



Curriculum Handbook

Approved for Spring 2002

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WVC CURRICULUM HANDBOOK -- FROM CONCEPT TO CLASSROOM

You have a great idea for a new course. Or ideas for improving an existing course. How do you take those ideas from concept to the classroom? And how do you decide whether your course should apply to the GE pattern? Be 3 hours lecture and 1 hour lab? Or 2 hours lecture and 3 hours lab? Have a scheduled lab or lab by arrangement? Be numbered 4 or 104? Require or recommend a corequisite? How do you write an acceptable assignment to demonstrate critical thinking? All these questions and more can arise during the curriculum development process. Failure to satisfactorily answer these questions before the committee considers your proposal can delay approval.

The following information has been compiled by the Curriculum Committee to help you as you prepare your proposal. It follows the organization of the new course proposal form and summarizes Title 5 and detailed information provided in The Curriculum Standards Handbook for the California Community Colleges. Your Curriculum Committee representative has a copy of this handbook. Many of your questions may be answered satisfactorily by the information provided in the state handbook and in this document, but if you need further assistance, contact your representative to the Curriculum Committee.

On the next page is a current curriculum calendar and a list of current Curriculum Committee members.

2001-2002 CURRICULUM COMMITTEE AND CALENDAR

Note: In addition to their disciplines, Curriculum Committee members have special areas of expertise related to new course proposals.

Area	Name	Ext	Additional Areas of Expertise
Applied Arts & Sciences	Yvonne Ekern	2445	Section 4: Critical Thinking
Business	Lana Bone	2426	Section 4: Homework
Fine Arts	Don Ciraulo	2637	Section 4: Critical Thinking
Language Arts	Julie Maia	2507	Section 4: Course Description
Library	Betsy Sandford	2478	Section 4: Course Outcomes
Math & Science	Greg Allen	2589	Section 4: Percentages Section 5A: Basis for Grades
Physical Education	Julie Lowry	2523	
Social Science/CC Chair	Dan Varty	2554	Sections 1, 2, 3 and 6
Student Services	Chris Clark	2491	Section 6
Student Representative	Angelica Buendia-Bangle		
Additional Resources			
Administrative Specialist Office of Instruction	Paula Clark	2618	Master Course File - numbers, titles, previous course outlines; Section 7
Office of Instruction	Harriett Robles	2136	Section 5B: Prerequisites
Articulation	Chris Clark	2491	Section 6
Records	Paula Pritchett	2454	Course numbers, linkages
Distance Learning	Dave Fishbaugh	2140	State requirements

CURRICULUM CALENDAR

<i>For curriculum changes you want to implement in:</i>	<i>Submit forms to your CC rep by:</i>	<i>Then submit forms to Paula Clark by:</i>	<i>For a 1st reading on:</i>	<i>And a 2nd reading (if applicable) on:</i>	<i>For BOARD approval on:</i>
Changes for Spring 2002 must be submitted to Paula Clark no later than <u>AUGUST 22, 2001</u> to appear in the schedule of classes.					
Sp 2002 Schedule	8/17/01	8/22/01	8/29/01	9/5/01	11/1/2001
Su/Fa 2002 - Schedule	8/24/01	8/29/01	9/5/01	9/19/01	
Su/Fa 2002 - Schedule	9/7/01	9/12/01	9/19/01	10/3/01	
Su/Fa 2002 - Schedule	9/24/01	9/26/01	10/3/01	10/17/01	*1/17/2002
Su/Fa 2002 - Schedule	10/5/01	10/10/01	10/17/01	10/31/01	
Su/Fa 2002 - Schedule	10/19/01	10/24/01	10/31/01	11/7/01	
Su/Fa 2002 - Schedule	10/26/01	10/31/01	11/7/01	11/21/01	
Changes which are to be included in the 2002 Su/Fall Schedule and the 2002-2003 Catalog must be submitted to Paula Clark by <u>JANUARY 23, 2002</u>					
Su/Fa 2002 Sch 02-03 Cat	11/9/01	11/14/01	11/21/01	12/5/01	*4/4/2002
Su/Fa 2002 Sch 02-03 Cat	11/26/01	11/28/01	12/5/01	1/23/02	
Su/Fa 2002 Sch 02-03 Cat	1/11/02	1/16/02	1/23/02	1/30/02	
Su/F2002 Sch 02-03 Cat Absolute Deadline	1/18/02	1/23/02	1/30/02	2/6/02	
Sp 2003 Schedule	1/25/02	1/30/02	2/6/02	2/20/02	
Sp 2003 Schedule	2/8/02	2/13/02	2/20/02	3/6/02	
Sp 2003 Schedule	2/22/02	2/27/02	3/6/02	3/20/02	
Sp 2003 Schedule	3/8/02	3/13/02	3/20/02	4/3/02	
Sp 2003 Schedule	3/22/02	3/27/02	4/3/02	4/17/02	
Sp 2003 Schedule	4/5/02	4/10/02	4/17/02	5/1/02	
Sp 2003 Schedule	4/19/02	4/24/02	5/1/02	Second reading in 2002-2003	

TIMING IS EVERYTHING!

The curriculum approval process takes time. The committee has the responsibility to ensure that curriculum meets numerous academic and legal standards set by both the college and the state. In addition, the Academic Senate and the Board must approve new and revised curriculum. Schedule and catalog deadlines must also be taken into account so that your course will appear in these publications. At a minimum, the curriculum approval process takes 6 weeks. Because of the length of time involved, the rule of thumb is: **SUBMIT YOUR PROPOSAL ONE ACADEMIC YEAR BEFORE YOU PLAN TO OFFER IT.** That is, if you want to offer the course in the fall of 2002, submit your proposal in the fall of 2000.

Of course, not all curriculum changes can be planned so far in advance. At the end of the spring semester, the Curriculum Committee establishes a schedule for the following academic year. The schedule is included in this handbook and in the yearly academic planning calendar. It is also available from your CC representative and the Office of Instruction. It indicates the latest possible dates you can submit proposals and still have them appear in the catalog and/or appropriate schedule of classes. Whenever possible, however, adhere to the one-year rule.

Sometimes there is an immediate need for a course and insufficient time to go through the regular curriculum approval process, especially when the committee is not scheduled to meet. In this case, refer to the section on Special Topics Courses and contact the Curriculum Committee Chairperson.

NEW DEGREE AND CERTIFICATE PROGRAMS:

The time lines are even longer for **new degree and certificate program** proposals or for **substantial revisions** of existing programs, which require state approval. If your new certificate is 18 units or more or is being substantially changed, it must be approved first by the Curriculum Committee (remember that process takes at least 6 weeks) and then submitted to the state for approval before it can be offered or even advertised. Occupational degrees and certificates must also be approved by the bay area occupational deans before they can be submitted to the State. The **official time line** is as follows:

If final decision is needed by:	March 1	May 15	July 15
Submit by:	September 1	November 15	January 15
Interim Notice from Chancellor due by:	December 15	January 15	March 1
Respond by:	January 15	February 15	April 1
Response from CPEC* due by:	February 15	May 1	June 15
Final Notice from Chancellor due by:	March 1	May 15	July 15

*California Postsecondary Education Commission

The State approval process is intricate and involves the submission of substantial information, a needs assessment, etc. Please ask your Curriculum Chair or the Department of Instruction for a copy of the 1995 Curriculum Standards Handbook, Volume 1.

WHICH COURSE PROPOSAL FORM DO I USE?

Use the chart below to help you determine which form to use. If your situation isn't described here, contact your CC representative. All forms are located in electronic files available through your Division Secretary.

TYPE OF PROPOSAL	FORM	NO. READINGS
New course		
New course	New Course	2
New course - pilot basis	New Course	2
New course - distance learning option	New Course & Distance Learning Certification	2
Community Education	Community Education	1
Contract Ed	Contract Ed	2
Offer a new course through 2 or more departments	Submit a New Course proposal from each department.	2

Existing Course

Note: Revisions must be accompanied by a copy of the current Title 5 course outline. All out-of-date sections should be updated. Any requisites not previously validated should be validated at this time. Major revisions require 2 readings and minor revisions require 1 reading.		
Breaking a course into smaller modules	New Course (one for each module)	2
Change in content	Revision of a Course	2
Change in units	Revision of a Course	2
Change in requisites or recommended preparations	Revision of a Course	2
Change in department	Revision of a Course	2
Reinstate an inactive course	New Course	2
Offer a course in distance learning mode	Distance Learning Certification Request	1
Offer an existing course through another department	Submit a New Course proposal from new department.	2
Inactivate a course	Revision of a Course	1

Administrative changes

Note: Administrative changes are minor changes which do not affect the intent of the original course.		
Change in Title	Revision of a Course	1
Change in Number	Revision of a Course	1
Change in repeatability	Revision of a Course	1
Change in course description	Revision of a Course	1
Change in grade options	Revision of a Course	1
Change in GE requirement (addition, deletion, modification)	Revision of a Course	2

Degree/Certificate Program

Propose a new degree or certificate	New/Revised Degree or Certificate Program	2
Revision of a degree or certificate program	New/Revised Degree or Certificate Program	2

Prerequisite/co-requisite and/or Recommended Preparation

To validate prerequisites, co-requisites, and/or recommended preparation	Content Review	1
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FILLING OUT THE FORM

A sample new course proposal can be found in the Appendix.

Designing a course requires that you consider many factors in addition to course content and objectives. These include degree applicability, number of hours and units, prerequisites, repeatability, critical thinking requirements, and transferability. Following is information that will explain what the choices mean and should assist you in deciding which option to select for your course. The information is organized according to the format of the new course proposal form, beginning with the first page. However, for development purposes, you will probably want to start with the section on course content.

HEADER

For curriculum office use only							
Curr Com:		Board:		MCF:			
Max class size:		Catalog:		GE:			
Max class size imposed by an accrediting agency:					What?		
SAM code:		TOP Code		Course Outline:			
Load:		Lec:		Lab:		Lab by arrangement:	
Discipline:				Human Resources:			

The header of the form includes information the Office of Instruction needs to accurately enter your course into the master course file (MCF). You will not complete this section, but it includes important information you should be aware of.

TOP AND SAM CODES:

The **TOP code** identifies your course according to the state’s Taxonomy of Programs (TOP) and permits the college to accurately identify your course to the state.

The **SAM code** refers to Student Accounting Model. This code indicates whether and to what degree your course is considered vocational.

These codes are assigned by the Office of Instruction based on codes assigned to similar courses in your program. If you would like to discuss either of these codes, contact the Administrative Specialist - Instruction.

CLASS SIZE AND LOAD

Class size and teaching load are determined by the District Load Committee, **not** the Curriculum Committee. This information is entered into the Master Course File by the Administrative Specialist - Instruction following guidelines from the district load book.

For more information, contact the Chair of the District Load Committee.

DISCIPLINE

The Office of Instruction will assign your course to the same discipline as other courses in your program. The discipline designation is important because it determines who will be qualified to teach your course.

For more information, contact the Administrative Specialist - Instruction.

Course Title: _____ **Course Number:** _____

Mark the appropriate box(es) below:

<input type="checkbox"/>	Proposed New Course	<input type="checkbox"/>	Certificate Applicable	<input type="checkbox"/>	Non AA / AS Degree Applicable—Basic Skills
<input type="checkbox"/>	Reinstate Inactive Course	<input type="checkbox"/>	AA / AS Degree Applicable	<input type="checkbox"/>	Non AA / AS Degree Applicable—Other
<input type="checkbox"/>	Special Topics Course	<input type="checkbox"/>	Transfer UC	<input type="checkbox"/>	Transfer CSU
<input type="checkbox"/>	Stand-alone Course	<input type="checkbox"/>			

You will need to indicate whether your course falls into one or more of the following categories:

- applicable to a certificate
- applicable to the AA or AS degree
- stand-alone course (not part of a degree or certificate)
- non-degree applicable
 - basic skills
 - other
- special topics
- transferable
 - to CSU
 - to UC

Community college courses can be separated into either credit or non-credit courses. (With one exception, WVC does not offer non-credit courses in its regular curriculum, only through community education.) Credit courses are then separated into those that apply to the associate degree (degree applicable) and those that do not (non-degree applicable).

Degree applicable courses are collegiate level courses which can be applied to the AA or AS degree either as courses required by a major or as electives to reach the 60-unit requirement for a degree. Degree applicable courses must be numbered correctly. See the section on course title and number below. Also see Section 6 for more specific information about the associate degree.

If you want your course to **transfer** to a California State University and/or to the University of California, indicate your preference in this section. Note that Curriculum Committee approval of your proposal does **NOT** guarantee transferability. See Section 6.

Non-degree applicable courses are courses for which the student earns units but those units cannot be applied to the AA/AS degree, either as major requirements or as electives. Non-degree applicable courses do **NOT** transfer. At WVC, most non-degree applicable courses are **precollegiate basic skills** courses, such as Math 902, English 905, and Reading 960. Students can take no more than 30 semester units of basic skills courses with exceptions for students enrolled in English as a Second Language courses and courses for the disabled. Non-degree applicable courses must be numbered correctly. See the section on course title and number below.

Special topics courses are courses which are designed to be offered on an experimental basis. A special topics course can be offered no more than twice, at which point you must decide whether you want to submit the course for inclusion in the regular curriculum. Special topics courses may not be used to meet GE requirements, nor are they transferable.

Special procedures exist for approval of Special Topics courses when the committee is not having regular meetings:

1. Contact the chair of the committee and specify the reasons why approval cannot wait until the next meeting.
2. The chair will review the proposal and certify that the course has met all pre-hearing requirements for a 100 series course and will then approve/disapprove the course.
3. In the chair is not available, the vice-chair or designee of the chair will act in the chair's absence.
4. If none of the above are available, the Dean of Instruction or designee will assume the duties of the chair.
5. The chair or other person approving will report to the committee at its next meeting.

In addition to degrees, WVC offers many **certificate programs** which require completion of a series of career-oriented courses. Certificate programs usually require 15 to 40 units and thus take less time to complete than the associate degree. They permit students to more rapidly obtain knowledge and skills necessary to enter the job market. Courses may be applicable to both the degree and a certificate.

COURSE TITLE & NUMBER

The **course title** should succinctly and accurately reflect the content of the course in such a way that the student does not have to rely on a lengthy description to understand what the course is about.

Before you select a **course number**, you must determine whether the number has been used before in your program. Contact the Administrative Specialist for information. If it has been used, you must select another number. You should also select a number that correctly indicates the status of your course.

0-89	Degree applicable, transferable courses
91,92,93	Directed Studies Courses
	Directed Studies are courses which provide students the opportunity to individually pursue advanced work of special interest which is related to, but not included in, regular courses offered by the college. Directed Studies can be offered only in those departments where the Curriculum Committee has approved the course outlines and the courses are included in the college catalog as Directed Studies 91, 92, or 93. The second digit of the Directed Studies course number refers to the number of units which the student may earn: 91 is worth one unit; 92 is worth 2 units, and 93 is worth 3 units.
99	Contract Education Courses
	Companies, agencies, or individuals with special training needs contract with the college to provide custom designed courses. These courses are not applicable to the AA degree. At WVC, contract education courses must be approved by the Curriculum Committee.
100	Special Topics Courses
	Special topics courses are courses which are designed to be offered on an experimental basis. A special topics course can be offered no more than twice, at which point you must decide whether you want to submit the course for inclusion in the regular curriculum. Special topics courses may not be used to meet GE requirements, nor are they transferable.
900-999	Non-degree applicable, non-transferable precollegiate courses
	Non-degree applicable, non-transferable courses, including precollegiate basic skills courses.

You may use a single number for a series of closely related and sequential courses, especially short-term courses, and distinguish each course with a letter, for example 175A, 175B, 175C, and 175D. However, each course must have its own course outline and the content must be different for each course.

Some courses have articulation numbers assigned to them that identify courses which have been accepted to fulfill lower division requirements at any of the participating community colleges and CSU and UC campuses. These numbers are commonly referred to as California Articulation Numbers (CAN) and are included in the course description, if applicable. To qualify for a CAN number, a course must be articulated with a similar course from any combination of four UC or CSU campuses. The Articulation Officer will submit the course for consideration. Action on the request may take up to one year.

Section 1: Resources Availability

What is the projected implementation cost?

\$

These signatures are necessary to ensure there are sufficient resources to support the course/program offering.

Library:

Library Director or Designee Signature (Required for **all** courses)

Computer Lab:

If there is a computer lab requirement (scheduled or by arrangement), the signature of the appropriate lab coordinator is required.

The Curriculum Committee's primary responsibility is to ensure that the proposed curriculum is educationally sound and meets college and state requirements. Approval of curriculum **does not** guarantee funding. Securing funding/FTE is the responsibility of the proposing department and/or division.

As you plan your course, take into consideration your need for and the availability of the following:

- qualified faculty
- support staff
- equipment
- supplies
- facilities, on and off-site

Signatures are **REQUIRED** for the following:

Library: You are **required** to contact the Library and discuss your proposal to determine whether your course will need library resources.

Computer Lab: If your course will make use of any of the computer lab facilities on campus, you are **required** to contact the director of the appropriate computer lab. Should you anticipate requiring other technology or services, make sure you have identified those resources before you seek approval.

Section 2: Articulation

Articulation with any department that offers a course with similar content is required. If not applicable, write N/A.

West Valley: Department		Person:		Date:	
Outcome:					
Mission: Department		Person:		Date:	
Outcome:					

Articulation

- Articulation is **required** if there is **any department at either college** which offers a course with similar content. You will need to consider course offerings in programs other than your own to ensure that you are not proposing a course or course content is already offered by another department. You must contact a representative of the department(s) to discuss your proposal and hopefully resolve any conflicts that might occur. While articulation does not require that you reach consensus, it is always appreciated if you and your colleagues can resolve any differences **before** your proposal is submitted to the Curriculum Committee. Conflicts brought to the committee for resolution can delay action on your proposal.

- **Articulation with is also required.** If Mission College has a department or program that does or could offer a similar course, you **must** inform the relevant department of your proposal. Give the name of the person contacted, the date, and the result of that contact if any. Mission College does not have veto power over the curriculum proposals at West Valley College and *vice versa*.

Section 3: General Information

Has this course title and/or number been used in the past?							Yes		No		
Grade Type: (Mark One)		Grade Only		Credit/No Credit Only		Grade Or Credit/No Credit Option					
Lecture Units:		Lab Units:		Total Units:							
Lecture hrs per wk:		Scheduled Lab hrs per wk:			Arranged Lab hrs per wk:						
Length of course (number of weeks):			Total Class hrs per week:								
This course will be offered: (mark all that apply)					Fall		Spring		Summer		
Repeatability:											
This course may be taken a total of:					1,		2,		3,		4 time(s).
What department and college objective(s) will this course fill?											
Will this course be offered in a distance learning format?							Yes		No		
If Yes, obtain distance learning certificate from the Administrative Specialist - Instruction, complete, and turn in with proposal.											

COURSE TITLE & NUMBER

Has this course title and/or number been used in the past?		Yes		No
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Contact the Administrative Specialist - Instruction, to determine whether the course title or the number has been used in the past. Previously used numbers within a discipline cannot be used for new courses. See page XX for additional information about course title and number.

GRADE TYPE:

Grade Type: (Mark One)		Grade Only		Credit/No Credit Only		Grade Or Credit/No Credit Option
------------------------	--	------------	--	-----------------------	--	----------------------------------

There are 3 options for the way students are graded. You must select one:

- Letter grade (A, B, C, D, F)
- Credit/No credit (CR/NC)
- Letter grade with Credit/No credit option

When you choose a **letter grade**, it means that the final grade will be calculated into the student's grade point average (GPA) for the semester. Note that students receiving a D grade will receive unit credit for the course, but the grade of D is not considered satisfactory and the student will not be able to proceed to subsequent courses for which this course is a prerequisite.

When you choose **credit/no credit**, students receiving the equivalent of a C or better in the course will be assigned a CR. Students receiving the equivalent of a D or F will be assigned NC. Credit/no credit grades are not figured into the student's grade point average because they do not have numerical equivalents. However, NC grades are considered in determining probation and dismissal status. Further, students may apply only 20 units of CR/NC units to the degree.

Choosing the **letter grade with the CR/NC option** permits maximum flexibility, but students must indicate by the 6th week of classes (or 1/3 of the course) which grade option they want (§ 55752).

UNITS:

Lecture Units:		Lab Units:		Total Units:	
Lecture hrs per wk:		Scheduled Lab hrs per wk:		Arranged Lab hrs per wk:	
Length of course (number of weeks):		Total Class hrs per week:			

See the Appendix G for charts that can help you determine the appropriate combination of hours/units/weeks for your course.

DEFINITION OF A UNIT:

Title 5 defines a unit as 3 hours of work, including class time. This measure is known as the Carnegie Unit. For every hour of **lecture**, the student is expected to do 2 additional hours of work. These hours can be done independently and outside of class (i.e., “homework”) or they can be done in a laboratory setting or on a field trip. The only prohibition is that the student cannot receive additional credit for those 2 hours. Section 4 of the course proposal form will ask you to account for how students will spend the additional hours outside of class.

Units are determined by the number of hours the student is required to spend in order to complete the course work. **The most important criterion in determining the number of hours and the number of units is course content.** You will need to use your professional judgment to determine whether the material can be mastered, for example, in 1 or 3 or 5 hours a week; whether the course should be 18 weeks or fewer; whether the hours should be a combination of lecture or lab; or whether the lab should be scheduled or by arrangement.

There are other considerations, however, in making these decisions. You should think about this course in the context of your total program to ensure that you are not requiring students to complete an unrealistic number of units for a degree or certificate. Also remember that students do not have an infinite number of hours per week to spend on their studies and that their schedules typically include several classes. Also, courses with many units may be very difficult to schedule in prime time because of the limitations of block scheduling and availability of facilities.

LECTURE: For classes taught purely in lecture mode over 18 weeks, 3 hours of **class time** per week (plus 6 hours per week of additional work) are equal to 3 units. The traditional interpretation of lecture is a class where the instructor lectures and the students interact primarily by asking questions and participating in discussions. However, courses designated as lecture courses can and do include a variety of learning activities, including individual and small group work and student presentations. Courses can include a combination of lecture and laboratory hours.

LABORATORY: Courses taught primarily in the laboratory mode are courses in which students spend all or most of their time in hands-on activities where it is assumed that students do all their work in the lab and normally do not have outside homework. Three hours per week of lab time are equal to 1 unit. Courses can include a combination of lecture and laboratory hours.

SCHEDULED VS. ARRANGED LAB HOURS: Lab hours can be scheduled (meet at scheduled times on scheduled days) or they can be arranged (the student attends at whatever time is convenient). Each format has its advantages and disadvantages. **Scheduled lab hours** mean you must identify a specific time and place for lab work. The instructor is relieved from maintaining individual (“positive”) attendance records for each student and therefore, scheduled labs earn the maximum amount of weekly student contact hours (WSCH) for apportionment purposes. **Arranged hours** provide flexibility for staff, students and use of facilities but do require a mechanism for accurately tracking and reporting students’ attendance. Regardless of whether hours are scheduled or arranged, there must be qualified supervision.

LENGTH OF COURSE: Making a final decision about the hours and units also involves the **number of weeks** your course will be offered. A 3 unit course that meets 3 hours a week for 18 weeks will meet 6 hours a week for 9 weeks, for example. **See the Appendix for a chart which will help you determine the appropriate combination of hours/units/weeks for your course.**

In general, students should receive units equivalent to the number of hours they put in. However, it is possible to require students to put in hours for which they do not receive one to one unit credit. This is true if the hours are applied toward the 2 additional hours/1 hour of class time as defined by the Carnegie unit. This is often the case with lab hours by arrangement. In this case, if you required 2 hours of lab for which the student receives no units, you would reduce the number of homework hours by two. There are also instances in which transferability of the course would be negatively impacted by the addition of more units, yet the program has determined there is a need for supplementary instruction. If you have questions about the effect of increased units on the articulation of your course, contact the Articulation Officer.

FREQUENCY OF SCHEDULING:

This course will be offered: (mark all that apply)		Fall		Spring		Summer
--	--	------	--	--------	--	--------

Most courses are offered both fall and spring semesters, though the number of sections may vary. Some courses are routinely offered in the summer; others are never offered in summer. If your program has a specific cycle for offering selected courses (e.g., Accounting 59 is offered in spring semesters only), you should indicate this information so that it can be included in the catalog. Counselors and students will find this information useful in developing educational plans.

REPEATABILITY:

Repeatability:								
This course may be taken a total of:		1,		2,		3,		4 time(s).

You will be asked to indicate how many times students can take your course for credit. Typically, students may take a course only once unless they receive a sub-standard grade (D, F, NC). However, it is permissible for a student to repeat a course if the student who repeats the course gains an expanded educational experience because skills or proficiencies are enhanced by supervised repetition and practice within class periods.

The maximum number of times a student may **take** a course at WVC is 4 times. (Or put another way, a student may **repeat** selected courses a maximum number of 3 times.) The form will ask you to indicate the total number of times a student may **take** a course for credit.

PURPOSE:

What department and college objective(s) will this course fill?

Please note that this question does NOT ask about learning objectives. It asks how your proposed course meets DEPARTMENT and COLLEGE educational and student need objectives. Answers to this question should be based on the following:

Student/Program Data:

Your department can access comprehensive data about your program on the PARIS system. These data can be used to identify program needs and provide the basis for both the goals your program has developed (see below) or the course you plan to propose.

You may have other information which supports the need for your proposal. For example, you may have recommendations from an advisory committee or from an external group, such as an accrediting or licensing agency.

Goals:

- Your program's goals
- The college's goals
- The district's goals

Refer to the guidelines for Assessment & Planning for Programs & Services (APPS). These guidelines include copies of the college's and district's goals. For more information or a copy of your most recent APPS report, contact your department or division chair.

DISTANCE LEARNING

Will this course be offered in a distance learning format?		Yes		No
--	--	-----	--	----

If Yes, obtain distance learning certificate from the Administrative Specialist - Instruction, complete, and turn in with proposal.
--

Recent technological advances have added new tools for instruction both in and out of the classroom. In addition to telecourses, colleges can now offer such diverse learning strategies as computer assisted instruction, real-time two-way interactive video, multimedia presentations, and e-mail. Use of communication technology for instruction of students who are physically separated from their instructor is now permitted for all credit and non-credit community college courses. See the distance learning form and additional information in Appendix I.

Distance learning is defined by Title 5 as “instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.” Courses and sections of courses may be identified as distance education whenever instruction is being provided through the assistance of communication technology, the student is out of line of sight of the instructor, and the instructional hours are claimed for apportionment and counted as credit hours for units awarded to the student for successful completion of the class.

Courses delivered by distance education must be separately reviewed and approved by the Curriculum Committee to determine:

- whether the course qualifies as a distance learning course;
- that the objectives and content are adequately covered
- that that the distance learning methodology is effective for the specified class size
- that adequate instructor contact with students takes place.

A separate form is required for distance learning courses. Contact your Curriculum Committee representative or the administrative specialist.

State Reporting Requirements for Distance Learning Courses: Distance learning regulations require the college to submit an annual report to our local board and the state through June 30, 2000 (§55316, 55316.5, 55317). The purpose of the report is to allow for a systemwide evaluation of the implementation of distance education. If your course is offered in a distance learning format, you will be required to provide additional data for the report upon the request of the Distance Learning Coordinator or Office of Instruction.

Section 4: Course Specific Information

COURSE DESCRIPTION: This description will appear in the college catalog. If this course is offered in distance learning format, contact Administrative Specialist - Instruction for necessary form.
00

A course description should provide enough information to adequately describe the purpose of the course, its content, and objectives, but it should not be too lengthy. **The description must be written in complete sentences.** The Curriculum Committee will carefully review the description for clarity, correctness, and consistency with other catalog descriptions. Contact your CC representative if you have questions.

PREREQUISITES, COREQUISITES AND RECOMMENDED PREPARATIONS. Any course with pre/corequisites and/or recommended preparations requires a separate form which must accompany any new course proposal

Are there required prerequisites and/or corequisites? If Yes, list.		Yes, attach required content review form.		No
Are there recommended preparations (other than Basic Skills)? If Yes, list.		Yes, attach required content review form.		No

PREREQUISITES & COREQUISITES

By definition, prerequisites and corequisites are mandatory. After they have been validated as necessary and appropriate, they must be enforced. If you want requisites, they must undergo content review, at a minimum, in order to meet the validation requirement set by the state. See the prerequisite guidelines in Appendix C. Contact your CC representative if you need further assistance.

Think carefully about requisites when you establish them. You must be able to demonstrate that they are both necessary and appropriate. Students who do not have them will be blocked at the point of registration or they may formally challenge the requisite. Requisites outside your discipline (e.g., English 1A for Philosophy) require the highest level of validation, i.e., research, to demonstrate their necessity.

The Curriculum Committee may require requisites where it believes they are necessary, e.g., beginning swimming before intermediate swimming.

RECOMMENDED PREPARATIONS

You may elect to recommend preparations rather than require them. Recommended preparations are advisory only; students will not be blocked at registration if they do not have them. Recommendations for basic skills are covered in Section 5. If you wish to recommend something other than basic skills (e.g., an art class before an interior design class), you must still complete content review. Contact your CC representative for more information.

COURSE OUTCOMES/OBJECTIVES: List objectives and/or skills that can be effectively measured and assessed. State the objectives in terms of expected student accomplishments.

Upon completion of this course, students should be able to:

Outcomes should match course content and be measurable. Use active verbs and give a precise description of the expected observable behavior. Avoid verbs such as “know” and “learn;” they are not specific enough to be easily measured. For example,

Upon completion of this course, students should be able to:

1. (identify) the oak and maple leaves in a pile of oak, maple, and elm leaves with 100 percent accuracy.
2. (write) a paragraph containing a topic sentence, at least three supporting details, appropriate transition words, and demonstrating at least 70% accuracy in spelling and mechanics.
3. (describe) the essential characteristics of a bicameral legislature.

(Adapted from Handbook of Curriculum Design for Individualized Instruction, Sidney Drumheller)

COURSE CONTENT: The course outline must contain sufficient detail to guide an instructor teaching the course for the first time and to assist the Curriculum Committee in evaluating course content and pre/corequisites and recommended preparations. Identify the percentage of time devoted to each major topic/activity.	PERCENTAGE:
Outline of Lecture Content:	%
Outline of Scheduled Lab Content:	%
Outline of Arranged Lab Content:	%

This section is arguably the most important section of your proposal. Although you may be planning on teaching this course yourself, assume you will **not** be the instructor. Assume it will be someone you will not have the opportunity to brief in person, a new hire, perhaps a part-time instructor. The course outline should be complete enough that someone knowledgeable in the subject matter would be able to come in on short notice and teach the course as it was designed. Next, approach the course outline from the student’s point of view. A prospective student should be able to look at the outline and have a fairly clear idea about what will be covered in the course.

Just how specific should the outline be? You will have to decide. A more general outline may give the instructor greater flexibility but at the expense of specific subjects that should be covered. Again, look at it from the point of view of a new instructor, as well as that of the Curriculum Committee. If the Committee is not provided with sufficiently specific information about the content, it will not be able to evaluate the course.

The outlines for EACH SECTION (lecture, scheduled lab, arranged lab) should add up to 100%. The Committee will be satisfied with a reasonable percentage estimate on each of the major components of the course. Do not include exams in those percentages. Refer to the sample proposal the Appendix or contact your CC representative for assistance.

CRITICAL THINKING: State one example of a critical thinking task or assignment you would assign students in this course. You may wish to begin your example with words such as: analyze, explain, deduce, solve, synthesize, create, defend, attack, distinguish between, weigh evidence, criticize, anticipate objects, and/or draw conclusions.

One example is sufficient. Write your example as you would an assignment directed to the student. Refer to the section on critical thinking in Appendix F for further guidelines.

Homework: Note: *Two hours of outside class work are required for each hour of lecture.* How many hours per week will be spent in the following activities?

	Study
	Problem solving activity or exercise
	Answer questions
	Practice skills
	Required reading
	Written work (essays/compositions/reports/analyses/research)
	Journal (reaction to and evaluation of class, done on a continuing basis throughout the semester)
	Observation of or participation in an activity related to course content (e.g., play, museum, concert, debate, meeting, etc.)
	Total additional course work hours

For a 3-unit lecture course, you should indicate 6 hours of outside work. Do **not** complete this section for lab courses for which students **do** receive credit.

Section 5: Student Preparation and Evaluation

A. BASIS FOR GRADES : Indicate approximate percentage of course grade in each category based on the assignments noted above. The percentages should reflect the breakdown in Section B.

	Writing assignments		%
	Problem-solving demonstrations		%
	Skill Demonstrations		%
	Examinations		%

Based on the course objectives, content, and assignments, indicate the basis upon which students will be graded. Make sure that your percentages match the information provided below in Part B.

B. STUDENT ACHIEVEMENT MEASUREMENT: Students in this course will be graded in at least one of the following four categories. A degree applicable course must have a minimum of one response in category 1 PLUS 2 OR 3.						
1. WRITING ASSIGNMENTS						
A degree applicable course must have substantial writing assignments. Mark all appropriate assignments:						
		short answers		term or other paper(s)		laboratory report(s)
		written assignments		reading report(s)		other (<i>specify</i>)
2. PROBLEM-SOLVING DEMONSTRATIONS, including:						
		exams		quizzes		homework problems
		laboratory report(s)		field work		other (<i>specify</i>)
3. SKILL DEMONSTRATIONS, including:						
		class performance(s)		performance (exam)		field work
		other (<i>specify</i>)				
4. EXAMINATIONS, including:						
		multiple choice, true /false		essay		matching items
		completion		other (<i>specify</i>)		

Note that degree applicable courses MUST require substantial writing. Be sure you check at least one response in #1. In addition, you must check at least one response in #2 or #3.

Make sure the information in Parts A and B is consistent. For example, if you indicate in Part A that there are NO skill demonstrations, then you should not check anything in B.3, Skill Demonstrations.

C. BASIC SKILLS: Based on your responses in A & B above, mark the reading, writing, and/or math skills that a student needs in order to stand a reasonable chance of being successful in this course. (Note: it is not required that a course have a recommended skill level in each category; NA can be an appropriate response.)

Reading	A. Level I:	6-8th grade level or Read 960 or ESL 64RV
	B. Level II:	9-10th grade equivalent or Read 161 or ESL 65RV
	*C. Level III:	12th grade level or Read 170 or 53 or ESL 50
Writing (English/ESL)	A. Level I:	Sentences, simple paragraphs or Engl 903 or ESL 64GW
	*B. Level II:	Paragraphs, short essays or Engl 905
	C. Level III:	Well developed essays, research papers or Engl 1A
Math	A. Level I:	Arithmetic or Math 902
	B. Level II:	Elementary algebra or Math 103/103R
	C. Level III:	Intermediate algebra or Math 106/106R

*College standard basic skills for degree applicable courses, no content review form is necessary.

NOTE: Using different level reading or writing "basic" skill requires a course content review. A math basic skill requires a course content review. (The forms are available from Administrative Specialist - Instruction.)

This section provides information about the level of basic skills (reading, writing, and math) which you recommend students have upon entry into your course. Note that for all DEGREE APPLICABLE courses, the college standard is Level III in reading and Level II in writing. If you accept this standard, no content review is necessary. If you elect to recommend different levels, you must complete a content review form.

No college-wide standard in math has been set. If you wish to make a recommendation for math, check the appropriate level and complete a content review form.

D. COLLEGE LEVEL APPROPRIATE TEXTS AND MATERIALS: Have the adopted texts or instructor prepared materials for degree applicable courses been certified to contain primarily college-level materials?

<input type="checkbox"/>	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
State the title of a text you might use for this class:					
<i>Note: For all courses, a list of required and recommended materials is maintained in the college bookstore.</i>					

Use information provided by the publisher to determine whether your text is appropriate for the college level. Provide at least one title of a text you *might* use for the class. Contact the bookstore to determine what other instructors are using.

TRANSFERABILITY

If you want your course to transfer to a California State University or to the University of California, you may make this request on the proposal form. You will indicate in which area you believe the course applies. Curriculum committee approval of your proposal does **NOT** guarantee transferability. Once the proposal is approved, the Articulation Officer will forward your request to either CSU and/or UC. These institutions make the final decision as to whether they will accept the course to meet GE requirements in the area you requested. CSU/UC approval can take as long as one year.

2 + 2 ARTICULATION AGREEMENTS:

If you are interested in articulating your course with a high school as part of a 2 + 2 articulation agreement, see the Appendix for guidelines. Articulation agreements must be submitted to the Curriculum Committee for approval. These agreements are reviewed by the Committee every 3 years.

THE AA DEGREE

According to Title 5, “the awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability:

- to think and to communicate clearly and effectively both orally and in writing
- to use mathematics
- to understand the modes of inquiry of the major disciplines
- to be aware of other cultures and times
- to achieve insights gained through experience in thinking about ethical problems
- to develop the capacity for self--understanding
- to possess sufficient depth in some field of knowledge to contribute to lifetime interests.”

Section 6: General Education

If you need more information in order to complete this section, contact the Articulation Officer.

WVC Course Designation Request

No GE Requested (Go to Section 7)	WVC Degree Applicable	Certificate Applicable
Transfer Applicable – UC	Transfer Applicable – CSU	

WVC GE Indicate requested area:

A. Language and Rationality	B. Natural Sciences
C. Humanities	D. Social & Behavioral Sciences
E. Lifelong Understanding & Development	Series I Series II
F. Cultural Diversity	G. Physical Education

IGETC (UC / CSU) Indicate requested area:

CSU ONLY Indicate requested area:

Area 1. English Communication	Area A. Language & Rationality
English composition Critical Thinking Oral Communication–CSU only	1. Oral Communication 2. Written Communication 3. Critical Thinking
Area 2. Mathematical Concepts	Area B. Natural Science – Mathematics
Mathematics	I. Biological Sciences Physical Sciences II. Mathematics
Area 3. Arts and Humanities	Area C. Arts, Literature, Philosophy, Foreign Language
Arts Humanities	Series I Series II Series III
Area 4. Social & Behavioral Science	Area D. Social Sciences: Social, Political and Economic Institutions and Behavior
Social Behavioral	Series I Series II Series III
Area 5. Physical & Biological Science	Area E. Lifelong Understanding & Self-Development

Physical Science
Biological Science
Language other than English–UC only

GE Articulation Review:

Articulation Officer _____ Date _____

GENERAL EDUCATION

You may **also** request that your course be offered as an option to meet general education requirements for WVC's associate degree. Following is information about general education, its purpose, and its components. You will need to indicate the area of the GE pattern for which you believe your course is most applicable. Title 5 describes in considerable detail the purpose and scope of general education.

Note that while the general education patterns are similar for the community colleges, the California State University, and the University of California, they are not identical. Attempts have been made to more closely align the general education patterns among the 3 segments of higher education to facilitate transfer of students from one segment to another. The Intersegmental General Education Transfer Curriculum (IGETC) is a series of courses that community college students may use as one option to satisfy lower division general education requirements for CSU and UC, though requirements do vary slightly among the campuses. (See Appendix B for specific information about the articulation of courses with CSU and UC.)

ARTICULATION DEADLINES FOR THE 2001-2002 ACADEMIC YEAR

For WVC Faculty proposing courses to be transferable to CSU, UC, IGETC, and/or CSU GE, please note that the Curriculum Committee must approve requests by the meeting dates below.

CSU TRANSFER

October 17th, 2001* to be CSU transferable effective **Spring 2002**

January 30th, 2002* to be CSU transferable effective **Summer 2002**

April 17th, 2002* to be CSU transferable effective **Fall 2002**

UC TRANSFER

The deadline for submitting UC transferable course proposals is **December 5th, 2001***. Courses will be forwarded to the UC Office of the President for review in early January. Approved courses will be retroactively effective beginning Fall 2001.

IGETC

The deadline for submitting IGETC course proposals is **December 5th, 2001***. Approved courses will be effective Fall 2002. Please note that courses submitted for IGETC must be transferable to both the CSU and UC systems (prior to being requested for IGETC).

CSU GE

The deadline for submitting CSU GE course proposals is **December 5th, 2001***. Courses approved for CSU GE will be effective Fall 2002.

Please contact the WVC Articulation Officer if you have questions (ext. 2491).

****Note that some course proposals (new course, major revision) require two readings. Please plan accordingly, as this will help ensure your courses meet submission deadlines.***

According to Title 5, “General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.”

Students receiving an associate degree shall complete a minimum of 21-24 units of general education in areas A, B, C, D, E, F, and G. The minimum number of courses/units vary depending upon the area. The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option.

THE GENERAL EDUCATION PATTERN FOR THE WVC AA DEGREE

To earn an associate degree at WVC, students must:

- Complete a minimum of 60 passing units, 12 of which must be in residence.
- Achieve a 2.00 (C) grade average
- Fulfill a major
- Demonstrate proficiency in reading, writing, and mathematics (through tests or course work)

Of the 60 units, 21-24 must be general education courses. Refer to guidelines for G.E. placement in Appendix L.

A LANGUAGE & RATIONALITY

Includes courses in English composition, communication, and analytical thinking.

B NATURAL SCIENCES

Includes courses which examine the physical universe, its life forms, and its natural phenomena.

C HUMANITIES

Includes courses which study the cultural activities and artistic expressions of human beings.

D SOCIAL AND BEHAVIORAL SCIENCES

Includes courses which focus on people as members of society.

E. LIFELONG UNDERSTANDING & DEVELOPMENT

Includes courses designed to cultivate self understanding and development of the student as an integrated individual capable of coping in a modern society.

F. INTERCULTURAL STUDIES (Approved, BOT, 3/19/92)

Includes courses that:

- prepare a student to work effectively and live harmoniously in a pluralistic society;
- acknowledge the experience, scholarship, and accomplishments of the many cultures in our society by incorporating them into the curriculum;
- promote and foster a sense of inquiry about cultural diversity;
- meet the needs of the college’s culturally diverse student population.

One three-unit course in cultural diversity is required for an associate degree. A course that meets this requirement cannot meet another GE requirement. Double counting is not permitted.

Courses designed to meet this requirement must be **integrative** and **comparative** and address theoretical and analytical issues relevant to understanding **race, gender, class, culture** and **ethnicity** in *United States* society. Courses submitted to the Curriculum Committee must fall into one of the following categories and the category must be identified upon submission:

- Ethnic Studies (focus is on 1 group)
- Multicultural Studies (focus is on 3 or more groups)
- Women’s Studies (focus is on 3 or more groups)

Every course must take substantial account of one or more of the following groups:

- African American/Black
- Asian American/Pacific Islander
- American Indian
- Middle Eastern
- Chicano/Latino
- European American

G. PHYSICAL EDUCATION ACTIVITY

Section 7: Signatures. Department and division signatures imply approval of articulation and course proposal content.			
New Course Proposal submitted by:			
Department:		Date:	
Department/Discipline Chair		Date	
Division Chair		Date	
Curriculum Committee Member		Date	

The signature process is very important. One of the single biggest mistakes you can make is not leaving enough time for your department chair, division chair, and CC representative to thoroughly review your proposal before the deadline. If either the department or division chairperson has objections to the proposal, it may go forward with a written statement of the specific reasons for the objection, but in this case, the Curriculum Committee is likely to ask that the objections be resolved before it considers the proposal. When problems that should have been identified and resolved at the department and division level surface during curriculum meetings, valuable meeting time is wasted, and approval is delayed. Equally serious is rushing proposals to the committee without the appropriate signatures. Unsigned proposals **WILL NOT** be reviewed.

Make it a point to work closely with your CC representative. He or she will be able to provide you with assistance and help ensure a smooth review process.

WHAT TO EXPECT AT THE CURRICULUM COMMITTEE MEETING:

New course proposals require 2 readings. Prior to the first reading, the curriculum committee will have had an opportunity to read your proposal. Each member is responsible for reading the entire proposal. In addition, each member is responsible for reviewing in detail a particular section of the proposal.

Whenever possible, the member will attempt to clarify questions or correct obvious errors prior to the first reading.

You are expected to attend both readings. The purpose of the first reading is to provide the committee with an overview of the proposal and to respond to any questions. Presentations of proposals are made in the order of first come, first served. Depending upon the length of the agenda, the meeting can last several hours. If you have a time constraint, notify the CC Chairperson in advance. For 2-reading items, the committee will not take action on your proposal at the first reading. It will provide suggestions as to how the proposal can be strengthened or direct you to correct errors or omissions and ask that those changes be submitted prior to the second reading.

At the second reading, the committee will review the proposal and any suggested changes, after which it will vote on the proposal.

AFTER THE CURRICULUM COMMITTEE:

The Curriculum Committee's recommendation for approval is forwarded to the Academic Senate, the Office of Instruction, the President, and finally to the Board. The Board must approve all curriculum changes. Usually, the Curriculum Committee's recommendation is accepted without question. However, if curriculum is not approved by the Board, it cannot be scheduled or listed in the catalog. Rejected courses are returned to the Curriculum Committee and to the initiator with reasons for disapproval. In this event, the initiator has the option to modify the proposal and resubmit it to the Committee.

APPENDIX A

Curriculum Committee Policies and Procedures

CURRICULUM COMMITTEE
Policies and Procedures

POLICIES

1. THE FUNCTION OF THE COMMITTEE

The Curriculum Committee is a standing committee of the WVC Academic Senate.

a. General Functions

- 1) Approve or disapprove additions, modifications, or deletions to the curriculum as submitted by departments.
- 2) Serve as the college advisory committee on curriculum.
- 3) Serve as the college committee implementing Title 5 regulations.

b. Specific Functions

- 1) Make recommendations by approving or disapproving:
New Course Proposals
Course Revisions
Program Revisions
Course Deletions
Changes in Hours and/or Units of a Course
- 2) Approve or disapprove fee-supported courses and non-credit ADA courses offered by Community Services.
- 3) Evaluate and recommend General Education and graduation requirements for the Associate Degree.
- 4) Evaluate and recommend the General Education pattern for transfer to the California State University.
- 5) Approve or disapprove courses for Baccalaureate credit at CSU.

2. MEMBERSHIP AND TERMS OF OFFICE

a. Membership shall consist of:

Dean of Instruction/Matriculation (ex officio)

Articulation Officer (ex officio)

Records Officer (ex officio)

Student Representative (ex officio).

Representative from each Division:

Applied Arts & Science

Business

Fine Arts

Language Arts

Library

Physical Education

Science and Math

Social Sciences

Student Services

b. Secretary

The secretary for the committee will be supplied by the Office of Instruction.

- c. Election of Representatives
Each area is entitled to elect a representative, by secret ballot, one person who will be confirmed by the Academic Senate.
- d. Term of Office
The term will be for two academic years and will commence at the beginning of the fall semester. The election will be held during the spring semester of the year preceding the beginning of the term of office. The terms of office will be overlapping with selection of a representative from each Division on the following rotation:

Odd-Numbered Years

Applied Arts and Sciences
Language Arts
Social Science
Physical Education.

Even-Numbered Years

Business
Fine Arts
Science and Math
Student Services.

- e. Recall of Representatives
A division may remove its representative at any time by a majority vote of those voting by secret ballot. A petition containing the names of at least 1/3 of the members of the area will cause the area to hold a recall election.

3. ELECTION OF THE CHAIR AND VICE-CHAIR OF THE CURRICULUM COMMITTEE

- a. Chair
The Curriculum Committee will elect one of its members to serve for one academic year. (August to August)
- b. Vice-Chair
The Curriculum Committee will elect one of its members to serve for one academic year.
- c. Recall of the Chair
The committee may remove or replace its chair at any time by majority vote of a quorum of the committee. If the chair is removed, the vice-chair will preside.

4. DUTIES OF THE MEMBERSHIP

- a. Attend all meetings of the committee
- b. Advise their area on committee issues.
- c. Advise their area on procedures for initiating new courses, revising courses, etc.
- d. Review course proposals prior to their submission to the committee to ensure conformity with Title 5, institutional requirements, etc.
- e. Facilitate solutions to questions that might arise from course outline discussions at committee meetings.

5. DUTIES OF THE CHAIR

- a. Call and chair meetings.
- b. Act as liaison between the Academic Senate and the committee.
- c. Represent the committee to the Governing Board.
- d. Help in the preparation of the Agenda.
- e. Notify the faculty of the dates when new courses, revisions, etc. must be presented to the committee in order to meet schedule and catalog deadlines.
 - 1) During the prior spring semester, the committee will establish its calendar for the next academic year.
 - 2) The Chair will notify the faculty of this calendar before the end of the spring semester.
 - 3) The Chair will send appropriate reminders to the faculty at the beginning of the fall and spring semesters.

6. DUTIES OF THE VICE-CHAIR

- a. Chair meetings in the event the chair is unable to be present.
- b. Assume the chair position in the event the chair is removed from office.

7. QUORUM

- a. A quorum of the committee will be one more person than 50% of the voting membership.
- b. No official business will be transacted unless a quorum is present. Only informational items may be presented in the absence of a quorum.
- c. Committee action shall be by voice or roll call vote.
- d. The affirmative votes of a majority of the quorum are required for approval of a proposal.
- e. If there is a tie vote of the quorum, the issue will be tabled for further discussion

PROCEDURES

1. GENERAL PROCEDURES FOR PROPOSALS

- a. All proposals must be typewritten. Any proposal not typewritten will be returned to the initiator.
- b. All proposals must be submitted to the secretary of the curriculum committee by 12:00 noon, Wednesday of the week prior to the next committee meeting. Proposals missing this deadline will be placed on the following agenda.
- c. Proposals must be filled out completely. Incomplete proposals will be returned to the initiator.
- d. All proposals must be submitted by a department/discipline.
- e. The initiator of the proposal or designee must be present for all readings of any proposal. If the proposal is not represented, it will be tabled.
- f. All new programs/courses, with the exception of "Special Topics Proposals", must be approved by the Governing Board prior to be offered.

2. GENERAL PROCEDURES FOR READINGS BY THE COMMITTEE

- a. When **two** readings of a proposal are required, the committee will discuss the proposal at two different meetings. A vote is taken at the second meeting.
- b. When **one** reading of a proposal is required, the committee will discuss and vote on the proposal at one meeting.

Special procedures exist for approval of courses when the committee is not having regular meetings.

- 1) The initiator will contact the chair of the committee and specify the reasons why approval cannot wait until the next meeting.
- 2) The chair will certify that the proposed course has met all pre-hearing requirements and will then approve/disapprove the course.
- 3) If the chair is not available, the vice-chair or the designee of the chair will act in the chair's absence.
- 4) If none of those mentioned in "3" are available, the Dean of Instruction, or a designee, will assume the duties of the chair.
- 5) The Chair, or other person approving, will report to the committee at its next meeting.

APPENDIX B

Articulation

CSU and UC

ACADEMIC SENATE OF THE CALIFORNIA STATE UNIVERSITY
(From report dated May 7, 1986)

CRITERIA FOR DETERMINING BACCALAUREATE LEVEL COURSES

There are four significant elements involved in this determination: the institution, the learner, the course, and the instructor/pedagogy. Course content alone will not determine acceptability for baccalaureate credit. The criteria are phrased in terms of expectations from each of the parties.

A. Institution

1. The course shall be taught by a qualified instructor.
2. Qualified faculty, as judged by their peers, shall make the decisions as to course content, instructional methodology, instructional support requirements, and methods and standards for assessing student performance.
3. Adequate instructional support resources shall be available to all students who enroll in the course, including facilities, library materials, and access to qualified faculty outside of class meeting times.

B. Learner

The learner shall be required to bring to the course:

1. a level of intellect, skill, prior knowledge, and maturity consistent with entry-level collegiate expectations and the stated prerequisite(s), if any, for the course;
2. learning skills and a vocabulary necessary for the completion of a baccalaureate level course;
3. the capacity to think critically and to understand and apply concepts.

C. Course

1. The course shall:
 - a. be aimed more at understanding theory and concepts which are grounded in the fundamental academic disciplines rather than at the acquisition of immediate technical skills.
 - b. treat subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level.
 - c. require the student to continue development of communication skills appropriate for higher education.

2. Coursework that:
 - a. enhances understanding of intellectual, scientific, and cultural concepts and traditions generally may be considered baccalaureate level.
 - b. enhances understanding of occupational and professional fields usually requiring experience in higher education as prerequisite to employment in such fields may be considered baccalaureate level.
 - c. provides instruction In occupational fields not usually requiring experience in higher education as a prerequisite to such fields may be considered baccalaureate level if the emphasis is upon providing a general Introduction to the field, (focusing on an understanding of the field) rather than only upon the development of technical skills required for immediate employment.
 - d. is remedial or college preparatory shall not be considered baccalaureate level.
3. Successful completion of the course shall move the student toward acquiring competencies expected of university graduates.

D. Pedagogy

1. There shall be opportunity for student—faculty interaction of a kind and variety commensurate with achievement of course objectives.
2. The method of evaluation of student performance and achievement in courses shall discriminate among levels of quality and among attainments appropriate to both entry and exit expectations.

California State University (CSU)

DESIGNATIONS FOR SUBJECT AREAS AND OBJECTIVES

Area A:	Communication in the English Language and Critical Thinking <i>References:</i> Sections V-A, VIII-C-1-a, VIII-C-2-a of E.O. 595	
	Oral Communication	A1
	Written Communication	A2
	Critical Thinking	A3
Area B:	Physical Universe and Its Life Forms <i>References:</i> Sections V-B, VIII-C-1-b, VIII-C-2-b of E.O. 595	
	Physical Science	B1
	Life Science	B2
	Laboratory Activity	B3
	Mathematics/Quantitative Reasoning	B4
Area C:	Arts, Literature, Philosophy and Foreign Languages <i>References:</i> Sections V-C, VIII-C-1-c, VIII-C-2-c of E.O. 595	
	Arts (Art, Dance, Music, Theatre)	C1
	Humanities (Literature, Philosophy, Foreign Languages)	C2
Area D:	Social, Political, and Economic Institutions and Behavior, Historical Background <i>References:</i> Sections V-D, VIII-C-1-d, VIII-C-2-d of E.O. 595	
	Anthropology and Archeology	D1
	Economics	D2
	Ethnic Studies*	D3
	Gender Studies*	D4
	Geography	D5
	History	D6
	Interdisciplinary Social or Behavioral Science	D7
	Political Science, Government, and Legal Institutions	D8
	Psychology	D9
	Sociology and Criminology	D0
Area E:	Lifelong Understanding and Self-Development <i>References:</i> Sections V-E, VIII-C-1-e, VIII-C-2-e of E.O. 595	E

** Ethnic Studies or Gender Studies courses emphasizing artistic or humanistic perspectives may be categorized in Area C.*

**GUIDELINES USED BY THE CALIFORNIA STATE UNIVERSITY
AND THE UNIVERSITY OF CALIFORNIA
IN REVIEW OF PROPOSED IGETC COURSES**

The guidelines are organized according to subject area. General issues are also listed.

GENERAL ISSUES:

Minimum unit value - The faculty determined that a course must have a minimum unit value of 3 semester or 4 quarter units in order to meet the requirements of the IGETC. (Laboratory courses intended to accompany lecture courses are an exception to this guideline). It is not acceptable to take three one (1) unit courses to fulfill a 3 unit requirement, because as a rule three one (1) unit courses will not together provide the depth or rigor of a single 3 unit course.

Courses that focus on personal, practical, or applied aspects - Material taught in courses applicable to the IGETC should be presented from a theoretical point of view and focus on the core concepts and methods of the discipline. Courses such as Everyday Legal Problems, Psychology of Intimate Relations, or Child Development: Implications for Child Guidance are examples of courses which focus on personal, practical, or applied aspects and do not meet the specifications of the IGETC.

Courses introductory to professional programs - Courses which are introductory to professional programs, such as Introduction to Business, Set Design for Theatre, and Writing for Commercial Markets do not have the sufficient breadth to meet general education requirements.

Advanced placement exams - Acceptable scores of 3,4, or 5 can be used to satisfy any of the IGETC subject areas. An acceptable score on an English exam may be used to meet the English composition requirement but may not be used to meet the critical thinking-English composition requirement.

Independent Study or Topics Courses - Independent study and special topic courses are not acceptable for IGETC. Since content of independent study or special topic courses varies from term to term, the applicability of these courses to IGETC cannot be determined.

ENGLISH COMMUNICATION

English as a Second Language courses cannot be used to fulfill the English composition requirement. Writing courses designed to meet the needs of a particular major, e.g., Writing for Accountants, cannot be used to meet the composition requirement.

MATH/QUANTITATIVE REASONING

Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments. Symbolic Logic, Computer Programming, and survey courses such as Math in Society, were deemed unacceptable to fulfill the math/quantitative reasoning requirement.

ARTS

The IGETC requires that courses meeting this requirement have as their major emphasis the integration of history, theory, aesthetics, and criticism. Courses which focus on technique or performance were not approved to meet this requirement (e.g., Beginning Drawing, Beginning Painting, and Readers Theatre and Oral Interpretation).

HUMANITIES

Acceptable humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, and aesthetic and cultural importance. The faculty of the two segments determined that courses such as English composition, Logic, Speech, Creative Writing, Oral Interpretation, Readers Theatre, Spanish for Spanish Speakers, and all elementary foreign language courses were skills or performance courses that do not meet the specifications for IGETC. Advanced foreign language courses were approved if they include literature or cultural aspects. Theater and film courses were approved if they were taught with emphasis on historical, literary, or cultural aspects.

SOCIAL AND BEHAVIORAL SCIENCES

Only courses which are taught from the perspective of a social or behavioral science were approved. Consequently, courses such as Physical Geography and Statistics did not meet the IGETC specifications for this area and were not approved. Community colleges may resubmit these courses in a more appropriate area. As noted in the General Issues section, courses with a practical, personal, or applied focus were not approved. Administration of Justice courses may be approved on an individual basis if they focus on core concepts of the social and behavioral sciences.

BIOLOGICAL SCIENCES

Acceptable courses must focus on teaching the basic concepts of biological sciences. Human Nutrition, Horticulture, Forestry, Health, and Human Environment courses were determined to have a narrow or applied focus and therefore unacceptable for this area. Courses that emphasize the major concepts of the discipline, including biochemical and physiological principles, will be considered.

PHYSICAL SCIENCES

Courses which do not focus on the core concepts of a physical science discipline, such as Energy and the Way We Live, are not acceptable.

**UNIVERSITY OF CALIFORNIA
OFFICE OF THE PRESIDENT**

SPECIFIC GUIDELINES FOR THE ARTICULATION OF COURSES

The following are guidelines for subject areas that have specific articulation requirements for the University of California. These guidelines should be used along with the general information in Attachment I.

ADMINISTRATION OF/CRIMINAL JUSTICE

Courses should be comparable to those offered by the University at the lower division level. Except for allowing one introductory course to the profession, the content of these courses should focus on criminal theory and not specifically deal with the functional aspect of law enforcement.

AMERICAN SIGN LANGUAGE

Appropriate courses must be in American Sign Language (not Signed English or finger spelling) and cover the deaf culture as well as the phonology, vocabulary, and grammar of ASL/AMESLAN.

ARCHITECTURE

Courses in this area should be comparable to those offered by the University at the lower division level. Courses should emphasize architectural design and theory, rather than applied aspects such as drafting or building/construction technology.

ART

Appropriate courses in this area should stress aesthetic intent and content over technique. Commercial or professional art courses (e.g. Advertising, Commercial Photography, Interior Design, etc.) are not appropriate, nor are craft courses (e.g. Calligraphy, Jewelry Making, Weaving, etc.). Limits on the number of art classes a student may transfer have been removed.

BIOLOGICAL (LIFE) SCIENCES:

Courses in this area should teach fundamental concepts and principles, how these were derived and how they are applied. Although a specific prerequisite is not required for introductory courses, they are expected to be of college level. It is not appropriate for courses in this area to be primarily professional or technical (i.e., for Allied Health majors). While courses generally are expected to have a laboratory (or field) component where appropriate, it is not required for elective credit. (See also "Field Courses.")

BUSINESS

Although this is primarily a professional area, two courses in principles of Accounting and one in Business Law have been articulated for a number of years. In addition, transfer credit will be allowed for one introductory business course provided it focuses on the role of business as it relates to the greater society and includes ethics, labor, finance, marketing, etc.

Calculus and some computer systems courses offered through a business department may be transferable if the majority of the content is math or computer-oriented, not business-oriented.

COMPUTER SCIENCE

Transferable courses in this area should cover topics such as: an introductory theory of the computer; its organization and logic; development of a high-level programming language; or use of a language in other areas. Courses which provide technical training, or are primarily business-oriented, are not considered appropriate for transfer. Limits on the number of computer science courses a student may transfer have been removed.

ENGINEERING

For courses in this area to articulate, they must have a strong theory component, but may include some application. However, courses which are primarily skills-oriented (e.g. manufacturing technology, practical mapping, engineering shop) are not considered appropriate for transfer. Surveying courses must have a Trigonometry prerequisite. Circuits courses must have a prerequisite of Calculus.

ENGLISH/JOURNALISM

See "Writing."

ENGLISH AS A SECOND LANGUAGE

A maximum of 8 semester units of transfer credit is awarded for courses in this area which emphasize writing. Courses which focus on listening, reading, or speaking skills are not considered appropriate. Also, it is expected that the writing required will begin at least at the paragraph level and progress to essay level.

FIELD COURSES

Courses in normally transferable subject areas that contain a substantial "field" component may be articulated provided they have: 1) a prerequisite of an introductory college-level, UC transferable, course in the subject; 2) at least one hour of lecture per week in addition to the time spent on field work; and 3) appropriate and sufficient readings, papers, and/or tests.

LANGUAGES OTHER THAN ENGLISH

Courses should provide instruction in the oral and written language, as well as the history and cultural traditions of the foreign country. Courses which are purely conversational must have a prerequisite of "completion of, or concurrent enrollment in, a course equivalent in level to the third year of high school study in the language." Also, the content of such conversation courses should not be primarily travel-oriented.

MATHEMATICS

In order to be appropriate for transfer, mathematics courses (including statistics) must have a prerequisite equivalent to two years of high school algebra. Courses with this minimum will employ topics of advanced algebra as found in such courses as pre calculus, college algebra or some courses in statistics.

MUSIC

Theory as well as performance courses are articulated. However, courses which focus primarily on the commercial aspects of music are not considered appropriate for transfer. Limits on the number of music classes that a student may transfer have been removed.

PHYSICAL EDUCATION

Courses may fall into three categories: 1) Activities, 2) Theory, and 3) Academic/Scholarly. Activity courses are limited to 4 semester/6 quarter units; theory is limited to 8 semester/12 quarter units.

PHYSICAL SCIENCES

Courses in this area should teach fundamental concepts and principles - how these were derived and how they are applied. Although a specific prerequisite is not required for introductory courses, they are expected to be of college level. It is not appropriate for courses in this area to be primarily professional or technical in nature (i.e., for Allied Health majors). While courses generally have a lab (or field) component, it is not required for elective credit.

SOCIAL SCIENCES

Transferable courses should provide students with an understanding of the development and basic features of major societies and cultures. Courses may include: an examination of the historic and contemporary ideas that have shaped our world; an examination of the nature and principles of individual and group behaviors; or a study of social science methodologies. Courses which are primarily personal or functional in nature, rather than analytic, are not appropriate for transfer.

TELECOURSES

In spring, 1992 the Community College Board of Governors adopted Title V regulations defining standards for the design, approval, and conduct of telecourses and revised them in 1998. These Title V changes were the result of lengthy discussions between the UC Board of Admissions and Relations with Schools, and representatives of the Chief Instructional Officers of the Community College Academic Senate and Chancellor Office staff. The agreed upon policy contains a number of provisions to ensure the rigor and quality of telecourses. Courses delivered by distance education must be separately reviewed and approved by the Curriculum Committee to determine:

- whether the course qualifies as a distance learning course;
- that the objectives and content are adequately covered,
- that the distance learning methodology is effective for the specified class size,
- that there is regular effective contact between the instructor and students.

A separate form is required for distance learning courses. Contact your Curriculum Committee representative or the administrative specialist.

THEATER ARTS

Theory courses, as well as performance and production courses are articulated. Practical courses in Broadcasting (i.e., radio and TV), or other commercially-oriented courses, are not appropriate for transfer. Limits on the number of theater arts courses that a student may transfer have been removed.

WRITING

Courses in which writing is the primary focus must have a minimum prerequisite of completion of a "Subject A" - level course. In addition to English composition, appropriate topics include: creative writing, newswriting, and scriptwriting. Commercially-oriented writing courses (e.g. magazine writing, how to publish/sell a novel) are not appropriate.

TRANSFER/ARTICULATION
WEB SITES AND INTERNET ADDRESS

ASSIST

www.assit.org

Black Colleges

www.edonline.com/cq/hbcu (Educational On-Line's – listing of HBCU's)

California Community Colleges

www.cccco.edu (California Community Colleges Chancellor's Office)

California State University

www.csumentor.edu

<http://artic.sjsu.edu/> (San Jose State University)

Independent Colleges and Universities

www.aiccu.edu (Association of Independent Colleges and Universities)

www.aiccu.edu/Guidebook/jumpstation.html (Quick Link to Campus Web sites)

www.scu.edu (Santa Clara University)

www.scu.edu/SCU/Departments/UGAdmissions/west.htm (West Valley/Santa Clara)

University of California

www.ucop.edu/ucophome/campus/ (links to all UC campuses)

West Valley College

www.westvalley.edu

Financial Aid/Scholarship Search

www.fastweb.com

www.finaid.org

APPENDIX C

Prerequisite & Corequisite

Validation Guide

West Valley-Mission Community College District

Prerequisite Approval Process

1996-97 (Revised 5/98)

PREREQUISITE APPROVAL PROCESS - INTRODUCTION

The purpose of this guide is to assist you with the process of establishing or reviewing prerequisites, corequisites, recommended preparations or other limitations on enrollment. **If you need further assistance, contact your Curriculum Committee representative.**

Responsibilities of the Curriculum Committee:

The Curriculum Committee has five broad responsibilities in the establishment of prerequisites, corequisites, recommended preparations, and other limitations on enrollment.

1. It must ensure that all prerequisites, corequisites, recommended preparations, and other limitations on enrollment are scrutinized as required by Title 5 to determine that they are both necessary and appropriate. There are several different levels of scrutiny, which are described in the following pages.
2. It must examine degree applicable courses to determine whether pre- or corequisites are necessary and if so, approve the course for degree credit ONLY after such pre- or corequisites have been properly established.
3. It must examine proposed courses to determine whether communication or computation skills are necessary and if so, approve the course for degree credit ONLY after the appropriate pre- or corequisite of not less than eligibility for enrollment in a degree applicable English or mathematics course has been properly established.
4. It must approve prerequisites, corequisites, or other limitations on enrollment as a separate action from the approval of courses or programs.
5. It must document its actions.

Responsibilities of the Faculty:

Faculty must establish pre- and corequisites and other limitations on enrollment that are necessary and appropriate and meet the standard set by Title 5, which is:

Without the knowledge and/or skills taught in the pre- or corequisite, a student would be highly unlikely to receive a satisfactory grade (C or better) in the target course.

They must support and enforce the prerequisites that are established by their departments by following the course outlines of record and adhering to college policies and procedures.

They must periodically review pre- and corequisites and other limitations on enrollment.

GUIDELINES FOR ESTABLISHING OR VALIDATING A PREREQUISITE, COREQUISITE, RECOMMENDED PREPARATION OR OTHER LIMITATION ON ENROLLMENT

1. If this condition of enrollment is being established or validated	Refer to	Forms
<input type="checkbox"/> for a course within a sequence in a discipline	Section 1	New course proposal form OR Major revision form (existing course) Content review form
<input type="checkbox"/> for a vocational course	Section 1	New course proposal form OR Major revision form (existing course) Content review form
<input type="checkbox"/> as a RECOMMENDED preparation	Section 1	New course proposal form OR Major revision form (existing course) Content review form

2. If this condition of enrollment is		
<input type="checkbox"/> considered a standard (customary) prerequisite and/or	Sections 1 & 2	New course proposal form OR Major revision form (existing course) Content review form CSU/UC documentation
<input type="checkbox"/> necessary to ensure transferability of the target course	Sections 1 & 2	New course proposal form OR Major revision form (existing course) Content review form CSU/UC documentation

3. If this condition of enrollment is		
<input type="checkbox"/> a REQUIRED communication or computation skill (English, Math, or ESL) for a course in an academic discipline other than English, Math or ESL)	Sections 1 & 3	New course proposal form OR Major revision form (existing course) Content review form Research request form
<input type="checkbox"/> an assessment instrument	Sections 1 & 3	New course proposal form OR Major revision form (existing course) Content review form Research request form
<input type="checkbox"/> recency or other measure of readiness	Sections 1 & 3	New course proposal form OR Major revision form (existing course) Content review form Research request form
<input type="checkbox"/> a pre- or corequisite which the Curriculum Committee has determined is necessary for a new course	Sections 1 & 3	New course proposal form Content review form Research request form

4. If this condition of enrollment is being established		
<input type="checkbox"/> for health and safety reasons	Sections 1 & 4	New course proposal form OR Major revision form (existing course) Major revision form Content review form Written statement

5. If this condition limits enrollment to a specific group of students		
<input type="checkbox"/> those who must audition or try out	Section 5	Contact CC rep or Office of Instr.
<input type="checkbox"/> Honors	Section 5	Contact CC rep or Office of Instr.
<input type="checkbox"/> Puente or other similar group	Section 5	Contact CC rep or Office of Instr.

OVERVIEW - WHAT IS CONTENT REVIEW?

PROCEDURES

-PREREQUISITES

-COREQUISITES

-RECOMMENDED PREPARATIONS

CONTENT REVIEW -- OVERVIEW

WHAT IS CONTENT REVIEW?

Content review is the first step in the process by which pre- and corequisites are determined to be necessary and appropriate, and therefore enforceable. Faculty in the discipline must examine the content of the target course and the pre- and corequisite course(s) to ensure that the content and objectives of the courses are appropriately linked. The standard by which a pre- or corequisite is determined to be appropriate and necessary is as follows: ***without the knowledge and/or skills taught in the pre- or corequisite, a student would be highly unlikely to receive a satisfactory grade (C or better) in the target course.***

WHY IS CONTENT REVIEW NECESSARY?

Title 5 requires that every pre- and corequisite be examined to determine whether it is necessary and appropriate. The intent of the regulations is twofold: (1) to ensure that artificial barriers which unnecessarily block students from courses are not erected and (2) to ensure that pre- and corequisites are established and enforced when necessary and appropriate to improve students' chances of success. Depending on the type of pre- or corequisite, additional scrutiny may be required, but at a minimum, all pre- and corequisites, as well as recommended preparations, must undergo a content review.

HOW DOES ONE DO A CONTENT REVIEW?

To conduct a content review, the exit skills of the prerequisite course and the entrance skills for the target course (or concurrent skills, if corequisites) are compared to determine whether they are sufficiently similar and whether the prerequisite course adequately prepares students to do the work required in the target course. The results are then submitted to the Curriculum Committee, either as part of the approval process for new or revised courses or as part of the periodic review required by Title 5.

In most cases, pre- and corequisites are established **within** a discipline (e.g., French 1 for French 2). There may be other situations in which a department has determined that a pre- or corequisite **outside** the discipline is necessary (e.g., English 1A for Philosophy). Prerequisites outside the discipline and some other enrollment limitations require the highest level of scrutiny: data collection and analysis. However, it is still necessary to complete the initial step of content review.

WHEN MUST CONTENT REVIEW BE DONE?

Anytime you propose a NEW course with pre- or corequisites or recommended preparations or REVISE these components of a course, you must complete content review. Otherwise, content review must occur every 4 years as part of Assessment & Planning for Programs & Services (APPS).

MUST EVERY COURSE HAVE A PRE- OR COREQUISITE?

No. These conditions of enrollment should be established only if they are necessary and appropriate. However, the Curriculum Committee may decide that a pre- or corequisite for a degree applicable course is necessary where none has been proposed by the department. In that case, the Curriculum Committee and the department will need to work collaboratively to reach agreement.

WHAT ABOUT RECOMMENDED PREPARATIONS?

As of 1996, all degree applicable courses have the same recommended preparations in basic skills: reading (Reading 170, 53 or ESL 50) and writing (English 905). Recommendations in math are established separately. Departments may choose to recommend basic skills other than the standard, but content review will be required. In addition to basic skills, other courses may also be recommended, e.g., Italian 11A for Italian 1A.

WHAT ABOUT A PREREQUISITE FOR A PROGRAM AS OPPOSED TO A SINGLE COURSE?

Program prerequisites (e.g., anatomy for nursing) are permissible and are subject to the same scrutiny as course prerequisites.

MUST A PREREQUISITE OR OTHER LIMITATION ON ENROLLMENT BE A COURSE?

No. Assessment instruments, health and safety requirements, auditions, and recency are examples of other kinds of prerequisites or limitations on enrollment. All are subject to review and must be approved by the Curriculum Committee. Assessment instruments in particular must meet additional standards applicable to any assessment instrument. In brief, the test must be proven to be valid, reliable, and unbiased. In addition, it must be one of several measures used to place students. For validation of an assessment instrument, contact the Office of Institutional Research or the Office of Instruction **before** you proceed with content review.

PROCEDURES FOR ESTABLISHING & VALIDATING PREREQUISITES

TO ESTABLISH PREREQUISITES FOR A NEW COURSE: (See the next page for examples)

Step 1: Define expectations for entrance into the target course

- A. Each instructor who teaches the target course should review the course outline, syllabus, texts, and assignments covered in the target course.
- B. Each instructor should then compile a list of skills and/or knowledge which the student must have to be successful. For a **prerequisite**, list the **entering** skills and/or knowledge without which, in your professional judgment, the student is highly **unlikely** to succeed in the target course.
- C. Those instructors who teach the course should then meet, discuss their lists, resolve any differences, and compile a final list.
- D. Enter this list of skills in the **right-hand column** of the content review form.

Step 2: Identify the means by which students can obtain the skills and/or knowledge to meet the prerequisite.

- A. Once entrance expectations are clarified, identify how the necessary skills and/or knowledge can be obtained or assessed. Look for courses in the college's curriculum or for assessment processes that could provide the necessary skills. If no courses exist, you may need to create one.
- B. If you decide that a course would best provide these skills or knowledge, review the outcomes section of the course outline of the proposed prerequisite and continue to Step #3. If you determine that an assessment process would be more appropriate, contact the Office of Instruction for assistance before you continue.

Step 3: Identify the exit skills for the prerequisite course.

- A. Compile a list of exit skills for the prerequisite course.
- B. List these skills in the **left-hand column** of the content review form.

Step 4: Compare the exit skills for the prerequisite course and the entering skills for the target course.

- A. Compare the exit skills for the prerequisite course and the entering skills for the target course to determine whether the entering skills are met by the proposed prerequisite course. Ask: are the exit skills of the prerequisite course lower, about the same, or much greater than the entering skills of the target course?
- B. If the entering skills of the target course are substantively the same as the exit skills for the prerequisite course, then the choice for the prerequisite is a good one. If the criteria are not a good match, consider whether requiring the course as a prerequisite is justified.
- C. If the gap between the two courses is significant, it may be that faculty teaching the courses need to discuss differing perceptions about the curricula or it may be that the curriculum of either course needs to be modified.
- D. Upon completion of the content review, submit the following to the Curriculum Committee:
 - 1) New course proposal form
 - 2) Content review form

TO VALIDATE PREREQUISITES FOR AN EXISTING COURSE:

Step 1 Define expectations in the target course

Enter the skills for the target course in the **right-hand column** of the content review form.

Step 2 Identify the exit skills for the prerequisite course.

List these skills in the **left-hand column** of the content review form.

See Step 4 above. If you have no changes, submit the content review form to the Curriculum Committee. If you have changes, complete a major revision form and submit it along with the content review form.

***Copies of forms are included in the appendix.
Forms are computerized and available from your Office Coordinator.***

EXAMPLE: ESTABLISHING & VALIDATING PREREQUISITES WITHIN A DISCIPLINE

The Communications Department was concerned about two sets of courses: Reading 1 and 2 and Writing 3 and 4. In both cases, the faculty teaching the higher level courses (2 and 4) were convinced that students were not adequately prepared. The department decided to conduct a content review to determine whether the exit skills of the prerequisites were a good match with the expected entrance skills of the target courses.

Step 1: Define expectations in the target course.

Beginning with the reading courses, the faculty examined the course outline and texts used in Reading 2. Each instructor compiled a list of skills which, in his/her judgment, students should have on entry or they would be highly unlikely to succeed. They met, compared their lists, reached consensus and created a final list. On the content review form, they entered this final list of skills in the right-hand column.

PROPOSED PREREQUISITE, COREQUISITE OR RECOMMENDED PREPARATION	TARGET OR CORE COURSE
EXIT OR CONCURRENT SKILLS FOR: <i>Reading 1</i>	ENTRANCE OR CONCURRENT SKILLS FOR: <i>Reading 2</i>
	1) <i>Ability to read at a 6th grade level</i>
	2) <i>Knowledge of basic roots, suffixes, and prefixes</i>
	3) <i>Ability to read 100 words/ minute with 70% accuracy</i>

Step 2: Identify the means by which students can obtain the skills and/or knowledge to meet the prerequisite.

The faculty already had a course in place -- Reading 1 -- to prepare students for Reading 2.

Step 3: Identify the exit skills for the prerequisite course.

To identify the exit skills for Reading 1, the faculty examined the course outline, paying special attention to the course objectives. They listed the skills which a successful student in Reading 1 should possess in the left-hand column of the content review form.

PROPOSED PREREQUISITE, COREQUISITE OR RECOMMENDED PREPARATION	TARGET OR CORE COURSE
EXIT OR CONCURRENT SKILLS FOR: <i>Reading 1</i>	ENTRANCE OR CONCURRENT SKILLS FOR: <i>Reading 2</i>
1) <i>Ability to read at a 6th grade level</i>	1) <i>Ability to read at a 6th grade level</i>
2) <i>Knowledge of basic roots, suffixes, and prefixes</i>	2) <i>Knowledge of basic roots, suffixes, and prefixes</i>
3) <i>Ability to read 100 words/ minute with 70% accuracy</i>	3) <i>Ability to read 100 words/ minute with 70% accuracy</i>

Step 4: Compare the exit skills for the prerequisite course and the entering skills for the target course.

There appeared to be a good match between the exit and entrance skills of the two courses, but to be sure, the faculty completed a matrix (optional) to graphically illustrate where the courses did and did not match.

Entering Skills - Reading 2

**Exit Skills
Reading 1**

	1	2	3
1)	X		
2)		X	
3)			X

The faculty discovered that the entrance expectations for Reading 2 were a good match with the exit skills of Reading 1. However, in the course of their review, they also discovered that there were significant differences among instructors in terms of materials and pacing and that a number of part-time instructors were not sufficiently familiar with the curriculum. The department decided that the prerequisite of Reading 1 for Reading 2 was appropriate but that faculty needed to further discuss selection of materials and teaching strategies if the relationship of the two courses was to remain viable.

The faculty next examined Writing 3 and 4, using both the worksheet and the matrix.

Exit Skills of Writing 3	Entering Skills for Writing 4
<i>1) Ability to read at the 10th grade level</i>	<i>1) Ability to read at that 12th grade level</i>
<i>2) Ability to write a paragraph</i>	<i>2) Ability to write a multi-paragraph essay</i>
<i>3) Understanding of the rules of spelling, punctuation, and capitalization</i>	<i>3) Understanding of the rules of spelling, punctuation, and capitalization</i>

Entering Skills - Writing 4

**Exit Skills
Writing 3**

	1)	2)	3)
1)			
2)			
3)			X

As a result of their review, the department discovered that there were significant gaps between the exit skills of Writing 3 and the expectations that faculty had of students entering Writing 4. The department had several options, including the revision of either or both courses or the development of a new course to provide a bridge between Writing 3 and Writing 4. ♦

EXAMPLE: ESTABLISHING & VALIDATING COMMUNICATION AND/OR COMPUTATION PREREQUISITES

The Life Sciences Department was concerned that students in their introductory course were not sufficiently prepared. The program attracted a lot of students, but the attrition rate in the introductory course was 60%, almost double the college average. Since the introductory course was a prerequisite for all subsequent courses, enrollment in the program's other courses was negatively affected. Based upon their observations and students' feedback, the Life Sciences faculty believed that students needed more preparation in two areas: math and English. They decided to establish computation and communication prerequisites. To do so would eventually require the highest level of scrutiny (research - see Section 3), but the first step was content review.

Step 1: Define expectations in the target course.

The Life Sciences faculty first identified the entering skills necessary for Life Science 1. The faculty examined the course outline and texts. Each instructor compiled a list of skills which, in his/her judgment, students should have on entry or they would be highly unlikely to succeed. They met, compared their lists, reached consensus and created a final list. On the content review form, **they entered this final list of skills in the right-hand column.**

PROPOSED PREREQUISITE, COREQUISITE OR RECOMMENDED PREPARATION	TARGET OR CORE COURSE
EXIT OR CONCURRENT SKILLS FOR:	ENTRANCE OR CONCURRENT SKILLS FOR: <i>Life Science 1</i>
	1) <i>Basic knowledge of weights and measures</i>
	2) <i>Ability to add, subtract, multiply and divide</i>
	3) <i>Understanding of ratios and proportions</i>
	4) <i>Ability to read at a 10th grade level</i>
	5) <i>Ability to write 3-5 page research reports</i>
	6) <i>Ability to make a short oral presentation</i>

Step 2: Identify the means by which students can obtain the skills and/or knowledge to meet the prerequisite.

Next, they examined the exit skills for two courses in the curriculum they believed would adequately prepare students for Life Science 1. Using catalog descriptions and information from the appropriate faculty as a beginning point, they selected Computation 100 and Communication 100 as likely prerequisites.

Step 3: Identify the exit skills for the prerequisite course(s). They obtained outlines for these two courses and set up two forms, one to compare Life Science 1 with Computation 100 and one to compare Life Science 1 with Communication 100. They entered the information into the appropriate columns.

PROPOSED PREREQUISITE, COREQUISITE OR RECOMMENDED PREPARATION	TARGET OR CORE COURSE
EXIT OR CONCURRENT SKILLS FOR: <i>Computation 100</i>	ENTRANCE OR CONCURRENT SKILLS FOR: <i>Life Science 1</i>
1) <i>Knowledge of weights and measures, including metric system</i>	1) <i>Basic knowledge of weights and measures</i>
2) <i>Ability to perform basic arithmetical functions with 75% accuracy</i>	2) <i>Ability to add, subtract, multiply and divide</i>
3) <i>Ability to compute simple ratios and proportions.</i>	3) <i>Understanding of ratios and proportions</i>

PROPOSED PREREQUISITE, COREQUISITE OR RECOMMENDED PREPARATION	TARGET OR CORE COURSE
EXIT OR CONCURRENT SKILLS FOR: <i>Communication 100</i>	ENTRANCE OR CONCURRENT SKILLS FOR: <i>Life Science 1</i>
1) <i>Ability to read at an 8th grade level</i>	1) <i>Ability to read at a 10th grade level</i>
2) <i>Ability to write a paragraph</i>	2) <i>Ability to write 3-5 page research reports</i>
3) <i>Ability to organize and deliver a 5-minute speech</i>	3) <i>Ability to make a short oral presentation</i>

Step 4: Compare the exit skills for the prerequisite course and the entering skills for the target course.

To assist in the comparison of the courses, the faculty used a matrix (optional) to highlight where the courses did and did not match.

Entering Skills - Life Science 1

	1)	2)	3)
Exit Skills			
Computation 100	X		
		X	
			X

In this case, there was a good match of the three essential computation skills. The Life Science faculty agreed that Computation 100 would be an appropriate prerequisite for Life Science 1.

Entering Skills - Life Science 1

	1)	2)	3)
Exit Skills			
Communication 100			
			X

The matrix made it clear to the Life Science faculty that Communication 100 would not adequately prepare students for the level of work required in Life Science 1. The faculty then repeated this process to determine whether the next highest communication course, Communication 200, would be a more appropriate choice. Eventually, the Life Science faculty determined that Computation 100 and Communication 200 would be appropriate prerequisites for Life Science 1 and submitted both content review and major revision forms to the Curriculum Committee. ♦

PROCEDURES FOR ESTABLISHING & VALIDATING COREQUISITES

A corequisite is skills or knowledge that students must acquire or develop **at the same time** they are enrolled in the core course. Most commonly, corequisites are laboratory courses which provide students with opportunities to apply and expand the knowledge and skills they have gained in the core course. Clearly, the content and objectives of the two courses should be closely related and integrated. The standard by which a corequisite is determined to be necessary and appropriate is no different than that for a prerequisite: without the corequisite, would the student be likely to succeed in the core course? Departments considering corequisites should remember that corequisites, like prerequisites, must be reasonably available to students. Since corequisites must be taken simultaneously with the core course, departments should make sure they have the necessary resources to offer sufficient sections to accommodate students.

TO ESTABLISH COREQUISITES FOR A NEW COURSE: (See the next page for examples)

Step 1: Describe content of the core course.

- A. Review the content of the core course.
- B. Enter this information in the **right-hand column** of the content review form.

Step 2: Identify the means by which students can concurrently obtain the skills and/or knowledge.

- A. Identify how the necessary skills and/or knowledge can be concurrently obtained or assessed. Look for courses in the college's curriculum or for other activities that could provide the necessary skills. If no courses exist, you may need to create one.
- B. If you decide that a course would best provide these skills or knowledge, review the content of the course outline of the proposed corequisite and continue to Step #3. If you determine that another type of activity would be more appropriate, contact your Curriculum Committee representative for assistance before you continue.

Step 3: Identify the content of the corequisite course or activity.

- A. Identify the content which will be covered in the corequisite course.
- B. List this information in the **left-hand column** of the content review form.

Step 4: Compare the content of the core course and the corequisite.

- A. Compare the content of the core course and the corequisite course to determine whether the courses are appropriately linked. Ask: is there a good match between the two courses?
- B. If the content is not a good match, consider whether requiring the course as a corequisite is justified.
- C. Upon completion of the content review, submit the following to the Curriculum Committee:
 - 1) New course proposal form
 - 2) Content review form

TO VALIDATE COREQUISITES FOR AN EXISTING COURSE:

Step 1 Define content in the target course

Enter the content for the target course in the **right-hand column** of the content review form.

Step 2 Identify the content for the corequisite course.

List this information in the **left-hand column** of the content review form.

See Step 4 above. If you have no changes, submit the content review form to the Curriculum Committee. If you have changes, complete a major revision form and submit it along with the content review form.

***Copies of forms are included in the appendix.
Forms are computerized and available from your Office Coordinator.***

EXAMPLE: ESTABLISHING COREQUISITES

The Life Sciences Department planned to offer a new course in environmental science and wanted to require students to take a concurrent laboratory, which they felt was essential if students were to have a reasonable chance of successfully mastering the curriculum. To establish the corequisite, the Life Sciences faculty took the following steps:

Step 1: Define expectations in the core course.

The Life Sciences faculty first examined the content of the lecture course, Environmental Science 1, and entered the information in the right-hand column of the content review form.

PROPOSED PREREQUISITE, COREQUISITE OR RECOMMENDED PREPARATION	TARGET OR CORE COURSE
EXIT OR CONCURRENT SKILLS FOR:	ENTRANCE OR CONCURRENT SKILLS FOR: <i>Environmental Science 1</i>
	1) <i>Water pollution</i>
	2) <i>Air pollution</i>
	3) <i>Pesticides</i>

Step 2: Identify the skills or knowledge which students must obtain concurrently.

Each instructor then compiled a list of activities which, in his/her judgment, students should undertake in conjunction with the theory presented in the core course. They met, compared their lists, reached consensus and created a final list. On the corequisite form, they entered this final list of activities in the left-hand column.

EXIT OR CONCURRENT SKILLS FOR: <i>Environmental Science Lab 1A</i>	ENTRANCE OR CONCURRENT SKILLS FOR: <i>Environmental Science 1</i>
1) <i>Gather and analyze water samples for e-coli and heavy metals</i>	1) <i>Water pollution</i>
2) <i>Survey visible pollutants emitted by automobiles</i>	2) <i>Air pollution</i>
3) <i>Determine longevity of commonly used pesticides by applying to sample plants and measuring via mass spectrometry</i>	3) <i>Pesticides</i>

Step 3: Compare the knowledge and skills taught in the two courses.

Compare the content and objectives of the core course and the corequisite course to determine whether the courses are appropriately linked. Ask: is there a good match between the two courses? Upon completion of the content review, the department submitted a new course proposal form and the corequisite form to the Curriculum Committee.

Remember that students may successfully challenge a corequisite if there are not sufficient sections to meet the demand. You should be sure you have the resources, both day and evening, to offer the corequisite.

PROCEDURES FOR ESTABLISHING & VALIDATING RECOMMENDED PREPARATIONS

A recommended preparation is skills or knowledge which the department recommends students have in order to improve their chances for success in the target course. These recommended preparations fall into two main categories: basic skills and other.

Basic skills recommendations are recommendations in reading, writing or math. The college has adopted a single standard for degree applicable courses, which is stated at the bottom of alternate pages in the schedule of classes and catalog. It is recommended that prior to enrolling in degree applicable courses, students should have successfully completed English 905 and Reading 170, 53 or ESL 50. There is no standard recommendation for math. If departments accept the standard, no additional paperwork is necessary. If they elect to recommend a different level of preparation, content review will be required.

Recommended preparations may also include **courses other than basic skills** that are within or outside the discipline. They may be recommended prior to enrollment in the target course (like a prerequisite) or concurrently (like a corequisite). Recommended preparations are **recommended**, not mandatory. They should be established only after a content review and must be approved by the Curriculum Committee. They do not need to be examined any further. However, departments should remember that students do pay attention to recommendations, and a recommended preparation that is set too high or too low may negatively affect not only the student, but enrollment in the course, as well. Departments may wish to periodically evaluate the appropriateness of their recommendations. Contact the Office of Institutional Research for assistance.

TO ESTABLISH RECOMMENDED PREPARATIONS FOR A NEW COURSE: (See the following pages for examples)

Step 1: Define expectations in the target course

- A. Each instructor who teaches the target course should review the course outline, syllabus, texts, and assignments covered in the target course.
- B. Each instructor should then compile a list of skills and/or knowledge which will **enhance** the student's performance but without which the student **will still be able to succeed** in the course.
- C. Those instructors who teach the course should then meet, discuss their lists, resolve any differences, and compile a final list.

Step 2: Compare the exit skills for the recommended preparation and the entering skills for the target course.

- A. Once entrance expectations are clarified, identify how the recommended skills and/or knowledge can be obtained or assessed.
- B. For **basic skills recommendations**, review the basic skills templates in the appendix. The skills taught in these basic composition, reading, math, and ESL courses are already listed for you in the **left-hand columns** and will give you a better idea as to the skills taught at each level. If the standard skills (English 905 and Reading 170, 53 or ESL 50) are acceptable, you do not need to complete content review.
Should you wish to recommend another level or a math course, continue to C.
For recommendations other than basic skills, continue to C.
- C. List the entering skills for the target course in the **right-hand column**. Ask: are the exit skills of the preparation lower, about the same, or much greater than the entering skills of the target course?
- D. If the entering skills of the target course are substantively the same as the exit skills for the recommended preparation, then the choice is a good one. If the criteria are not a good match, consider whether recommending the course is justified.
- E. If you determine that an **assessment process** would be more appropriate, contact the Asst. Dean of Instruction & Matriculation for assistance before you continue.

Step 3:

- A. Upon completion of the content review, submit the following to the Curriculum Committee:
 - 1) New course proposal form
 - 2) Content review form

***Copies of forms are included in the appendix.
Forms are computerized and available from your Office Coordinator.***

TO VALIDATE RECOMMENDATIONS FOR FOR AN EXISTING COURSE:

Note: Standard recommendations in the basic skills do not require validation.

Step 1 Define content in the target course

Enter the content for the target course in the **right-hand column** of the content review form.

Step 2 Identify the content for the corequisite course.

List this information in the **left-hand column** of the content review form.

See Step 2.C –D on the previous page. If you have no changes, submit the content review form to the Curriculum Committee. If you have changes, complete a major revision form and submit it along with the content review form.

EXAMPLE: ESTABLISHING RECOMMENDED PREPARATIONS

The History Department was concerned that many students were not adequately prepared to write the essays and 20-page term paper required in American History. Instructors felt they were spending too much time explaining how to write a term paper. Moreover, an increasing number of students appeared to have trouble comprehending the texts and keeping up with the reading assignments. The faculty suspected that the standard recommendation of English 905 was not sufficient, but were less certain about the standard recommendation in reading.

Step 1: Identify the skills taught in the American History class.

The history faculty reviewed the content and objectives of the courses in question to be certain that all American History instructors were consistent in their expectations and requirements.

Step 2: Identify the skills taught in composition and reading courses.

The faculty reviewed the content of the basic skills courses by examining the templates provided in this handbook. Further, they asked the assistance of the English and Reading Departments to help clarify what skills their history students needed. Because many ESL students were enrolled in history classes, the department also sought input from the ESL faculty.

Step 3: Compare the requirements of the history class with the skills taught in the basic skills classes.

With input from the basic skills faculty, the history department decided that the standard recommendation in reading was sufficient. However, it appeared that English 1A would be a more appropriate recommendation than English 905 for writing skills. Therefore, they completed one content review form for English 1A and American History (see example).

PROPOSED PREREQUISITE, COREQUISITE OR RECOMMENDED PREPARATION	TARGET OR CORE COURSE
EXIT OR CONCURRENT SKILLS FOR: <i>ENGLISH 1A</i>	ENTRANCE OR CONCURRENT SKILLS FOR: <i>AMERICAN HISTORY</i>
1. <i>Write 3-4 expository essays in class (500 words) and 4-5 expository essays outside class (including the research paper).</i>	1. <i>Write a minimum of 5, 3-page essays on selected topics in American history.</i>
2. <i>Develop and support effectively a stated thesis using a variety of expository writing techniques, i.e., comparison and contrast, argumentation, definition, etc.</i>	2. <i>Write a 20-page research paper on a selected topic in American history which demonstrates the ability to research, document, analyze and synthesize historical material.</i>
3. <i>Demonstrate in writing the ability to recognize, synthesize, and critically evaluate ideas presented in expository prose.</i>	3.
4. <i>Use the library effectively to find factual and critical material.</i>	4.
5. <i>Write a brief research paper, correctly documented according to the MLA style sheet, which demonstrates ability to analyze and synthesize primary and secondary source material.</i>	5.
6. <i>Demonstrate effective diction appropriate to the purpose of particular essays and write effective sentences using sophisticated coordination and subordination.</i>	6.

Procedures for Other Types of Scrutiny

Section 2 - Standard Prerequisites

Section 3 - Research

Section 4 - Health and Safety

Section 5 - Other Limitations on Enrollment

Section 6 - Deleting a Pre- or Corequisite or Recommended Preparation or Making Nonsubstantive Revisions

Section 2 - Procedures for Standard Prerequisites

Standard and obvious prerequisites enhance the transfer function, are considered usual, customary, and reasonable, and can be established with a minimum of review. Examples of standard prerequisites are:

- Physics for Engineering
- French 1A for French 1B

If the prerequisite is required for the course to transfer, you need only have the college's Articulation Officer provide this information to the Curriculum Committee.

For other situations to justify this type of prerequisite, you must:

Step 1: Complete content review (see Section 1)

Step 2: Find three CSU or UC catalogs that offer the equivalent target course with the equivalent prerequisite. Attach photocopies of the UC and/or CSU course descriptions from the respective catalogs. Catalogs are available in the Transfer Center in the Counseling Building. If you have difficulty finding what you need, contact the Transfer Center Coordinator or the Articulation Officer for assistance.

Step 3: Upon completion of the content review, submit the following to the Curriculum Committee:

1. New course or major revision form
2. Content review form
3. Copies of course descriptions from 3 UC and/or CSU catalogs

Section 3 - Procedures for Research

Certain types of pre- and corequisites require the highest level of scrutiny which must include both a content review and research. Pre- and corequisites which require this level of scrutiny include:

1. Communication and computation prerequisites (English, ESL, math) outside the discipline of the target course (e.g., English 1A for Psychology) unless the prerequisite is required for transfer. See Section 2, Procedures for Standard Prerequisites.
2. Assessment instruments
3. Recency and other measures of readiness. A recency prerequisite means that a student must have completed the prerequisite within a certain time period, e.g., Math 1 must have been completed within the previous 4 semesters to qualify a student for Math 2. Recency requirements are not common except in areas requiring licensing or certification, notably in the area of health care. In the case of a recency requirement for CPR certification, for example, research would not be required since it is a matter of health and safety (see Section 5). Programs governed by external licensing requirements are permitted to enforce a prerequisite without research if at least six similar programs at other colleges have conducted the necessary data gathering and there is no disproportionate impact imposed on any group of students.
4. Pre- and corequisites which the Curriculum Committee has determined are necessary for a **new** course, i.e.:
 - a) knowledge or skills not taught in the course and without which a student would be highly unlikely to receive a satisfactory grade, or
 - b) communication or computation skills upon which success in the course is dependent.

Step 1: Complete content review *BEFORE* conducting research (see Section 1). The completed content review documents need to be discussed and approved by the Curriculum Committee *BEFORE* you conduct research.

Step 2: Contact the Office of Institutional Research.

- A) Complete a research request form.** To implement the research data collection process for a specific course, a prerequisite/corequisite research request form must be completed by the appropriate instructor(s). Information to be provided on the request form includes:
- ❖ verification that required content review process has been completed,
 - ❖ rationale for establishing proposed prerequisite/corequisite,
 - ❖ list of course sections for data collection, and
 - ❖ projected enrollment of course sections.
- B) Select student success outcome measures.** Sound research practices require that data concerning at least one student success outcome measure be collected. Matriculation research practices have identified several options considered appropriate for measurement of student success in a course. These include:
- ❖ final grade (required), **and**
 - ❖ midterm grade based on work completed, and/or
 - ❖ instructor evaluation ratings of students' level of preparedness or potential for success in the course, and/or
 - ❖ student perceptions concerning level of preparedness or potential for success in the course.

The Model District Policy allows any of these outcome measures to be used for research data collection purposes in an effort to determine the necessity and appropriateness of a prerequisite or corequisite course. Final grade outcome measure data will be a required part of the research design to evaluate the necessity of the proposed prerequisite/corequisite for each course. Instructors are required to select an additional student success outcome measure for data collection purposes. Additional data collection completed for an instructor-selected student success outcome measure would increase the potential likelihood of demonstrating the necessity of the prerequisite/corequisite. The additional student success outcome measure that is to be used for data collection purposes must be indicated on the request form. The Director of Institutional Research can assist you in selecting the most appropriate outcome measures.

- C) *Submit the research request form to the Curriculum Committee.*** The research request form must be reviewed and approved by the appropriate department/division chair and the Curriculum Committee. Communication and coordination between affected instructional disciplines at WVC and Mission concerning establishment of prerequisites or corequisites is strongly recommended to avoid potential curriculum disagreements.
- D) *Submit the approved research request form to the institutional researcher prior to the beginning of the term in which the data is to be collected.*** Depending on the number of requests received it may be necessary for the institutional researcher to set priorities for research data collection in a specific term. All data required to determine whether or not each student in the course has met the proposed prerequisite or corequisite requirement will be collected by the institutional researcher. Sound research practices require that instructors have no knowledge concerning which students have or have not met the prerequisite or corequisite requirement.
- E) *Upon completion of the research, submit the results to the Curriculum Committee.***

Note: Pre- and co-requisites which are established under this section may be established for a single period of not more than two years while the research is being conducted (§55201).

Section 4 - Procedures for Health & Safety

A pre- or corequisite may be established if the target course is one in which the student might endanger his or her own health and safety or the health and safety of others. The prerequisite is that the student possess knowledge or skills that are necessary to protect his or her health and safety and the health and safety of others before entering or while taking the course.

Departments considering this type of prerequisite should review the applicable provisions of the Americans with Disabilities Act of 1990 in regard to any requirements that apply specifically to students with disabilities. Contact the DSPS Coordinator for information.

To establish this type of prerequisite, faculty must:

Step 1: Complete a content review

Step 2: Submit a written justification for the pre- or corequisite to the Curriculum Committee.

Section 5 - Procedures for Other Limitations on Enrollment

Enrollment may be limited for the following kinds of courses:

A. Courses that include public performance or intercollegiate competition and require students to audition or try out.

Examples of such courses include:

- band
- orchestra
- theater
- competitive speech
- chorus
- journalism
- dance
- intercollegiate athletics

B. Honors courses

C. Blocks of courses or sections limited in order to create a cohort of students (e.g., students admitted to the Puente program)

In all cases, faculty must do the following:

Step 1: Provide a written rationale for limiting enrollment.

Step 2: IF the limitation is placed on courses rather than on specific sections of courses, provide a list of equivalent course(s) which are available to other students to meet degree or certificate requirements

Step 3: IF the course is a performance course, submit a plan for study (or results of study) to determine whether the enrollment on limitation has had a disproportionate impact on any historically underrepresented group. Contact the Office of Institutional Research for assistance. This type of limitation on enrollment must be reviewed for disproportionate impact each time a full APPS report is completed (every 4 years).

Establishing limitations on enrollment is usually unique to each situation. Review the criteria in Section 5 above and contact your Curriculum Committee representative or the Asst. Dean of Instruction/Matriculation for assistance.

Section 6 - Deleting a Pre- or Corequisite or Recommended Preparation or Making Nonsubstantive Revisions

Deletion of a pre- or corequisite or a recommended preparation is considered a major revision. Use the major revision form.

Nonsubstantive changes may include minor changes in wording or revisions to reflect changes in course titles or numbers. These may be considered administrative changes and can be handled via the minor revision form. Contact your Curriculum Committee representative if you have questions.

APPENDIX D

Directed Studies

DIRECTED STUDIES

Definition

Please note that Directed Studies cannot take the place of a regular course. Do not use Directed Studies to substitute for a canceled or unscheduled course. Refer to Independent Studies.

Directed Studies are courses which provide students the opportunity to individually pursue advanced work of special interest which is related to, but not included in, regular courses offered by the college. Directed Studies are intended to provide challenge for the advanced student and are generally open only to students who have satisfactorily completed introductory level courses. It is expected that the material covered in Directed Studies goes beyond the treatment in an approved course or series of courses. Under the direction of an instructor, Directed Studies may include field experience, research, or development of skills and competencies.

Guidelines

- 1. Directed Studies cannot take the place of a regular course. Do not use Directed Studies to substitute for a canceled or unscheduled course. Refer to Independent Studies.*
2. Directed Studies can be offered only in those departments where the Curriculum Committee has approved the course outlines and the courses are included in the college catalog as Directed Studies 91, 92, or 93. The second digit of the Directed Studies course number refers to the number of units which the student may earn: 91 is worth one unit; 92 is worth 2 units; and 93 is worth 3 units. Students' transcripts will show 91, 92, or 93. A student is required to put in 3 hours/week for one unit, 6 hours/week for 2 units, and 9 hours/week for 3 units.
3. Instructors must determine beforehand that there are no other courses in the regular curriculum of the college which could provide students with comparable instruction.
4. No more than 6 units of Directed Studies **in any field** may be taken or applied toward the AA degree. That is, a student could take six 91 courses, or three 92 courses, or two 93 courses, or any combination thereof for a TOTAL of 6 units of Directed Studies. Students cannot take 6 units of Directed Studies in one discipline and 6 units in another discipline; they are limited to 6 units total for all disciplines.
5. A teacher-student agreement is required for all Directed Studies. The agreement must include the following information: *(agreement form available from the Office of Instruction)*
 - Schedule of consultations between student and instructor
 - Description of content
 - Statement of objectives
 - Description of method of evaluation, including specific requirements and deadlines for successful completion of the course
 - Required texts and materials

APPENDIX E

Independent Studies

INDEPENDENT STUDIES

Definition

Independent Studies permits students to complete regular courses in an independent mode under the direction of an instructor. Independent studies may be used when regular courses are canceled or not scheduled or a student has special needs which prohibit him/her from attending the course as scheduled and there are no alternative sections or courses which are reasonably available. Instructors must work through the department or division chair before authorizing Independent Studies.

Guidelines

The guideline for Independent Studies are the same as those for Directed Studies *except*:

1. Students will receive credit for the course which they are completing independently and that course's title and number will appear on their transcripts.
2. Students are subject to all pre- and corequisites for the course.
3. Repetition of the course is subject to the repeatability rules for that course as stated in the catalog.

APPENDIX F

Constructing Critical Thinking Tasks

CRITICAL THINKING SKILLS

The following was extracted from a paper compiled by Anita Silvers (Philosophy, San Francisco State University) from materials supplied by members of the panel on Critical Thinking Across the Curriculum, 1984 Articulation Conference.

Good reasoning skills should be enhanced by instruction which reinforces preparatory study of the reasoning operations characteristic of the various disciplines, and by instruction which focuses explicitly on the techniques of critical and constructive thinking. There are two broad categories into which reasoning patterns fall: deductive and inductive. Postsecondary students should be able to satisfy the standards of these reasoning patterns when criticizing or constructing arguments. By employing proper deductive reasoning patterns, they can proceed with certainty from true premises to a true conclusion. Good inductive reasoning enables them to select conclusions which are not certain but have the best probability or strongest evidence of being true.

Instruction in **mathematics** should include:

1. Introduction to fundamental reasoning patterns and recognition of these patterns as they are used appropriately both in mathematics and in other content areas.
2. Meaning and use of quantifiers (such as “all” and “some”), logical connectives (such as “if,” “then” and “and”), and logical operators (such as “not”), logical formulations of hypotheses and generalizations.
3. Recognition and application of general principles.
4. Testing for assumptions and implications.
5. Standards of proof for deduction and induction, including valid and invalid deductive forms.
6. Several modes of induction, such as enumeration, analogies, extension of a pattern of thought, and probability.

Instruction in **science** should include:

1. Reasoning from observations to explanatory or predictive conclusions.
2. Analysis or evaluation of the functions of definitions, concepts, and quantifications in formulating hypotheses.
3. Evaluation of the validity of scientific claims and facts.
4. Formulation and evaluation of casual, statistical, and probability generalizations.
5. Application of appropriate inferential patterns and identification of what is assumed, what is relevant, and what is implied.
6. Activities of classifying and comparing, such as organizing data, applying various quantifying and measuring techniques, analyzing, and using models/metaphors/-analogies and other figurative modes.

Instruction in **oral and written language** (both English and foreign language) should include the ability to:

1. Analyze the function and logical structure of both brief and extended communications.
2. Identify and clarify concepts and themes.
3. Explain the functions of predication and classification.
4. Clarify relationships between general and particular claims.
5. Differentiate between annotation and connotation, and between literal and figurative language.
6. Pose problems and propose alternative solutions.
7. Recognize and correct fallacious reasoning.
8. Argue and defend opposing points of view as well as one's own.
9. Differentiate levels of meaning in natural languages, such as the significance of syntactic, semantic and pragmatic levels of meaning.

Instruction in **the humanities, literature, and the visual and performing arts** should include:

1. Interpreting modes of literal and figurative expression.
2. Describing and analyzing.
3. Formulating criteria for interpretation and evaluation.
4. Comparing and contrasting uses of content and materials, symbolic and stylistic devices, modes of expression and themes.
5. Constructing and justifying interpretations and evaluations and communicating the results of these operations systematically and clearly.

Instruction in **history and social science** should include:

1. Analyzing, comparing, and classifying of human behavior and action and events.
2. Identifying and evaluating central issues and problems.
3. Delineating facts from opinions, interpretations, and conclusions.
4. Identifying assumptions and presuppositions.
5. Identifying and analyzing stereotypes, biases, emotive devices, and semantic slanting.
6. Analyzing similarities and differences in value systems and ideologies.
7. Formulating and assessing explanatory predictive hypotheses through use of appropriate inference patterns.

HOW TO FILL OUT “CRITICAL THINKING TASKS” ACADEMIC SUBJECTS

To satisfy the critical thinking requirement, tasks or assignments must require students to:

- Formulate and evaluate reasoning (either the student’s own or someone else’s), using formal and informal logic, and appropriate criteria from your discipline.
Keywords: *justify, support, prove, disprove, defend, criticize, argue, deduce, anticipate objections, draw conclusions.*
- Synthesize and/or analyze information garnered from several sources.
Keywords: *analyze, synthesize, classify, relate, compare, contrast, organize and evaluate sources, weigh evidence, distinguish between.*
- Choose among several procedures to solve an unfamiliar problem.
Keywords: *apply principles, model, formulate hypotheses, weigh alternatives, diagnose, organize, problem-solve.*
- Interpret meaning in cases where several interpretations are possible.
Keywords: *clarify, explicate, distinguish, interpret, shift perspective, differentiate, explain, evaluate.*

Examples of Critical Thinking Tasks

The critical thinking task should be worded as a student assignment, for example:

1. Formulate criteria for evaluating quality preschool education.
2. Compare and contrast the values of Native American and Anglo European cultures.
3. Explain three basic cultural differences between the French and Americans and explain how/why those differences may be misinterpreted or misunderstood in the other culture. What stereotypes might result from these misunderstandings?
4. Analyze the effects of different stage entrances in a given choreography.
5. Justify the existence of residential property in view of the decreasing affordable housing inventory.
6. Evaluate economic conditions affecting property value. Cite three specific examples.
7. Analyze and interpret a single piece of Representational American (1980-Present) theatre literature, selecting physical and vocal character elements to suit the director’s view of that specific theatre piece.
8. Analyze the features of varied fonts and create a newsletter page using those fonts, which most effectively deliver the message. Explain your choices.
9. Create a spreadsheet by entering the spreadsheet data. Edit, determine, explain, and implement the appropriate format and save the data.
10. Using sample records, analyze and transcribe physician’s orders accurately using common abbreviations.
11. After analyzing a tort and fact pattern, create a complaint and summons utilizing computerized, judicial council forms.

12. Analyze the effect photo-realistic computer generated images have had on our notions of truth and fact. How do these ideas differ from existing discussions about the impact traditional media film and photography have had on such ideas?
13. Analyze the defining differences between linear and non-linear narrative. Create a storyboard for each of the two categories using the same content segments.
14. Assess the truth of claims about biological facts and states of affairs where scientific methods can be applied, such as in ecological or human genetics issues.

PROCESS VERBS

Provided below is a list of suggested process verbs. The number in parentheses provides some indication of how demanding the cognitive level is – 4 being the most challenging.

- Diagram (1)** Give a drawing, chart, plan, or graphic answer. Usually you should label a diagram. Add a brief explanation or description.
- Classify (2)** Sort into groups or categories on the basis of commonalties.
- Explain (2)** Clarify, interpret, and spell out the material you present. Give out the material you present. Give reasons for differences of opinion or of results and try to analyze causes.
- Analyze (3)** Divide into parts and examine for function or meaning.
- Compare (3)** Look for qualities or characteristics that resemble each other. Emphasize similarities among them, but in some cases also mention differences.
- Contrast (3)** Stress the dissimilarities, differences, or unlikeness of things, qualities, events, or problems.
- Criticize (3)** Express your judgment about the merit or truth of the factors or views mentioned. Give the results of your analysis of these factors, discussing their limitations and good points.
- Evaluate (3)** Carefully appraise the problem, citing both advantages and limitations. Emphasize the appraisal of authorities and, to a lesser degree, your personal evaluations.
- Design (4)** Conceive of a solution, plan, or artistic invention.

APPENDIX G

Chart: Units/Hours/Weeks

Number of Lecture and Lab Hours/Units/Weeks

LECTURE

U
N
I
T
S

# Weeks	1	3	6	9	12	15	18
0.5	9	3	1.5	1			
1	18	6	3	2	1.5	1.2	1
1.5	27	9	4.5	3	2.25	1.8	1.5
2	36	12	6	4	3	2.4	2
2.5		15	7.5	5	3.75	3	2.5
3		18	9	6	4.5	3.6	3
3.5		21	10.5	7	5.25	4.2	3.5
4		24	12	8	6	4.8	4
4.5		27	13.5	9	6.75	5.4	4.5
5		30	15	10	7.5	6	5

LAB

U
N
I
T
S

# Weeks	1	3	6	9	12	15	18
0.5	27	9	4.5	3	2.25	1.8	1.5
1		18	9	6	4.5	3.6	3
1.5		27	13.5	9	6.75	5.4	4.5
2		36	18	12	9	7.2	6
2.5			22.5	15	11.25	9	7.5
3			27	18	13.5	10.8	9
3.5			31.5	21	15.75	12.6	10.5

APPENDIX H

Cultural Diversity

CULTURAL DIVERSITY REQUIREMENT

Philosophy Statement

Our democratic society derives strength from the cultural diversity of its people; therefore, West Valley College stands committed to cultural diversity in the curriculum. Further, West Valley College will honor cultural diversity by investing its intellectual and institutional resources to:

- prepare its students and staff to work effectively and live harmoniously in a pluralistic society;
- acknowledge the experience, scholarship and accomplishments of the many cultures in our society by incorporating them into the curriculum;
- promote and foster a sense of inquiry about cultural diversity;
- meet the needs of its cultural diverse student population.

Cultural Diversity Requirement

A three-unit course in Cultural Diversity will be required for an associate degree. A course that meets this requirement cannot meet another General Education requirement. *(Double counting is not permitted.)*

Cultural Diversity courses must be integrative and comparative and address theoretical and analytical issues relevant to understanding race, gender, class, culture, and ethnicity in United States society.

Courses will be submitted to Curriculum in one of the following categories:

Ethnic Studies
(focus on 1 group)

Multi-cultural Studies
(focus on 3 or more groups)

Women's Studies
(focus on 3 or more groups)

(Courses must identify upon submission to curriculum into which category they fall)

Every course must take substantial account of one or more of the following groups:

African American/Black
American Indian

Asian Am/Pacific Islander
Chicano/Latino

European American
Middle Eastern

Approved by Governing Board 3/19/92

APPENDIX I

Distance Learning

(See Appendix L for Distance Learning form)

Standards of Good Practice
for
Distance Learning Instruction

Contents

Introduction

Seven Principles of Good Practice for Quality Education

Principles of Good Practice for Electronically Delivered Programs, Introduction

Principles of Good Practice, Curriculum and Instruction

Principles of Good Practice, Institutional Context and Commitment

Principles of Good Practice, Evaluation and Assessment

Assumptions of the Principles of Good Practice

Instructor Guidelines, Before the Course Begins

Instructor Guidelines, The Orientation/Information Session

Instructor Guidelines, During the Course

Adopted by the West Valley Distance Learning Committee
Written, compiled and adapted by Steve Peltz, Dave Fishbaugh, and the
West Valley College Distance Learning Committee
July 1998

Distance Learning

Introduction

The responsibilities and standards of good practice for a distance learning instructor are different but no less demanding than those of a faculty member offering the same course on-campus. The distance learning courses that we employ at West Valley College are challenging and difficult, incorporating all of the academic rigor that is normally expected of a college level course. Students are required to stretch their academic skills and develop learning strategies that will allow them to be successful in the working world or to transfer to a four-year college. They are required to do everything academically that is required of a mainstream student except attend class on campus. At the same time, distance learning instructors focus on being learning facilitators and focus on communicating with students in a manner that is often tutorial in nature, and empowering students to learn by utilizing combinations of textbooks, multimedia, and other supplementary materials.

In his book The Road Ahead, technology evangelist Bill Gates states:

“Teachers sometimes express fear that technology will replace teachers. I can say emphatically and unequivocally, it won’t. Personal computers and technology will not replace or devalue any human talent we need for the educational changes ahead. We need committed teachers, creative administrators, involved parents, and of course, diligent students. A teacher will remain essential for most of the time, but often the teacher will serve as a guide for the students exploring a world of information.”

In order to maintain high standards of quality instruction at West Valley College, the Distance Learning Committee hereby sets forth and endorses the following *Standards of Good Practice for Distance Learning Instruction*. Some of the information and recommendations contained herein have been obtained from various sources including publications from the Chancellor’s Office of the California Community Colleges.

Seven Principles of Good Practice for Quality Education

Technology can be an invaluable tool to accommodate student learning and can provide numerous opportunities that might not exist any other way by improving access and even success. It should not be the ends, but rather the means of facilitating learning for the student. Distance learning should therefore be designed to serve sound educational objectives, including the implementation of the following seven principles of good practice for quality education originally outlined by Arthur Chickering and Stephen Ehrmann in 1996.

- 1. Good practice encourages contacts between students and faculty.** “Live” discussion groups can be employed as well as the use of phone technology, e-mail, electronic chat rooms, and world wide web homepages. Use technology to accommodate student needs.
- 2. Good practice develops reciprocity and cooperation among students.** Collaboration and work groups can be extended to a broad community with tools like list servers and newsgroups.
- 3. Good practice uses active learning techniques.** Learning is not a spectator sport. Students require learning to be engaging and hands on. Technology should allow learning by doing.
- 4. Good practice gives prompt feedback.** Use technology to review and grade a students performance in an instantaneous manner. Student/teacher dialog should be constant.
- 5. Good practice emphasizes time on task.** Students need to engage as they learn. Technology should increase the time that students are directly involved with their own learning.
- 6. Good practice communicates high expectations.** Use technology to convey expectations. If students know their work will be published for all the world to see on the World Wide Web, they will set higher standards for themselves.
- 7. Good practice respects diverse talents, ways of learning, and time/distance constraints.** Technology should supply the additional tools to enable students to choose learning strategies that are best for them. For example, multimedia, multi-sensory, and videoconferencing.

Principles of Good Practice for Electronically Delivered Programs

Recognizing that most institutions must make use of the growing range of systems for delivery of instruction, including various forms of broadcast and other electronic means to serve students at a distance, the Accrediting Commission for Community and Junior Colleges adopted the following set of *Principles of Good Practice for Electronically Delivered Programs* on June 11, 1996. These principles also help to assure that distance learning is characterized by the same concerns for quality, integrity, and effectiveness that apply to all other campus-based instruction. The Principles are not a substitute for the Standards for Accreditation which apply to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

Curriculum and Instruction

- Each program of study results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.
- An electronically delivered degree or certificate program is coherent and complete.

- The program provides for either real-time or delayed interaction between faculty and students and among students.
- Qualified faculty provide appropriate oversight of programs delivered electronically.

Institutional Context and Commitment

- The distance learning program should be consistent with the institution's role and mission.
- Normal review and approval processes should be employed to ensure the appropriateness of electronic delivery to meeting the program's objectives.
- The institution should provide faculty support services specifically related to electronic delivery.
- The institution should provide training for faculty who teach via electronic delivery.
- The program should ensure that appropriate learning resources are available to students.
- Advertising, recruiting, and admissions materials should clearly and accurately represent the program and the services available.
- Enrolled students should have reasonable and adequate access to the range of student services appropriate to support their learning and assess their progress. Accepted students have the background, knowledge, and technical skills needed to undertake the program.
- The institution should provide distance learning students with clear, complete, and timely information on the curriculum, course and degree requirements, the nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.
- Policies for faculty evaluation should include appropriate consideration of teaching and scholarly activities related to electronically delivered programs.
- The institution should demonstrate a commitment to ongoing support—both financial and technical—and to continuation of the program for a period sufficient to enable students to complete a degree/certificate.

Evaluation and Assessment

- The institution should evaluate the program's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction. Students should have access to such program evaluation data.
- The institution should provide for assessment of student achievement in each course and at the completion of the program.

Assumptions

The following assumptions form the basis for these principles:

- Any course offered via technology that has the same course offered on-campus would be characterized by the same concerns for quality, integrity, and effectiveness that apply to campus-based instruction.

- The institution's programs with specialized accreditation meet the same requirements when delivered electronically.
- It is the institution's responsibility to review educational programs that it provides via technology in terms of its own internally applied definition of these characteristics.

Instructor Guidelines

The following information is intended to provide distance learning instructors with guidelines and procedures that clearly define the expectations and areas of responsibility pursuant to teaching a distance learning course.

Before the Course Begins:

- Attend initial planning session with the distance learning coordinator before the semester begins (only needed if you are teaching the distance learning course for the first time)
- Preview all course components including media, videotapes, student study guide/workbooks, textbook(s), test bank, and outlines/syllabus examples. Personally view each lesson to prepare for answering specific student questions, leading discussion-review sessions, and preparing examinations. The purpose of the review is threefold:
 - determine the need for additional materials
 - determine if course materials need to be adapted to meet college and department needs
 - organize print and non-print components into an integrated sequence of learning activities
- Order all course materials and texts including your instructor's handbook.
- Prepare additional learning/enrichment activities, supplemental course materials, etc.: field trips, observations, special projects/reports, research papers, laboratory exercises, short essay papers, supplemental readings, and review/discussion sessions.
- Integrate course components into an organized sequence of learning activities for students. This process is necessary to ensure that the student is not merely a passive observer of the curriculum and media, but an active participant in the learning process.
- Check with the library to assure that media/videotapes are available for on-campus use.
- Conduct recruitment activities, if appropriate, including ads in the schedule of classes.
- If a telecourse, check with the library to assure that sufficient rental videotapes are available. Also obtain the broadcast/cable cast schedule and the telecourse viewing options handout which includes the rental procedures from the telecourse coordinator.
- Prepare course orientation materials including course syllabus. Syllabus should include a list of course objectives, an overview of course content, broadcast/cable schedules, a list of required course materials (name and author of text etc.), a description of required assignments, instructor information (office hours and office location, phone number and e-mail address), reading lists and/or supplementary reserve materials required, dates of review sessions, midterm and final examination dates, and an explanation of the grading/evaluation policy.

- Submit all handouts to printing services for duplication, being sure and give them enough lead time so that your materials will be ready for the orientation/information session.

The Orientation/Information Session:

- Take attendance using the roll sheet and add new students if room permits. Contact those students that did not come to the orientation if possible.
- Distribute the course syllabus and all other handout materials. Be sure to include your e-mail address and office hours to help facilitate student access and interaction.
- Introduce the course, going over the course description in detail.
- Explain the differences between a distance learning course and a traditional classroom course, emphasizing the need for the student to stay on schedule, the need for self discipline, and the importance of the workbook to help them follow the development of each lesson.
- Establish rapport with students. This is actually one of the most important aspects of the orientation session because they need to feel comfortable enough with you to be able to contact you at any time throughout the semester.
- Answer questions and encourage consultation sessions.
- Have students complete a 3 X 5 information card with their name, address, e-mail address, phone number, and when they are available to be reached by phone etc. for your records.

During the Course:

- Prepare midterm and final exam/review questions and self-help quizzes (telecourses come with a test bank you may use or adapt as part of the instructor's handbook).
- Meet with the class at least three times throughout the semester:
 - Conduct student information session (orientation) as first class meeting
 - Conduct midterm (or midterms)
 - Conduct final exam/review session
 - Conduct additional review sessions throughout the semester as needed. Because this is a distance learning course and many students may not be able to attend a lot of classes during the semester, many instructors hold 3 - 4 optional review sessions.
- Send a copy of your course syllabus and all other pertinent handouts to the distance learning coordinator so that student's questions may be answered over the phone if necessary.
- Maintain scheduled office hours, at least one regular weekly office per week is required. You may also find it helpful to conduct group conferences and question answer sessions.
- Initiate student contacts by phone mail, mailings, e-mail etc. to help establish a student/instructor relationship and provide ongoing student evaluation. You may also have students mail or e-mail assignments to you for reaction and feedback.
- Maintain enrollment and grading records.
- Evaluate student progress throughout the semester and assign final grade.

APPENDIX J

Community Education

COMMUNITY EDUCATION

Community Education is chartered to respond to community needs which are not being met through the regular programs, but which may emerge at any time during the calendar year. In order to respond quickly to these needs and interests without circumventing the approval process, we have used a process similar to special topics approvals on the credit side of the house.

On occasion, Community Education courses in the past have been approved on a contingency basis by the chair, following a connection with appropriate relevant academic departments. This approval has been later referred to the Committee as a whole for ratification or rejection within a year following the initial offering. This would allow a community group to be served around the year, during the off-months, and between Board-related deadlines. The Committee discussed this approach at the meeting, and was supportive of the concept.

APPENDIX K

Definitions of Terms

DEFINITIONS OF TERMS

<i>Alternate Course</i>	Any course, combination of courses, or portions of courses that are equivalent with respect to the precise course objectives and the exit levels to this course. <i>(The Curriculum Standards Handbook for the California Community Colleges).</i>
<i>Apprenticeship Programs</i>	Programs at community colleges that provide apprenticeship training. They have, by state law, the authority to offer classroom instruction and on-the-job training primarily in the crafts and trades and for other jobs represented by trade unions. These programs operate under a signed training agreement with joint apprenticeship training committees. <i>(Definitions of Community College Terms, Academic Senate for California Community Colleges)</i>
<i>Articulated Instructional Programs</i>	Community colleges are formalizing agreements with high schools and four-year institutions to provide continuity of programs across the segments. Various forms of articulation efforts are referred to as “2+2+2”, or Tech-Prep, programs between high schools and community colleges or between community colleges and universities. If they include all three segments they are called “2+2+2” programs. Cooperative programs are being developed between community colleges and universities in such areas as electronics/computer science, health careers, agriculture, business and public service occupations, English and Mathematics. <i>(Definitions of Community College Terms, Academic Senate for California Community Colleges)</i>
<i>Articulation</i>	The course meets the lower-division requirements of a baccalaureate major at a four-year college according to the terms of an agreement that has been articulated.
<i>California Articulation Number (CAN)</i>	The California Articulation Number System is an intersegmental number system designed to identify courses that are most commonly transferred to meet lower-division major preparation requirements. The foundation for the system is a network of faculty approved course articulation agreements. It simplifies the transfer process and increases the quantity and quality of curricular articulation. Comparable courses identified with the same CAN are accepted and used at two and four-year California college campuses.
<i>Communications</i>	Writing, reading, speech, or any combination, other than ESL. <i>(The Curriculum Standards Handbook for the California Community Colleges)</i>
<i>Community Service Classes</i>	Usually defined as fee-based instruction paid for by the student. A wide variety of courses are offered in this type of program. The classes are often four to eight hours in length and the costs are not covered by the state funding source (ADA/Program Based Funding). Some colleges use this format to provide seminars and workshops for the business community as part of their contract education program. Community service instructors may or may not meet the qualifications required of credit instructors. These classes must be open to the community. <i>(Definitions of Community College Terms, Academic Senate for California Community Colleges)</i>
<i>Compliance</i>	The proposed program or course is in accord with applicable state and federal bodies, licensing bodies, and special funding provisions. (Title 5, Chapter 2, Subchapter 1 on Minimum Conditions VATEA Other laws, as applicable)
<i>Computations</i>	Mathematics, technical mathematics, and other courses designed to enable students to pass (a) college-level mathematics, science, and engineering and (b) other transfer-level courses in the technical occupations or (c) to fulfill the technical competencies required for other occupations. <i>(The Curriculum Standards Handbook for the California Community Colleges)</i>

<i>Cooperative Education/Work Experience</i>	This is an agreement between an employer and a college to provide specific training or services (assessment, counseling, tutoring, etc.) for employees of the company/government agency. The training may include regular college courses or customized courses, which may vary in length from an hour to a semester or more. The course content is jointly agreed upon by the employer and the college and must undergo the proper approval process as any course offered under the district's name. Courses may be for credit, not-for-credit or, in some instances, non-credit
<i>Correspondence Course</i>	Courses taught by the mailing of lessons and exercises to be returned for grading and comment. (<i>The Curriculum Standards Handbook for the California Community Colleges</i>)
<i>Course</i>	An organized pattern of instruction on a specified subject offered by a community college. (<i>Title 5 §55000, §(a)</i>)
<i>Course Inactivation Proposal</i>	This proposal is submitted when a course no longer has any relevance or has been replaced by another course.
<i>Course Revision Proposal</i>	This proposal is submitted when there is a significant change in the nature of the course; content, units, hours, etc.
<i>Credit Class – Apportionment Generating</i>	<p>A credit class is open to the public and is usually offered on-campus, although it may be offered at a company site, or community location. When delivered on contract with an employer, special services such as book delivery, on-site registration, invoicing, etc., are involved.</p> <p>The requirements established for a credit course are that it be recommended by the college faculty and approved by the district board; that it be taught by a qualified instructor; that it have an official course outline which is included in the college's files; that it grant units of credit; that it have limitations on repeated enrollment; and, if it generates apportionment, that it be accessible to the public. (<i>Definitions of Community College Terms, Academic Senate for California Community Colleges</i>)</p>
<i>Credit Class – Non apportionment Generating</i>	This class is not open to the public and, as such, cannot receive apportionment. An example of this category is the Pacific Bell accelerated, on-site, lower division, transferable program for their employees. The company or agency pays the entire cost for this class. Faculty is hired and curriculum is developed and approved according to Title 5 regulations. This is also known as contract education. (<i>Definitions of Community College Terms, Academic Senate for California Community Colleges</i>)
<i>Credit Hour</i>	According to Title 5, a credit hour involves approximately three hours of recitation, study or lab work per week throughout a term of 16 weeks. Where a term is more or less than 16 weeks, more or less than one credit hour will be allowed in the same ratio that the length of the term is to 16 weeks. (<i>Definitions of Community College Terms, Academic Senate for California Community Colleges</i>)
<i>CSU Elective (or CSU requirement in US History, Constitution, and American Ideals)</i>	Course is certified by the community college as a transferable elective to the CSU system per CSU Executive order #338. (<i>The Curriculum Standards Handbook for the California Community Colleges</i>)
<i>Curriculum Committee</i>	A standing committee of the WVC Academic Senate charged with approving or denying approval of additions, modifications, or deletions to the curriculum as submitted by departments, serving as the college advisory committee on curriculum and implementing Title 5 regulations.

<i>Discipline-based</i>	A course in a discipline other than English or mathematics that is designed <i>both</i> to provide instruction in the elementary concepts and methods of that discipline <i>and</i> instruction in one or more basic skills. <i>(The Curriculum Standards Handbook for the California Community Colleges)</i>
<i>Distance Instruction</i>	Courses or sections in which instruction is delivered over distance, and in which a significant portion of instruction is delivered through electronic technology [over a distance]. <i>(Title 5 §55372)</i>
<i>DSPS (SEP)</i>	Courses that meet the standards of <i>Title 5 §56028</i> as “special” courses funded by Disabled Student Programs and Services and are specifically designed to enable students with various disabilities to succeed in college-level courses. <i>(The Curriculum Standards Handbook for the California Community Colleges)</i>
<i>Economic Development</i>	Economic development focuses on meeting the specific needs of business and industry, and are the specialized services and programs provided to the community, businesses, and industries to enhance economic vitality.
<i>Educational Program</i>	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 learning. <i>(Title 5 §55000, § (b))</i>
<i>Elective</i>	A baccalaureate-level course that counts towards graduation at the receiving institution but does not meet any other requirements. Students are restricted in the number of units for such courses they may count toward a four-year degree. <i>(The Curriculum Standards Handbook for the California Community Colleges)</i>
<i>ESL (English as a Second Language)</i>	Courses in English-language skills designed for non-native speakers of English that are not at college level. <i>(The Curriculum Standards Handbook for the California Community Colleges)</i>
<i>Feasibility</i>	The college has available appropriately qualified faculty, facilities, equipment, library resources, and instructional support services necessary to support the program at the level of quality defined in the proposal. The college will be able to offer the courses required by the program at least once every two years. <i>(The Curriculum Standards Handbook for the California Community Colleges)</i>
<i>Fee-Based Workshop/Seminar</i>	Demand driven short-term class, often four to eight hours in length. The student pays the fee for this type of class. This is the same format as community service not-for-credit programs. <i>(Definitions of Community College Terms, Academic Senate for California Community Colleges)</i>
<i>Full-time Equivalent Faculty (FTE/f)</i>	This is a formula used to determine faculty workload. It may mean one full-time faculty member teaching 15 equated hours* per week or may be more than one faculty member teaching a total of 15 equated hours*. (AB 1725) *equated hours refers to the formula that weighs lecture and lab hours to equal 15 hours. A lab hour is often considered to be a fraction of a lecture hour. <i>(Definitions of Community College Terms, Academic Senate for California Community Colleges)</i>
<i>Full-time Equivalent Student (FTE/s)</i>	The Program Based Funding formula used by the state to determine district funding. It is based on Weekly Student Contact Hours evaluated on one census day per term. The FTE/s measure is roughly equivalent to ADA. The principal differences between ADA and FTE/s measures are in the number of census counts taken during the school term and the use of an absentee factor when calculating ADA (AB 1725). <i>(Definitions of Community College Terms, Academic Senate for California Community Colleges)</i>

General Education/Gen Ed/GE	<p>The course has been certified as fulfilling a general education requirement in the “A-E” area and for the associate degree at the college and/or for the institution(s), as follows:</p> <p style="margin-left: 40px;">Area A: English Communication Area B: Mathematical Concepts & Quantitative Reasoning Area C: Arts and Humanities Area D: Social and Behavioral Sciences Area E: Physical and Biological Sciences</p> <p><i>(The Curriculum Standards Handbook for the California Community Colleges)</i></p>
Guidance	<p>Courses based in psychology, career counseling, library science, cognitive skills or related disciplines, oriented to cognitive processing and/or research and academic skill development, and designed specifically to provide <i>both</i> an elementary grounding in those disciplines <i>and</i> to provide practice in making specific applications of these disciplines useful in preparing students to succeed in college-level course work. <i>(The Curriculum Standards Handbook for the California Community Colleges)</i></p>
Individualized	<p>Courses designed to provide an “umbrella approval” for topics or study designs that will differ for each student, as indicated in a learning contract or individualized educational plan. <i>(The Curriculum Standards Handbook for the California Community Colleges)</i></p>
Interdisciplinary	<p>Courses that either teach (a) several different disciplines, in some combination, or (b) a subject matter that draws upon material from a number of areas traditionally taught in separate disciplines. <i>(The Curriculum Standards Handbook for the California Community Colleges)</i></p>
Intersegmental General Education Transfer Curriculum (IGETC)	<p>Fulfills an “A-E” requirement of the Intersegmental General Education Transfer Curriculum. <i>(The Curriculum Standards Handbook for the California Community Colleges)</i></p>
Job Training	<p>This is also known as employment training and consists of a planned systematic sequence of instruction that is usually job specific and of short duration. Job training is often employer-need specific. <i>(Definitions of Community College Terms, Academic Senate for California Community Colleges)</i></p>
Job Training and Partnership Act (JTPA)	<p>The federally funded JTPA provides several alternative training modes including regular classes at the community college, contract education, student employment with work experience, and on-the-job training in private business. <i>(Definitions of Community College Terms, Academic Senate for California Community Colleges)</i></p>
Lecture Equivalent Hour	<p>Laboratory hours are counted as a fraction (0.5, 0.6, 0.67, 0.75, etc.) of a lecture hour at many community colleges. The LEH is a means of determining faculty teaching load by equating laboratory instruction hours to lecture instruction hours. For instance, if a district decides that a biology lab hour is rated as 0.67 lecture hours, then a biology lab that meets for six hours a week is the equivalent of four lecture hours of teaching load, or 4 LEH, according to the formula. Full-time faculty at community colleges teach an average of 15 LEH per term. <i>(Definitions of Community College Terms, Academic Senate for California Community Colleges)</i></p>
Limited English Proficiency	<p>Includes those students with sufficient difficulty speaking, reading, writing, or understanding the English language to the extent they are denied the opportunity to learn successfully in the classroom where the language spoken is English. <i>(Definitions of Community College Terms, Academic Senate for California Community Colleges)</i></p>

<i>Linked/Block</i>	Courses designed to be interdependent with respect to objectives, content, and Linked/Block assignments and to be taught to a common cohort of co-registered students. (<i>The Curriculum Standards Handbook for the California Community Colleges</i>)
<i>Modularized</i>	Courses that are components of what would usually be one course but are broken into separate segments either for flexibility in scheduling or to be arranged in various combinations to meet the needs of students with different levels of familiarity with the subject, or who will make different uses of subsets of the subject, (<i>The Curriculum Standards Handbook for the California Community Colleges</i>)
<i>Need</i>	There must be a documented need for a program or course designed to fulfill the objectives stated in the program or course application. (<i>Education Code §70815</i> <i>Title 5 §55130 (b)(6); §55180</i> <i>Carl D. Perkins Vocational Education Act</i> <i>VA TEA</i> <i>CPEC Guiding Principles #1, 2, and 4</i>)
<i>Non-credit class —ADA Generating</i>	A non-credit course must be approved by the local district governing board, must be taught by an instructor qualified to teach non-credit, and must be conducted according to a course outline and/or curriculum guide on file with the college. Non-credit courses that meet the criteria for state funds are: (1) parenting, (2) basic skills, (3) ESL, (4) citizenship for immigrants, (5) education for substantially handicapped persons, (6) short-term vocational programs with high employment potential, (7) education programs for older adults, (8) education programs in home economics and (9) health and safety education. If credit is not given or a class does not fall into one of the above categories, then it may not receive any state funding. (<i>Definitions of Community College Terms, Academic Senate for California Community Colleges</i>)
<i>Non-degree applicable credit class</i>	This is a pre-collegiate course that does not apply to an associate degree and may not be used to fulfill transfer requirements. (<i>Definitions of Community College Terms, Academic Senate for California Community Colleges</i>)
<i>Non-degree Credit</i>	Courses that do not count toward a degree. They must fall into one of four categories: <ol style="list-style-type: none"> (1) Pre-collegiate basic skills courses <i>Title 5 §55502 (d)</i> (2) Courses designed to enable students to succeed in college-level courses which integrate basic skills instruction throughout, and assign grades partly upon the demonstrated mastery of those skills. (3) Pre-collegiate occupational preparation courses designed to provide foundation skills for students preparing for entry into college-level occupational courses or programs. (4) Essential occupational instruction for which meeting the standards of <i>Title 5 §55002 (a)</i> is neither necessary nor required. (<i>The Curriculum Standards Handbook for the California Community College</i>)
<i>Not-for-credit Class</i>	A not-for-credit class is one that is neither a credit course nor a non-credit course. This category is a primary area under which contract education occurs. Curriculum development, instruction and materials translate into a cost-per-hour expense that is charged to the customer. Other funding sources may offset the cost of the training, but no state funding is involved. Faculty teaching not-for-credit contract educational programs shall be hired, compensated, and evaluated according to procedures specified in the contract between the community college district and the public or private entity. This category includes community service offerings. (<i>Definitions of Community College Terms, Academic Senate for California Community Colleges</i>)

<i>Nontraditional</i>	Courses for which there are few widely understood and accepted models for writing curriculum. (<i>The Curriculum Standards Handbook for the California Community Colleges</i>)
<i>Nontransfer</i>	A degree credit course that does not transfer. (<i>The Curriculum Standards Handbook for the California Community Colleges</i>)
<i>Occupationally-based</i>	A course in an occupation that is designed <i>both</i> to provide instruction in the elementary concepts and competencies of that occupation <i>and</i> instruction in one or more basic skills. (<i>The Curriculum Standards Handbook for the California Community Colleges</i>)
<i>Pass-along Certification</i>	Intercollegiate articulation for the Intersegmental General Education Transfer Curriculum (IGETC) or CSU general education requirement. For instance, a given community college student may attend more than one community college. In this case, the last college the student attends before transferring to a CSU/UC campus should certify if the IGETC has been fulfilled. (<i>Definitions of Community College Terms, Academic Senate for California Community Colleges</i>)
<i>Pilot</i>	A course being designed and offered as a pilot for a new program. (<i>The Curriculum Standards Handbook for the California Community Colleges</i>)
<i>Prerequisite</i>	A course whose <i>exit-level</i> competencies are assumed as <i>entry-level</i> competencies in the sequential course. (<i>The Curriculum Standards Handbook for the California Community Colleges</i>)
<i>Program Inactivation Proposal</i>	Inactivates a program and removes it from the catalog.
<i>Program Revision Proposal</i>	Proposal submitted when there is a change in the course requirements of a program. Usually there are revisions in existing courses or new courses to be added to the program.
<i>Quality</i>	The program or course has objectives whose fulfillment can be demonstrated upon completion of the program or course. The program or course is appropriately designed to enable students to demonstrate that they have met these objectives. (<i>Education Code §79901 and §78015</i> <i>Title 5 §55002, §55805.5, §55139 (b) (6)</i> <i>VA TEA</i> <i>CPEC Guiding Principles #1, 2, and 4</i> <i>WASC Accreditation Standard #2, Educational Programs</i>)
<i>Regional Occupational Centers/Programs (ROC/P)</i>	Centers and programs designed to provide entry level job skills to students 16 years of age through adulthood. The program also provides for retraining and/or upgrading of existing skills of adults. These programs are administered by the California Department of Education. (<i>Definitions of Community College Terms, Academic Senate for California Community Colleges</i>)
<i>Sequenced</i>	Degree and non-degree credit courses that are a part of a definite sequence. (<i>The Curriculum Standards Handbook for the California Community Colleges</i>)
<i>Special Topics</i>	Courses that are designed to provide and “umbrella approval” for topics that will change from semester to semester. (<i>The Curriculum Standards Handbook for the California Community Colleges</i>)
<i>Stand-Alone Course</i>	Course not connected to a degree or certificate. Stand-alone courses must be approved by the Chancellor's Office.

<i>Substantially Changed</i>	If the program or course objectives are substantially different: i.e., students who meet the new objectives are no longer able to meet the objectives for which program approval was originally granted. Changes in the design of the program substantial enough to significantly change student outcomes. <i>(The Curriculum Standards Handbook for the California Community Colleges)</i>
<i>Tech/Prep Education Act</i>	This act is intended to encourage the development of articulated programs that will consist of two years of secondary school preceding graduation and two years of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of proficiency in mathematics, communications and technologies designed to lead to an associate's degree or certificate in a specific field. This program is part of the Carl Perkins Act and receives federal funds. <i>(Definitions of Community College Terms, Academic Senate for California Community Colleges)</i>
<i>Transfer</i>	Courses that are accepted for transfer by a four-year college. <i>(The Curriculum Standards Handbook for the California Community Colleges)</i>
<i>UC Elective</i>	The course will be accepted by at least one UC campus as lower-division elective. <i>(The Curriculum Standards Handbook for the California Community Colleges)</i>
<i>Vocational Education</i>	As defined by the Carl Perkins Act, involves organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing, and distributive occupations, technical and emerging occupations, modern industrial and agriculture arts, trades and industrial occupations, or for additional preparation for a career in such fields, requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program. <i>(Definitions of Community College Terms, Academic Senate for California Community Colleges)</i>
<i>Vocational Education Act (VEA)</i>	Now the Vocational and Applied Technology Education Act. (VATEA) <i>(Definitions of Community College Terms, Academic Senate for California Community Colleges)</i>
<i>VESL</i>	Vocational English as a Second Language courses are those that provide specialized vocabulary and instruction for non-native speakers of English, related to a particular occupation. <i>(The Curriculum Standards Handbook for the California Community Colleges)</i>
<i>Weekly Student Contact Hour (WSCH)</i>	Refers to the attendance of one student for one hour in a college credit course. WSCHs are reported once each term under program-based funding. <i>(Definitions of Community College Terms, Academic Senate for California Community Colleges)</i>
<i>Work Experience</i>	Courses where an instructor confers with students on experiences obtained in a work environment supervised by an employer. <i>(The Curriculum Standards Handbook for the California Community Colleges)</i>
<i>Workplace Literacy</i>	The reading, writing, computation and communication skills needed in a competitive workforce. <i>(Definitions of Community College Terms, Academic Senate for California Community Colleges)</i>
<i>Work Site</i>	Courses taught on the work site, where systematic instruction is provided to one or more students by a qualified instructor, in accordance with the Outline of Record. <i>(The Curriculum Standards Handbook for the California Community Colleges)</i>

APPENDIX L

Guidelines for Determining G.E. Placement

(Attachment A to executive order 595 from CSU)

APPENDIX M

Sample Forms

WEST VALLEY COLLEGE COMMUNITY EDUCATION

New Course Proposal to Curriculum Committee

Section 1: General Information

<input type="checkbox"/> Fee Supported	<input type="checkbox"/> Grant Supported	<input type="checkbox"/> Apportionment Supported
Course Title: _____		
Length of Class in Weeks: _____		Total Hrs per Week: _____
Lecture Hours: _____		Lab/Activity Hours: _____

Section 2: Articulation

Articulation with any department at West Valley College that offers a course with similar content is required.

VVC Dept.: _____ Person: _____ Date: _____

Outcome: _____

Section 3: Entitlement Area FOR NON-CREDIT APPORTIONMENT

(Check One if appropriate):

<input type="checkbox"/> Parenting	<input type="checkbox"/> Older Adults
<input type="checkbox"/> Substantially Handicapped	<input type="checkbox"/> Adult Basic Education
<input type="checkbox"/> English as a Second Language	<input type="checkbox"/> Home Economics
<input type="checkbox"/> Citizenship for Immigrants	<input type="checkbox"/> Health & Safety
<input type="checkbox"/> Short-term vocational training with high-employment potential	

Section 4: Curriculum Committee Criteria & Standards

(Mark yes or no)

Yes	No	
		is recommended for Board Approval
		is open to all members of the community
		answers community interest or need
		is taught by an appropriately qualified and or credentialed instructor (if apportionment-generating)
		teaching methods are appropriate to subject matter, resource material, and student achievement
		attendance accounting is appropriate for certificate or apportionment
		is offered as described in an outline in official college files. The outline shall specify the following:
		a.) scope, objectives and content
		b.) teaching methods
		c.) methods of evaluation for determining if stated objectives have been met.

Approved:

Director, Community Education	Date	Dean of Instruction	Date
-------------------------------	------	---------------------	------

Use this form to submit the content review for a prerequisite, co-requisite, or recommended preparation. This form **MUST** be submitted with the course revision or proposal form. See the section on content review in the guidelines.

1. Check whether this proposal is for:

- Prerequisite
 - for a course within a sequence within a discipline
 - for a course outside a discipline
 - for a vocational course
 - standard or necessary to ensure transferability
 - communication skill*
 - computation skill*
 - assessment instrument*
 - recency*
 - determined by the Curriculum Committee as necessary (**new** courses only)*
- Corequisite
- recommended preparation
- other
 - health & safety
 - Audition
 - enrollment limitation

*These requisites require a research plan. Contact the Office of Institutional Research **AFTER** you complete this form and **BEFORE** you submit it to the Curriculum Committee.

- 2. Enter the course title and number for both the pre- or corequisite and the target course.
- 3. List the skills for the courses in the appropriate columns. Use additional forms as needed.

PROPOSED PREREQUISITE, COREQUISITE OR RECOMMENDED PREPARATION	TARGET/CORE COURSE
EXIT OR CONCURRENT SKILLS FOR:	ENTRANCE OR CONCURRENT SKILLS FOR:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

(Attach an additional sheet if necessary.)

Dept. Chair _____ Date: _____

Division Chair _____ Date: _____

Curriculum Committee Representative: _____ Date: _____

Approved Disapproved/Returned for revisions Date: _____

Date: _____ Approved: _____
 Curr Com: _____ Board: _____ MCF: _____
 Max class size: _____ Catalog: _____ GE: _____
 Max class size imposed by an accrediting agency: _____ What? _____
 SAM code: _____ TOP Code _____ Course Outline: _____

Load: _____ Lec: _____ Lab: _____ Lab by arrangement: _____
 Discipline: _____ Human Resources: _____

For curriculum office use only

WEST VALLEY COLLEGE
Contract Education Course Proposal
To The Curriculum Committee
(Non Degree Applicable)

Course Title: _____ Course Number: (CC
 Sec. Assigns) _____

Section 1: Resources Availability

What is the projected implementation cost? \$ _____

These signatures are necessary to ensure there are sufficient resources to support the course/program offering.

Library: _____

Library Director or Designee Signature (Required for **all** courses)

Computer Lab: _____

If there is a computer lab requirement (scheduled or by arrangement), the signature of the appropriate lab coordinator is required.

Section 2: Articulation

Articulation with any department that offers or could offer a course with similar content is required. If not applicable write N/A.

West Valley: Department _____ Person: _____ Date: _____

Outcome: _____
 Mission: Department _____ Person: _____ Date: _____

Outcome: _____

Section 3: General Information

Grade Type: (Mark One)	<input type="checkbox"/>	Grade Only	<input type="checkbox"/>	Credit/No Credit Only	<input type="checkbox"/>	Grade Or Credit/No Credit Option
Lecture Units:	<input type="checkbox"/>	Lab Units:	<input type="checkbox"/>	Total Units:	<input type="checkbox"/>	
Length of course (number of weeks):	<input type="checkbox"/>	Total Class hrs per week:	<input type="checkbox"/>		<input type="checkbox"/>	
Lecture hrs per wk:	<input type="checkbox"/>	Scheduled Lab hrs per wk:	<input type="checkbox"/>	Arranged Lab hrs per wk:	<input type="checkbox"/>	<input type="checkbox"/>

Section 4: Course Specific Information

COURSE DESCRIPTION: Since this description will appear in the college catalog, use complete sentences.

If this course is offered in distance learning format, contact Curriculum Committee Secretary for necessary form.

PREREQUISITES, COREQUISITES AND RECOMMENDED PREPARATIONS. Any course with pre/corequisites and/or recommended preparations requires a separate form which must accompany any new course proposal

Are there required prerequisites and/or corequisites?

Yes, attach required content review form.

No

Are there recommended preparations (other than Basic Skills)?

Yes, attach content review form.

No

COURSE OUTCOMES/OBJECTIVES: List objectives and/or skills that can be effectively measured and assessed. State the objectives in terms of expected student accomplishments.

Upon completion of this course students should be able to:

COURSE CONTENT: The course outline must contain sufficient detail to guide an instructor teaching the course for the first time and to assist the curriculum committee in evaluating course content and pre/corequisites and recommended preparations. Identify the percentage of time devoted to each major topic/activity.

PERCENTAGE:

Outline of Lecture Content:

%

Outline of Scheduled Lab Content:

%

Outline of Arranged Lab Content:

%

CRITICAL THINKING: State one example of a critical thinking task or assignment you would assign students in this course. You may wish to begin your example with words: analyze, explain, deduce, solve, synthesize, create, defend, attack, distinguish between, weigh evidence, criticize, anticipate objects, and/or draw conclusions.

Homework: Note: Two hours of additional course work are required for each hour of lecture. No scheduled or arranged laboratory hours may be used to meet this requirement. How many hours per week will be spent in the following activities?

	Study
	Problem solving activity or exercise
	Answer questions
	Practice skills
	Required reading
	Written work (essays/compositions/reports/analyses/research)
	Journal (reaction to and evaluation of class, done on a continuing basis throughout the semester)
	Observation of or participation in an activity related to course content (e.g., play, museum, concert, debate, meeting, etc.)
	Total additional course work hours

Section 5: Student Preparation and Evaluation

A. BASIS FOR GRADES : Indicate approximate percentage of course grade in each category based on the assignments noted above. The percentages should reflect the breakdown in Section B.

Writing assignments	<input type="text"/>	%
Problem-solving demonstrations	<input type="text"/>	%
Skill Demonstrations	<input type="text"/>	%
Examinations	<input type="text"/>	%
Projects	<input type="text"/>	%

B. STUDENT ACHIEVEMENT MEASUREMENT: Students in this course will be graded in at least one of the following four categories. A degree applicable course must have a minimum of one response in category 1 PLUS 2 OR 3.

1. WRITING ASSIGNMENTS

A degree applicable course must have substantial writing assignments. **Mark all appropriate assignments:**

<input type="checkbox"/> short answers	<input type="checkbox"/> term or other paper(s)	<input type="checkbox"/> laboratory report(s)
<input type="checkbox"/> written assignments	<input type="checkbox"/> reading report(s)	<input type="checkbox"/> other (<i>specify</i>) _____

2. PROBLEM-SOLVING DEMONSTRATIONS, including:

<input type="checkbox"/> exams	<input type="checkbox"/> quizzes	<input type="checkbox"/> homework problems
<input type="checkbox"/> laboratory report(s)	<input type="checkbox"/> field work	<input type="checkbox"/> other (<i>specify</i>) _____

3. SKILL DEMONSTRATIONS, including:

<input type="checkbox"/> class performance(s)	<input type="checkbox"/> performance (exam)	<input type="checkbox"/> field work
<input type="checkbox"/> other (<i>specify</i>) _____		

4. EXAMINATIONS, including:

<input type="checkbox"/> multiple choice, true /false	<input type="checkbox"/> essay	<input type="checkbox"/> matching items
<input type="checkbox"/> completion	<input type="checkbox"/> other (<i>specify</i>) _____	

Note: For all courses, a list of required and recommended materials is maintained in the college bookstore.

Section 6: Signatures. Department and division signatures imply approval of articulation and course proposal content.

New Course Proposal submitted by: _____

Department: _____ Date: _____

Department/Discipline Chair Date

Division Chair Date

Curriculum Committee Member Date

5/1/96

Distance Learning Certificate Request	Course Title _____	Course No. _____
Date: _____	For curriculum office use only	Approved: _____
Curr Com: _____	Board: _____	MCF: _____
Max class size _____	Catalog: _____	GE: _____
Max class size imposed by an accrediting agency: _____		What? _____
SAM code: _____	TOP Code _____	Course Outline: _____
Load: _____	Lec: _____	Lab: _____
Discipline: _____	Lab by arrangement: _____	
	Human Resources: _____	

WEST VALLEY COLLEGE

Distance Learning Certification Request

To The Curriculum Committee

A request for a course taught in a distance learning format must be accompanied by a Title V Course Outline.

Section 1: General Information

Course Title & Number: _____	Units: _____
Submitted by: _____	Date: _____

Telecourse	<input type="checkbox"/>	Video Conferencing	<input type="checkbox"/>
Internet	<input type="checkbox"/>	Other (explain)	<input type="checkbox"/>

Check every box:

1. All or part of the sections of the course will be taught by distance education as indicated by **all** of the following:
 - a. Some or all of the hours of instruction are provided by communication technology without the instructor within line-of-sight of the students.
 - b. Such hours are claimed for apportionment.
 - c. Such hours serve as the basis for awarding students units.
2. The objectives and content of the course are adequately covered as specified in methods of instruction, assignments, evaluation of student outcomes, and instructional materials.
3. If the course is taught in both traditional and distance learning modes, both achieve the stated objectives and content of the course.
4. The distance learning methodology is effective for the specified class size per the load book.

5. ***For transferable courses and non-transferable courses, effective contact on a regular basis is required. Indicate below the activities that best describe the type of effective, regular contact for your course.***

<input type="checkbox"/>	Group Meetings	<input type="checkbox"/>	Individual Meetings
<input type="checkbox"/>	Orientation Sessions	<input type="checkbox"/>	Review Sessions
<input type="checkbox"/>	Field Trips	<input type="checkbox"/>	Seminar / Study Sessions
<input type="checkbox"/>	Library Workshop	<input type="checkbox"/>	Correspondence
<input type="checkbox"/>	E-Mail	<input type="checkbox"/>	Telephone/Voice Mail
<input type="checkbox"/>	Two-way Interactive Video	<input type="checkbox"/>	Audio-conference
<input type="checkbox"/>	Internet Chat	<input type="checkbox"/>	Other Activities (Please explain)

Specifically state how you will use each method of instruction that you checked:

Date: _____

Approved: _____

For curriculum office use only

Curr Com: _____

Board: _____

MCF: _____

Max class size _____

Catalog: _____

GE: _____

Max class size imposed by an accrediting agency: _____

What? _____

SAM code: _____

TOP Code _____

Course Outline: _____

Load: _____

Lec: _____

Lab: _____

Lab by arrangement: _____

Discipline: _____

Human Resources: _____

WEST VALLEY COLLEGE

General Education Requirement Proposal

To The Curriculum Committee

This request must be accompanied by the Title V course outline for the course.

Mark the box below that applies to your request. Then complete all the sections that apply to that request.

Course Addition

Change in Category

Deletion of a course

Section 1: Proposed Addition of a course(s) to G.E. Pattern

Course Title: _____

Course Number: _____

Category: _____

State rationale for course(s) becoming part of the G.E. pattern in the category selected.

Section 2: Proposed Change from one Category to another

Course Title: _____

Course Number: _____

Change from Category: _____

To Category: _____

State rationale for changing courses from one category to another.

Section 3: Proposed Deletion of course(s) from G.E. Pattern

Course Title: _____

Course Number: _____

State rationale for course(s) becoming part of the G.E. pattern in the category selected.

Section 4: G.E. Pattern

If you need more information in order to complete this section, contact the Articulation Officer.

WVC Course Designation Request

No GE Requested (Go to Section 7)

WVC GE Pattern

IGETC (UC/CSU)

Transfer Applicable – CSU Pattern

WVC GE Indicate requested area:

- A. Language and Rationality
- C. Humanities
- E. Lifelong Understanding & Development
- F. Cultural Diversity

- B. Natural Sciences
- D. Social & Behavioral Sciences
Series I Series II
- G. Physical Education

IGETC (UC / CSU) Indicate requested area:

- Area 1 English Communication
English composition
Critical Thinking
Oral Communication–CSU only
- Area 2. Mathematical Concepts
Mathematics
- Area 3. Arts and Humanities
Arts
Humanities
- Area 4. Social & Behavioral Science
Social
Behavioral
- Area 5. Physical & Biological Science
Physical Science
Biological Science
- Language other than English–UC only

CSU ONLY Indicate requested area:

- Area A. Language & Rationality
1. Oral Communication
2. Written Communication
3. Critical Thinking
- Area B. Natural Science – Mathematics
I. Biological Sciences
Physical Sciences
II. Mathematics
- Area C. Arts, Literature, Philosophy, Foreign Language
Series I
Series II
Series III
- Area D. Social Sciences: Social, Political and
Economic Institutions and Behavior
Series I
Series II
Series III
- Area E. Lifelong Understanding & Self-Development

GE Articulation Review:

Articulation Officer

Date

Section 5: Articulation

Articulation with any department that offers a course with similar content is required.

West Valley: Department _____ Person: _____ Date: _____

Outcome: _____

Mission: Department _____ Person: _____ Date: _____

Outcome: _____

Section 6: Signatures. Department and division signatures imply approval of articulation and course proposal content.

G.E. Education Requirement Proposal submitted by: _____

Department: _____

Date: _____

Department/Discipline Chair

Date

Division Chair

Date

Curriculum Committee Member

Date

5/1/96

For curriculum office use only

Curr Com: _____ Board: _____
 Catalog Year: _____ GE: _____
 SAM code: _____ TOP Code _____ Course Outline: _____

Load: _____ Lec: _____ Lab: _____ Lab by arrangement: _____

Discipline: _____

Course no. used previously for same course? Yes: _____ No: _____ For different course? Yes: _____ No: _____

WEST VALLEY COLLEGE
Revision of a Course

Course Title: _____ **Course Number:** _____ **Date:** _____

Section 1: Revisions. Check (X) those areas which are being revised and complete the appropriate section(s).					
Type of Change Section 1		ADMINISTRATIVE CHANGE (Attach Title 5 outline)	Course Description & Content Section 4	Catalog & Schedule Descriptions	
		MINOR REVISION (Attach Title 5 outline)		Course Outcomes/Objectives	
		MAJOR REVISION (Attach Title 5 outline)		Course Content Outline	
		INACTIVATE		Lecture Content	
		REACTIVATE		Scheduled Lab Content	
Course Type/Status Section 2		Grade Type		Student Preparation & Evaluation Section 5	Arranged Lab Content
		Hours per week			Critical Thinking
		Lecture Hours			Requisites: Prerequisites, Corequisites & Recommended Preparations
		Scheduled Lab hours			Homework
		Lecture Units			Student Achievement Measurement
General Information Section 3		Lab Units	General Education Section 6		Basis for Grade
		Certificate Applicable			Basic Skills
		AA / AS Degree Applicable			College Level Texts & Materials
		Non AA/AS Degree Applicable—Basic Skills	Rationale for change(s)		WVC GE Pattern
		Non AA / AS Degree Applicable—Other			CSU GE Pattern
		Transfer CSU		IGETC (UC/CSU)	
		Transfer UC			
		Repeatability			
	Distance Learning				
	Special Topics				

Course Title: _____ Course Number: _____ Date: _____

Complete only those sections which are being revised.

Section 2: Course Type/Status. Check (X) all that apply.

COURSE TYPE/STATUS	CURRENT	PROPOSED
Certificate Applicable		
AA / AS Degree Applicable		
Non AA / AS Degree Applicable—Basic Skills		
Non AA / AS Degree Applicable—Other		
Transfer CSU		
Transfer UC		

Section 3: General Information: Grade Type, Hours, Units, Repeatability, Distance Learning

Provide information as indicated for those items you are revising.

	Current	Proposed
Grade Type (Letter Grade or CR/NC or option)		
Hours per Week		
Lecture (Enter # hrs.)		
Lab (Enter # hrs.)		
Lab by arrangement (Enter # hrs.)		
TOTAL Hours per Week		
Units		
Lecture (Enter # units)		
Lab (Enter # units)		
TOTAL Units		
Repeatability (Enter # of times it can be taken, including the first time.)		
Distance Learning (Yes/No) If yes, a separate distance learning certification form is required with this revision form.		

Section 4: Course Description & Content

Section 4A: Catalog and Schedule Descriptions

CATALOG	<p>Current Course Description</p>
	<p>Proposed Course Description. Use complete sentences.</p>

SCHEDULE	<p>Current Description</p>
	<p>Proposed Description</p>

Section 4B: Course Outcomes & Objectives

Attach current Title 5 course outline. State the revised list of objectives and/or skills that can be effectively monitored and assessed.

Upon completion of this course, students should be able to:

- 1.

Course Title: _____ Course Number: _____ Date: _____

Section 4C: Course Content Outline

Attach current Title 5 course outline. The revised course outline must contain sufficient detail to guide an instructor teaching the course for the first time and to assist the Curriculum Committee in evaluating course content, pre/corequisites and recommended preparations. Identify the percentage of time devoted to each major topic/activity. Percentages must equal 100% for **EACH** instructional component (lecture, scheduled lab, and arranged lab).

If course content is changed, also revise course description, course outcomes and objectives. Revise critical thinking, if necessary.

Lecture		%
		100%
Scheduled Lab		
		100%
Arranged Lab		
		100%

Section 4D: Critical Thinking

Complete this section only if there are significant changes in the course content that would necessitate a different critical thinking task OR if the original course outline is being updated. State one example of a critical thinking task or assignment you would assign students in this course. You may wish to begin your example with words such as: *analyze, explain, deduce, solve, synthesize, create, defend, attack, distinguish between, weigh evidence, criticize, anticipate objections, and/or draw conclusions.*

Section 5: Student Preparation & Evaluation

Section 5A: Requisites (All changes except deletions require a separate content review form. The content review form must be submitted with this revision form to the Administrative Specialist, Office of Instruction.)

	Current	Proposed
Prerequisite(s)		
Corequisite(s)		
Recommended preparations other than basic skills		

Section 5B. Homework

How many hours per week will be spent in the following activities?

Note: Two hours of additional course work are required for each hour of lecture. If total hours of lab exceed the number of lab units granted, count the uncredited hours as homework (see last line).

	CURRENT	PROPOSED
Study		
Problem solving activity or exercise		
Answer questions		
Practice skills		
Required reading		
Written work (essays/compositions/reports/analyses/research)		
Journal (reaction to and evaluation of class, done on a continuing basis throughout the semester)		
Observation of or participation in an activity related to course content (e.g., play, museum, concert, debate, meeting, etc.)		
Lab hours for which student does not receive credit.		
Total additional course work hours		

Section 5C. STUDENT ACHIEVEMENT MEASUREMENT

Students in this course will be graded in at least one of the following four categories. A degree applicable course must have a minimum of one response in category 1 PLUS 2 OR 3.

	CURRENT	PROPOSED	
1. Writing Assignments			AT LEAST one type of writing assignment MUST be checked for a degree applicable course. A degree applicable course must have substantial writing assignments.
Short answers/paragraphs			
Essays/reports			
Research/Term papers			
Other (specify)			
2. Problem-solving Demonstrations			A degree applicable course MUST have AT LEAST one response in Category 2 OR 3.
Quizzes/Exams			
Homework problems			
Laboratory reports			
Field work			
Other (specify)			
3. Skill Demonstrations			
Performance			
Field work			
Other (specify)			
4. Examinations			
Objective			
Essay			
Other (specify)			

Section 5D. Basis for Grades

Indicate approximate percentage of course grade in each category based on the assignments noted above. The percentages should reflect the breakdown in Section B above.

	CURRENT	PROPOSED
Writing assignments	%	%
Problem-solving demonstrations	%	%
Skill Demonstrations	%	%
Examinations	%	%

Section 5E. Basic Skills

Based on your responses in A & B above, mark the reading, writing, and/or math skills that a student needs in order to stand a reasonable chance of being successful in this course. (Note: It is not required that a course have a recommended skill level in each category; NA can be an appropriate response.)

		CURRENT	PROPOSED
Reading	A. Level I:	6-8th grade level or Read 960 or ESL 64RV	
	B. Level II:	9-10th grade equivalent or Read 961 or ESL 65RV	
	C. Level III:*	12th grade level or Read 970 or 53 or ESL 50	
Writing (English/ESL)	A. Level I:	Sentences, simple paragraphs or Engl 903 or ESL 64GW	
	B. Level II:*	Paragraphs, short essays or Engl 905	
	C. Level III:	Well developed essays, research papers or Engl 1A	
Math	A. Level I:	Arithmetic or Math 902	
	B. Level II:	Elementary algebra or Math 103/103R	
	C. Level III:	Intermediate algebra or Math 106/106R	

*College standard basic skills for degree applicable courses, no content review is necessary. Using a different level reading or writing "basic" skill requires a course content review. A math basic skill always requires content review.

Section 5F. College Level Appropriate Texts and Materials

Indicate whether the texts and materials for this class are college level.

Yes No

State the title of a text you might use for this class: _____

Note: For all courses, a list of required and recommended materials is maintained in the college bookstore.

Section 6: General Education

If you need more information in order to complete this section, contact the Articulation Officer.

WVC Course Designation Request

- No GE Requested (Go to Section 11)
- IGETC (UC/CSU)
- WVC GE Pattern
- CSU Pattern

WVC GE Indicate requested area:

- | | |
|--|--|
| <input type="checkbox"/> A. Language and Rationality | <input type="checkbox"/> B. Natural Sciences |
| <input type="checkbox"/> C. Humanities | <input type="checkbox"/> D. Social & Behavioral Sciences |
| <input type="checkbox"/> E. Lifelong Understanding & Development | Series I Series II |
| <input type="checkbox"/> F. Cultural Diversity | <input type="checkbox"/> G. Physical Education |

IGETC (UC / CSU) Indicate requested area:

- Area 1 English Communication
English composition
Critical Thinking
Oral Communication—CSU only
- Area 2. Mathematical Concepts
Mathematics
- Area 3. Arts and Humanities
Arts
Humanities
- Area 4. Social & Behavioral Science Social
Behavioral
- Area 5. Physical & Biological Science
Physical Science
Biological Science
- Language other than English—UC only

CSU ONLY Indicate requested area:

- Area A. Language & Rationality
1. Oral Communication
2. Written Communication
3. Critical Thinking
- Area B. Natural Science – Mathematics
I. Biological Sciences
Physical Sciences
II. Mathematics
- Area C. Arts, Literature, Philosophy, Foreign Language
Series I
Series II
Series III
- Area D. Social Sciences: Social, Political and
Economic Institutions and Behavior
Series I
Series II
Series III
- Area E. Lifelong Understanding & Self-Development

Course Title: _____ Course Number: _____ Date: _____

Section 7: Signatures

Proposals without the required signatures will NOT be placed on the Curriculum Committee agenda.

Section 7A. District/College Articulation

Articulation is necessary if this course revision could affect another West Valley or Mission Department. If not applicable write N/A.

West Valley: Department _____ Person: _____ Date: _____

Outcome: _____

Mission: Department _____ Person: _____ Date: _____

Outcome: _____

Section 7B. Availability of Resources

LIBRARY

Dean of Learning Resources or designee _____ Date _____

COMPUTER LABS

Dean of Instructional Computer Technologies or designee _____ Date _____

Section 7C. Department and Division

Signatures indicate approval of articulation with other college/district departments and approval of course content.

Revision of a Course/Program submitted by:

Department: _____

Department/Discipline Chair _____ Date _____

Division Chair _____ Date _____

Curriculum Committee Representative _____ Date _____

Date: _____

Approved: _____

For curriculum office use only

Curr Com: _____

Board: _____

MCF: _____

Max class size: _____

Catalog: _____

GE: _____

Max class size imposed by an accrediting agency: _____

What? _____

SAM code: _____

TOP Code _____

Course Outline: _____

Load: _____

Lec: _____

Lab: _____

Lab by arrangement: _____

Discipline: _____

Human Resources: _____

**WEST VALLEY COLLEGE
New Course Proposal**

To The Curriculum Committee

Course Title: _____ Course Number: _____

Mark the appropriate box(es) below:

<input type="checkbox"/>	Proposed New Course	<input type="checkbox"/>	Certificate Applicable	<input type="checkbox"/>	Non AA / AS Degree Applicable—Basic Skills
<input type="checkbox"/>	Reinstate Inactive Course	<input type="checkbox"/>	AA / AS Degree Applicable	<input type="checkbox"/>	Non AA / AS Degree Applicable—Other
<input type="checkbox"/>	Special Topics Course	<input type="checkbox"/>	Transfer UC	<input type="checkbox"/>	Transfer CSU

Section 1: Resources Availability

What is the projected implementation cost? \$ _____

These signatures are necessary to ensure there are sufficient resources to support the course/program offering.

Library: _____
Library Director or Designee Signature (Required for **all** courses)

Computer Lab: _____

If there is a computer lab requirement (scheduled or by arrangement), the signature of the appropriate lab coordinator is required.

Section 2: Articulation

Articulation with any department that offers or could offer a course with similar content is required. If not applicable write N/A.

West Valley: Department _____ Person: _____ Date: _____

Outcome: _____

Mission: Department _____ Person: _____ Date: _____

Outcome: _____

Section 3: General Information

Has this course title and/or number been used in the past? Yes No

Grade Type: (Mark One) Grade Only Credit/No Credit Only Grade Or Credit/No Credit Option

Lecture Units: Lab Units: Total Units:

Lecture hrs per wk: Scheduled Lab hrs per wk: Arranged Lab hrs per wk:

Length of course (number of weeks): Total Class hrs per week:

This course will be offered: (mark all that apply) Fall Spring Summer

Repeatability:

This course may be taken a total of: 1, 2, 3, 4 time(s).

What department and college objective(s) will this course fill?

Will this course be offered in a distance learning format? Yes No

If Yes obtain distance learning certificate form from the curriculum committee secretary, complete and turn in with proposal.

Section 4: Course Specific Information

COURSE DESCRIPTION: Since this description will appear in the college catalog, use complete sentences.

PREREQUISITES, COREQUISITES AND RECOMMENDED PREPARATIONS. Any course with pre/corequisites and/or recommended preparations requires a separate form which must accompany any new course proposal

Are there required prerequisites and/or corequisites? Yes, attach required content review form. No
If Yes, list.

Are there recommended preparations (other than Basic Skills)? Yes, attach required content review form. No
If Yes, list.

COURSE OUTCOMES/OBJECTIVES: List objectives and/or skills that can be effectively measured and assessed. State the objectives in terms of expected student accomplishments.

Upon completion of this course students should be able to:

PERCENTAGE:

COURSE CONTENT: The course outline must contain sufficient detail to guide an instructor teaching the course for the first time and to assist the curriculum committee in evaluating course content and pre/corequisites and recommended preparations. Identify the percentage of time devoted to each major topic/activity.

Outline of Lecture Content: _____ %

Outline of Scheduled Lab Content: _____ %

Outline of Arranged Lab Content: _____ %

CRITICAL THINKING: State one example of a critical thinking task or assignment you would assign students in this course. You may wish to begin your example with words, such as: analyze, explain, deduce, solve, synthesize, create, defend, attack, distinguish between, weigh evidence, criticize, anticipate objections, and/or draw conclusions.

Homework: Note: Two hours of additional course work are required for each hour of lecture. How many hours per week will be spent in the following activities?

	Study
	Problem solving activity or exercise
	Answer questions
	Practice skills
	Required reading
	Written work (essays/compositions/reports/analyses/research)
	Journal (reaction to and evaluation of class, done on a continuing basis throughout the semester)
	Observation of or participation in an activity related to course content (e.g., play, museum, concert, debate, meeting, etc.)
	Total additional course work hours

Section 5: Student Preparation and Evaluation

A. BASIS FOR GRADES : Indicate approximate percentage of course grade in each category based on the assignments noted above. The percentages should reflect the breakdown in Section B.

Writing assignments		%
Problem-solving demonstrations		%
Skill Demonstrations		%
Examinations		%

B. STUDENT ACHIEVEMENT MEASUREMENT: Students in this course will be graded in at least one of the following four categories. A degree applicable course must have a minimum of one response in category 1 PLUS 2 OR 3.

1. WRITING ASSIGNMENTS

A degree applicable course must have substantial writing assignments. **Mark all appropriate assignments:**

<input type="checkbox"/>	short answers	<input type="checkbox"/>	term or other paper(s)	<input type="checkbox"/>	laboratory report(s)
<input type="checkbox"/>	written assignments	<input type="checkbox"/>	reading report(s)	<input type="checkbox"/>	other (<i>specify</i>) _____

2. PROBLEM-SOLVING DEMONSTRATIONS, including:

<input type="checkbox"/>	exams	<input type="checkbox"/>	quizzes	<input type="checkbox"/>	homework problems
<input type="checkbox"/>	laboratory report(s)	<input type="checkbox"/>	field work	<input type="checkbox"/>	other (<i>specify</i>) _____

3. SKILL DEMONSTRATIONS, including:

<input type="checkbox"/>	class performance(s)	<input type="checkbox"/>	performance (exam)	<input type="checkbox"/>	field work
<input type="checkbox"/>	other (<i>specify</i>) _____				

4. EXAMINATIONS, including:

<input type="checkbox"/>	multiple choice, true /false	<input type="checkbox"/>	essay	<input type="checkbox"/>	matching items
<input type="checkbox"/>	completion	<input type="checkbox"/>	other (<i>specify</i>) _____		

C. BASIC SKILLS: Based on your responses in A & B above, mark the reading, writing, and/or math skills that a student needs in order to stand a reasonable chance of being successful in this course. (Note: it is not required that a course have a recommended skill level in each category; NA can be an appropriate response.)

Reading	<input type="checkbox"/>	A. Level I:	6-8th grade level or Read 160 or ESL 64RV
	<input type="checkbox"/>	B. Level II:	9-10th grade equivalent or Read 161 or ESL 65RV
	<input type="checkbox"/>	*C. Level III:	12th grade level or Read 170 or 53 or ESL 50
Writing (English/ESL)	<input type="checkbox"/>	A. Level I:	Sentences, simple paragraphs or Engl 103 or ESL 64GW
	<input type="checkbox"/>	*B. Level II:	Paragraphs, short essays or Engl 905
	<input type="checkbox"/>	C. Level III:	Well developed essays, research papers or Engl 1A
Math	<input type="checkbox"/>	A. Level I:	Arithmetic or Math 902
	<input type="checkbox"/>	B. Level II:	Elementary algebra or Math 103/103R
	<input type="checkbox"/>	C. Level III:	Intermediate algebra or Math 106/106R

*College standard basic skills for degree applicable courses, no content review is necessary.
 NOTE: Using different level reading or writing "basic" skill requires a course content review. A math basic skill requires a course content review. (The forms are available from curriculum secretary.)

GE Articulation Review:

Articulation Officer _____ Date _____

Section 7: Signatures. Department and division signatures imply approval of articulation and course proposal content.

New Course Proposal submitted by: _____
Department: _____ Date: _____

Department/Discipline Chair _____ Date _____

Division Chair _____ Date _____

Curriculum Committee Member _____ Date _____

5/15/96

Date: _____

Approved: _____

For curriculum office use only

Curr Com: _____

Board: _____

MCF: _____

Max class size _____

Catalog: _____

GE: _____

Max class size imposed by an accrediting agency: _____

What? _____

SAM code: _____

TOP Code _____

Course Outline: _____

Load: _____

Lec: _____

Lab: _____

Lab by arrangement: _____

Discipline: _____

Human Resources: _____

WEST VALLEY COLLEGE

New Degree/Certificate Program

To The Curriculum Committee

Department: _____

Section 1: Resources Availability

What is the projected implementation cost? \$ _____

These signatures are necessary to ensure there are sufficient resources to support the course/program offering.

Library: _____

Library Director or Designee Signature (Required for **all** courses)

Computer Lab: _____

If there is a computer lab requirement (scheduled or by arrangement), the signature of the appropriate lab coordinator is required.

Section 2: Articulation

Articulation with any department that offers a course with similar content is required.

West Valley: Department _____ Person: _____ Date: _____

Outcome: _____

Mission: Department _____ Person: _____ Date: _____

Outcome: _____

Section 3: General Information

What department and college objectives will this degree/certificate program fill?

A needs assessment must be conducted before the curriculum committee can approve a new degree/certificate program of 18 units or more. State approval must be recieved before the program can be offered. See the curriculum handbook for information and procedure.

Section 4: New Degree/Certificate Program Specific Information

Associate Degree

Certificate

List Courses and Units:

List Courses and Units:

Section 5: Signatures. Department and division signatures imply approval of articulation and course proposal content.

New Degree/Certificate Program submitted by: _____

Department: _____ Date: _____

Department/Discipline Chair _____ Date _____

Division Chair _____ Date _____

Curriculum Committee Member _____ Date _____

5/15/96