



**VENTURA COLLEGE**  
**CURRICULUM**  
**COMMITTEE**

**Curriculum Handbook**  
**2025-2026**

## ABOUT

The Ventura College Curriculum Handbook is a living document that may be changed by the Curriculum Committee Co-chairs or the Curriculum Specialist to reflect current Ventura College Curriculum procedures, as well as regulations and policy mandated by applicable state and local governing bodies. Any significant change in curriculum policy not mandated by applicable state and local governing bodies must be approved by majority vote of the Ventura College Curriculum Committee and the Ventura College Academic Senate.

ABOUT .....	2
PREAMBLE.....	6
Ventura College Mission Statement .....	7
Ventura College Curriculum Committee Authority & Purpose.....	7
Purpose of this Handbook .....	8
CHAPTER 1: The Curriculum Committee – Roles and Responsibilities .....	9
Purpose of the Curriculum Committee .....	10
Curriculum Committee Function .....	10
Membership .....	11
Member Responsibilities .....	12
Subcommittees & Workgroups.....	17
Curriculum Training and Professional Development.....	18
CHAPTER 2: Curriculum Process – Proposal, Submission, and Approval Procedures .....	19
Curriculum Committee Calendar .....	20
District Council on Curriculum and Instruction (DCCI).....	21
What Must Be Approved by the Curriculum Committee? .....	21
Curriculum Meeting Agendas.....	22
Committee Actions .....	22
Who Can Submit Curriculum for Ventura College?.....	26
Scheduling Courses Approved by the Curriculum Committee.....	26
CHAPTER 3: Standards and Criteria for Courses .....	27
Program Course Approval Handbook (PCAH) .....	28
Courses .....	28
Standards for Degree-Applicable Courses .....	29
Standards for Nondegree-Applicable Courses.....	30
Noncredit Courses.....	30
Distance Education.....	31
Steps for Submitting Courses to VC Curriculum .....	34
CHAPTER 4: Standards and Criteria for Programs.....	35
Introduction .....	36

Programs .....	36
Types of Degrees and Degree Standards .....	36
ASSOCIATE DEGREE FOR TRANSFER (Associate in Science for Transfer, Associate in Arts for Transfer) .....	36
ASSOCIATE DEGREE- Career Education (Associate in Science).....	37
ASSOCIATE DEGREE- Local (Associate in Art, Associate in Science).....	37
BACHELOR’S DEGREE.....	38
UNIVERSITY OF CALIFORNIA TRANSFER PATTERN (UCTP).....	38
Certificates .....	39
Proficiency Awards .....	40
Noncredit Programs .....	40
Required Program Documentation .....	40
Style Guide for CourseLeaf Data Fields .....	42
Steps for Submitting Programs to VC Curriculum.....	46
CHAPTER 5: The Integrated Course Outline of Record (COR) .....	47
Purpose of the Course Outline of Record (COR).....	48
Writing and Integrated Course Outline .....	48
Critical Thinking.....	49
CHAPTER 6: Guidelines for Developing and Reviewing Courses .....	50
Reviewing Curriculum .....	51
Development and Approval Criteria .....	51
Basic Course Information Approval Criteria.....	52
Stylistic Conventions for Writing the Course Outline .....	65
CHAPTER 7: Transfer, General Education, Articulation, .....	67
C-ID, CCN, and more... ..	67
Course Transferability .....	68
Course Articulation .....	68
Ventura College Graduation Requirements .....	70
Course Identification Numbering System (C-ID) .....	72
Common Course Numbering (CCN) .....	73

APPENDICES .....	76
Sources .....	77
Acronyms.....	78

## PREAMBLE

This is the most important statement in this entire Handbook:

*If you need help, ask for it. Before reading anything else in this document, find a curriculum buddy. Someone you know who knows curriculum REALLY well. When in doubt, just ask for help. You are not bothering us. Your curriculum buddy wants to help. Just ask for help whenever you have a question!*

Ok. Now on to the Handbook!

## Ventura College Mission Statement

Ventura College places students at the center of their learning experience, supporting them in achieving their personal, academic, and career goals in an anti-racist, liberating, and inclusive environment. The College is an open access educational institution that supports our diverse community, helping them transform their own lives by offering degrees, certificates, transfer, and workforce preparation opportunities.

## Ventura College Curriculum Committee Authority & Purpose

The Ventura College Curriculum Committee supports VC's Mission Statement by fulfilling the Title 5 mandate that requires that all courses and programs be approved first by a college committee:

§55002 The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

Within the Ventura County Community College District, each college has its own Curriculum Committee. There is no District Curriculum Committee. As stipulated in the Ventura College Academic Senate By-Laws, Section IV.1.a.ii.:

The mission of the Ventura College Curriculum Committee is to provide guidance, advocacy and oversight for the programs and curricula of Ventura College. The Curriculum Committee ensures that the curricula and programs of the college are academically sound, comprehensive and responsible to the evolving needs of the community so that the college's mission, goals, values and educational delivery modalities of our students are well served

According to the charge as stipulated in the VC Academic Senate By-Laws, Section IV.1.b.i.-ii.:

The Ventura College Curriculum Committee has the sole responsibility and authority to initiate and evaluate the programs and curricula of the college in terms of purpose, objectives, content, and methods of instruction

As a committee of the Academic Senate, the Curriculum Committee is the body that is primarily relied upon to make direct recommendations to the Governing Board with respect to all academic, occupational, and technical education courses and instructional programs of study

## Purpose of this Handbook

This Handbook is designed to provide Ventura College faculty, staff, and administration with the information needed to create, revise, and review curriculum, and to understand the institutional and state regulations that govern college curriculum. This Handbook is NOT comprehensive but rather a starting point. The purpose of this Handbook is to facilitate the development and maintenance of quality curriculum that meets Ventura College student needs and is in compliance with all relevant requirements as outlined in Education Code, the California Code of Regulations (Title 5), VCCCD Board Policies and Procedures, the VC Academic Senate By-Laws and the Accreditation Commission for Community and Junior College.



## CHAPTER 1: The Curriculum Committee – Roles and Responsibilities

## Purpose of the Curriculum Committee

The Curriculum Committee supports and advances the college mission, vision, and values through recommending new and revised curriculum to the governing board of the district. The Curriculum Committee provides guidance, advocacy, and oversight for the development of all courses, programs, and any academic policies related to curricular and programmatic matters. The Curriculum Committee ensures that Ventura College curriculum and programs are academically sound, comprehensive and responsive to student needs while being in compliance with all applicable laws and regulations and policies. This Committee directly supports the 10 + 1 (Academic and Professional matters) of the Academic Senate.

## Curriculum Committee Function

- Review all new courses (credit, non-credit, lower- and upper-division) and programs, including degrees (Associate- and baccalaureate-level), certificates, and proficiency awards for approval by the Board of Trustees, and ensure that all recommended courses and programs comply with California Education Code and Title 5.
- Review and approve all modifications to (i.e., updates and revisions) and deactivations of courses and programs and, when necessary, forward them for approval to the Board of Trustees, making sure that such changes comply with California Education Code and Title 5.
- Recommend graduation and general education requirements for the Bachelor's Degrees, Associate in Arts (A.A.) and Associate in Science (A.S.) degrees for approval by the Board of Trustees.
- Receive and approve the placement of courses within Ventura College's General Education (GE) pattern per the recommendation and approval of the Philosophy & General Education Committee.
- Ensure that the college's curriculum is current and reviewed at least every five years, with Career Education (CE) requisites and programs reviewed at least every two years.
- Ensure that each college course is described in an official course outline of record (COR) that will be maintained in the college's curriculum management system and the California Community Colleges Chancellor's Office's (CCCCO) curriculum inventory.
- Approve courses to be offered in distant education or hybrid modality.
- Communicate via the co-chairs with the District Council on Curriculum and Instruction (DCCI), transmitting proposals as appropriate for DCCI review, as

determined by the Ventura County Community College District (VCCCD) Decision Making Handbook and receiving DCCI recommendations.

- Review relevant district academic policies and procedures referred to the committee by DCCI and make recommendations for revisions to the Academic Senate and DCCI.
- Provide training on local and state curriculum policies, processes, and best practices as well as training on the use of the college's curriculum management system.
- Receive updates on revisions to Title 5, Education Code, CCCCCO policies and procedures, and articulation changes affecting course and program standards and requisites.
- Update and maintain the Curriculum Committee Handbook.

## Membership

The faculty co-chair (or co-chairs) is selected for a two-year term commencing on June 1 and ending on May 31. The faculty co-chair does not serve as a division representative. Division representatives are selected/appointed annually.

The Curriculum Committee membership consists of:

- Co-Chairs
  - Faculty co-chair(s) - Voting member (nominated by and elected by Curriculum Committee membership; formally approved by the Academic Senate)
  - Vice President of Academic Affairs - Non-voting member
- Committee Members (all voting)
  - Each division shall have two (2) representatives
  - Librarian (1)
  - Articulation Officer (1)
  - Curriculum Technical Review Chair (1)
  - Academic Senate President (1)
- Additional Committee Members (all non-voting)
  - Curriculum Specialist, or designee
  - Associated Students of Ventura College representative
  - Academic Data specialist(s)
  - College Registrar, or designee
  - Distance Education liaison
  - Deans

## Member Responsibilities

### Faculty Co-Chair(s)

- Voting member (but generally only votes as tie-breaking vote, if necessary); counts toward quorum
- Serves as a resource person assisting faculty in the development of curriculum proposals (courses and programs)
- Develops the proposed recommended meeting schedule each year for review and approval by the Curriculum Committee
- In consultation with the Curriculum Specialist, Articulation Officer, and Academic Data Specialists involved with the course schedule, develop a proposal for curriculum submission deadlines for both courses and programs for review and approval by the Curriculum Committee
- Reviews all submitted courses and programs prior to establishing Curriculum Committee agendas
- Establishes the agenda for Curriculum Committee meetings
- Leads the Curriculum Committee in the creation, review, and approval of curricular policies and procedures.
- Conducts the Curriculum Committee meetings.
- Stays informed and provides advice and guidance on curriculum issues, such as: Education Code and Title 5 compliance, course numbering sequence, intersegmental approval processes, accreditation, prerequisite regulations, and other local and statewide initiatives and mandates affecting curriculum.
- Attends the Curriculum Institute and other webinars and training events sponsored by the Academic Senate of the California Community Colleges (ASCCC) and by the California Community Colleges Chancellor's Office (CCCCO).
- Updates the Academic Senate regularly regarding committee activities.
- Reviews minutes of meetings and provides Curriculum Specialist with edits prior to distribution of the minutes to the committee.
- Provides relevant training to new and continuing committee members as necessary during meetings and through professional development activities or as recommended by the Curriculum Committee.
- Serves on DCCI, introducing the college's curricular proposals and changes during the meetings.
- Serves as Chair of the Philosophy and General Education (P&GE) Committee. May appoint another faculty member to serve in this role.
- Provides information on curriculum and general education policies, procedures, and compliance for accreditation reports and visiting teams

- Serves on district-wide ad hoc committees concerning curriculum management systems, catalog management systems, and other software or platforms that impact curriculum.
- Initiate workgroups, task forces, ad hoc committees, as necessary

### **Administrative Co-Chair**

- Non-voting member; does not count toward quorum
- In absence of faculty co-chair, conducts Curriculum Committee meetings.
- Reviews meeting agendas and minutes.
- Works with faculty co-chair(s) to fulfill college Curriculum Committee responsibilities.
- Stays informed of curriculum standards including Title 5, Education Code, regional consortium requirements, intersegmental approval processes, accreditation, and prerequisite regulations.
- Provides work direction to the Curriculum Specialist and Academic Data Specialists as it relates to course and program workflows.
- Interfaces with the Curriculum Specialist and Articulation Officer to:
  - Maintain all curriculum records.
  - Submit curriculum materials for state and local approval.
  - Maintain the curriculum database and forms in CIM.
  - Submit required reports to the CCCCCO and Accrediting Commission for Community and Junior Colleges (ACCJC) including the annual prerequisite report and substantial changes to programs report.
  - Facilitates technology training for all committee members and faculty authors.
- Serves on DCCI.
- Oversees catalog production
- Ensures that the Office of Academic Affairs and Student Learning is able to submit college programs and courses to the state in a timely manner through adequate staffing and resources.

### **Curriculum Specialist**

- Non-voting member; does not count toward quorum
- At the direction of the administrative co-chairs, prepares, distributes, and posts publicly the meeting agenda according to the Brown Act.
- Manages proposals for new course outlines, revisions, and new and revised programs via Curriculum Management System: CourseLeaf CIM.

- Maintains attendance records of Committee members at all meetings for the purpose of declaring and maintaining a quorum.
- Announces proxy voters at the start of the meeting and notes them in the minutes.
- Records the meeting proceedings, including how each member votes on each motion and maintains the official records of the Committee's minutes and agenda.
- Receives, provides copies to the Committee, and archives all correspondence and information on curricular issues received from the Chancellor's Office and the Academic Senate for the California Community Colleges (ASCCC).
- Maintains all curriculum records and files.
- Submits curriculum materials for state and local approval.
- Maintains the curriculum database and forms in CIM.
- Prepares reports or provides information for the Vice President of Academic Affairs on required reports to the CCCCCO and ACCJC including the annual prerequisite report and substantial changes to programs report.

#### **Articulation Officer**

- Voting member; counts toward quorum
- Reviews all new courses proposed in the curriculum for the possibility of transfer articulation.
- Reviews all course updates and revisions to see if any edits made or edits not made impact the possibility of transfer articulation.
- Reviews all program submissions.
- Provides technical assistance in the curriculum development process, ensuring courses and programs are in compliance with statewide regulations and local policy.
- Reviews Ventura College course articulation agreements regarding course qualification for Course Identification Numbering System (C-ID) and Common Course Numbering (CCN) templates.
- Works closely with statewide UC, CSU, Cal-GETC (California General Education Transfer Curriculum), TMC, C-ID, CCN and community college Articulation Officers to keep Ventura College current on curriculum matters, general education agreements, and course articulation.
- Keeps accurate records on campus for course-by-course, major, and general education agreements by college and by subject.
- Reviews Summaries of Curricular Changes for four-year institutions and their articulation agreements on ASSIST and Ventura College active courses to compare individual courses for possible four-year acceptance.

- Prepares proposals of new articulation agreements for submittal to articulation officers at four-year colleges.
- Distributes up-to-date articulation, transfer, and curriculum information to counselors, department heads, faculty, administration, and students.
- Maintains catalog sections on transfer courses, general education, and curriculum for current articulation information.
- Maintains Advanced Placement, International Baccalaureate, and CLEP articulation charts.
- Prepares regular reports on current progress and issues for the Curriculum Committee.
- Interfaces between four-year college faculty, articulation officers, and Ventura College faculty to resolve any problems of Ventura College class transferability.
- Pre-screens the college catalog annually for accuracy of transfer information, general education patterns for AA/AS, AA-T/AS-T, and Cal-GETC;
- Serves on Southern California Intersegmental Articulation Council (SCIAC), represents Ventura College at statewide meetings of college and university articulation officers, Region 6 articulation officer meetings, and other related conferences.
- Serves as a voting member of the Curriculum Committee.
- Serves as a voting member of the District Council on Curriculum and Instruction (DCCI).

### **Curriculum Committee Divisional Representatives**

- Voting members; counts toward quorum
- Review assigned curriculum proposals prior to the Curriculum Committee meeting.
- Record all substantial comments in CIM.
- Record all non-substantial edits in CIM.
- Act as liaison between the division they are representing and the Curriculum Committee.
- Attend and participate in Curriculum Committee meetings.
- In the event that they cannot attend a Curriculum Committee meeting, find a proxy and share that proxy name in writing with the Curriculum Committee Co-Chairs and Curriculum Specialist prior to the start of the meeting.
- Serve as a consultant to members of their division during curriculum development. Committee members may answer questions, provide information on curriculum policies and procedures, and prepare faculty to present their courses at curriculum meetings.

- Inform and update their division about curriculum issues such as (but not limited to):
  - Proper preparation of course outlines
  - Prerequisite/corequisite policies
  - Curriculum Committee deadlines
  - Developing Student Learning Outcomes
- All members of the committee shall make decisions based on a college-wide perspective.
- It is expected that all members will be prepared to make informed decisions. This will require members to, at a minimum:
  - Read the Curriculum Committee Handbook
  - Ask questions if they don't understand what is going on
  - Read all the course/program outlines before the meeting
  - Stay current on Title 5 and Education Code requirements regarding curriculum
  - Participate in required trainings
  - Be knowledgeable about current curriculum policies, procedures, writing standards, resources, forms, and deadline dates.

#### **Librarian**

- Voting member; counts toward quorum
- Reviews all courses and program submissions to ensure that sufficient library resources exist to support the submission
- Should insufficient resources exist, works with discipline faculty on recommendations to correct the deficiencies (e.g., purchase more print or online resources)

#### **Academic Senate President**

- Voting member; counts toward quorum
- Reviews all course and program submissions

#### **Curriculum Technical Review Chair**

- Voting member; counts toward quorum
- Develops the Technical Review Committee agenda
- Prior to any new, revised or updated course or program appears on a Curriculum Committee agenda, carefully reviews all course and program submissions to ensure that they are technically correct and in compliance with all applicable local and state laws, rules, regulations and policies.

#### **Associated Students of Ventura College Representative**



- Non-voting member; does not count toward quorum
- Reviews all course and program submissions

### **Academic Data Specialist(s)**

- Non-voting member(s); does not count towards quorum
- Reviews all course and program submissions for errors and omissions
- Reviews all course and program submissions for possible Banner issues

### **College Registrar or Designee**

- Non-voting member; does not count towards quorum
- Reviews all course and program submissions for errors and omissions
- Reviews all course and program submissions for possible financial aid issues

### **Distance Education (DE) Office Liaison**

- Non-voting member; does not count towards quorum
- Reviews all course and program submissions for possible DE issues
- For all program submissions, compiles the percentage of courses in a given program that are available to be taught via DE

## **Subcommittees & Workgroups**

### **Philosophy & General Education (P&GE) Subcommittee**

The Philosophy & General Education Subcommittee reviews courses that have been submitted for review for any of the general education patterns, including the Ventura College General Education pattern or California General Education Transfer Curriculum (Cal-GETC). All GE proposals must be approved first by the P&GE Subcommittee and then approved by the full Curriculum Committee. The P&GE Subcommittee is also responsible for creating, maintaining, and assessing General Education Student Learning Outcomes (GE SLOs). All additions or changes to GE SLOs must also be approved by the Curriculum Committee. The P&GE Subcommittee maintains its own policies and procedures, and its membership guidelines within the P&GE Committee Handbook, which is approved by the Curriculum Committee. The P&GE Subcommittee meets at least once every semester or more frequently if there are agenda items to warrant meetings. The P&GE Committee provides reports and updates during Curriculum meetings.

### **Curriculum Technical Review Workgroup**

The mission of the Technical Review Workgroup is to pre-view curriculum and make recommendations to faculty prior to curriculum/programs being reviewed in the Curriculum Meetings. Tech Review Workgroup members are: Curriculum Committee co-

chairs, Articulation Officer, Academic Data Specialist(s), the Curriculum Specialist, Librarian, Counseling Dept liaison, Distance Education office Liaison and Registrar's office liaison.

## Curriculum Training and Professional Development

Each fall, the Curriculum Committee offers workshops on the curriculum process, regulations, and compliance, as well as annual training requirements mandated by the state Chancellor's Office as well as CIM software training. Training is often scheduled during curriculum meetings. Committee members can also enroll in an online Canvas course for supplemental training materials. The Articulation Officer provides individual assistance for faculty seeking to create or revise courses that fulfill general education requirements (local or Cal-GETC), meet C-ID /CCN standards, or articulate with university campuses. The Articulation Officer also assists faculty in the creation of Associate Degrees for Transfer, making sure the articulation documentation required by the state Chancellor's Office for submission is available. The Faculty Curriculum Co-Chair(s) also serve as a resource in the areas of course and program creation and compliance issues. Faculty may also schedule an appointment with the Curriculum Specialist to receive hands-on training in course and program creation and revision in CIM. The Curriculum Committee has also created a Canvas course to serve as a resource to faculty interested in curriculum development and review. The canvas course can be accessed using this link: [Curriculum Canvas Page](#).

## CHAPTER 2: Curriculum Process – Proposal, Submission, and Approval Procedures

## Curriculum Committee Calendar

### Meeting Schedule:

The Curriculum Committee meets on the second and fourth Tuesday of the month between 3:00pm and 4:30pm during the fall and spring terms. Voting members are to designate proxies in their absence. If a member misses three consecutive meetings, he/she will no longer be considered a voting member. All agendas are posted according to Brown Act regulations and all meetings are open to the public.

### Deadlines:

A calendar of Curriculum Committee meetings and curriculum deadlines is published at the beginning of each Fall. While the work of the committee continues throughout the academic year, deadlines have been established to allow the college to meet deadlines required by outside agencies as well as internal district publication deadlines for both class schedules and catalog. Faculty authors shall refer to the calendar and adhere to this timeline, which will allow proposals to be submitted at the appropriate time.

### Curriculum Approval Timelines:

All curriculum actions pertaining to courses – new courses, revisions, and deactivation – take effect at the beginning of the following academic year in the fall semester if established deadlines are met. Typically, all new courses and courses with substantial changes must complete the entire local curriculum process, including approval by the Board of Trustees, prior to the end of the fall semester. This is to allow sufficient time to receive CCCCCO approval and control numbers prior to deadlines for publication of the class schedule, but also to meet catalog deadlines and external deadlines such as those for UC Transferability, Cal-GETC proposals, ASSIST updates, and other articulation deadlines.

Program approval timelines vary due to requirements of regional consortium approval for Career Technical Education (CTE) programs, articulation requirements of the CCCCCO, and the length of time it takes for programs to be reviewed and approved by the CCCCCO.

Programs will not be published in the college catalog without CCCCCO approval so faculty must anticipate a one to two-year timeline for new programs and program modifications.

Fixed external submission deadlines:

- Cal-GETC – Submission period: First two weeks in December (courses must first be approved for UCTCA)

- Transfer Course Agreement (for courses to be approved for UC transfer)–  
Submission period: June 1-25<sup>th</sup> (new courses must be approved by BoT prior to submission)

## District Council on Curriculum and Instruction (DCCI)

The faculty co-chair of Curriculum, the administrative co-chair of Curriculum, the Articulation Officer and the Academic Senate President or faculty representative from the Academic Senate are members of the District Council on Curriculum and Instruction (DCCI) which meets monthly to review district curriculum prior to those curricular items being placed on a Board agenda. New and substantially revised courses and new or deactivated programs will be placed on the Board Agenda only after approval by the originating College Curriculum Committee and review by DCCI.

According to the Program and Course Approval Handbook (PCAH), a “substantial change” is an action to change an active program or course that will initiate a new control number. The following are considered “Substantial Changes” to courses:

- Course TOP Code (CB03)
- Course Credit Status (CB04)
- Units of Credit – Maximum (CB06)
- Units of Credit – Minimum (CB07)
- Course Basic Skills Status (CB08)
- Course SAM Priority Code (CB09)
- Course Prior to Transfer Level (CB21)
- Noncredit Eligibility Category (CB22) – Total Hours of Instruction (min)/variable Hours (max)

For more information on the purpose and charge of DCCI please refer to the [committee website](#).

## What Must Be Approved by the Curriculum Committee?

- New Courses
- New Programs
- ANY course modification (big or small)
- ANY program modification (big or small)
- Course Deactivations
- Program Deactivations
- Requests for courses to be included in GE (local or transfer)
- Revisions for C-ID or CCN alignment

## Curriculum Meeting Agendas

Agendas will be posted publicly and distributed to Curriculum Committee members 72 hours prior to each meeting as required by the Brown Act. Faculty with curriculum on the agenda are encouraged to attend the meeting to answer any questions that may arise during pre-vote discussion. Contact the curriculum co-chairs if you would like anything added to a curriculum committee agenda.

## Committee Actions

The committee may take various actions in response to agenda items:

- Approve as submitted
- Approve with revisions
- Table or pull from agenda, pending revisions and/or further discussion
  - Courses submitted without collegial consultation in discipline or department may be tabled by request of other faculty in the same discipline or department
- Deny for any of the following reasons:
  - Major problems in design
  - Not in compliance with state, district, or college requirements
  - Not aligned with CCC/college/district mission

Course authors (originators) may withdraw proposals at any time in the curriculum process prior to approval of the proposal.

Below is a chart of the various steps of the curriculum submission process:



# Curriculum Development Process

---

The chart below outlines all of the principle steps in the VC curriculum development process. Do not be overwhelmed. Most curriculum actions are only required to complete a subset of these steps. Each of these steps, and their relevance to the different types of curriculum actions, are outlined in greater detail further along in the Handbook.

---

---

## 1. FACULTY INITIATOR (PRE-WORKFLOW)

Faculty member with minimum qualifications in discipline initiates proposal

---

---

---

## 2. DEPARTMENT CHAIR REVIEW

First official review in the workflow process  
Department chair should be reviewing what has been submitted in CourseLeaf and recommend changes as necessary

---

---

---

## 3. TECHNICAL REVIEW TEAM AUDIT

(Title 5 Compliance)  
Content is reviewed by members of the technical review team and curriculum committee (CC) members  
Auditors include: Librarian, DE representative, SLO Facilitator  
Navigators are CC members who are each assigned specific sections of the COR to review

---

---

---

## 4. ARTICULATION OFFICER REVIEW

Review for articulation, transfer, and graduation implications including GE

---

## 5. CURRICULUM COMMITTEE VOTE

Review, discuss, and vote to advance curriculum to the next appropriate step, or return to the department

---

---

## 6. THE DISTRICT AND BEYOND

After the curriculum committee has voted to approve the submission, the Curriculum Specialist will move the curriculum forward to the following processes:

- DCCI- District Council on Curriculum and Instruction (NEW and Substantial Revisions ONLY)
  - BoT- Board of Trustees (NEW and Substantial Revisions ONLY, after DCCI review)
  - COCI- California Community Colleges Curriculum Inventory (ALL curriculum, NEW and substantial revisions require BoT approval before COCI submission)
- 
- 

## 7. BANNER STEP- COURSES ONLY

After the courses have been approved by COCI, the Academic Data Specialists will do the following in Banner:

- Bridge and/or manually input applicable\* new/revised course information.
  - Updates to the Banner catalog are made August through January of the previous catalog year.
  - The Academic Data Specialists are responsible for ensuring that all changes to course curriculum \*that are also housed in Banner are reflected in Banner, and that courses sync between Banner and CIM.
  - All course changes need to be approved at the state ideally before the end of the calendar year (in the previous catalog year) in order for the Academic Data Specialists to have time to bridge/input changes into Banner prior to the Fall Banner roll in January.
- 
- 

## 8. CATALOG IMPLEMENTATION

Catalog updates occur in June and July annually  
The curriculum specialist is responsible for ensuring all changes to curriculum are reflected in the catalog

---

---



## 9. DEGREEWORKS- PROGRAMS ONLY

Once programs have been approved by the State and a notification of approval e-mail is received, The Academic Data Specialists will perform the following processes for programs (only):

- Manually input applicable\* new/revised program information into Banner (NOTE: Programs do not bridge/sync between Banner and CIM).
  - Create new/update existing scribe blocks in DegreeWorks.
  - Updates to Banner (program information) and DegreeWorks are made February through July of the previous catalog year.
  - The Academic Data Specialists are responsible for ensuring that all changes to program curriculum \*that are also housed in Banner and DegreeWorks are reflected in DegreeWorks.
- 
-

## Who Can Submit Curriculum for Ventura College?

The Curriculum is the purview of the faculty of the college.

Where full-time faculty are available, the Department Chair(s) of the relevant discipline will assign responsibility for the development or revision of a course outline or program to faculty hired to teach in the discipline.

Where only part-time faculty are available, the Dean, in consultation with the Department Chair(s), will assign responsibility for the development or revision of a course outline or program to a faculty member hired to teach in the discipline.

Where there are no faculty hired to teach or qualified to teach in the discipline of a course to be developed, the Dean, in consultation with the department chair, will select a person who meets the minimum qualifications to teach the course and hire them as a professional expert to write the course(s) and program(s). A Ventura College full-time faculty member will be assigned the responsibility of entering the course outline(s) and program(s) in the curriculum management system, presenting them at the curriculum meeting, and otherwise shepherding them through the approval process.

Whenever possible, the course outline of record is to be written or revised in consultation with all Ventura College faculty who were hired to teach or are qualified to teach the course. Other Ventura College faculty who teach courses that will be affected by the new course or revision to the course, and any other faculty or staff that will also be impacted by the addition of or changes to the curriculum should be consulted as well.

Responsibility and authority for the maintenance, revision, and deactivation of course outlines and programs rests with the originating department, not solely with the faculty author/originator.

Faculty authors/originators or their designee must present new and revised courses and programs to the curriculum committee.

## Scheduling Courses Approved by the Curriculum Committee

As per Title 5, courses cannot be placed in the schedule of classes until approved by the Board of Trustees and approved, or chaptered by, the state Chancellor's Office. Prior to being offered, many courses will also require additional external approvals, such as C-ID, Cal-GETC, or Transferable Course Agreements (UC TCA), or need to be added to or modified within a degree or certificate that also requires approval. In addition, students may not be able to receive financial aid or Veterans Affairs (VA) benefits until courses are listed in a catalog and in approved degrees or certificates. Therefore, courses are not usually added to a schedule until they are published in the catalog, or catalog addendum.

## CHAPTER 3: Standards and Criteria for Courses

## Program Course Approval Handbook (PCAH)

The Program and Course Approval Handbook (PCAH) provides regulatory requirements for all credit and noncredit courses. Expanded Definitions and Explanations for the following can be found in the PCAH

### Courses

**Development Criteria for Courses and Programs:** There are five criteria used by the Chancellor's Office to approve courses and programs.

1. Appropriateness to Mission
2. Need
3. Curriculum standards
4. Adequate resources
5. Compliance

#### Course Types:

1. Credit Courses
2. Noncredit Courses
3. Community Education Courses
4. Contract Education Courses

#### Types of Credit Courses:

- Degree-Applicable:
  - Courses taught at the associate degree level (college level) provide credit toward earning an associate degree. These can include courses that apply to a major, general education, or provide elective credit
- Program Applicable:
  - Courses that fulfill major requirements for a degree or certificate or general education requirements are program applicable.
- Nondegree-Applicable:
  - Courses that provide credit but are not taught at the college level (associate degree level) are nondegree applicable.
- Stand-Alone:
  - Courses that are not program applicable. They do not count towards GE or Major requirements, just as free electives. Both credit and noncredit courses can be stand-alone courses

## Standards for Degree-Applicable Courses

All Associate-Degree Applicable Credit courses must meet the following standards, as outlined in Title 5 §55002:

### **Grading Policy:**

The course outline provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based on demonstrated proficiency in the subject matter.

### **Units:**

The course grants units consistent with Title 5. The course outline of record lists the total number of hours in each instructional category specified in governing board policy (BP/AP 4230).

### **Intensity and Rigor:**

The course treats the subject matter with a scope and intensity that requires the student to study independently outside of class time for lecture-based courses. Students will spend two hours outside of class for each hour of lecture for additional assignments/homework.

For lab-based courses (laboratory only), all the coursework needs to be completed in the lab.

If it is a lecture/lab course, there is only outside of class hours needed for the lecture portion of the course. This follows the guidelines above; two hours of work outside of the lecture. (Confused? Reach out to a curriculum buddy for further assistance)

### **Prerequisites and Corequisites:**

When the college curriculum committee determines, based on a review of the COR, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of Title 5.

### **Basic Skills Requirements:**

If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

**Difficulty:**

It is vital that courses incorporate critical thinking, understanding, and application of concepts determined by the curriculum committee to be at college level. This is particularly relevant for transferable courses.

**Level:**

The course requires learning skills and vocabulary that the curriculum committee deems appropriate for a college course.

## Standards for Nondegree-Applicable Courses

**Grading policy:**

The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with Title 5 §55023.

**Units:**

The course grants units of credit based in a manner consistent with the provisions of Title 5 §55002.5.

**Intensity:**

The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside-of-class time and includes reading and writing assignments and other homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

**Prerequisites and Corequisites:**

The course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with Title 5.

## Noncredit Courses

Noncredit courses are classified into ten legislated areas defined in the California Education Code (§ 84757) and Title 5 § 55151 and Part III Section 2 of the PCAH.

The 10 instructional areas are:

1. English as a Second Language\*
2. Immigrant Education

3. Elementary and Secondary Basic Skills\*
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-term Vocational Programs\*
10. Workforce Preparation\*

*\* Courses in these instructional areas are considered Career Development and College Preparation (CDCP) and are eligible for enhanced funding.*

Apportionment can also be claimed for tutoring and Learning Assistance under Title 5 §58168-58172.

1. Supplemental Learning Assistance
2. Supervised Tutoring

### **Mirrored Courses**

A noncredit course that is an exact copy of a credit course, and is typically taught concurrently with the credit course, is called a mirrored course. Many parts of the Course Outline of Record will remain the same. For non-credit mirrored courses, see a curriculum buddy to work through out-of-class assignments and units of the course.

## **Distance Education**

Distance Education is covered by California Code of Regulations, Title 5 §55200, et seq and is defined as “education that uses one or more ... technologies [including the internet] ... to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously.”

### **DE Instructor Certification:**

Distance Education (DE) faculty must be certified to teach distance education prior to being assigned to a distance education course. (AFT Collective Bargaining Agreement Article 23; Title 5 § 55208)

### **Course Approval**

Each proposed or existing course offered by Distance Education shall be reviewed and approved separately. Separate approval is mandatory if any portion of instruction in a

course replaces face-to-face time, or if an entire section of a course is designed to be provided through distance education

#### **DE Addendum: Title 5, §§ 55200-55204, 55206**

An addendum to the official course outline of record shall be completed if any portion of the instruction of a new or existing course is provided through distance education. The addendum must be approved according to the college's curriculum approval procedures. For the DE addendum, there is a template that can be used. This can be found in Chapter 5 of this handbook or in the Curriculum Canvas shell. The addendum must address the following:

- **How** the course outcomes will be achieved in a distance education mode
- How the portion of instruction delivered via distance education provides **regular** and effective (**substantive**) contact between instructors **and** students.
- **How** the portion delivered via distance education meets **the requirements of the ADA and Section 508** to ensure the course is accessible to students on day one.

#### **Course Quality Standards (Title 5, §§ 55200-55204)**

The same quality standards of course quality are applied to the Distance Education courses as they are applied to in-person classes.

#### **Enrollment, Attendance, and Participation in Distance Education Courses**

Students will register and enroll in distance education courses in the same manner as traditional courses.

Attendance will be determined through contact with instructors in the first week of the term; logging into the learning management system does not constitute active participation. Instructors may drop students from distance education courses for lack of active participation. Active participation may include, but is not limited to, writing in discussion forums, submitting assignments, taking quizzes and/or exams, or other interactive class activities.

Instructional time in all credit courses, regardless of modality, follows the standard formula derived from Title 5 §55002.5. One unit of credit is defined as a minimum of 48 total hours of student work, inclusive of all contact hours plus outside-of-class, or homework. Instructors must plan an approximate one-to-two ratio of instructional time to homework and study based on units of credit courses. For example: in a 3-unit online course, online course work should be equivalent to 3 hours of face-to-face work per week of a regular term (completing course work, such as but not limited to, lecture, discussion,



assignments, and quizzes); and homework would be equivalent to 6 hours work per week of a regular term.

### **Accessibility**

Each course that is delivered through distance education must comply with up-to-date Section 508 of the Rehabilitation Act of 1973 accessibility requirements. All course content delivered via Distance Education must be accessible to all persons, including those with disabilities. All activities and instructional media shall be accessible, including, but not limited to:

1. accurately captioned videos
2. transcribed audio files
3. images that have alternative text
4. readable course materials using effective font, color contrast, and spacing
5. meaningful hyperlink text
6. documents that are created in such a way that screen reading software can read them
7. accessible synchronous communication
8. prescribed accommodations that are followed for other graded course activities
9. keyboard navigation

### **Proctoring**

Distance education courses may require exams to be taken in a proctored setting. Faculty members will clearly communicate in their syllabi any proctoring requirements along with options to complete.

## Steps for Submitting Courses to VC Curriculum

1. Faculty Originator	<ul style="list-style-type: none"> <li>•Discuss with Dept/Discipline &amp; Division Curriculum Committee (CC) Rep(s)</li> <li>•Determine if seeking GE or articulation -submit req. documents</li> <li>•Determine Pre-Req/Co-Reqs</li> <li>•Discuss with Counseling Chair and/or assigned counselor</li> </ul>
2. Submit to Workflow in CIM	<ul style="list-style-type: none"> <li>•Only submit to CIM workflow once all sections have been completed</li> <li>•Meet with TR captain to confirm completion</li> <li>•If seeking GE status - be sure to also submit GE Application to CC Chairs</li> <li>•<b>Course Deadline: OCTOBER</b></li> </ul>
3. Department Chair Review	<ul style="list-style-type: none"> <li>•Chairs should confirm other depts/disciplines have been notified if changes affect their courses/programs</li> <li>•If seeking GE status, ensure forms have been submitted and CC notified.</li> <li>•If part of new program, ensure program will also be submitted to workflow by FEB.</li> <li>•<b>Dept Chair must approve at their step in CIM workflow to move forward to Tech Review (TR)</b></li> </ul>
4. Technical Review (Navigators & Auditors)	<ul style="list-style-type: none"> <li>•Tech Review Captains will assign sections to Curriculum Committee Navigators to review each section of the COR</li> <li>•Originators &amp; chairs should be available to contact for any questions or concerns to reduce time spent in TR</li> <li>•CC Members assigned to sections of COR for review</li> <li>•Report to TR Captains regarding questions/issues/revisions needed - keep contact with Originator and TR Captains</li> <li>•Automatic Auditors for Library, SLOs, DE, and Counseling</li> </ul>
5. Articulation Officer	<ul style="list-style-type: none"> <li>•Update C-ID, CCN and/or Articulation areas (if applicable)</li> <li>•Update GE areas (if applicable)</li> <li>•Links to ADT (if applicable)</li> </ul>
6. Curriculum Committee Vote	<ul style="list-style-type: none"> <li>•Once TR is complete, Course will appear on CC agenda for a vote</li> <li>•Originator is strongly encouraged to attend CC meeting to answer questions</li> </ul>
7. District Approvals	<ul style="list-style-type: none"> <li>•Once approved at CC, course will then be submitted to District Council on Curriculum and Instruction (DCCI) for consult.</li> <li>•<b>DCCI meets 2nd Thurs of each month</b></li> <li>•After DCCI consult, will be submitted to district for inclusion on next BOT agenda</li> <li>•<b>BOT meets first Tues of each month</b></li> </ul>
8. State Approvals	<ul style="list-style-type: none"> <li>•Once approved at BOT, can then be entered into state COCI - CA Community Colleges Curriculum Inventory</li> <li>•<b>Cannot move further until approved in COCI system</b></li> </ul>
9. Pre- Catalog Updates	<ul style="list-style-type: none"> <li>•Prior to being eligible for Catalog, Course must now be updated in Banner for scheduling</li> <li>•Degree Works must be updated</li> <li>•Program Mapper must be updated</li> <li>•<b>Catalog Deadline: MAY</b></li> </ul>
10. Catalog	<ul style="list-style-type: none"> <li>•Course appears in new academic year (AY) catalog!</li> </ul>

## CHAPTER 4: Standards and Criteria for Programs

## Introduction

This chapter outlines the types of programs and awards authorized by the California Community Colleges, along with standards and required documentation for faculty to create and review program proposals.

## Programs

An “educational program,” as defined in Title 5, section 55000(m), is “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” This definition characterizes both credit and noncredit programs. The word “sequence” requires that each program (including noncredit programs) consist of at least two courses.

At Ventura College, credit programs include associate degrees, bachelor’s degrees, Certificates of Achievement, and Proficiency Awards. Noncredit programs include Certificates of Completion and Certificates of Competence. All of these, except for Proficiency Awards, must be submitted to the CCCCCO for chaptering. Associate degrees for Transfer (ADTs) and all CE programs will be reviewed by CCCCCO before approval. This process can take up to 60 days (sometimes longer). All other programs are submitted to CCCCCO for chaptering.

As stated in the PCAH, all programs must meet the following development criteria:

1. Appropriateness to Mission
2. Need
3. Curriculum Standards
4. Adequate Resources
5. Compliance

## Types of Degrees and Degree Standards

The following are the types of degrees that can be offered and their degree standards.

**ASSOCIATE DEGREE FOR TRANSFER** (Associate in Science for Transfer, Associate in Arts for Transfer)

Program Goal: Transfer

Degree Standards:

- Must align with the structure of the TMC (Transfer Model Curriculum) and be submitted on the current Chancellor’s Office template.

- If the template changes, the program must be updated and resubmitted on the new template.
- Courses must have either C-ID approval or articulation with CSU as specified on the TMC and Chancellor's Office template.
- Requires 60 transferable semester units total
- Minimum of 18 semester units in major
- Must use Cal-GETC for the GE (not local GE)
- May need to include transferable electives to reach the 60 unit minimum
- No local graduation requirements may be added

## ASSOCIATE DEGREE- Career Education (Associate in Science)

Program Goal: Career Education

Degree Standards:

- Classified as Career Education when Program is in a TOP Code designated as vocational in the TOP Manual
- May be designed for both CE and transfer preparation
- Requires a minimum of 60 degree-applicable units
- Requires a minimum of 18 units in a major or area of emphasis
- Requires completion of 12 units of residence within VCCCD.
- Requires a component of General Education, including competence in reading, written expression, and mathematics. Can include Ventura College General Education and/or Cal-GETC as appropriate.
- Requires Advisory Committee recommendation including agenda, minutes, and, advisory committee membership
- Requires current labor market data report and analysis from the Center of Excellence to support the program (no more than 2 years old)
- New programs require recommendation by the South-Central Coast Regional Consortia (SCCRC)

## ASSOCIATE DEGREE- Local (Associate in Art, Associate in Science)

Program Goal: Local

Degree Standards:

- Designed either for Transfer Preparation or to meet community need
- Must be offered in a non-vocational TOP code
- Requires evidence/documentation of meeting transfer preparation or community need/support

- Requires a minimum of 60 degree-applicable semester units
- Requires a minimum of 18 semester units in a major or area of emphasis
- Requires completion of 12 units of residence within VCCCD.
- Requires a component of General Education, including competence in reading, written expression, and mathematics. Can include Ventura College General Education and/or Cal-GETC as appropriate.

## BACHELOR'S DEGREE

Program Goal: Career Education- Job Placement

Degree Standards:

- A combination of lower division and upper division coursework totaling a minimum of 120 semester that are applicable to a baccalaureate degree as defined within these guidelines. A minimum degree requirement of 60 semester units at the associate level.
- At least 36 semester units of lower division general education is required.
- Completion of a minimum of 40 semester units of upper division courses.
- At least 9 semester units of upper division general education coursework is required.
- The general education requirements are integrated and distributed to both lower and upper division courses.

## UNIVERSITY OF CALIFORNIA TRANSFER PATTERN (UCTP)

Program Goal: Transfer

The UCTP Associate Degrees in Chemistry and Physics are pilot community college degree programs, designed to provide major preparation and admission guarantee for UCs that accept TAG agreements. Like ADTs, UCTP degrees have templates that CCCs use to construct their degrees. Unlike ADTs, UCTP degrees are not restricted to 60 units maximum, which allows them to include the additional major preparation courses in science and mathematics required for high unit majors like Chemistry and Physics.

Degree standards:

- Complete units in major preparation, as prescribed on the UCTP Template.
- Complete Cal-GETC courses in the following areas, as prescribed on the UCTP Template.
  - Area 1A English Composition (3 units)
  - Area 1B Critical Thinking and Composition (3 units)
  - Area 3 Arts and Humanities (3 units)

- Area 4 Social and Behavioral Science (3 units)
  - Area 5B Biological Sciences (4 units)
  - Area 6 Ethnic Studies (3 units)
- Meet the specified requirements as stated in the Transfer Agreement Guarantee (TAG) for the school available.
- Obtain a cumulative minimum grade point average (GPA) of 3.5 in the major. Students that earn less than 3.5 GPA (UC transferable) still meet the associate degree graduation requirement but will not receive the guaranteed admission into a UC.
- Obtain a grade of “C” or better or “P” in all courses required in the major. Even though a "pass-no-pass" is allowed (Title 5 § 55062), it is highly recommended that students complete their major courses with a letter grade due to unit limitations on “P/NP” courses by the UC system.
- Complete requirements for residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residence within the district.

## Certificates

**Certificate of Achievement (COA):** represents a well-defined pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education.

### **Certificate of Achievement Standards:**

- Classified as Career Education (CE) when they are in a TOP Code designated as vocational in the TOP Manual
- May be designed for both CE and transfer preparation
- Requires a minimum of 16 semester units of degree-applicable coursework for a standard COA
- Low-unit COA Requires 8 -15.5 semester units of degree-applicable coursework
- Requires Advisory Committee recommendation including agenda, minutes, and, advisory committee membership
- CE programs require current labor market data report and analysis from the Center of Excellence to support the program
- New CE programs require recommendation by the South-Central Coast Regional Consortia (SCCRC)

## Proficiency Awards

Proficiency Awards are locally approved programs, approved by the VCCCD Board. They do not require submission to the Chancellor's Office curriculum inventory for approval. If interested in creating a Proficiency Award, discuss options with your dean or the curriculum chair(s).

## Noncredit Programs

The CCCCO requires submission of the following types of noncredit programs for approval.

**Certificate of Completion:** A certificate leading to improved employability or job opportunities, that prepares students to progress in a career path or to take non- degree applicable or degree-applicable credit coursework, such as English as a Second Language or other basic skills coursework.

**Certificate of Competency:** a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution.

**Adult High School Diploma:** Colleges of the VCCCD do not currently offer this noncredit program.

**Noncredit Apprenticeship Programs:** Colleges of the VCCCD do not currently offer this type of noncredit program.

Noncredit Programs classified as Career Development and College Preparation (CDCP) are eligible for enhanced funding. Only the following four categories qualify as CDCP:

- English as a second language and vocation English as a second language
- Elementary and secondary basic skills
- Workforce Preparation
- Short-term vocational with high employment potential

## Required Program Documentation

The following documentation is required with the submission of each program to submit it to the Chancellor's Office curriculum inventory system for approval or chaptering. Colleges are responsible for maintaining programs in the inventory.



**Table 1A: Documentation required for Associate Degree, ADT, BDP, and UCTP program proposals. (Documentation marked with an asterisk “\*” is required for new and substantially revised programs but not for routine program revisions)**

Documentation Type	Bachelor's Degree	AA-T/AS-T/UCTP (ALL TOP CODES)	AA/AS WITH CTE TOP CODE	AA/AS WITH NON- CTE TOP CODE
Program Goals and Objectives	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Competencies Achieved for Specific - Occupation	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
Program Student Learning Outcomes (PSLOs)	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Catalog Description	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Career Opportunities	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
Baccalaureate Major or Related Majors	REQUIRED	RECOMMENDED	REQUIRED IF TRANSFER PREP	REQUIRED IF TRANSFER PREP
Entry Criteria for Selective Programs and Mandatory Fees	REQUIRED IF APPLICABLE	NOT REQUIRED	REQUIRED IF APPLICABLE	REQUIRED IF APPLICABLE
High Unit Advisory (if over 60 units)	NOT REQUIRED	NOT REQUIRED	REQUIRED IF APPLICABLE	REQUIRED IF APPLICABLE
Program Requirements	REQUIRED	N/A	REQUIRED	REQUIRED
Course Sequence Table	REQUIRED	N/A	REQUIRED	REQUIRED
Master Planning	REQUIRED	N/A	REQUIRED*	REQUIRED*
Specific Employer Disclosure	REQUIRED IF APPLICABLE	N/A	REQUIRED IF APPLICABLE*	NOT REQUIRED
Enrollment & Completer Projections	REQUIRED	N/A	REQUIRED*	REQUIRED*
Completers vs. Net Demand Analysis	REQUIRED	N/A	REQUIRED*	NOT REQUIRED
Place of Program/Similar Programs	REQUIRED	N/A	REQUIRED*	REQUIRED*
Similar Programs at Other Colleges in Service Area	REQUIRED	N/A	REQUIRED*	REQUIRED*
<b>TMC Template</b>	NOT REQUIRED	REQUIRED	NOT REQUIRED	NOT REQUIRED
<b>Articulation Data from ASSIST</b>	NOT REQUIRED	REQUIRED	NOT REQUIRED	NOT REQUIRED
<b>Course Outlines of Record (Major)</b>	NOT REQUIRED	REQUIRED	REQUIRED	REQUIRED
<b>CTE Documentation:</b>				
LMI Analysis	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
Advisory Comm. Recommendation	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
Regional Consort. Recommendation	REQUIRED	NOT REQUIRED	REQUIRED*	NOT REQUIRED
<b>Transfer Documentation</b>	NOT REQUIRED	NOT REQUIRED	REQUIRED IF TRANSFER PREP	REQUIRED IF TRANSFER PREP
<b>Community Need Documentation</b>	NOT REQUIRED	NOT REQUIRED	NOT REQUIRED	REQUIRED IF COMMUNITY NEED
<b>Administrative Plan</b>	REQUIRED	NOT REQUIRED	NOT REQUIRED	NOT REQUIRED
<b>Expertise, Resources, and Student Interest</b>	REQUIRED	NOT REQUIRED	NOT REQUIRED	NOT REQUIRED

**Table 1B. Documentation required for (credit) Certificate of Achievement and Noncredit Certificate program proposals. (Documentation marked with an asterisk “\*” is required for new and substantially revised programs but not for routine program revisions)**

Documentation Type	COA WITH CTE TOP CODE	COA WITH NON-CTE TOP CODE	Noncredit Certificate (Short-term Vocational)	Noncredit Certificate (All Others)
Program Goals and Objectives	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Competencies Achieved for Specific Occupation	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
Entry Criteria for Selective Programs and Mandatory Fees	REQUIRED IF APPLICABLE	REQUIRED IF APPLICABLE	REQUIRED IF APPLICABLE	REQUIRED IF APPLICABLE
Catalog Description	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Career Opportunities	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
Program Student Learning Outcomes (PSLOs)	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Baccalaureate Major or Related Majors	RECOMMENDED IF TRANSFER PREP	RECOMMENDED IF TRANSFER PREP	NOT REQUIRED	NOT REQUIRED
Program Requirements	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Course Sequence Table	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Master Planning	REQUIRED*	REQUIRED*	REQUIRED*	REQUIRED*
Specific Employer Disclosure	REQUIRED IF APPLICABLE*	NOT REQUIRED	N/A	N/A
Enrollment & Completer Projections	REQUIRED*	REQUIRED*	N/A	N/A
Completers vs. Net Demand Analysis	REQUIRED*	NOT REQUIRED	N/A	N/A
Place of Program/Similar Programs	REQUIRED*	REQUIRED*	N/A	N/A
Similar Programs at Other Colleges in Service Area	REQUIRED*	REQUIRED*	N/A	N/A
<b>Course Outlines of Record (Major)</b>	REQUIRED	REQUIRED	REQUIRED	REQUIRED
<b>CTE Documentation:</b>				
LMI Analysis	REQUIRED	NOT REQUIRED	REQUIRED	NOT REQUIRED
Advisory Comm. Recommendation	REQUIRED	NOT REQUIRED	NOT REQUIRED	NOT REQUIRED
Regional Consort. Recommendation	REQUIRED*	NOT REQUIRED	NOT REQUIRED	NOT REQUIRED
<b>Transfer Documentation</b>	FURNISHED BY ARTICULATION	REQUIRED IF TRANSFER PREP	N/A	N/A
<b>Community Need Documentation</b>	NOT REQUIRED	NOT REQUIRED	N/A	N/A

## Style Guide for CourseLeaf Data Fields

Use this as a reference to complete the fields that appear on the program's outline form. Not all fields may be visible in any given proposal. The CMS will populate fields dynamically based on the program type and goals.

Field	Description/Instructions
Originator	Auto-filled with user ID. Don't edit unless you change co-contributors.
Co-Contributors	List faculty only. Use green "+" to add, red "x" to remove.
College	Choose Ventura College. Contact leadership if working with another college.
Division	Choose after selecting College. Missing divisions must be added by the admin.
Program Title	Matches LOCAL TITLE. Use title case, including award type. No abbreviations except award suffix and "UC."
Banner Title	Max 30 characters. Use Program Title if it fits; otherwise abbreviate. Keep the award type suffix.
Type of Program	Credit (e.g., AA, AS, ADT) or Noncredit (e.g., Certificates of Completion).
Noncredit Programs Type & CDCP Eligibility	For noncredit only. Choose the award type and CDCP code. "Short-Term Vocational" requires LMI.
Program Award/Degree	Matches suffix in Program and Banner Title. UCTPs treated as ADTs.
Program Goals	Choose: C—CTE, T—Transfer, O—Local. Noncredit: CTE or Local only.
Start Semester/Year	Usually Fall. Use Spring/Summer only in emergencies. Check deadlines.
Discipline/ Department	Select the host department. Notify leadership if not listed.
Area of Emphasis / Option	Leave blank unless General Studies AOE or program has distinct options.
Collaborative/Joint Program	Usually "No." If "Yes," list partners and upload agreements.
Apprenticeship	Rare. Upload DAS approval if "Yes."
Gainful Employment	Leave blank. No longer required.
Employment Potential	Required for CTE. Choose LMI data source.
Net Annual Labor Demand	For CTE. Compare demand vs. projected completers.
Justification/Reason for Revision	For revisions only. Explain and note significance.
Program Goals and Objectives	Required for all. Align with Ed Code 66010.4. For ADTs, describe transfer prep. Attach Narrative.
Career Opportunities	Required for CTE. Optional but encouraged for others.
Catalog Description	Intro only. Include purpose, entry requirements, warnings, and careers. No course listings. Required transfer language for ADTs.

Program Requirements	List courses, units, and electives. Use exact titles. Alphabetize. No abbreviations.
Plan of Study	Required for most (except ADTs/UCTPs). Show sequencing. Indicate the terms of offering. Must support biennium completion.
Enrollment and Completer Projections	Required for all except transfer programs. Use dashboards/data.
Place of Program in Curriculum / Similar Programs	Note any program replacements, inactivations, or similarities at VC.
Similar Programs at Other Colleges	Not for transfer programs. Compare regionally. Justify local needs.
Transfer Preparation Information	For transfer only. Upload articulation docs.
Master Planning	Required for non-transfer. Explain role, relevance, and resource needs.
Labor Market Information	For new CTE. Upload LMI report.
Advisory Committee Recommendation	For new CTE. Summarize meeting. Attach minutes.
Regional Consortia Approval	For new CTE. Attach minutes.
Supporting Documents for Transfer Programs	Check boxes for TMC, AAM, BCT, etc. (see AO for assistance in gathering documents)
Local Program Documentation	Attach evidence of community need.
Program Student Learning Outcomes (PSLOs)	Required. Must match TracDat. No duplication in CIM.
Required Major Units/Hours	Enter min/max. Exclude GE units.
Units for Area of Emphasis/Option	Leave blank unless applicable. Reviewers may fill in.
Clock Hours	Leave blank. VC doesn't use clock hours.
GE Fields (VCCCD GE and Cal-GETC)	For traditional degrees. Leave blank unless instructed.
TOP, CIP, SOC Codes	Choose appropriate codes. Leave blank if unsure for new programs.
Annual Completers	Must match projections in Narrative.
Faculty Workload	Estimate annual FTEF.

New Faculty Positions	Estimate number needed.
New Equipment / Facilities	List needs and costs for new programs.
Library Acquisitions	Estimate required resources.
Distance Education	Estimate percentage completable online. Weight by number of courses.
Approval Dates	Don't edit. Managed by the curriculum office.

If you still have questions regarding any of these fields after reading about them, please ask our curriculum leadership team.

## Steps for Submitting Programs to VC Curriculum

1. Faculty Originator	<ul style="list-style-type: none"> <li>•Discuss with Dept/Discipline &amp; Division Curriculum Committee (CC) Rep(s)</li> <li>•Determine what/if any new courses need to be created - courses should be in workflow BEFORE programs</li> <li>•Submit req. documents for new program (CP3/CP4) to CC Chairs and request info item on future CC Agenda</li> <li>•Discuss with Counseling Chair and/or assigned counselor</li> </ul>
2. Submit to Workflow in CIM	<ul style="list-style-type: none"> <li>•Only submit to CIM workflow once all sections have been completed</li> <li>•Meet with TR captain to confirm completion</li> <li>•<b>Program Deadline: FEBRUARY</b></li> </ul>
3. Department Chair Review	<ul style="list-style-type: none"> <li>•Chairs should confirm other depts/disciplines have been notified if changes affect their courses/programs</li> <li>•If new program - include all required docs (CP3/CP4)</li> <li>•Ensure CC Chairs were notified and info item placed on agenda prior to submission to workflow</li> <li>•If CE- include required additional docs (LMI, Adv Mins, SCCRC Mins)</li> <li>•Ensure courses related to program are in workflow or up to date.</li> <li>•<b>Dept Chair must approve at their step in CIM workflow to move forward to Tech Review (TR)</b></li> </ul>
4. Technical Review (Navigators & Auditors)	<ul style="list-style-type: none"> <li>•Tech Review Captains will assign sections to Curriculum Committee Navigators to review each section of the program</li> <li>•Originators &amp; chairs should be available to contact for any questions or concerns to reduce time spent in TR</li> <li>•Report to TR Captains regarding questions/issues/revisions needed - keep contact with Originator and TR Captains</li> <li>•Automatic Auditors for Library, SLOs, DE, and Counseling</li> </ul>
5. Articulation Officer	<ul style="list-style-type: none"> <li>•Update Articulation areas (if applicable)</li> <li>•Links to ADT (if applicable)</li> </ul>
6. Curriculum Committee Vote	<ul style="list-style-type: none"> <li>•Once TR is complete, Program will appear on CC agenda for vote</li> <li>•Originator is strongly encouraged to attend CC meeting to answer questions</li> </ul>
7. District Approvals	<ul style="list-style-type: none"> <li>•Once approved at CC, program will then be submitted to District Council on Curriculum and Instruction (DCCI) for consult.</li> <li>•<b>DCCI meets 2nd Thurs of each month</b></li> <li>•After DCCI consult, will be submitted to district for inclusion on next BOT agenda</li> <li>•<b>BOT meets first Tues of each month</b></li> </ul>
8. State Approvals	<ul style="list-style-type: none"> <li>•Once approved at BOT, can then be entered into state COCI - CA Community Colleges Curriculum Inventory</li> <li>•<b>Cannot move further until approved in COCI system</b></li> </ul>
9. Pre- Catalog Updates	<ul style="list-style-type: none"> <li>•Prior to being eligible for Catalog, Program and related courses must now be updated in Banner for scheduling</li> <li>•Degree Works &amp; Program Mapper must be updated</li> <li>•Confirm Financial Aid status</li> <li>•<b>Catalog Deadline: MAY</b></li> </ul>
10. Catalog	<ul style="list-style-type: none"> <li>•Program appears in new academic year (AY) catalog!</li> </ul>

## CHAPTER 5: The Integrated Course Outline of Record (COR)

## Purpose of the Course Outline of Record (COR)

The Course Outline of Record (COR) is required for all credit and noncredit courses under Title 5. It defines course content and structure and must meet Title 5 §55002 and other regulatory standards. The COR supports program review, accreditation, articulation, C-ID and CCN approval. It ensures consistency across course sections and serves as a legal agreement between the instructor, student, and college. These standards apply to both new and revised courses.

## Writing and Integrated Course Outline

A course outline should align learning objectives, content, assignments, instruction, and evaluation. Evaluation methods must directly assess the student's mastery of the learning objectives and content. All components should focus on what the student will do and what they will learn.

The following samples show integrated relationships that can exist within the primary elements of a course outline of record for a course in Engine Systems (adapted from the [Course Outline of Record: A Curriculum Reference Guide - ASCCC, 2017](#)).

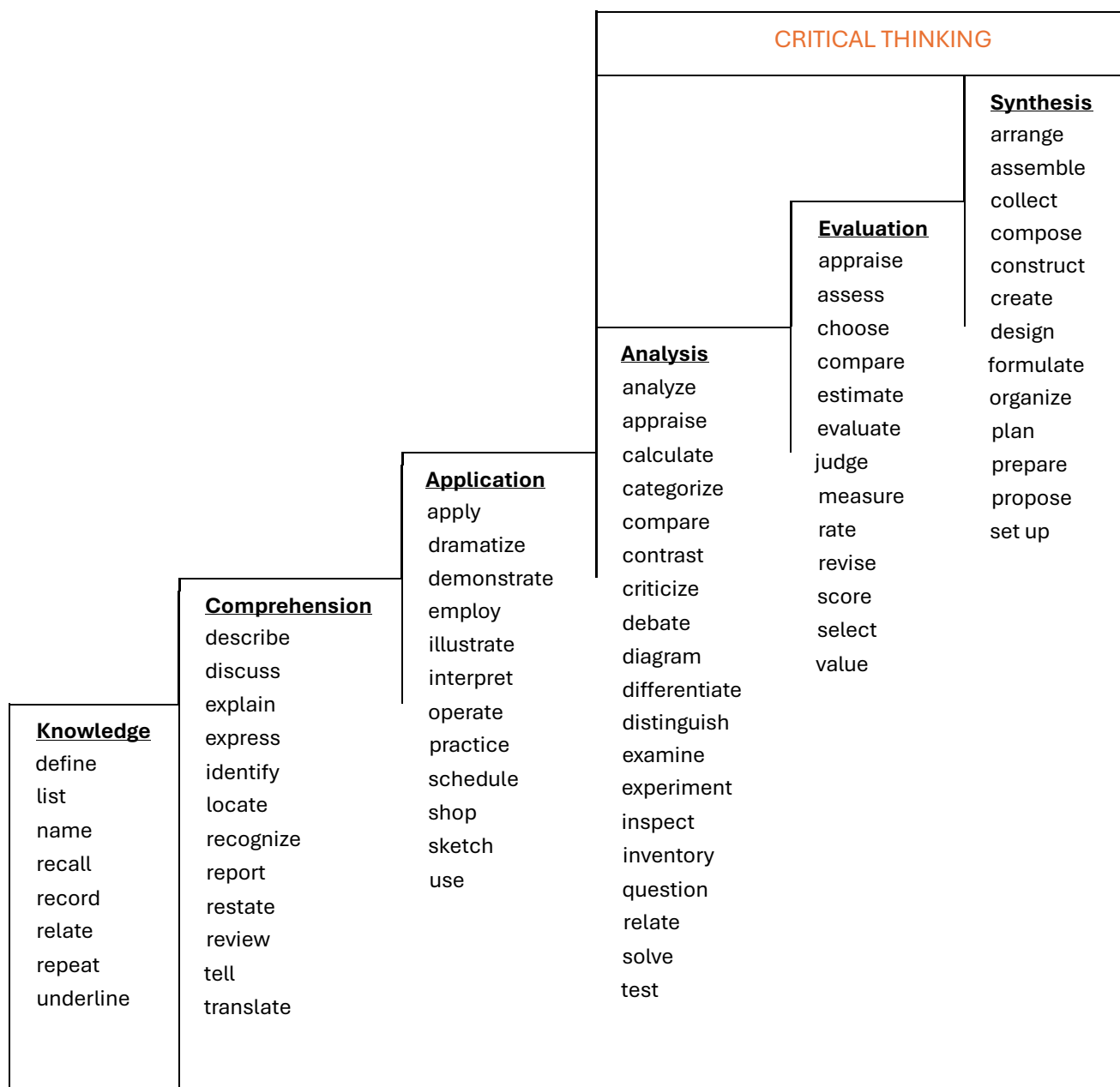
STUDENT LEARNING OUTCOME	COURSE OBJECTIVES	CONTENT	METHODS OF INSTRUCTION	OUTSIDE ASSIGNMENTS	EVALUATION
Course SLO is over arching and matches course description:	Students will be able to succeed in this course by mastering the following course objectives:	The course objectives are composed of the following content elements:	Students will master these objectives by the following Methods of Instruction:	Students will complete the following types or examples of homework or outside assignments	Students will be evaluated by:
<p>By the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>diagnose and evaluate most common fuel system problems safely</li> </ul>	<p>By the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>assess and determine the proper handling of fuels and combustible materials</li> <li>apply testing techniques and data to familiar and unfamiliar diagnosis scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>proper tool usage</li> <li>characteristics of petroleum products</li> <li>technical reading</li> <li>interpolating data in diagnostic process charts and schematics.</li> </ul>	<ul style="list-style-type: none"> <li>laboratory simulators and test equipment</li> <li>demonstrations of fuel flammability</li> <li>conduct research on computer-based repair and service information</li> <li>in-class practice exercises in diagnostic and analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>read assignments from the course primary textbook to become familiar with basic tools and common test equipment</li> <li>research National Fire Protection Agency combustible liquids data sheets to determine flash and flame points, and fire suppression techniques for selected fuel oils and solvents and write a 5-page paper comparing and contrasting different combustible liquids</li> <li>complete responses in course workbooks</li> <li>demonstrate diagnosing and evaluating fuel system problems</li> </ul>	<ul style="list-style-type: none"> <li>practical assessments where the student safely operates various test equipment and hand tools</li> <li>oral and practical assessments where the student safely handles various fuels and other hazardous materials</li> <li>written assessments in which the student completes research questionnaires</li> <li>practical assessment in which the student successfully completes several diagnostic scenarios</li> </ul>



## Critical Thinking

### Critical Thinking is Essential

College level critical thinking should be evident throughout the course outline in the objectives and in the Student Learning Outcomes for all degree applicable credit courses. The following chart lists verbs that can be used to write objectives and SLOs that demonstrate students are using higher level thinking skills. There are many other examples of Critical Thinking taxonomies available online.



## CHAPTER 6: Guidelines for Developing and Reviewing Courses

Title 5 §55002 specifies elements, which must be present in the Course Outline of Record (COR). The College, Chancellor's Office, and ACCJC (Accrediting Commission for Community and Junior Colleges) accreditation standards require that CORs contain additional elements, as do universities for the purpose of articulation.

## Reviewing Curriculum

Reviewing curriculum is more than just checking for typos and wordsmithing. Curriculum Committee members should be looking for integration in the course outline, rigor, appropriate to the level of the course, alignment with C-ID descriptors, if applicable, and compliance with campus, district, and state requirements.

Faculty members can use the following checklists as they create courses and curriculum committee members as they review course outlines, to ensure that all elements are complete and accurate, meet Title 5 requirements, best practices, and local requirements and conventions.

## Development and Approval Criteria

CRITERIA	RATIONALE
Mission	Must be consistent with the mission of the community colleges (basic skills, transfer, CE), Ventura College, and the VCCCD. It must also be directed at the appropriate level, which is the first two years of college and not at a level beyond the associate degree.
Need	Serves students in meeting transfer, basic skills, or CE needs. CE programs need labor market research support and approval by advisory groups and the regional consortium. Transfer courses provide either major preparation or general education credit or otherwise facilitate transfer and/or degree completion.
Curriculum Standards	The course outline should be integrated with courses designed to effectively meet their objectives, as well as being compliant with Title 5 regulations and accreditation standards. Baccalaureate level rigor must be evident in transferable courses. Detail must be sufficient to facilitate articulation and guide faculty in teaching the course.
Adequate Resources	Ventura College must have the resources to offer the course at the level of quality described in the course outline including funding for faculty compensation, facilities, equipment, and library and learning resources; the college commits to offering all required courses in a program at least every two years.
Compliance	The course must not conflict with any law, statute, or regulation.

## Basic Course Information Approval Criteria

CRITERIA	RATIONALE
Need Statement (new courses only)	<p>The <b>Need Statement</b> should tell the committee:</p> <ul style="list-style-type: none"> <li>• Why the course is needed/purpose it serves</li> <li>• How the course fits into the curriculum at Ventura College, including which programs at VC will require this course</li> </ul> <p>And if applicable:</p> <ul style="list-style-type: none"> <li>• Typical or local transfer institutions requiring the course in a major</li> <li>• Its GE applicability (local or transfer)</li> <li>• Its alignment with C-ID</li> <li>• Its place within a basic skills sequence</li> <li>• Its function as a prerequisite or corequisite for a course or program</li> <li>• Its requirements as part of a state or national certification or licensure</li> <li>• Other purposes for VC offering this course</li> </ul>
OR	
Justification/ Reason for Change	<p><b>Justification/Reason for Change</b></p> <p>The reason for the revision of the course should be noted. If it is simply being updated for its 5-year review, indicate that and state what changes are being made. It is especially important to note if/what changes are being made to the course that impact its articulation or transfer, its requisites/limitations, its applicability to degrees or certificates, or its relation to other courses.</p>
Attach Support Documentation as Needed	CIM allows faculty to attach documents such as articulation agreements, C-ID descriptors, Labor Market data, or anything that supports the need for the course or its revision. This is optional but helpful if establishing the need for a new course or justifying a substantial change to a course.
Discipline CB01A	<ul style="list-style-type: none"> <li>• For CE courses: course discipline should match typical industry standards, comparable discipline(s) within the district, and/or C-ID discipline, if available</li> <li>• For non-CE courses: course discipline should match typical transfer disciplines at CSU/UC or C-ID</li> <li>• If the course is offered at other colleges within the district and it has not been assigned to the same discipline, is there a good reason for assigning it to an alternate discipline?</li> <li>• Assign courses carefully as there can be issues created that pertain to MQ (Minimum Qualifications), longevity, and hiring.</li> </ul>
Course Number CB01B	Course numbers should be assigned in consultation with the Academic Affairs Office (Articulation Officer, Curriculum Specialist, Academic Data Specialists) to avoid reusing numbers previously assigned to other courses.
Course Title CB02	The Course Title should be brief, while still providing enough information so that students, articulating institutions, and employers can easily identify the purpose of the course. It should match C-ID, transfer institutions, comparable district courses (or typical CCC comparable courses) and/or industry standards. Banner allows for 68 characters maximum.
Banner Short Title	Needs to be as close to the full title as possible. It cannot be more than 30 characters, including spaces.
Credit Type	Select from the drop-down menu:

	<ul style="list-style-type: none"> <li>• “Credit” for all courses that provide unit credit, which will be most courses.</li> <li>• “Noncredit” for courses that will not provide unit credit.</li> </ul>
Start Term	The start term selected should be the following fall (1 year). This is the same as the catalog date. Exceptions would be courses that are only adding a DE addendum, changing SLOs, or changing credit by exam status. Use the current term for the exceptions as those changes are effective immediately). <i>For new courses that will be UC transferable and require Cal-GETC approval, it is a 2-year process.</i>
Co-Listed (Same-as) if applicable	If the course will be co-listed with another course in a different discipline, that course will need to be added by selecting “Add...” which will open a box to type the co-listed course. Courses do not necessarily have to be co-listed in order to offer them within degrees outside of the discipline (if the course is for an ADT, check with the AO) or to add other disciplines to the minimum qualifications.
Formerly (if applicable)	If the course was offered previously under a different course ID/number, select the green + button to open the window where you will select that past course department and number. If the course is so old that it pre-dates Banner, it will not appear on this picklist and it will need to be typed into the following textbox next to the second “Formerly” heading.
Catalog Course Description	A summary of the course content and overview of topics covered that is thorough enough to establish comparability of the course to those at other colleges (for the purposes of advising and articulation) and brief enough to encourage a quick read. Ventura College uses complete sentences in its catalog descriptions and the present tense. The descriptions begin with “This course...”
Additional Catalog Notes- OPTIONAL	Rarely used. This is reserved for notes that are not meant to restrict enrollment nor to describe the course content but instead act in an advisory capacity. If there is critical information that students need to know about the course that is not part of the course description and does not appear elsewhere, this is the best option. Any information added here will be printed in the catalog below the course description.
Additional Historical Relevant Notes on this Course- OPTIONAL	Rarely used. List any pertinent information about previous iterations of this course or revisions to the course, or any other information vital to the course that isn't captured elsewhere.
Field Trips	Ventura College’s practice is to choose “field trips may be required” to give individual faculty that option anytime the course is offered. If field trips would never be required in this type of course, it is ok to select that they are not required.
Credit for Prior Learning	This decision should be made based on a conversation and approved by department faculty. If selecting “yes”, select which type. There can be more than one selection: <ul style="list-style-type: none"> <li>• Credit by exam</li> <li>• Industry/Recognized credentials or licensure</li> <li>• Military service/training</li> <li>• Student-created portfolio</li> </ul>
Grading Methods	Faculty should select the best option for their course. <ul style="list-style-type: none"> <li>• Letter Graded</li> </ul>

	<ul style="list-style-type: none"> <li>• Pass/No Pass Grading</li> </ul> <p>Most transfer courses will have Letter grades because of the transfer institution's limitations on the number of courses that may be taken P/NP and requirements to have letter grades only for courses within majors.</p>
Anticipated Course Schedule	Choose the anticipated offerings of the course based on the projected schedule.
Materials Fees	The default on this question is "no" because an instructional materials fee is only permitted by Title 5 if it meets strict conditions, so most courses do not and should not have a materials fee. For those courses that do, when "yes" is selected, the materials fee justification form opens and the questions must be answered to indicate the fee charged, why it is being charged, what it covers, and how it meets the requirements in Title 5 (§59400-59408).
Repeatability	<p>Select Yes or No. Most courses will be "No."</p> <p>If repeatability is requested, it must be allowable under Title 5. Once "Yes" is selected, additional questions will be visible that ask how many times a student may repeat the course, the maximum number of units a student may earn in the course and ask that the Title 5 justification for repeatability be specified. Districts may only designate the following types of courses as repeatable:</p> <ol style="list-style-type: none"> <li>1. Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree.</li> <li>2. Intercollegiate athletics</li> <li>3. Intercollegiate academic or vocational competition</li> </ol>
Course Upper Division Status CB27	Select "yes" if it is an upper division course for a Bachelor's Degree program offered at Ventura College.
TOP and CIP Codes CB03	From the drop-down menu, select the appropriate TOP and CIP codes with assistance from a dean since these codes may be tied to funding. The TOP code should reflect the main discipline or subject matter of the course, including content and objectives. There is a* symbol (asterisk) in front of all TOP codes designated as Career Education (CE).
Course Credit Status CB04	<p>Choose the appropriate course credit status from the three choices:</p> <ul style="list-style-type: none"> <li>• "D" (Credit - Degree-Applicable) - these courses provide students credit towards their proficiency award, certificate, or degree, including GE, majors, and electives. Most courses are going to be marked as Degree-Applicable Courses.</li> <li>• "C" (Credit - Not Degree Applicable) provide credit, but does not count towards awards, certificates, degrees or even as electives. Examples of these courses would be transitional studies courses in ESL, Math, and English, courses for students with learning disabilities like Assistive Computer Technology (ACT) and Learning Skills (LS), and some campus orientation-type courses.</li> <li>• "N (Noncredit) should only be selected if it was also selected above in Credit Type.</li> </ul>
Course Transfer Status CB05	<p>Choose the appropriate Transfer status designation:</p> <ul style="list-style-type: none"> <li>• "A - (Transferable to both UC and CSU)"</li> <li>• "B - (Transferable to CSU only)</li> <li>• "C - (Not transferable)"</li> </ul>

	This section notes what the course is currently approved for, not desired transferability. New courses, and courses with substantial changes will need to be submitted by the Articulation Officer and approved for transferability by UCOP.
Course Basic Skills Status CB08	Choose the appropriate Basic Skills designation: <ul style="list-style-type: none"> <li>• “N - The Course is Not a Basic Skills Course.”</li> <li>• “B - The Course is a Basic Skills Course.”</li> </ul> Basic skills courses are limited to ESL, English, reading, and mathematics courses.
SAM Priority Code CB09	The SAM priority code must correspond with CB03. Courses with SAM code of B or C must have a Career Education (CE) TOP code. Select the appropriate SAM code from the drop-down menu: <ul style="list-style-type: none"> <li>• A - Apprenticeship</li> <li>• B - Advanced Occupational (these are for CE courses with prerequisites in the discipline)</li> <li>• C - Clearly Occupational (CE courses)</li> <li>• D - Possibly Occupational</li> <li>• E - non-occupational</li> </ul>
Course Cooperative Work Experience Education Status CB10	<ul style="list-style-type: none"> <li>• Defaults to “N – Is Not Part of a Cooperative Work Experience Education Program.”</li> <li>• If the course is a cooperative work experience course, then this should be changed to “C – Is Part of a Cooperative Work Experience Education Program.”</li> </ul>
Course Classification Status CB11	Select: <ul style="list-style-type: none"> <li>• Y – Credit Course</li> <li>• J – Workforce Preparation Enhanced Funding</li> <li>• K – Other Noncredit Enhanced Funding</li> <li>• L – Non-Enhanced Funding</li> </ul> Most non-CE credit courses will select “Y” but consult with the division dean if there is a question regarding the funding source.
Educational Assistance Class Instruction (approved special class) CB13	Select from the following: <ul style="list-style-type: none"> <li>• N – The Course is Not an Approved Special Class</li> <li>• S – The Course is an Approved Special Class</li> </ul> Only courses designated as “educational assistance class instruction” per Title 5 §56028 should use the “S” designation.
Prior Transfer Level CB21	Applies to English, writing, ESL, reading, and mathematics courses only. Indicate if the course is transfer level or if below, how many levels below transfer. <ul style="list-style-type: none"> <li>• Y (not applicable – all courses at the transfer level)</li> <li>• A (1 level below)</li> <li>• B (2 levels below)</li> <li>• C (3 levels below)</li> <li>• D (4 levels below)</li> <li>• E (5 levels below)</li> <li>• F (6 levels below)</li> <li>• G (7 levels below)</li> <li>• H (8 levels below transfer)</li> </ul>

Course Noncredit Category CB22	<p>For Credit courses, select:</p> <ul style="list-style-type: none"> <li>• Y – Credit Course</li> </ul> <p>All other categories listed apply to Noncredit courses only:</p> <ul style="list-style-type: none"> <li>• A – English as a Second Language (ESL)</li> <li>• B – Citizenship for Immigrants</li> <li>• C – Elementary and Secondary Basic Skills</li> <li>• D – Health and Safety</li> <li>• E – Courses for Persons with Substantial Disabilities</li> <li>• F – Parenting</li> <li>• G – Home Economics</li> <li>• H – Courses for Older Adults</li> <li>• I – Short-term Vocational</li> <li>• J – Workforce Preparation</li> </ul> <p>Please read the Noncredit category definitions in PCAH to choose the appropriate designation. Courses that do not fit within any noncredit category cannot be offered in the noncredit format.</p>
Funding Agency Category CB23	<p>The choices in the drop-down menu are:</p> <ul style="list-style-type: none"> <li>• Y – Not Applicable (Funding Not Used)</li> <li>• A – Primarily Developed Using Economic Development Funds</li> <li>• B – Partially Developed Using Economic Development Funds</li> </ul> <p>Faculty who are unsure of the answer to this question should ask their dean. Most non-CE courses will be “Y.”</p>
Course Program Status CB24	<p>Select from the dropdown menu if the course will apply to a program or not. The choices are:</p> <ul style="list-style-type: none"> <li>• 1 – Program applicable</li> <li>• 2 – Not program applicable</li> </ul> <p>If the course is part of an approved program (associate degree, certificate of achievement, or GE pattern) or is being created to add to a program, it is program applicable. Courses that belong only to a proficiency award are not considered program applicable because that type of program does not require CCCC approval. Other courses that would be “not program applicable” (also known as stand-alone) include Basic Skills courses, directed studies, learning skills (LS), Assistive Computer Technology (ACT), some counseling courses, experimental courses, special topics courses, and some advanced courses that while transferable, are not required in ADTs, GE, or within majors at the CSU/UC.</p>
General Education Status CB25	<p>The default is “Y – Not Applicable” because it applies to a small group of courses, not all GE courses.</p> <p>If the course is being created to satisfy English Composition or Mathematics competency/Quantitative Reasoning, please select the appropriate designation from the following:</p> <ul style="list-style-type: none"> <li>• A – Satisfies English Composition req (CSUGE-B A2/A3, IGETC 1A/1B, VCCCD D-1, or 4 yr.)</li> <li>• B – Satisfies Math/Quantitative Reasoning req (CSUGE B B-4, IGETC 2, or 4 yr.)</li> <li>• C – Satisfies AA/AS Analytical Thinking/mathematics competency</li> </ul>
Support Course Status	<p>This is for courses created per AB705 in support of English and Math.</p> <ul style="list-style-type: none"> <li>• N – Course is not a support course</li> </ul>



CB26	<ul style="list-style-type: none"> <li>S – Course is a support course</li> </ul>
Alternate Grading Methods	<p>Faculty who want students to be able to choose whether they want to take the course for either Letter grade or Pass/No Pass can select Student Option here. This gives students the option to petition to change their grade to Pass/No Pass. Students who do not petition will receive a letter grade. If Student Option is selected in this area, check Pass/No Pass also.</p> <p>If a course is articulated with a high school course, it must allow for credit by exam, and this must be indicated on the COR. If credit by exam is allowed, it is open to everyone.</p>
Is this course part of a family?	<p>For most courses, the answer will be “no.”</p> <p>However, for active participatory courses in physical education, visual arts or performing arts, where courses are related in content &amp; have similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each variation, the answer can be yes. These courses should be grouped into families. While normally a painting course, for instance, would not be repeatable, having 4 different levels of painting and creating a family for these courses allows students to take up to 4 courses in a single family. Course content and objectives must be significantly different in level and intensity, even though they are related in content and have level-specific objectives and SLOs. Families only apply to courses in the categories listed.</p>
<b>Units and Hours</b>	
<p>The following method for calculating units of credit per Title 5 must be used unless a course is classified as cooperative work experience, clock hour or open entry/open exit.</p> <p><b>Total In-Class Contact Hours + Outside of Class Hours ÷ Hours-per-unit Divisor = Units of credit</b></p> <p><i>The VCCCD uses a 17.5-week semester. For full-term courses, multiply the weekly hours by 17.5 and round to the nearest hundredth. For courses meeting for periods shorter or longer than a full semester (such as late start, summer, or intersession), multiply the length of the course in weeks by the number of weekly hours, and round to the nearest hundredth.</i></p> <p>Minimum and maximum hours should be the same (we are no longer using the range) unless the course is a variable unit course (such as directed studies).</p>	
Carnegie Unit Override	<ul style="list-style-type: none"> <li>Select this if the course does not conform to Carnegie unit standards so that when you select the units/hours validation doesn't indicate you have made an error.</li> <li>Work Experience Education (WEE) courses are an example of courses that do not fit the Carnegie unit calculation. For all work experience courses: <ul style="list-style-type: none"> <li>Each 54 hours of work equals one semester credit</li> </ul> </li> </ul>
In-Class	<p>The total time per semester that a student is under the direct supervision of an instructor.</p> <ul style="list-style-type: none"> <li>Hours are based on a 17.5-week semester. <ul style="list-style-type: none"> <li>Example: 3-unit lecture course = 3 hours per week in class x 17.5 = 52.5 hours per semester of in-class time.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Minimum and maximum hours should be the same (we are no longer using the range) unless the course is a variable unit course (such as directed studies).</li> </ul>
Total In-Class	The sum of all contact hours for the course in all categories (lecture, lab, clinical, studio, practica, activity, seminar) for the 17.5-week semester a student is under the instructor's direct supervision.
Outside of Class	<p>Lecture</p> <ul style="list-style-type: none"> <li>Lecture courses require 2 hours of student work outside of class (homework) for every 1 hour of lecture.</li> <li>Activity, lab w/homework, studio can require 1 hour of homework for every 2 in-class hours.</li> <li>The outside of class hours listed are the total hours per semester of homework a student should be expected to do.</li> <li>Hours are based on a 17.5-week semester.</li> <li>Example: 3-unit lecture course = 6 hours per week of homework x 17.5 weeks = 105 hours outside of class time.</li> <li>Minimum and maximum hours should be the same (we are no longer using the range) unless the course is a variable unit course.</li> </ul> <p>Laboratory</p> <ul style="list-style-type: none"> <li>Laboratory courses (natural science labs, clinical, traditional labs) require 0 outside-of-class hours.</li> </ul> <p>Lecture/Laboratory</p> <ul style="list-style-type: none"> <li>For the lecture part of the course courses require 2 hours of student work outside of class (homework) for every 1 hour of lecture.</li> </ul>
Total Outside of Class	The total hours students are expected to engage in coursework outside of the supervised scheduled class time.
Total Student Learning	The total student learning hours are calculated by adding the total contact hours (in-class) to the total outside-of-class hours.
Minimum Units CB07	For most courses, the minimum and maximum units will be identical. Those courses where these numbers won't match include those with variable units such as Directed Studies. In all cases, the minimum units must be less than or equal to the maximum units.
Maximum Units CB08	For most courses, the minimum and maximum units will be identical. Those courses where these numbers won't match include those with variable units such as Directed Studies. In all cases, the maximum units must be greater than or equal to the minimum units.
Prerequisites	<p>Must document entrance skills without which student success is highly unlikely by listing objectives from prerequisite course(s) that are applicable. Must be "necessary and appropriate" (Title 5). May only be established for any of the following purposes:</p> <ol style="list-style-type: none"> <li>The prerequisite expressly required authorized by statute or regulation;</li> <li>The prerequisite will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course for which the prerequisite is being established;</li> <li>The prerequisite is necessary to protect the health or safety of a student or the health or safety of others.</li> </ol>

	<p>The prerequisite does not require scrutiny using content review/statistical validation if:</p> <ol style="list-style-type: none"> <li>1. It is required by statute or regulation; or</li> <li>2. it is part of a closely related lecture-laboratory course pairing within a discipline; or</li> <li>3. It is required by four-year institutions; or</li> <li>4. Baccalaureate institutions will not grant credit for a course unless it has a particular communication or computation skill prerequisite.</li> </ol> <p>Courses aligned with C-ID must have the same prerequisites in order to be approved. If a course may be taken concurrently, list it as a prerequisite or concurrent enrollment.</p>
Corequisites	<p>Corequisites must meet the same standards as prerequisites. A corequisite must be taken at the same time as another course. Otherwise, it is a prerequisite or concurrent. Does not require scrutiny using content review/statistical validation if it is part of a closely related lecture-laboratory course pairing within a discipline.</p>
Advisories on Recommended Prep	<p>An Advisory on Recommended Preparation is a condition of enrollment that a student is advised but not required to meet before or in conjunction with enrollment in a course or educational program. Advisories, like prerequisites and corequisites, must be reviewed every 6 years (and every 2 years for vocational courses). Advisories cannot be enforced during registration.</p>
Limitations on Enrollment	<p>Limitations on enrollment include statutory, regulatory, or contractual requirements or health and safety requirements. Admission to a particular program can also be a limitation (choose "Others" and specify the requirements).</p>
Entrance Skills	<p>Entrance skills is where faculty document that requisite skills have been established by the content review process. Select the green + button to open the sub-form. For entrance skills, list the specific skill a student would be expected to have/need to have for the course. Then from the list that populates below (which is generated if any prerequisites have been indicated in the prerequisite area as they should be), select the course objectives for the prerequisite course where the student would have learned those skills. The idea is to demonstrate why the prerequisite was chosen and how it supports the course. Faculty should select all the objectives that, without which students would be highly unlikely to be successful in the course requiring the prerequisite.</p>
Requisite Justification	<p>If a course has any kind of requisite, select the green + button to open the requisite justification form and answer the four questions:</p> <ul style="list-style-type: none"> <li>• Requisite type: Select the type of requisite that you indicated above.</li> <li>• Requisite: Type the requisite course code. If you have multiple requisites separate them with a comma</li> <li>• Requisite Description: choose the most appropriate from the list <ul style="list-style-type: none"> <li>○ Certificate of completion or of competency requisite (Noncredit only)</li> <li>○ Course in a sequence (courses in the same discipline)</li> <li>○ Course not in a sequence (course outside the discipline)</li> <li>○ Credit program requisite (credit only)</li> <li>○ Other (Specify)</li> </ul> </li> <li>• Level of scrutiny/Justification</li> </ul>

	<ul style="list-style-type: none"> <li>○ Closely related lecture/laboratory course</li> <li>○ Content Review <ul style="list-style-type: none"> <li>▪ Content Review and statistical Validation</li> <li>▪ Part of a sequence of courses in a certificate of completion or a certificate of competency (noncredit only)</li> <li>▪ Required by four-year institution (must be documented)</li> <li>▪ Required by statute or regulation (must be documented)</li> <li>▪ Required communication/computation skill</li> <li>▪ Other (Specify)</li> </ul> </li> </ul>
Student Learning Outcomes (CSLOs)	<p>Student Learning Outcomes are statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in a course. SLO's specify an action by the student that must be observable, measurable, and able to be demonstrated. Well-written SLO's use action verbs, the present tense, and avoid terms such as "will appreciate" or "become aware" or "understand." Appropriate verbs linked to a hierarchical ordering of cognitive skills can be found in Bloom's Taxonomy.</p>
Course Objectives	<p>The objectives articulate the knowledge and skills a student should acquire by the end of the course, the intended result of instruction. These key elements must be taught every time a course is delivered.</p> <p>Objectives should:</p> <ul style="list-style-type: none"> <li>• Highlight what any faculty member teaching the course must focus on.</li> <li>• Be stated in terms of what the students will be able to do,</li> <li>• Connect to achievement of the course goals</li> <li>• Reflect the level of rigor appropriate for the course</li> <li>• Be concise but complete</li> <li>• Use verbs showing active learning</li> <li>• Be broad in scope, not too detailed or specific, grouping individual items into sets which share commonalities.</li> <li>• Typically, courses have between 3 and 10 objectives, but quantity should be appropriate for units and hours assigned to the course.</li> <li>• If the course is aligned with a C-ID descriptor, it must include all of the same course objectives even if they are worded differently.</li> </ul> <p>Critical thinking involves using higher level cognitive processes such as analyzing, synthesizing, and evaluating information and these should be demonstrated in the objectives of all degree-applicable courses (but not all objectives need to reflect critical thinking). Appropriate verbs linked to a hierarchical ordering of cognitive skills can be found in Bloom's Taxonomy.</p>
Course Content	<ul style="list-style-type: none"> <li>• Must be a complete list of all topics to be taught in the course</li> <li>• It should be written in outline format with topics and subtopics in great enough detail to facilitate articulation with comparable courses at both two year and four-year institutions.</li> <li>• Use numbers/letters not bullets</li> <li>• Content should be subject based, not expressed in terms of student capabilities.</li> </ul>

	<ul style="list-style-type: none"> <li>• If the course is aligned with a C-ID descriptor, it must include all of the same content listed in the descriptor but may also list additional topics.</li> <li>• Can add optional content (write “optional” next to it)</li> </ul>
Laboratory Content	There should be a complete list of the topics taught in the lab portion of the course. For those courses that combine lecture and lab into a single course, while the course content would list the topic, the lab content should list the demonstrations, activities, and experiments involving that topic in more detail.
Instructional Methodology	<p>The methods of instruction will illustrate ways in which the course content may be presented to enable students to meet course objectives and outcomes.</p> <p>Specify the methods of instruction that may be employed in this course by choosing from the list provided or choosing “Other” and specifying.</p>
Methods of Evaluation	<p>CCR Title 5 §55002 requires that, for credit courses designated as either degree-applicable or nondegree-applicable, the course grade must be “based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.”</p> <p>Faculty must select which of these methods students will use to demonstrate proficiency in the subject matter of the course (and may check all that apply):</p> <ul style="list-style-type: none"> <li>• Written expression</li> <li>• Problem solving exercises</li> <li>• Skills demonstrations</li> </ul> <p>Students must demonstrate that they have acquired the skills specified in the student learning outcomes. Student grades shall be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades and list the assessment methods used in each class section in their syllabus. Because learning experiences in college courses must either include critical thinking or experiences leading to this capability, methods of evaluation must effectively assess students’ mastery of critical thinking. There is a list provided of typical classroom assessment techniques/required assignments, and faculty are to check as many as are deemed appropriate.</p>
Describe the specific examples of the methods the instructor will use:	<ul style="list-style-type: none"> <li>• Must provide examples of methodologies used by the instructor to cause learning and describe what the students will be doing and experiencing with respect to the instructor, each other, and their environment.</li> <li>• Can begin “The instructor will...” but may also describe activities the students will be doing and experiences that lead to learning, not only with respect to the instructor but in some cases with respect to each other and their environment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Should be appropriate to the objectives. If an objective is to “physically perform,” then lecture as the sole method for learning is not enough.</li> <li>• Methods should be presented in a manner that reflects integration with stated learning objectives and that leads to students achieving those objectives.</li> <li>• Some of the methods must effectively teach critical thinking.</li> <li>• The environment in which the learning occurs often needs to be described</li> </ul> <p>This list does not have to be exhaustive.</p>
Representative Course Assignments	
	<ul style="list-style-type: none"> <li>• Assignments should be presented in a manner that reflects integration with the stated objectives</li> <li>• Assignments should support students achieving the course objectives and the ability to perform the student learning outcomes</li> <li>• Assignments should demonstrate appropriate rigor for the level and difficulty of the course</li> <li>• Assignments should include critical thinking (for degree applicable courses)</li> <li>• Assignments in articulated transfer level courses should be aligned with the types of assignments typically found in comparable courses at the UC/CSU.</li> <li>• Attendance is not part of a course subject matter or a discipline specific skill and therefore may not be separately assessed as part of the course curriculum though it may be captured through participation requirements or specific in-class activities, assignments, or quizzes.</li> </ul>
Assignments	<p><b>Writing Assignment</b> Title 5 requires that CORs specify types or provide examples of writing assignments. In addition, Title 5 (55002) requires that grades be "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays", so unless a course instead uses problem solving exercises or skills demonstrations by students, essays, research papers, and other writing assignments should be reflected in the assignments.</p> <p><b>Critical Thinking Assignments</b> Degree-applicable credit courses require students to demonstrate critical thinking and application of concepts at the college level.</p> <p>For nondegree-applicable courses, the instruction in critical thinking should prepare students for the independent work they will do in degree-applicable courses including the development of self-direction and self-motivation.</p> <p><b>Reading Assignments</b> Title 5 (55002) requires that a COR specify types or provide examples of reading assignments. List reading assignments including the required textbook(s) if applicable. If course objectives include, for example, literature analysis, then reading assignments would be expected.</p> <p><b>Skills Demonstrations</b></p>

	<p>Most courses in CE, Kinesiology, Studio Art, and other primarily activity courses would be expected to have assignments, both inside and outside of class, that allow students to demonstrate the skills they are acquiring in the course as the primary method of evaluation of the course objectives. If there are specific skills demonstrations required by industry standards or external certifications/accrediting bodies, etc., they should be identified in this area.</p> <p><b>Other assignments (If applicable)</b> Assignments that do not fit into any of the above categories should be listed here</p>
Representative Outside Assignments	<ul style="list-style-type: none"> <li>• Outside assignments refers to work done outside of scheduled class time (at home).</li> <li>• Assignments listed above under writing, reading, critical thinking, or problem-solving/other assigned homework or to be completed outside of class, can also be included in this section.</li> <li>• Must show independent work at the same level of rigor</li> <li>• Must be sufficient to meet the minimum study time hours of work per week beyond class time for each unit of credit.</li> <li>• Lecture classes require 2 hours of outside work for every 1 lecture hour in class.</li> <li>• Labs do not require outside assignments.</li> <li>• Can include supplemental reading beyond the assigned texts</li> </ul>
Library Resources	<p>This section is not mandatory but is to inform the Librarian if there are any specific new library resources required for this course.</p>
Textbooks and Lab Manuals	<p>Primary textbooks and resource materials specified on a COR play a central role in the articulation of a course. Any required materials should be recognized by faculty in the discipline at other institutions as a major work that presents the subject's fundamental theories and practices.</p> <ul style="list-style-type: none"> <li>• Texts should be completely referenced in the following format: Graff, G. &amp; Birkenstein, C. (2021). "They Say / I Say": The Moves That Matter in Academic Writing (5th). W. W. Norton &amp; Company. ISBN-13: 978-0393538731</li> <li>• Texts should be current, the newer, the better, especially in rapidly changing fields.</li> <li>• A course cannot be submitted for articulation and C-ID if the text is 5 years old or older.</li> <li>• Texts should be appropriate for the level of the course (and must be beyond 12th grade reading level for transferable courses).</li> <li>• Some courses may use reference manuals that are long standing icons in their fields, but typically, there are also newer texts that can also be included.</li> <li>• Courses being submitted for UC TCA and Cal-GETC require recent texts (less than 5 years old) except when classic texts are the standard in the discipline.</li> <li>• Writing courses require a style manual/writing handbook (per UC TCA)</li> <li>• Lab science courses require a lab manual. This can include STEM disciplines or any course that uses a required lab manual created by</li> </ul>

	<p>faculty (even in-house lab manuals should be updated regularly) and should follow this format: Ventura College (2022). CHEM V01AL Lab Manual. Xanadu. ISBN-13: 978-1711482798</p> <ul style="list-style-type: none"> <li>• Open Educational Resources (OER) or online digital texts are acceptable for UC if they are stable and publicly available as published textbooks and not a list of web links.</li> <li>• History courses should include primary sources or alternative texts in addition to a textbook (per UC TCA)</li> <li>• College success courses must include the college catalog for UC TCA.</li> <li>• Literature courses must include a representative reading list for UC TCA. <ul style="list-style-type: none"> <li>○ Should list any other learning materials the student must have to effectively participate in the course.</li> </ul> </li> </ul>
Distance Education Addendum	<p>This section is required for all courses that will be taught in any online modality whether that is Fully Online, Partially Online (Hybrid), or Hyflex. There are questions about the qualifications of faculty assigned to teach courses in an online format that must be marked Yes if the course is to be offered online, including their training, and ensuring the course meets Federal and state accessibility standards.</p> <p>Regular Effective/Substantive Contact: in this section, faculty will list the Methods of Instruction used in the course (e.g., Asynchronous Dialog, recorded lectures, Video Conferencing, Email) and then document corresponding typical activities or assignments for each of the methods listed. Examples for the specific course content are helpful in helping to establish that regular effective contact and substantive interaction is happening between the faculty and student and among the students enrolled in the course. Please see the section on Distance Education in Chapter 3 of this handbook for more details on the DE Addendum as required by AP 4105.</p>
Regular Effective/Substantive Contact	Refer to the template language to fill this out. The template can be found in the <a href="#">Curriculum Canvas shell</a> . You can also ask a Curriculum buddy for support in this section.
Primary Minimum Qualifications	<p>All courses must have a minimum qualification (MQ) assigned that reflects the body of knowledge required to teach the course content. Since Banner allows for only one at a time, a primary MQ must be designated which should be the discipline that is planning to offer the course initially. If there are additional MQs, they can be listed under additional minimum qualifications. HR will use the COR to verify all appropriate MQs when faculty are assigned to teach a course.</p> <p>In order to teach a course, a faculty member must have been hired to teach in that discipline, not just meet the MQ.</p>
Additional Minimum Qualifications	If more than one MQ is appropriate for the course, use the drop-down menu to select additional MQs and the green + button to add each additional MQ.
Additional Local Certifications Required	If an additional license or certification is also required to teach the course beyond the MQ, it should be listed here.
<b>Articulation and General Education Section</b>	



<p>Articulation</p> <p>Articulation (continued)</p>	<p>For new courses, if the course is being created to align with a C-ID descriptor, enter that descriptor ID (discipline and number) in the box titled “C-ID Descriptor” and below where it says “Status” use the dropdown menu to select “Aligned.”</p> <p>The Articulation Officer will be responsible for changing the status to indicate when a course has been submitted or approved for C-ID and entering dates.</p> <p>Faculty can leave all other fields in the GE section of the CIM form blank. They will be completed by the Articulation Officer as courses are submitted and approved for GE.</p>
Local General Education	<p>The area definition criteria are governed by Title 5 and district policy. All courses proposed for GE will be reviewed by the P&amp;GE committee, and all courses approved by the P&amp;GE Committee will also be presented for approval by the Curriculum Committee.</p> <ul style="list-style-type: none"> <li>For new courses, faculty can select whether a course is being proposed for a particular area(s).</li> <li>For edited courses, the articulation officer will be responsible for completing the approvals, denials, and all dates.</li> </ul>
Course is CSU Transferable	<p>Faculty should select from the two choices:</p> <ul style="list-style-type: none"> <li>“Yes” indicates a course is baccalaureate level.</li> <li>“No” indicates a course is not baccalaureate level. This includes courses that apply to the associate degree in CE areas or are preparatory for transfer-level work such as basic skills courses in math, English, ESL, reading, as well as non-degree applicable courses.</li> <li>The articulation officer will be responsible for completing the effective date.</li> </ul>
Cal-GETC	<p>The area definition criteria are governed by the CSU Chancellor's Office (CSUCO) and the UC Office of the President (UCOP). For more information see the Articulation Officer.</p> <ul style="list-style-type: none"> <li>For new courses, faculty can select whether a course is being proposed for a particular area(s).</li> <li>For edited courses, the articulation officer will be responsible for completing the approvals, denials, and all dates.</li> </ul>
CSU Graduation Requirement in US History and American Ideals	<ul style="list-style-type: none"> <li>For new courses, faculty can select whether a course is being proposed for a particular area(s).</li> <li>For edited courses, the articulation officer will be responsible for completing the approvals, denials, and all dates.</li> </ul>
UCTCA	<ul style="list-style-type: none"> <li>For new courses, faculty can select whether the course is being proposed for the University of California             <ul style="list-style-type: none"> <li>Transfer Course Agreement (UC TCA) by selecting “Proposed.” If unsure, consult the Articulation Officer.</li> </ul> </li> <li>For edited courses, the articulation officer will be responsible for completing the approvals, denials, and all dates.</li> </ul>

## Stylistic Conventions for Writing the Course Outline

For the sake of consistency and clarity, when creating a COR, please remember to abide by the following stylistic conventions:

- Spell out each acronym the first time you use it
- Avoid ampersands except in Banner course titles
- Use the em dash and hyphen appropriately
- Apply rules such as capitalization, punctuation, and abbreviations consistently
- Use capitals and quotations appropriately. In the Course Content Section, for example, use initial caps in all capital lettered subpoints and initial caps only in numbered subpoints
- Use Arabic numerals rather than spelling out numbers, spelling out numbers only when needed for clarity, such as “two 5–7-page research papers”
- Proofread very carefully. Errors reflect badly on us if noted by outside agencies like accreditors, university faculty, and others

## CHAPTER 7: Transfer, General Education, Articulation, C-ID, CCN, and more...

## Course Transferability

### California State University (CSU) Transferability

The designation of CSU transferability, determining whether a course is “baccalaureate level,” is delegated by CSU to the individual community colleges in [CSU Executive Order 167](#). Faculty should consult with the articulation officer to determine whether their credit course meets CSU transferability. The articulation officer will advise faculty regarding CSU transferability according to criteria set forth in the [Baccalaureate-Level Courses document by the ASCSU](#) and in consultation with the CSU Chancellor’s Office.

### University of California (UC) Transferability

Only courses that have been reviewed and approved by the UC Office of the President may be designated as transferable to a UC campus. The UC publishes guidelines pertaining to lower-division courses being evaluated for UC Transferable Course Agreements (TCAs) in the [Regulations for Courses by Subject Area](#).

The following basic principles are used by UC in determining the transferability of community college courses:

- Courses should be comparable to those offered at the lower-division level at any of the UC campuses.
- Courses not equivalent to any offered at UC must be appropriate for a university degree in terms of purpose, scope, and depth.

### Process for Proposing Courses for UC Transfer (UCTCA)

Once courses have been approved by the Curriculum Committee, the articulation officer is responsible for preparing and submitting the course outlines to the UC Office of the President for consideration for transferability. Specific deadlines exist for the submission of new courses to the UC, making it imperative that faculty meet the early fall submission deadlines for any courses under consideration for UC Transferability.

## Course Articulation

### Overview

Credit courses approved by the Curriculum Committee, Board of Trustees, and California Community Colleges Chancellor’s Office may be eligible to be used to satisfy Ventura College’s associate degree requirements and/or be accepted for transfer by a four-year institution. Faculty can request or propose credit courses for local and university general education patterns, Course Identification (C-ID), and for transfer to the CSU and UC.

While Ventura College defines the requirements for its own associate degrees (see [BP 4025/AP 4025](#)), the determination of course articulation to four-year institutions falls outside its purview. Information in this section of the Curriculum Committee Handbook is provided to guide faculty developing courses they hope will fulfill Ventura College associate degree requirements and/or articulate to four-year institutions. Faculty who hope to have their courses meet GE, C-ID, or articulate to fulfill CSU/UC requirements should consult with the articulation officer early in the process of developing their courses for guidance.

**ASSIST:** The primary resource for researching which courses are required in the lower-division portion of a major or other major preparation at the CSU or UC, is the [ASSIST database](#). ASSIST is the official repository of articulation between all California community colleges and all UC and CSU campuses, along with a few private institutions. It provides visitors with major preparation, general education, and course-to-course articulation agreements. ASSIST is updated annually by articulation officers at each CCC, CSU, and UC.

**Creating Courses to Meet CSU and/or UC Requirements:** CSU and UC campuses do not publish official course outlines but use syllabi to convey course content. Faculty developing comparable courses should search for syllabi online or consult their articulation officer, who may access CSU/UC syllabi or outlines from other approved community colleges. Collaborating with university faculty—especially at primary transfer destinations like CSUCI, CSUN, and Cal Lutheran—is encouraged to ensure course comparability and successful articulation.

**Lower-Division Major Preparation Articulation:** ASSIST agreements detail the required lower-division courses for each major at CSU and UC campuses and show how Ventura College (or other CCC) courses meet those requirements. These agreements may include specific course or GPA requirements and are key for students preparing for a particular major at a specific university. A Ventura College course sharing a discipline with a CSU/UC course is not automatically considered a major course; only those explicitly required by the major count. Other courses may count as electives or GE, if approved.

**Course-To-Course Articulation:** The purpose of articulation agreements is to identify courses at Ventura College that are comparable to or can be used in lieu of a course at a UC, CSU, or private university. While the articulation officer at Ventura College can propose courses for articulation, decisions about their acceptance is determined solely by faculty representing each discipline (often the department chair) at each individual CSU, UC, or private university campus. Courses identified in a course-to-course agreement represent all courses offered within one discipline at a four-year university and include courses that can be used for general education, major preparation, or elective units for a bachelor's

degree. Course-to-course agreements do not indicate which of the discipline courses are required in certain majors.

## Ventura College Graduation Requirements

The course requirements for the associate degree at Ventura College fall into the following categories:

- Major courses
- General Education
- Electives

**Major Courses:** Per Title 5, Associate degrees must have a major or area of emphasis consisting of a prescribed program of study of 18 units or more. Majors may consist of core requirements and restricted electives.

**General Education:** General Education (GE) is one of the required components of all Associate (and Baccalaureate) degrees, both in the Title 5 and ACCJC accreditation standards that govern California Community Colleges. [Title 5 §55061](#) requires that all students receiving an Associate degree complete a minimum of 21 semester units of general education. These requirements may be fulfilled by courses completed within the Ventura College GE pattern as detailed in [AP 4025](#).

Ventura College offers students three General Education options. The major/and or transfer path a student is pursuing will dictate the choices available to the student.

1. Ventura College General Education (VC GE)
2. California General Education Transfer Curriculum (Cal-GETC)
3. General Education Pattern of the Intended Transfer Institution

NOTE: students with catalog rights prior to Fall 2025 may use CSU-GE Breadth or IGETC to fulfill their general education requirements.

**Ventura College General Education (VC GE):** This is the “local” GE pattern, that includes all Title 5 GE requirements, as well as additional district requirements established in [AP 4025](#). As part of the curriculum proposal and review process, courses may be proposed for placement into one or more of the GE areas noted in [AP 4025](#). In order to be approved, courses must align with the Title 5 area definition. Courses proposed for GE are reviewed and approved first by the Philosophy and General Education Committee, then approved by the Curriculum Committee. Approval is effective for the next catalog year.

**California General Education Transfer Curriculum (Cal-GETC):** [Cal-GETC](#) is the singular general education pathway that prospective transfer students from California community colleges can complete to satisfy lower division General Education requirements at both UC and CSU. Courses approved by the Curriculum Committee are automatically reviewed by the articulation officer and, if appropriate, are submitted for Cal-GETC review. Only courses already approved for UC TCA are eligible for Cal-GETC submission and approval.

Area	Requirement	Units
<b>1 – English Communication</b>	3 courses: 1A (Composition), 1B (Critical Thinking & Composition), 1C (Oral Communication)	<b>9 units</b>
<b>2 – Math Concepts &amp; Quantitative Reasoning</b>	1 course	<b>3 units</b>
<b>3 – Arts &amp; Humanities</b>	2 courses: 1 Arts + 1 Humanities	<b>6 units</b>
<b>4 – Social &amp; Behavioral Sciences</b>	2 courses in 2 disciplines	<b>6 units</b>
<b>5 – Physical &amp; Biological Sciences</b>	1 Physical Science + 1 Biological Science course  <b>plus</b> an associated lab	<b>7 units</b>
<b>6 – Ethnic Studies</b>	1 course	<b>3 units</b>

**General Education Pattern of the Intended Transfer Institution (Including meeting minimum Title 5 requirements):** Students transferring to a four-year university in high-unit majors or where completion of Cal-GETC is not appropriate or advisable may choose to instead follow the GE pattern of their intended institution. This may include students transferring to private universities, out-of-state universities, or UC/CSU campuses within majors that have their own specific GE requirements. The only major at Ventura College for which this is an option is General Studies Pattern II with any area of the three areas of emphasis: Arts and Humanities, Natural Science or Mathematics, or Social and Behavioral

Sciences. The GE courses students select from to meet minimum Title 5 requirements come from the Ventura College General Education pattern.

There is no separate articulation submission process for this GE pattern.

**Free Electives:** If additional units are needed to meet the 60-unit minimum requirement for the associate degree, students can complete any degree-applicable course, and these are known as “free electives.” Students seeking to transfer to the CSU or UC should verify that the free electives chosen are also transferable to the CSU or UC. Only courses approved for the UC TCA are transferable to UC.

## Course Identification Numbering System (C-ID)

The Course Identification Numbering System (C-ID) is a statewide numbering system, independent from the course numbers assigned by local California Community Colleges (CCC). On the C-ID website, [c-id.net](http://c-id.net), there are course descriptors created by faculty Discipline Input Groups (DIGs) of CCC, CSU faculty, and articulation officers across the state. The course descriptors include a course number, title, catalog description, requisites, minimum units, objectives, content, and appropriate textbooks. CCC faculty can create a new course or revise their existing course to align with a C-ID descriptor, and after the COR is approved by the Curriculum Committee, the articulation officer will submit the COR to C-ID for review. Once approved, the course will bear the C-ID designation in the catalog, schedule of classes, and the list of approved courses on the C-ID website.

A C-ID number attached to a course indicates that participating CCCs and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses, regardless of their unique titles or local course number. This is helpful for CCC counselors and for students who take courses at multiple CCCs. Some CSUs use C-ID approval to create articulation, if that campus has determined that the C-ID descriptor is comparable to their own course. The UC does not use C-ID when making articulation determinations.

C-ID should not be used as a substitute for articulation agreements because C-ID descriptors list only the minimum of what must be included for determining that a course is comparable. A particular university or discipline/dept. within a university may require additional objectives/content for articulation with a course and though two CCCs have their courses approved for the same C-ID descriptor, one college may have their course articulated and the other might not because of this. Always use [www.assist.org](http://www.assist.org) to confirm how each college’s course will be accepted at a particular four-year college or university for transfer credit.

For an updated list of C-ID descriptors, refer to the C-ID website at [www.c-id.net](http://www.c-id.net).



Any course submitted to the Curriculum Committee that lists a C-ID number, whether that course is being proposed for C-ID for the first time or is already approved, will have their course compared to the current C-ID descriptor to make sure it is still aligned. Any questions regarding C-ID should be directed to the articulation officer.

Courses not up for their periodic review by the curriculum committee are not required to be revised to align with descriptor revisions unless those revisions are substantial. Faculty will be notified by the articulation officer if substantial changes to C-ID courses occur that necessitate a COR revision.

## Common Course Numbering (CCN)

Education Code Sections 66725-66725.5 [[via Assembly Bill No. 1111 \(Berman\)](#)] require implementation of a student-facing common course numbering (CCN) system across the California Community Colleges on or before July 1, 2027. The CCN system will assign the same course number to comparable courses across all California community colleges in order to “streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit accumulation.” The CCN system will establish a structure that maximizes credit mobility for all students, strengthening equitable transfer and student success. The goal of CCN is to have all general education and transfer-level courses with similar content share the same course number across all community colleges.

Implementation is rolling out in three phases:

- Phase I (Fall 2025): ~6 high-enrollment GE courses
- Phase II (Fall 2026): ~23 courses (including lecture, lab, honors variants)
- Phase III (Fall 2027): ~47–50 additional courses

Courses that are part of one of the CCN phases outside of their periodic review will be required to revise and align their curriculum with the CCN templates. Faculty will be notified by the curriculum chairs to update their courses accordingly. Faculty can learn more about the CCN initiative by visiting the websites of the [California Community Colleges Chancellor’s Office](#) and the [Academic Senate for California Community Colleges](#).



# Articulation Submission Chart

## Ventura College General Education

- Approving Body: VC Philosophy and General Education (P&GE) Committee and Ventura College Curriculum Committee
- Review Cycle: Typically, during October-March annually
- Results: Within the same academic year

## UC Transfer Course Agreement (UC TCA)

- Approving Body: University of California's Office of the President
- Review Cycle: June 1<sup>st</sup> – June 25<sup>th</sup> annually
- Results: July – September Year 1

## Cal-GETC\*

(\*course must already be approved for UCTCA in order to be submitted)

- Approving Body: CSU Chancellor's Office and University of California's Office of the President
- Review Cycle: Submit by the end of 1st or 2nd week of December annually
- Results: April – June Year 2

## C-ID

- Approving Body: Academic Senate California Community Colleges (reviewers are CCC faculty and CSU faculty)
- Review Cycle: Can submit anytime
- Results: April – Weeks to years later

## Course for major, pre-major, or course-to-course articulation

- Approving Body: Each individual university campus and department
- Review Cycle: Can submit anytime
- Results: April – Days to years later



# New General Education Course Proposal Flowchart

---

Timeline follows an Academic Year  
(August–June)

---

## Year 1

- September– New Transfer GE course on curriculum agenda
  - October– District Council on Curriculum and Instruction (DCCI) agenda
  - November– Board of Trustees (BoT) Approval
  - December– Submit for C-ID (if applicable)
  - June– Submit for UC TCA
- 

## Year 2

- September– UC TCA submission results
  - December– Submit for Cal-GETC (if approved for UC TCA)
  - June– Cal-GETC submission results
- 

## Year 3

- August– Offer course with CSU/UC transfer and Cal-GETC approvals
-

## APPENDICES

## Sources

The information in this Curriculum Handbook is a summary and interpretation of material from local and California State sources.

- VCCCD Documents
  - VCCCD Participatory Governance Handbook April 29, 2022
  - Oxnard College Curriculum Handbook 2022
  - Administrative Procedures
- Documents from the California Community College's Chancellor's Office
  - Program and Course Approval Handbook (PCAH), 7th Edition California Community College Chancellor's Office (2020)
- Documents from the Academic Senate for California Community Colleges, including:
  - The Course Outline of Record: A Curriculum Reference Guide Revisited (2017)
  - The Course Outline of Record: A Curriculum Reference Guide (2008)
- Documents relating to transfer institutions
  - California General Education Transfer Curriculum Standards 1.3
  - Course Identification Numbering System (C-ID) website at [www.c-id.net](http://www.c-id.net)
  - UCOP Transfer Articulation website at <https://www.ucop.edu/transfer-articulation/transfer-course-agreements/tca-policy/regulations-by-subject-area.html>

## Acronyms

### Commonly Used Acronyms and Abbreviations

A.A.	Associate in Arts
AAM	Articulation Agreement by Major
A.A-T	Associate in Arts for Transfer
AB	Assembly Bill
ACCJC	Accreditation Commission for Community and Junior Colleges
ADT	Associate Degree for Transfer
AP	Administrative Procedure <i>or</i> Advanced Placement
A.S.	Associate in Science
A.S-T	Associate in Science for Transfer
ASCCC	Academic Senate for California Community Colleges
ASSIST	Articulation System Stimulating Interinstitutional Student Transfer
BCT	CSU Baccalaureate Level Course List by Department
BDP	Bachelor's Degree Program
BoT	Board of Trustees
BP	Board Policy
Cal-GETC	California General Education Transfer Curriculum
CAT	Catalog software
CB Code	Course Basic Code
CC	Curriculum Committee
CCN	Common Course Number
CDCP	Career Development and College Preparation
CE	Career Education
C-ID	Course Identification Numbering System
CCC	California Community Colleges
CCCCO	California Community Colleges Chancellor's Office
CIM	Curriculum Inventory Management
CIP	Classification of Instructional Programs
CLEP	College Level Examination Program
CMS	Curriculum Management System
COA	Certificate of Achievement
COCI	Chancellor's Office Curriculum Inventory
COR	Course Outline of Record
CPL	Credit for Prior Learning
CSLO	Course Student Learning Outcome
CSU	California State University
CSUCO	California State University Chancellor's Office
DCCI	District Council on Curriculum and Instruction
DE	Distance Education
EO	Executive Order (CSU)

GECC	CSU GE Certification Course List by Area
IB	International Baccalaureate
ICAS	Intersegmental Committee of Academic Senates
IDEAA	Inclusion, Diversity, Equity, Anti-Racism, and Accessibility
LMI	Labor Market Information
MC	Model Curriculum
MIS	Management Information Systems
MQ	Minimum Qualifications
OER	Open Educational Resources
PA	Proficiency Award
PCAH	Program and Course Approval Handbook
PSLO	Program Student Learning Outcome
SAM	Student Accountability Model
SB	Senate Bill
SCCRC	South Central Coast Regional Consortia
SOC	Standard Occupational Classification
TAG	Transfer Admission Guarantee
TBA	To Be Announced (formerly Hours by Arrangement)
TCA	Transfer Course Agreement
TMC	Transfer Model Curriculum
TOP	Taxonomy of Programs
UC	University of California
UCOP	University of California Office of the President
UCTCA	University of California Transfer Course Agreement
UCTP	University of California Transfer Pathway
WEE	Work Experience Education
ZTC	Zero Textbook Cost