve as co-chair of the committee. Additional voting members are one administrative representative, a student representative, and the Articulation Officer. Non-voting members are the registrar, all instructional deans, and the Executive Vice President. The EVP shall also serve as co-chair.

Selection of Representatives
The faculty members of the Curriculum Committee shall be nominated by their respective departments/units annually.

Roles and Responsibilities: Co-chairs
- Facilitate Curriculum Committee meetings.
- Assist in identifying key issues and coordinate activities relating to the development of policies/procedures as needed.
- Provide assistance to committee members and other faculty in matters relating to curriculum approval process.

Roles and Responsibilities: Committee Members/Unit Representatives
- Educate their department/unit regarding curriculum changes and procedural issues.
- Assist (as needed) faculty members in completing curricular forms.
- Help to maintain the quality/integrity of the courses by participation in meetings and review of packet. Examples of this include but are not limited to: course review; pre/corequisite review; review of distance education courses/sections; review of general education; and program degrees, certificates and awards review.
- Provide feedback/information from their department/unit to the Committee regarding college issues that pertain to curriculum.
- Inform department/unit of pertinent information from curriculum meetings.
- Participate in subcommittees as necessary to maintain the quality of the curriculum.

Roles and Responsibilities: Recorder
The recorder is the Administrative Assistant to the Executive Vice President.
- At the direction of the co-chairs, prepare and distribute the meeting agenda.
- Receive and prepare for distribution all proposals for new courses in catalog format.
- Maintain attendance records of committee members at all meetings for the purpose of declaring and maintaining a quorum.
- Record the meeting proceedings and maintain the official records of the committee's minutes and agenda.
- Receive, provide copies to the committee, and archive all correspondence and information on curricular issues received from the California Community Colleges Chancellor's Office and the Academic Senate.

Roles and Responsibilities: Technical Review Sub-Committee
- Review each outline for accuracy and thoroughness of data and for legal compliance issues. This review is expected to be conducted initially by faculty authors of outlines and then by their designated department chairs (or coordinators/facilitators).
- Note problems with outlines on the document and electronically return to the department chair for corrections.
- Forward outlines to the Curriculum Committee after they have cleared the technical review process.
- Update the college's Curriculum Handbook as needed.

Roles and Responsibilities: Philosophy and General Education Sub-Committee

- Review and update as needed Ventura College's General Education Philosophy statement.
- In establishing or modifying general education, attempt to create coherence and integration among the requirements established for the separate GE lists.
- Review curricular activity to identify courses for possible general education status.
- Use established criteria to guide the selection of potential general education courses.
- Recommend identified courses to the Curriculum Committee for approval for selected GE course lists:
    - A.A./A.S. and/or CSU GE and/or IGETC

Roles and Responsibilities: Articulation Officer
The work of the articulation office results in contractual agreements with public and private universities in the state. These agreements concern the transferability of courses and the satisfaction of university admission and graduation requirements that include, but are not limited to, general education and major preparation. The universities and related state agencies/offices require recency of dates for both course outlines and texts. Lack of recency can result in loss of articulation. They also require accuracy of catalog data elements on the course outline that which include course ID, title, etc. Inaccuracies in data elements on course outlines can result in rejection of articulation which, in turn, can cause loss of credit for transfer students.

WHAT GOES TO CURRICULUM COMMITTEE?

Courses
- New Courses: Credit (Degree-Applicable and Nondegree-Applicable) and Noncredit
- Revisions to Courses
- Deletion of Courses
- Experimental Courses
- Updates of Courses (periodic review resulting in no changes to catalog data elements)
- Distance Education Courses
- Prerequisites and/or Corequisites and/or Recommended Preparation
- Study Abroad (International Education) proposals
- All other college concerns regarding curriculum and curriculum policies, e.g., General Education courses, articulation, academic policies, etc.

Programs
- New/Revised/Deleted Associate Degree Programs
- New/Revised/Deleted Certificate Programs
- New/Revised/Deleted Proficiency Awards

COURSE OUTLINES OF RECORD

Legal Definition
Title 5, sections 55002(a)(3) and 55002(b)(3) Associate Degree Credit Courses: Course Outlines of Record for Degree-Applicable and Nondegree-Applicable

The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

Title 5, section 55002(c)(2) also addresses the Course Outline of Record for Noncredit Courses.

Purpose of the Course Outline
The course outline is the basis for approval of courses at the local and state level and for articulation review. It also defines the curriculum for which instructors are responsible and guides them in the development of the course syllabus.

Authorship of the Course Outline
- Where appropriate regular faculty are available, the Department Chairs of the relevant discipline will assign responsibility to develop or revise the course outline.
- Where only temporary part-time faculty are available, the Dean in consultation with the Department Chairs will assign responsibility to develop or revise the course outline.
- The course outline is to be written or revised in consultation with, whenever possible, all faculty who are qualified to teach the course. Other faculty whose courses would be affected by the new or revised course, as well as affected service faculty and staff, should also be consulted whenever possible.

Relationship of Each Instructor's Syllabus to the Course Outline
The course outline is a general framework that sets the standards individual instructors must meet. It prescribes the objectives and the scope of the course, and it specifies the types of course materials and texts, assignments and evaluations to be used in the course. A syllabus, on the other hand, is a specific application that presents each individual instructor's detailed plan for a course section. It normally contains the specific assignments from the selected course material and texts, the sequence and time frame for given topics, the teaching methods, and the evaluation methods and standards each instructor employs. These specifics must be consistent with the general types prescribed in the course outline.

Dissemination of the Course Outline
The course outline must be made available to all instructors teaching a section of the course. The Division Dean (or designee) shall meet with all instructors newly assigned to teach a particular course in order to ensure that each instructor's syllabus (or course design) is consistent with the course outline. This orientation shall include a discussion about the specificity of the course outline, including the selection of any required course material and texts.

Documentation File
Each division will establish and maintain a documentation file for every course. This file will contain the current course outline of record, a history file of past iterations of the outline, and one current sample syllabus and other relevant materials. A division may require this file to be updated with individual syllabi and other materials at the beginning of each semester by all instructors teaching the course.

CURRICULUM DEVELOPMENT

Curriculum development is a primary responsibility of the college faculty. Proposals for new courses or revisions to existing courses may be initiated by any number of sources: students, faculty, administrators, advisory committees or members of the community. However, a member of the college faculty must make any formal proposal.

Preparation of a proposal involves the faculty member in a process that is a mixture of research, creativity and red tape. The content of the proposal has to satisfy criteria established by departments and divisions, the college, the district and the state. Title 5 standards require greater specificity in the preparation of course outlines for associate degree credit courses, including an emphasis on the articulation of courses. Copies of these standards should be carefully reviewed before beginning the development of a proposal.

GENERAL EDUCATION PHILOSOPHY STATEMENT

General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of the college that those who receive our degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, general education should lead to better self-understanding.

This understanding involves the ability to think and to communicate clearly and effectively, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, students shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

To meet the objectives of general education:

A. Courses in the natural sciences are those that help students examine the physical universe, its life forms, and its natural phenomena; and develop an understanding and appreciation of the scientific method and of the relationships between science and other human activities.

B. Courses in the social and behavioral sciences help students develop an understanding of the method of scientific inquiry used in the social and behavioral sciences; stimulate in students critical thinking about human behavior; and promote an appreciation of how societies and social subgroups have operated in the past and function in the present.

C. Courses in the humanities help students develop an awareness of how people of different cultures throughout the ages have responded to themselves, other people, and their environment in artistic and cultural creation; develop aesthetic understanding and the ability to make value judgments; and participate in creative experiences.

D. Courses in language and rationality help students develop principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol systems the students use.

E. Courses in health and physical activity help students develop the understanding and skills necessary to maintain a healthful life.

F. Courses in ethnic and women's studies help students develop an awareness of the historical roots and an appreciation of the cultural contributions of diverse ethnic populations and women; lead to an understanding of the causes and consequences of socio-economic inequality based on race, sex or ethnicity; and explore ways of eliminating such inequalities.

WRITING THE SYLLABUS

INTRODUCTION

The word "syllabus" means a "label" or "table of contents." <u>Merriam Webster's Collegiate Dictionary</u> defines syllabus as a summary outline of a course of study. A syllabus should contain an outline, and a schedule of topics, and many more items of information. However, the primary purpose of a syllabus is to communicate to one's students what the course is about, why the course is taught, where it is going, and what will be required of the students for them to complete the course with a passing grade. A secondary purpose is to provide more course information to supplement course outlines we send to universities. Universities require syllabuses for courses offered in a distance education format and increasingly require them to conduct routine articulation.

A course outline is a contract between the college and the student and specifies the minimum required components of the course. A syllabus describes how the individual instructor will carry out the terms of this contract by giving specific dates, grading standards, and other rules of the conduct of a course required by the instructor. A syllabus allows the instructor to include methods and topics that may go beyond the course outline and gives the instructor the opportunity to bring out his or her individual talents and strengths. However, syllabi should clearly show that all instructors of the course follow the objectives, content, assignments, and evaluation to the level of rigor specified in the course outline.

WHY WRITE A COURSE SYALLABUS

- Accreditation standards require that, "In every class section students receive a course syllabus that specifies the learning objectives consistent with those in the institution's officially approved course outline."

- Content review, as specified in regulations, of any prerequisite/corequisite (about one-half of our credit courses is "…based on a detailed course syllabus and outline of record…"

- The California Academic Senate has issued a number of "Good Practices" documents addressing curriculum. The Senate strongly endorses and expects faculty to create and maintain course syllabuses.

- When the college adopted the new course outline, our faculty insisted that "time on task" not be a required part of the outline. They argued that his was the prerogative of the individual instructor and would be covered in course syllabuses. This information is frequently requested by university faculty reviewing our outlines.

- Universities require syllabuses for transfer courses, or sections thereof, which are offered in a distance education format.

- Increasingly, some universities require syllabuses to accompany a course outline and will not articulate our courses without them.

- Syllabuses are especially useful in conflict resolution concerning students with complaints. The contents of a syllabus can provide the basis to resolve student grievances, saving the faculty member the time and trouble in meeting with the Dean and the student.

- This Curriculum Handbook addresses suggested components for a course syllabus.

- A model course syllabus that is executable is available on the college website.

What follows lists suggestions from the literature about what information might be included in a course syllabus. Consider two criteria in deciding what information to include. First, include all information that students need to have at the beginning of the course; second, include all information that students need to have in writing. Any especially important information about the course should be in writing. However, it may be better to introduce some information later in the term, e.g., the details of a required project. To attempt to include every single item of importance in a syllabus is likely to insure that the students will not read much of it.

To the experienced teacher, probably few of the items listed in this paper are likely to come as a surprise. However, Lowther, Stark, and Martens (1989) found in their interviews with faculty and in their examinations of syllabi that "obvious" items were often omitted. At the very least, it is intended that this section will provide the reader with a useful organization of what is already known.

MAJOR CONTENT AREAS OF A SYLLABUS

1. **COURSE INFORMATION:**
   The first items of information in a syllabus should give obvious and basic course information: Course ID, title, units, hours, prerequisites, etc. Include the location of the classroom, and the days and hours the course meets. Note if any field trips are required.

2. **INSTRUCTOR INFORMATION:**
   The students need information about the instructor: Full name, title; office location (and where to leave assignments), office phone number, e-mail address, office hours. Depending on the size of the class (and other factors), it may be desirable to include an emergency phone number; quite often this can be the number of the department office. Many instructors give the students their home telephone number. If you do, it is well to also list restrictions, such as, "No calls between 10:30 p.m. and 8:30 a.m. please."

3. **COURSE DESCRIPTION AND OBJECTIVES:**
   The treatment of this area, variously called course description, content, goals, or objectives, differed more than any other in the publications reviewed by the research literature.

   The bare minimum would be to repeat the description in the college's catalog, assuming that it describes the course with some accuracy. Certainly a paragraph describing the general content of the course, and even a sentence or two about why the course is important would not be excessive.

   Some instructors who have developed detailed instructional objectives include them in their syllabi. The inclusion of the objectives (e.g., examine the general principles of…, or formulate the skill of…, or evaluate a more positive attitude toward…) can help orient the students to the purpose of the course, the instructor's expectations, etc.

4. **STUDENT LEARNING OUTCOMES (SLOs)**
   There is a distinction between course objectives and SLOs. Course objectives in course outlines of record (CORs) are intended to be specific statements of knowledge, skills, abilities, and competencies students are expected to demonstrate upon successful completion of a course. Objectives are the discrete individual steps that lead toward the course goals that must be accomplished before the larger overarching outcomes of the course can be achieved. SLOs are bridges to the assessment of higher learning and should be more detailed in specifying the conditions, outcomes, and criteria for evaluation.

   A summary of good practices for measurable learning outcomes would include the following: determine if context of performance must be specified; identify observable, measurable factors for each outcome; and, set standards of performance for each outcome.

5. **TEXTS, READINGS, MATERIALS:**
   College-level instruction tends to be heavily dependent upon the use of print material, if not a required textbook, then a variety of readings. These are becoming increasingly costly. The syllabus should provide the students with detailed information about the following:

   - **Textbook(s)**: Include the title, author, date (and edition), publisher, cost, and where available. Often it is appropriate to indicate why the particular text was chosen and/or how extensively it will be used.

   - **Supplementary reading(s)**: In addition to the detailed bibliographic information about the readings, the syllabus should indicate whether the readings are required or only recommended, and whether the readings are on reserve in the library or available for purchase in the bookstore. Sometimes instructors make their own books available to students. If this is the case for a given course, that information might be included in the syllabus along with whatever conditions apply to their use.

- **Materials**: Although many courses use only print material, there are a myriad of courses that require additional and sometimes expensive materials, e.g., lab or safety equipment, art supplies, special calculators or even computers, etc. These materials should be noted and such materials must comply with state regulations regarding instructional materials fees.

- **Websites, Internet Sites**: If you use discipline-specific sites, include them in your syllabus.

6. **COURSE CALENDAR OR SCHEDULE:**
   Some instructors are concerned that, if they include a daily or weekly schedule of topics to be covered, they can be held legally liable if they depart from it. One remedy for this is to state that the schedule is tentative and subject to change depending upon the progress of the class. In many cases the instructor has only limited flexibility about scheduling. For example, in a course which is a prerequisite for another course, the material has to be – should be – covered by the end of the course. If we expect students to meet our deadlines, we must give them the information needed to plan their work.

   The calendar or schedule should also include the dates for exams, quizzes, or other means of assessment. Evaluation of students need not necessarily be in groups and at the same time. For example, a course might require that the students be videotaped, so the syllabus could say 'to be scheduled individually."

   The calendar should also include due dates for major assignments. The calendar should be as specific as possible: if the topics have to be approved, when; if an outline or draft is an interim step, when it is due.

   Finally, any required special events need to be included in the calendar, such as a lecture by a visiting speaker, a dramatic or musical performance, a field trip.

7. **COURSE POLICIES:**
   Consider the following topics:

   - **Attendance, lateness**: The syllabus should include some statement about attendance and tardiness. Is attendance required? Will students who attend regularly be given a break if the grade is borderline? Is lateness penalized? Students who arrive late disturb the class, but it may not be possible for a student to get from one part of the campus to another within the allotted time. Sometimes our colleagues don't let students leave their classes promptly.

   - **Class participation**: In the medieval lecture hall, class participation was not an issue, but if students are to learn to apply, analyze, synthesize, etc., they need to be active. Some approaches are contrary to the experiences and preferences of many students. If active participation is expected, the syllabus needs to say so. It also needs to explain if and how participation will be graded.

   - **Missed exams or assignments**: Since these affect grades, they are of interest to students. Syllabi should inform the students whether exams and assignments can be made up.

   - **Extra credit**: Statements regarding earning extra credit should also be included if that is an option. This is appropriate for a syllabus, but not for a course outline.

   - **Lab safety and health:** In some courses these issues can literally be a matter of life or death. Even if detailed materials are handed out early in the course, the syllabus should include a short statement about the importance of these issues and indicate that more detailed information will follow.

   - **Academic dishonesty**: In some syllabi this is treated as a separate area. The syllabus should address questions related to cheating and plagiarism. Many students actually do not know what constitutes plagiarism. We owe it to the students to explain what is considered to be plagiarism or cheating.

   - **Grading**: Each syllabus should include details about how the students will be evaluated and what factors will be included, how they will be weighted, and how they will be translated into grades. Information about the appeals procedures, included in the college catalog, is also appropriate to reference.

8. **SUPPORT SERVICES:**
    The college has a considerable variety of instructional support services. We often bemoan the fact that the students do not avail themselves of these services. Perhaps this is because we do not draw their attention to the possibilities. The library/learning resource center is probably the oldest resource, and perhaps still the richest. Including a brief statement in the syllabus would be appropriate to identify collections, journals, abstracts, audio or video tapes, etc. in the library that are relevant to the course. Making the students aware of tutoring and related services can be of real benefit to students. In today's world computers are becoming almost a necessity. We have terminals and personal computers available for student use. Many courses have other support services unique to them. Briefly describe what is available in the syllabus, or tell the students where they can get detailed information.

9. **WEB-BASED SYLLABUS:**

An online syllabus, created by Ventura College faculty is available at: www.venturacollege.com
Click on Faculty and Staff Resources; Academic Resources (Model Syllabus)

GOOD PRACTICES:
EFFECTIVE INSTRUCTOR-STUDENT CONTACT

The American Association for Higher Education determined that most important aspects of effective teaching practice could be summed up in seven points.

1. **Good Practice Encourages Contact Between Students and Faculty**
   Frequent student-faculty contact in and out of class is a most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and plans.

2. **Good Practice Develops Reciprocity and Cooperation Among Students**
   Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's ideas and responding to others' improves thinking and deepens understanding.

3. **Good Practice Uses Active Learning Techniques**
   Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. **Good Practice Gives Prompt Feedback**
   Knowing what you know and don't know focuses your learning. In getting started, students need help in assessing their existing knowledge and competence. Then, in classes, students need frequent opportunities to perform and receive feedback on their performance. At various points during college, and at its end, students need chances to reflect on what they have learned, what they still need to know, and how they might assess themselves.

5. **Good Practice Emphasizes Time on Task**
   Time plus energy equals learning. Learning to use one's time well is critical for students and professionals alike. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty.

6. **Good Practice Communicates High Expectations**
   Expect more and you will get it. High expectations are important for everyone – for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy.

7. **Good Practice Respects Diverse Talents and Ways of Learning**
   Many roads lead to learning. Different students bring different talents and styles to college. Brilliant students in a seminar might be all thumbs in a lab or studio; students rich in hands-on experience many not do so well with theory. Students need opportunities to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

Guidelines for Good Practices: Effective Instructor-student Contact
Academic Senate for California Community Colleges, 1999

CRITICAL SKILLS
SOUGHT BY EMPLOYERS OF COLLEGE GRADUATES

- Public Speaking

- Effective Writing Skills

- Numeracy Skills

- Interpersonal Communication

- Listening Skills

- Critical Thinking

- Problem Solving

- Ethical Decision Making

- Time Management

- Use of Technology

- How to Run a Meeting

- Goal Setting

- Ability to Work with Others as Part of a Work Team

- Collaboration/Negotiation Skills

- Prior Successful Work Experience

- Understanding of How Bureaucracies Work

- Knowledge and Practice of Organizational Communication Skills

- Prior Experience in Dealing with Diversity/Multiculturalism

- Speaking/Writing Ability in a Second Language

- Desire and Ability to Learn

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GUIDE TO ONLINE LABOR MARKET INFORMATION

Ventura County Workforce Investment Board: **http://usworks.com/venturacountyWIB/**
> Provides up-to-date current labor data that is collected from surveys of local businesses, including the best paying, fastest growing, most current openings, and most in demand occupations.

EDD Employment Development Department: **www.labormarketinfo.edd.ca.gov/**
> California labor market information, occupational outlook reports, occupational guides, employment projections, and director of local wages.

Occupational Outlook Handbook: **www.bls.gov**
> National listing of occupations that describes what workers do on the job, working conditions, training and education needed, earnings, and expected job market; groups by industry but searchable for individual occupations.

U.S. Department of Labor: **www.bls.gov/oes/**
> Provides employment and wage estimates for the nation, the states, and metropolitan areas.

Career Guide to Industries: **www.bls.gov/oco/cg/**
> The Career Guide provides useful information on 40 major industries, the occupations in those industries, and the characteristics of those occupations.

O*Net: **www.doleta.gov**
> Provides a wide variety of government information on occupations, training programs, welfare to work and other government programs, grants and contracts, and more; see America's Career InfoNet for an easier link to specific career information.

America's Career InfoNet: **www.acinet.org/acinet/**
> Provides national career search information on wages, outlook, training and more; also provides short, downloadable video illustrating many occupations.

Salary.com: **www.salary.com**
> Provides low and high salaries as reported by surveyed businesses in a region; use this source in conjunction with government data.