

Victor Valley College

Curriculum Handbook

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VICTOR VALLEY COLLEGE CURRICULUM HANDBOOK

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*The Victor Valley College Curriculum Handbook was adopted as a work in process. The handbook, as well as other curriculum development resources, will be available at the Victor Valley College web site (
<http://www.curricunet.com/VictorValley/>*

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Mission of the Curriculum Committee

The purpose of the Curriculum Committee is to approve new and revised curriculum, programs and degrees, credit and non-credit and academic policies prior to submission to the District Governing Board for final approval to ensure compliance with Title 5 and California Education Code. In addition, the Victor

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Valley College Curriculum Committee provides guidance and oversight to ensure that all curriculum is sound, comprehensive and responsive to the evolving needs of our students as well as the academic, business, and local communities.

Victor Valley College Mission

The mission of Victor Valley Community College is to:

**Cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.*

**Create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.*

**Embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.*

**Inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs.*

**Empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.*

Mission of California Community Colleges

Commitment to Victor Valley College's mission enables the College to accomplish the state-mandated mission for all California Community Colleges, which requires the institution to offer a variety of programs and services. According to California Education Code, 66010.1-66010.8, the California community colleges shall, as a primary mission, "offer academic and vocational instruction at the lower-division level for both younger and older students, including those persons returning to area. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree."

In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

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- The provision of remedial instruction such as basic skills, pre-collegiate, and English as a second language courses for those in need of it and, in conjunction with the area districts, instruction in adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.
- The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.
- The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.
- A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
- To the extent that state funding is provided, the community colleges may conduct institutional research concerning student learning and retention when needed to facilitate their educational missions.
- Victor Valley College faculty are charged by Title 5 §55002 (g)3 with the primary responsibility for making recommendations in the areas of curriculum and academic standards. (See appendix for Title 5 regulations)

Primary Functions:

- **Transfer Education** provides lower-division general education and major preparation courses leading to an associate degree and/or to transfer to a four-year college/university.
- **Career Technical Education** provides education and training in selected occupational fields leading to job entry, advancement, retraining and certification, and to associate degrees.

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Essential to the Primary Functions:

- **Basic Skills Education** provides transitional education programs and courses for students needing preparation to succeed in college-level work.
- **Student Support Services** provides student support services that enhance student success.

Authorized Function of:

- **Noncredit Education and Self-Supporting Programs** offers continuing education responsive to the professional, cultural, and developmental needs and interests of the community.

Introduction to Curriculum Committee

The Curriculum Committee is a standing committee of the Victor Valley College Academic Senate. The Committee reviews and approves new courses and programs, modifications, and deactivations, as well as recommends policy related to curriculum.

One of the primary goals of the Curriculum Committee is to promote and provide for a comprehensive curriculum and excellence in instruction. Victor Valley College shall offer instruction in accordance with the Mission of the California Community Colleges. The instruction may include, but shall not be limited to, programs in one or more of the following categories:

- Standard collegiate courses for transfer to higher institutions
- Career and technical fields leading to employment
- Counseling or guidance courses aimed at improving student success
- Basic skills, pre-collegiate, and ESL (English as a Second Language) courses leading to enrollment and success in academic and vocational courses

Academic Senate

Title 5 Section 53200 states "The District shall consult 'collegially' with the Academic Senate, using the method described in Section 53200 part (d) of Title 5 which states: (d) "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

(1) relying primarily upon the advice and judgment of the academic senate; or

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(2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Curriculum Committee Meetings

The Curriculum Committee meets two and three times a month, on the second, fourth and fifth Thursdays, to act on new and revised course and program proposals (providing there is a quorum of at least five voting members present).

Curriculum Committee Voting Process

- Voting will follow Robert's Rules of Order, Revised.
- Faculty chair votes only in event of a tie.
- Voting will be confined to "voting committee members" in open session.
- Discussion is open to committee members only.

Curriculum Committee—Function and Duties

Functions of the Committee

- approves all credit and noncredit courses prior to final approval by the District Governing Board. Credit courses must meet the standards set forth by the California Education Code and Title 5.
- approves all credit programs prior to final approval by the District Governing Board. All programs must meet the standards set forth by the Education Code and Title 5.
- approves program and course modifications or deactivations prior to final approval by the District Governing Board according to the standards set forth by the California Education Code.
- establishes and adopts the Curriculum Calendar prior to final approval by the District Governing Board and recommends necessary modifications as needed.
- approves, prior to final approval by the District Governing Board, transfer-level courses for submission to university systems such as the University of California and California State University for inclusion on the list of courses which satisfy the general education requirements.
- supports the development of new curricula.
- supports the inclusion of new curricula within the general framework of program review and Educational Master Plan for programs/disciplines .

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Duties of the Committee

- supports the development of the educational programs according to the philosophy, policies, and objectives of the College and the District.
- provides leadership to all academic personnel of the College, both administrative and teaching, in the continuing development and revision of curriculum.
- authorizes the approval, denial, and recommended modifications of curriculum proposals.
- forwards its recommendations to the Office of Instruction which forwards these recommendations to the District Governing Board agenda for approval. The curriculum committee also submits the meeting minutes to the academic senate as informational items.

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Committee Membership

The Curriculum Committee membership shall consist of the following:

Chair- Tenured Professor

Area/Academic Representatives— Full time instructors (voting members)

Counseling (1)

- Guidance
- Developmental Studies
- DSPS
- Adult Home Economics
- Technical Review

Library Services (1)

- Technical Review
- Reviews proposals from all areas for library holdings

Social & Behavioral Sciences (1)

- Anthropology
- Child Development
- Education
- Geography
- History
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Sociology

Business & Industry (2)

- Administration of Justice
- Agriculture and Natural Resources
- Automotive
- Aviation
- Business Administration
- Business Education Technologies
- Business Escrow
- Business Real Estate
- Construction & Manufacturing Technology
- Cooperative Education
- Economics
- Emergency Medical Services
- Fire Technology
- Restaurant Management
- Welding

Humanities & Arts (2)

- Art and Design
- American Sign Language
- Basic Skills – English/**Math**
- Commercial Art
- Communication Studies
- English
- English as a Second Language
- French

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- German
- Journalism
- Music
- Photography
- Spanish
- Theatre Arts

Health Sciences (1)

- Allied Health
- Athletics
- Kinesiology (Adapted PE, Health, Dance)
- Nursing
- Respiratory Therapy

Articulation Officer (1)

- Reviews transfer proposals for all areas
- Technical Review

Math & Science (1)

- Astronomy
- ~~Basic Skills Mathematics~~
- Biology (Anatomy, Microbiology, Physiology)
- Biotechnology
- Chemistry
- Computer Information Science
- Electronics and Computer Technology
- Engineering/Drafting
- Geology
- Mathematics
- Media Arts
- Physical Science
- Physics

Resource Personnel (non-voting)

- Dean (s)
- Associated Student Body (ASB)
- Curriculum Secretary/Specialist
- DSPS representative – only if counselor does not have expertise in DSPS, otherwise, counselor will represent DSPS.

Selection of Representatives

See Academic Senate by-laws.

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Roles and Responsibilities of Committee Members

The Chair:

- facilitates training and provides updates to comply with Educational Code, Title 5 and Program Course Approval Handbook (PCAH)
- facilitates Curriculum Committee meetings
- creates and maintain documents and other related documents, such as Curriculum Handbook, Curriculum Calendar, CurricUNET user guide and committee policies
- assists in identifying key issues and coordinating activities related to the development of new policies and procedures
- establishes ad hoc committees as needed
- provides assistance to Committee members and other faculty in matters relating to the curriculum process

The Committee Members/Area Representatives:

- inform their area/ regarding curriculum changes and procedural issues on an on-going basis
- review curriculum forms for accuracy prior to approval
- maintain the quality and integrity of the courses by participating in meetings and reviewing materials
- provide the Committee with background data to support curriculum changes, additions, and/or deletions in collaboration with discipline faculty
- provide feedback and information from their area to the Committee regarding curriculum issues such as diversity, student learning outcomes, information competency, articulation and accreditation
- participate on ad hoc committees as necessary

The Articulation Officer:

- reviews four-year college and university and Victor Valley College catalogs to compare individual courses for possible four-year acceptance
- prepares new articulation agreements for submittal to articulation officers at four-year colleges
- keeps accurate records for course-by-course
- maintains major and general education agreements by college and by subject
- distributes up-to-date information to counselors, department chairs, faculty, students, and administrators
- prepares and publishes for student use transfer guides by major, course, and general education patterns

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- maintains catalog sections on transfer courses and curriculum for current articulation information
- serves as a regular member of the Curriculum Committee
- prepares regular reports on current progress and issues for the Curriculum Committee
- reviews all new courses proposed in curriculum for the possibility of transfer
- interfaces with four-year college faculty, articulation officers, and Victor Valley College faculty to eliminate any problems concerning Victor Valley College class transferability
- works closely with statewide UC, CSU, IGETC (Intersegmental General Education Transfer Curriculum) and community college officers to keep Victor Valley College current on curriculum matters, general education agreements, and course articulation
- pre-screens the College catalog annually for accuracy of transfer information and also pre-screens general education patterns for AA/AS, CSU and IGETC
- reviews Victor Valley College course articulation agreements regarding course qualification for Course Identification Numbering (C-ID) System
- submits courses to the C-ID office and maintains correspondence with this office regarding the process of C-ID course certification
- serves on the State Community College Articulation Liaison Committee
- represents Victor Valley College at the statewide articulation officers' meetings, the Region V officers' meetings, and other related conferences

The Office of Instruction/VP Instruction and/or Dean of Instruction:

- provides technical support to the Areas, Departments, and Curriculum Committee for the curriculum approval process
- manages and implements multiple systems (eg: CurricUNET, Colleague, Web Advisor) to maintain accurate curriculum information, both current and historical, as well as to ensure interfacing between the systems
- supports implementation of training activities for faculty, administrators, and support staff in the areas, centers, and other departments on campus (eg: CurricUNET, SLOs)
- assumes responsibility for the accuracy of the catalog, **in consultation with VVC Catalog Committee**, and schedule, as well as for compliance with approved curriculum offerings and procedures of the District and the Chancellor's Office/Systems Office
- serves as liaison and resource person to the Curriculum Committee in the process of curriculum approval

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- ensures the implementation of California Education Code and Title 5 Regulations
- serves as liaison to the Chancellor's Office/Systems Office regarding instructional and curricular inquiries
- attends curriculum meetings
- assumes responsibility for, supervises, reviews and monitors the work of staff responsible for the production of the College schedule and catalog, **in consultation with VVC Catalog Committee.**
- maintains current knowledge of Title 5 and the PCAH as well as Educational Code regulations and changes
- Coordinates and implements the upgrading of computerized systems regarding curriculum processing
- supports and participates in the development of instructional policies and procedures to ensure compliance with established policies and procedures as well as federal regulations
- provides training and technical expertise to other staff

The Curriculum Committee Secretary/Specialist:

(The Curriculum Committee Secretary is the administrative secretary to the Dean of Instruction and/or Office of Instruction)

- works with Curriculum Chair to review agendas and other documents
- attends all curriculum meetings
- prepares and distributes (all faculty) the meeting agenda under the direction of the Curriculum Chair, 72 hours prior to meetings
- maintains accurate attendance records at all Curriculum committee meetings
- records the meeting proceedings and maintains the official records of the Committee's agendas and minutes as approved by the Curriculum Committee Chair
- maintains CurricUNET records and instruction office approvals as needed
- presents curriculum committee actions to the Board of Trustees through the President/Superintendents office
- sends curriculum changes and new courses to Chancellors office as needed
- reports needed information to MIS

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Curriculum Development Process

Under California Education Code and Title 5, curriculum development is a primary responsibility of the college faculty. Any current instructor, full or part time, may make formal proposals for curriculum. Any formal proposal must be made in consultation with other discipline members of the college faculty and must have approval of such a proposal by the Department Chair.

The content of the proposal must satisfy criteria established by departments and Areas, the College, the District, and the State. Title 5 standards require greater specificity in the preparation of course outlines for associate degree courses, including an emphasis on the articulation of courses. Copies of these standards must be carefully reviewed before beginning the development of any proposal. General education courses are expected to articulate at the baccalaureate level to be associate degree courses. The faculty member preparing a proposal must be prepared to support such articulation possibilities by identifying comparable lower-division courses in at least one CSU campus. 1 CCR Title 5 § 55002(g)3. Consultation must occur with the Victor Valley College Articulation Officer.

All new and modified curriculum must be approved by the Curriculum Committee and the state system office before they can be scheduled or offered. In this instance, a course revision constitutes a change in catalog description, transferability, and/or unit value and/or prerequisite or corequisites information. For new or modified curriculum to be effective for a particular term, the curriculum must be (1) approved by the Curriculum Committee, (2) follow the curriculum calendar deadlines, (3) must obtain District Board of Trustees approval (4) be approved by the Chancellor's Office by the previous term and (5) should be updated in the college catalog. There are provisions for emergency curriculum approvals, which require Curriculum Committee Chair approval; reference the Emergency Curriculum Approval section in this handbook.

The Curriculum Committee has the responsibility for developing the educational program in accordance with the philosophy and objectives of the College for recommendation to the administration and approval by the District Board of Trustees. With leadership from the Curriculum Committee, all academic personnel of the College, both administrative and teaching, are responsible for the continuing development and modification of curriculum. Community groups and advisory committees may recommend new courses or revisions of existing curricula to full-time discipline faculty members. All changes to curriculum must be submitted on CurricUNET to the Curriculum Committee, which will be responsible

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for the processing of the proposals, the Instruction Office will be responsible for processing the proposals to the Governing Board, which has final authority over curriculum subject to the approval of the Board of Governors of the California Community Colleges.

Career Technical Education Requirements

CTE procedures for faculty users

The following attachments are required depending on your submission type;

- California Division of Apprenticeship Standards (DAS) Approval Letter (Apprenticeship only)*
- CTE Advisory Council Approval Meeting Minutes (CTE only)*
- Labor Market Information & Analysis (CTE only)*
- LMID Verified Data (noncredit, short-term vocational only)*
- Narrative - All (CTE, certificates 18 units or more, ADTs)*,**
- Regional Consortium Approval Meeting Minutes (CTE only) *
- TMC Template (A.A.-T or A.S.-T only, see link below**)
- Transfer Documentation (if applicable, Contact Pam James, Articulation Officer)

*Faculty must attach required documents to CurricUNET before submitting to the approval process. See appendices for some example forms. Contact Scott Jones or Sandy Visser for CTE information regarding Labor Market Analysis, and Regional Consortium Approval Meeting Minutes or any other CTE documentation that you may need.

**TMC Templates can be found here:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TemplatesForApprovedTransferModelCurriculum.aspx>

See appendices for forms/samples

Curriculum Approval Process

The curriculum approval process begins when the discipline faculty member proposes changes to the curriculum to the department prior to introduction of curriculum to CurricUNET. When approved by the department, the faculty originator then contacts the Curriculum Area Rep to create a pending revision or new course in CurricUNET in order to proceed with the following established curriculum approval steps:

1. **Originator/Launch:** the faculty originator launches the curriculum on CurricUNET.

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2. **Department Chair approval:** () Department Chair sign off on CurricUNET. If no sign off, system remains at this step.
3. **Dean:** Area dean review on CurricUNET. If no review, system defaults to next step.
4. Vice President of Instruction (new courses only) reviews class caps and approves or requests change. May meet with department chair to negotiate class caps.
5. **Originator:** faculty originator responds to any requested changes by Curriculum Area Rep.
6. **Curriculum Area Rep:** area rep reviews and approves or makes request for changes.
7. **Originator:** faculty originator responds to any requested changes by Library, Articulation and/or ADA.
8. **Library, Articulation & ADA:** Library faculty, Articulation Officer and ADA representative review and recommend necessary changes to faculty originator.
9. **Originator:** (unlimited) Faculty originator responds to any requested changes by Curriculum Chair.
10. **Curriculum Chair and Curriculum Committee Members:** Curriculum Chair and committee members review and recommend necessary changes to faculty originator.
11. **Originator:** Faculty originator responds to any requested changes by Curriculum Chair in final review.
12. **Curriculum Committee Chair Final Review:** Chair makes final review. Can ask for changes or approve and move to next committee agenda (must have 72 hours or more, otherwise will be placed on the following agenda two weeks later)

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- 13. Final Curriculum Committee Action:** Curriculum Committee meets to review, discuss and take action to approve, deny or table curriculum. Note: Curriculum Committee policy is that curriculum with more than minor requested changes during a meeting are tabled until corrected. If committee disapproves of the proposal, instruction office notates such and sends back to chair who then disapproves and this action completes the proposal.
- 14. BOT Approval :** Office of Instruction records BOT approval date. Governing Board takes action to approve curriculum on consent agenda
- 15. State Approval and Implementation:** As soon as the Chancellor's office approves the proposal, the curriculum secretary will mark the date, and complete information for implementation (this includes TOP codes, SAM codes and all other CurricUNET codes needed). Implementation date should be immediate

Review by Curriculum Committee for Information and Action

- A discipline faculty member or designee (eg: Department Chair) may deliver a presentation to the Committee which provides background and justification for the proposed curriculum.
- Committee discussion, including questions to the discipline faculty member or designee, takes place at a calendared Curriculum Committee meeting. The Curriculum Committee may request revisions to proposed curriculum. If there are questions or concerns that require further research by the discipline, the proposal(s) may be tabled and rescheduled for a later date. All curriculum will be reviewed and edited for course description, core content, example of assignments, typographical errors, grammar, textbook update, and SLOs prior to the presentation to the Committee.
- Committee Policy is that only curriculum with minor changes requested by the Committee during a meeting will be acted on. All curriculum with major requested changes at a Curriculum Committee meeting will be tabled.
- After review and discussion of the curriculum, the Committee will vote to approve, deny, or table the proposed curriculum.

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Activity Requiring Curriculum Committee and Governing Board Approval

- All new curriculum
- Modifications must be made to curriculum in which the discipline faculty member has changed the following:
 - Title
 - Units/Hours (lecture or laboratory)
 - Catalog and Schedule description ()
 - Course Objectives
 - Course Content/Lab Content/Activity Content
 - Textbook/Resources
 - Requisites (advisories, prerequisites or corequisites)
 - Maximum class size (only available on New Course and Class Cap Only Revision)Distance Education
 - Method of Evaluation/Method of Instruction
 - Transferability
 - Repeatability
 - Textbook revision
 - Student Learning Outcome
 - Distance Education
 - Requisites
- All new programs (AA-T/AS-T, AA/AS & Certificates)
- Revisions to all programs

Emergency Curriculum Approval Process

In the event of curricular emergency, emergency curriculum approval may only be granted to curriculum that can identify and support valid reasons for said emergency in one or more of the following areas:

- A. Title 5 mandates
- B. Accreditation issues
- C. Licensure and/or Certificate issues
- D. Significant errors in standing COR (Course Outline of Record), programs and/or degrees requiring immediate edits that go beyond clerical or technical changes
- E. Grant funding requiring rapid creation or revision of courses or programs.
- F. Immediate or urgent community need as demonstrated by data.

The emergency curriculum approval process must then follow these steps:

1. **Rationale:** The discipline faculty and or department chair contacts the Curriculum Chair to explain the emergency and provide a valid rationale.
2. **Consultation:** Curriculum Chair discusses the curriculum and emergency situation with the curriculum area representative and department chair or full time faculty member. In addition, the Chair will ask for any data necessary for action and may further require a meeting to discuss the emergency request with other discipline faculty, Area Dean(s), Vice President of Instruction and/or other college personnel (eg: Articulation Officer, Instruction, etc.).
3. **Chair Action:** approve or deny
4. **Notification of Action:** Chair will notify faculty in writing (email) of the action taken on the emergency curriculum and will explain the action. Chair will also place action on the next Curriculum Committee agenda. Once committee approves the changes, CurricUNET will be updated.

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5. **BOT Agenda:** If approved, the Instruction office takes emergency curriculum to the Office of the Superintendent/President for inclusion on a Governing Board agenda for final approval.
6. **Governing Board Action:** Governing Board reviews and takes action (to approve on emergency curriculum).
7. **Final Processing:** Once approved by the Governing Board, the Office of Instruction follows up on emergency curriculum to ensure proper routing, paperwork and reporting of curriculum to Systems Office [Chancellor's Office].

128/148 Courses:

Experimental Courses, Special Topics and Special Study Courses

Emergency curriculum approvals may include 128/148 courses. An experimental course, special topics course or special study course provides an avenue for faculty to experiment with and/or test the need of a specific course.

Pursuant to Title 5 §55100 and to page 39 and 40 of the California Community Colleges Program and Course Approval Handbook (2013), these courses may be offered without individual Chancellor's Office [Systems Office] approval, provided that a course outline of record for the category is on file locally, all regular local curriculum approval processes are followed and the categories are used for the purposed intended. VVC does get approval on a shell COR for each discipline.

Therefore, all 128/148 courses must be placed as "pending" curriculum within the CurricUNET system while in the three semester offering period. These courses can be offered as a 128/148 courses for only three semesters; after three semesters, they must be submitted for approval as a regular course or discontinued and deleted from the CurricUNET system.

An instructor who wishes to offer a 128/148 special topic course will develop a syllabus with all the information normally seen on the official course outline of record. The instructor will then get the written approval from their dean, forward the syllabus and approval to the curriculum chair who will place both on the next curriculum committee agenda. After committee approval, the syllabus and approval will be attached to the active COR in CurricUNET, so a paper trail is available.

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Curriculum Changes Requiring Curriculum Committee Review

All curriculum submitted to the Curriculum Committee is subject to full review. There are six streamline revision processes available for updating Prerequisite/Corequisite Only, Distance Education, Deactivation, SLO, Textbook and Class Cap Only revision.

Course Substantial Revisions (Approved on the Agenda)

“Course Substantial Revision” means a complete analysis of the entire course outline of record by the complete Curriculum Committee and a motion for approval by the full Committee. Any of the following areas **will** trigger a full review:

- Substantive changes in catalog description, objectives or content which alters the need or justification for the course or calls into question the ability of the course to meet standards in Title 5 or the Curriculum Handbook
- Change in units and hours (lecture and lab)
- Grading basis
- Prerequisites, corequisites, recommended preparation, and recommended concurrent enrollment (separate review required by Title 5 §55200)
- Distance education (separate review required by Title 5 §55376)
- Transferability

- New/revised associate degree programs
- New/revised certificate programs (credit)
- New courses (credit and noncredit)
- Modifications to courses (Changes may affect the articulation of a course.)
 - Course title
 - Units—lecture and laboratory
 - Catalog description
 - Prerequisite
 - Corequisite
 - Recommended preparation
 - Limitation on enrollment
 - Content—extensive changes to topics, scope, and sequence
 - Textbooks
- Distance Education courses
- Titles of programs
- Pre/corequisites validations
- Repeatability

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- All other college concerns regarding curriculum and curriculum policies (includes general education courses and articulation agreements)

Note: To settle any disputes about grammar, the Committee will refer to *The Gregg Reference Manual* 10th ed. by William A. Sabin.

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Course Outline of Record (COR)

Legal Definition

Every course is required to have an official Course Outline of Record (COR). The COR, for either credit or noncredit courses, must fully describe the course. The table below lists the required elements for degree-applicable credit courses, nondegree-applicable credit courses, and noncredit courses. Required elements for credit courses, both degree-applicable and nondegree-applicable, are specified in title 5, section 55002 (a) and (b); required elements for noncredit courses are specified in section 55002(c). Current CORs must be maintained in the official college files (paper or electronic database) and made available to each instructor. (PCAH 2013, page 23/24)

Comparison of Requirements for COR Type		
Credit Degree-applicable	Credit Nondegree-applicable	Noncredit
Contact Hours and Units	Contact Hours and Units	Contact Hours (no Units)
Any Prerequisites, Corequisites, and any Advisories	Any Prerequisites, Corequisites, and any Advisories	Advisories or Course Entry Expectations (optional)
Catalog Description	Catalog Description	Catalog Description
Objectives	Objectives	Objectives
Content / Specific Body of Knowledge	Content / Specific Body of Knowledge	Content / Specific Body of Knowledge
Methods of Instruction	Methods of Instruction	Methods of Instruction
Examples of Reading, Writing and Out-Of-Class Assignments	Examples of Reading, Writing and Out-Of-Class Assignments	Examples of Reading, Writing and Out-Of-Class Assignments (optional)
Methods of Evaluation	Methods of Evaluation	Methods of Evaluation (Grades Optional)

Purpose of Course Outline

The course outline is the official document of record, and all instructors teaching the course must adhere to it.

Authorship of the Course Outline

- Discipline faculty may initiate the development or revision of the course outline.
- Where only temporary or part-time faculty are available, the Department Chair, in consultation with discipline faculty will develop or revise course outlines.
- **. Faculty are encouraged to consult with other faculty if the COR contains material from another discipline.**

Relationship of the Course Outline to Each Instructor's Syllabus

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The course outline is a general framework which sets the standard individual instructors must meet. A course outline lists:

- units
- the course description, course objectives and the scope of the course
- and provides examples of course materials, texts, assignments, and evaluations
- student learning objectives

A syllabus, on the other hand, presents each individual instructor's detailed plan for a course section. In addition to the items listed in the course outline, a syllabus normally contains:

- specific assignments from the selected course material and texts,
- sequence and time frame for exams, given topics, and other graded assignments as well as proposed activities, field trips and/or productions
- discipline SLO's (as required by Accreditation standards)
- evaluation methods and standards each instructor employs

Each instructor's syllabus must be compatible with the general framework established in the course outline, and especially the student learning outcomes.

Specificity and Prescription

A course outline must be specific enough to guide instructors in the development of their courses as well as to guide those who evaluate and assess these courses. However, it must be general enough to provide each instructor with the freedom to create variations regarding content, methods, and course materials/texts, which reflect his/her own teaching styles and subject expertise, as well as meet special student learning needs.

This freedom to create variations may be restricted only when one or more of the following conditions apply:

- Existing licensing or accrediting bodies have dictated such restrictions.
- Subsequent courses, for which the course in question is a prerequisite, require a specific knowledge base and/or skill level.
- Articulation agreements for the transfer of credits for the course in question require such restrictions.
- Inclusion in the VVC Honors Program

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- The faculty in a department or area will establish the restrictions, which would best serve the College's academic program.

Dissemination of Course Outline

The course outline must be made available to all instructors teaching a section of the course. The Area Deans (or designee) will advise all instructors newly assigned to teach a particular course to make their syllabi compatible with the course outline. This orientation will include a discussion about the specificity of the course outline, including the selection of any required course materials and texts.

Documentation File

Official course outlines will be available on CurricUNET (www.curricunet.com/VictorValley). A password is not needed to view/print a COR.

Conduct of Course

All sections of the course are to be taught by a competent instructor who meets Title 5 minimum qualifications for the discipline and in accordance with a set of objectives and other specifications defined in the course outline of record.

Curriculum and Instructional Program Review

Curriculum development and Instructional Program Review (IPR) are integral to instruction. Faculty is responsible for the development of curriculum for instruction and use PR to review the effectiveness of instructional programs and structure improvements. Instructional Program Review (IPR) occurs periodically with a formal

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report written for the college. Program Review Handbook (<http://www.vvc.edu/offices/cfie/program-review-documents.shtml>)

Purpose

The purpose of the IPR process is to review, analyze, and assess the content, currency, direction, and quality of the program in relation to student outcomes. This review of all programs must facilitate program improvement in a meaningful, efficient and timely way.

The intent of the program review process is to promote student-centered educational excellence by academic programs through self-examination and self-improvement. The review process is to be broad-based, user-friendly, and easily incorporated into the campus-wide processes of budget, planning, and accreditation.

The information gathered and analyzed in program review is used in planning, making budget recommendations, making personnel recommendations, and implementing program improvement.

- Detailed IPR Guidelines can be found here <http://www.vvc.edu/offices/cfie/program-review-documents.shtml> .

Student Learning Outcomes in Curriculum

Student Learning Outcomes (SLOs) are a clear statement of what students will be able to do outside the classroom as a result of what they have learned . Since curriculum and instruction are faculty driven, the development of SLOs involves faculty prioritization of the two to three (2-3) outcomes determined by full-time discipline faculty to be most beneficial for students to be able to do when they leave a course, program, certificate, and/or degree.

In relation to curriculum, SLOs are part of the course outline of record. A fast track SLO proposal is available so SLOs can be easily revised at any time by discipline faculty without full review from the Curriculum Committee. In addition, they also become a part of the Instructional Program Review process and, thus, ensure that SLOs are in keeping with current discipline standards.

The SLO concept is a move away from the old goal to only provide instruction, towards a goal to produce student learning. The table below clarifies this change:

Old Instructional Paradigm	New Learning Paradigm
Transmits information	Provides learning experiences
Quality of instruction equals success of faculty	Quality of learning equals success of student and faculty

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Student passively listens	Student actively participates and performs
Focus on objectives and course content and rigor	Focus on what student knows and can do after the educational pathway
	Focus on student application of critical thinking

SLOs are guided using measurable action verbs from Bloom’s Taxonomy. In regards to curriculum, this means Course Objectives are still critical and guide the semester of instruction. SLOs provide campus members the opportunity to prioritize 2-3 outcomes that discipline faculty want students to be able to do after their experiences. Here are the differences:

Objectives	Outcomes
Include numerous skills or content to explain what is taught	Identify 2-3 overarching results, what the student can do after learning
Detail content coverage and activities which make up a course curriculum	Based on Core Competency skills that require higher level thinking abilities that integrate content and activities
Objectives can be numerous, specific, and detailed to direct the daily activities of class.	SLOs are limited in number and focus on what student learned and can do.
Objectives do not necessarily result in a product.	Outcomes result in a product that can be measured and assessed.

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Distance Education Policies & Procedures:

Distance Education Plan 2012-- <http://www.vvc.edu/schedule/online/Distance-Education-Plan-2012.pdf>

Curriculum Committee Policy on DE Class Maximums:

The number of students assigned to any distance education course section shall have a class maximum of 30, in accordance with the current VVCFA contract.

Procedure for DE Implementation:

For Courses Previously Approved by the Curriculum Committee:

- A revision of the COR is required where the distance education page will be completed. See CurricUNET user guide.
<http://www.curricunet.com/victorvalley/>

For New DE Courses:

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- All courses must be approved as a regular course before or concurrently with the submission of a DE course. See CurricUNET user guide. <http://www.curricunet.com/victorvalley/>

Victor Valley College Regular Effective Contact Requirement for Distance Education Classes

Regulations: <http://www.vvc.edu/schedule/online/Distance-Education-Plan-2012.pdf>

I. California Code of Regulations, Title 5 and Chancellor's Office of the California Community Colleges, Distance Education Guidelines (2008)

55200. Definition and Application.

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d).

CCCCO Guideline for Section 55200.

Ensuring that distance education courses, materials and resources are accessible to students with disabilities is a shared institutional responsibility. Faculty need to receive appropriate training in order to ensure that they understand what constitutes accessibility, and institutions must provide faculty with both the necessary training and resources to ensure accessibility. The Americans with Disabilities Act of 1990 (42 U.S.C. 12100 et seq.), section 508 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794d), and California Government Code section 11135 all require that accessibility for persons with disabilities be provided in the development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of state funds. (See Legal Opinion M 03-09). Title 5, section 55200 explicitly makes these requirements applicable to all distance education offerings.

55202. Course Quality Standards.

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in

regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

NOTE: Authority cited: Section 66700 and 70901, Education Code.

References: Sections 70901 and 70902, Education Code.

CCCCO Guideline for Section 55202

This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of DE courses. It discusses course quality standards for distance education and combines language formerly found in sections 55207 and 55209 that it replaces. Language is added to clarify that normal course quality standards apply to any portion of a course conducted through distance education.

55204. Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

NOTE: Authority cited: Sections 66700 and 70901, Education Code.

Reference: Sections 70901 and 70902, Education Code.

Guideline for Section 55204

This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211 that it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education.

Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

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The last published Distance Education Guidelines, March 2004, issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for DE courses there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges will need to define “effective contact” including how often, and in what manner instructor-student interaction is achieved. It is important to document regular effective contact and how it is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206) as well as during faculty evaluations, student surveys, and program review. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.

II. Code of Federal Regulations – Title 34: Education #602.3

Correspondence education means:

- (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.
- (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.
- (3) Correspondence courses are typically self-paced.
- (4) Correspondence education is not distance education.

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include?

- (1) The internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audio conferencing; or
- (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

III. VVC Requirements:

Regular effective contact, as described below, is required in all Distance Education classes:

1. Instructor-initiation:

Unlike correspondence education, in which students are responsible for initiating contact with the instructor, DE instructors must directly and actively initiate interaction with their students.

2. Interaction:

Instructors are required to determine whether or not students participating in DE classes and how well they are performing in these classes. Types of instructor initiated contact may include group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Providing students with an open-ended "Ask the Teacher" forum is appropriate but does not by itself satisfy the requirement for effective instructor initiated interaction.

3. Frequency and Duration:

DE Courses must be the "virtual equivalent" to face-to-face courses. Therefore, duration and frequency of instructor contact in a DE class must be no less that in a face-to-face section of the same course. The number of hours that an instructor is available (in either an asynchronous or synchronous mode) to students enrolled in a DE class must be at least equal to the number of hours of availability required for face-to-face students. Instructor contact with DE students must be distributed over the course of the instructional week and must occur as often as appropriate for the course. A statement regarding frequency of contact will be included in each DE class syllabus.

4. Interrupted Contact:

Unanticipated and unavoidable interruptions in DE instructor contact (such as illness or a family emergency that takes the instructor offline) require that students be notified via class announcement, email, and/or Discussion Board of the interruption and its duration. In the event that contact is not possible for four or more days, a substitute instructor must be engaged to assist students until the instructor of record is available once again.

5. Types of Contact:

Online class instructors and hybrid class instructors in which there is a substantial reduction in seat time must, at a minimum, use all the methods listed below to initiate contact with students. Instructors of hybrid classes with smaller reductions in seat time are required to use one or more of the following methods.

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- Threaded discussion forums within the course management system, with appropriate instructor participation. (“Ask the Teacher” forums are good but do not satisfy the regular effective contact requirement.).
- Class email.
- Announcements posted in the Course Management System at least once each week.
- Timely feedback on student work.
- Instructor prepared e-lectures or introductions in the form of e-lectures to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face-to-face class.

In addition to these required forms of contact, DE instructors are encouraged to use other forms of communication including those mentioned above in section 55204 of Title 5.

- Group or individual meetings
- Orientation and review sessions
- Supplemental seminar or study sessions
- Field trips
- Library workshops
- Telephone contact
- Correspondence
- Voice mail
- Individual e-mail
- CCCConfer (a web conferencing tool that is free to the California Community College System. <http://www.cccconfer.org>)
- Video conference
- Regular podcasts
- Virtual Office Hours via the chat function of the LMS
- Other synchronous or asynchronous methods as appropriate

It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely, question and answer sessions available to students. This may also be accomplished through virtual office hours.

Curriculum References, Explanations and Samples

General Education Courses

Courses that fulfill general education requirements:

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- require postsecondary level skills in reading, writing, and critical thinking.
- be an introductory or survey course.
- improve students' abilities to perform one or more of following:
 - communicate oral and written ideas effectively
 - define problems, design solutions, and/or critically analyze results
 - work independently
 - work effectively and cooperatively with others
 - develop and question personal and societal values, make informed choices, and accept responsibility for one's decisions
 - acquire the curiosity and skills essential for lifelong learning
 - function as active, responsible, ethical citizens.
- impart an analysis and working knowledge of one or more of the following:
 - our shared scientific, technological, historical, and artistic heritage, including the contributions of women, ethnic minorities, and members of non-Western cultures
 - the earth's ecosystems, including the processes that formed them and the strategies that are necessary for their maintenance
 - the interconnections between human social, political, and economic institutions and behavior.
 - the psychological, social and physiological dimensions of men and women as individuals and as members of society.

For a complete description of the College and District's policies on general education, including information on programs, degrees and transfer, please refer to the College catalog.

Guidelines for Developing Curriculum Proposals

New Courses and Curriculum Revisions

All recommendations for new courses, modifications of curriculum, or any other modifications of curriculum shall be presented to the Curriculum Committee. Faculty is required to use CurricUNET ([www.curricUNET.com/Victor Valley](http://www.curricUNET.com/Victor_Valley)) to develop new courses/programs or make modifications to existing courses/programs.

Courses may be letter grade only, pass/no pass, no grade (non-credit only) and grade option and must meet the requirements and standards as established by the Board of Governors of the California Community Colleges. Proposed courses shall meet the following criteria if they:

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- respond to or reflect community or student needs.
- are compatible with philosophy and objectives of the College.
- reflect cost considerations.
- do not duplicate existing courses, except for dual designations.
- are limited to lower-division.

General Guidelines for the COR:

- **Need Justification:** New or modified curriculum must contain a statement as to what is being updated in the COR.
- **COR:** Course outlines must be free of grammatical errors.
- **Review:** All course outlines submitted to the Curriculum Committee are subject to thorough review. Outlines containing major or significant errors at a Curriculum Committee meeting will be tabled. The faculty originator(s) must address recommended changes, corrections and/or omissions before the curriculum is acted upon by the Committee again.
- **Credit Hours:** (Title 5 §55002.5) lecture, lab or activity work requires a minimum of one credit (1 unit) of 48 hours.
- **Course Designators:** Course designators must be written in capital letters (i.e., NURS, BIOL, or ENGL).
- **New course designators** will be provided pending Curriculum Committee approval. Course designator changes must be discussed with the department chair and discipline faculty. The course title must clearly identify the course. Title changes must be discussed with the department chair and full-time discipline faculty.
- **Acronyms** may be used throughout the document after they have been spelled out the first time they are used. For example, Local Area Network (LAN).
- **Discipline Terms:** Explanation of discipline terms (such as proficiency levels or titles of professional organizations, such as ACTFL, must be included in the course description.
- **Articulation:** Faculty must refer to the following Web site: Articulation Systems Stimulating Interinstitutional Student Transfer ASSIST (www.assist.org) to determine

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what courses are being offered by other 2- and 4-year colleges and universities in California.

- **Critical Thinking**: The course work must require critical thinking and analysis of concepts at the appropriate college level.
- **Rigor**: The course must require rigor in learning skills and include vocabulary deemed appropriate for a college level course.
- **Course Description Format**: Catalog description should be well developed and answer all questions the students may have regarding the course. Schedule descriptions should be more concise and limited in content.

Sample Course Description

HIST 118—History of the United State from 1876

Covers American history from Reconstruction to the present day with an emphasis on the emergence of the United States as a world power. Includes a study of the Constitution of California and the interactions between the state and local governments. (do not include UC or CSU affiliations, the office of instruction will add)

- **Changing Course Designators**: When course designators are modified, faculty must add “Formerly [Course Designator and Number]”.

Sample Course Designator Change: Example for Kinesiology 101

An introduction and orientation to the discipline of Kinesiology. It includes an analysis of the importance of physical activity in daily life, the relationship between physical activity and the discipline of Kinesiology. (Formerly PE 101.)

Distance Education (DE) (approved as a separate action)

- Distance Education portion must meet standards set forth by California Education Code and Title 5 regulations.

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- Credit/Noncredit courses must meet standards set forth by California Education Code and Title 5 regulations.

Measurable Student Learning Outcomes (SLOs)

- Measurable student learning outcomes must be written in complete sentences. Outcomes must be written in measurable terms compatible with Bloom's Taxonomy
- SLOs shall be a part of the COR (see section on SLOs in this handbook for further information)

Methods of Evaluation

Instructors must check each box that applies to their method of examining student learning.

Multiple measures may include, but are not limited to, the following:

Methods

- Exams/Tests/Quizzes
- Research Projects
- Portfolios
- Written Assignments
- Oral Presentation
- Projects
- Field Trips
- Simulation
- Group Projects
- Class Participation
- Class Work
- Home Work
- Lab Activities
- Standard instrument measuring student subjective opinion
- Standardized instrument objectively measuring student

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knowledge

- Student satisfaction with their educational experience
- Competency based written and practical tests which demonstrate the students ability to apply skills and concepts learned to minimum standards established by the instructor
- Labor Market Information
- Field Work
- Clinical
- Practicum
- Internship
- Observation

Assignments

- Specific examples of assignments must be written in complete sentences, and they must be worded in the terms of an actual student prompt. When writing is required in a sample assignment, instructors need to indicate the mode or type of writing and the length of the assignment

Example of Assignments (See the sample History 101 outline on page 39.)

Reading

Read Chapter 18 of Howard Zinn's book, A People's History of the United States and summarize (mode) it in one typed page (length).

Writing

Research paper prompt: Using five to ten sources, explain, in a ten page (length) typed research paper (mode), whether you agree or disagree with Howard Zinn's assessment of the Vietnam War which is developed in Chapter 18 of his book, A People's History of the United States.

Out-Of-Class

Researching the internet for additional information regarding the Vietnam War.

materials.

- Correspondence (Radio,Newspaper,Mail)

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- Distance Education (Online,Hybrid,ITV,2-Way Audio)
- Independent Study
- Individualized Study
- Laboratory/Studio/Activity
- Lecture
- Other (use text box below, example: rehearsal)

- Web Enhanced-full classroom w/online components
- Work Experience

Textbooks

- To fulfill the College's articulation agreements with colleges/universities each major stereotypical textbook should have been published within the last five years (classics accepted).
- Required and major optional readings, including textbooks and software, must be listed in the MLA Format. Some departments list several similar textbooks or supplies to give instructors a choice of which materials to use in the class. For example, faculty originators may want to list three different introductory texts, thereby giving each instructor the ability to choose one of the three options.
- According to the MLA Format, if the textbook is a first edition, it does not have to be designated as such. All other editions must be appropriately designated (i.e. 2nd, 3rd, or 4th ed.).

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Example of text books (See the sample History 101 outline on page 39.)

- Berkin, Carol, et al. Making America: A History of the United States since 1865. vol. B. 5th ed. Boston, MA: Houghton Mifflin Co., 2017. (stereotypical textbook)
- Divine, Robert A, et al. America Past and Present. vol. 2. 8th ed. New York: Longman, 2016. (stereotypical textbook)
- Foner, Eric. A Short History of Reconstruction. New York: Harper and Row, Publishers, 2016.
- Gerston, Larry. California Politics and Government: A Practical Approach. 7th ed. Belmont, California: Wadsworth 2017. (stereotypical textbook)
- Karnow, Stanley. Vietnam: A History. 2nd ed. New York: Penguin Books U.S.A. Inc., 2016.
- Takaki, Ronald. A Different Mirror: A History of Multicultural America. Boston: Little, Brown and Company, 2009.

Journal(s) (List in alphabetical order by title.)

- American Heritage: Selected Articles. Published bimonthly. New York, NY: American Heritage Inc.
- American History: Selected Articles. Published bimonthly. New York. NY: Primedia Enthusiast Publications, Inc.

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Student Accountability Model—SAM Codes

Student Accountability Model (SAM) is a letter symbol assigned by the College in accordance with the SAM Operations Manual. See appendix for specific codes. This code is entered in CurricUNET by the Curriculum Secretary but is included so faculty can check for accuracy.

Taxonomy of Programs (TOP) Code

Taxonomy of Programs (TOP) is a common taxonomy used by California Community Colleges to identify programs. This taxonomy is to be used for all program and course reports required by the Chancellor's Office. The same number is used for budget activity codes and reporting. Some disciplines may have multiple TOP Codes. This code is entered in CurricUNET by the Curriculum Secretary but is included so faculty can check for accuracy.

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1. Purpose

These procedures are to provide for the establishing, reviewing, and challenging of prerequisites, corequisites and advisories on recommended preparation, by faculty, in a manner consistent with Board Policy 4260, law and good practice.

The District permits the use of content review (alone), or in the alternative, content review accompanied by statistical validation as means to substantiate the appropriateness and need of prerequisites, corequisites and advisories.

2. Definitions (CCR Section 55000; 55502)

The District shall adopt the following definitions and explanations and provide them in the College Catalog and in the Schedule of Classes:

A. Advisories (a.k.a. Advisory on Recommended Preparation) - means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.

B. Prerequisites - means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.

C. Corequisites - means a condition of enrollment consisting of a course that a student is required to take simultaneously (**or in some cases prior to**) in order to enroll in another course.

D. Content Review - is a *rigorous* systematic process that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course. Content Review, at the minimum, has the following elements:

1. Careful review of the course outline of record to identify the skills and knowledge necessary for student success.

2. Determination of how the preparation can be obtained in order to advise or require students to acquire the necessary preparation prior to enrolling in a prerequisite or corequisite.

3. Review of all departmental faculty syllabi for the target course, sample exams, assignments, instructional materials, grading criteria for the target course, SLOs, course objectives, required and recommended reading and essay requirements to determine a sufficient correlation/association of required skills/knowledge students must have prior to enrolling in the target course and matching those skills/knowledge to the proposed prerequisite or corequisite course(s).

4. Direct involvement of the discipline faculty to collaborate on identifying course content, skills and requirements and determine how the course outline is being implemented departmentally.

5. Specification of the body of knowledge and/or skills, which are deemed necessary at entry and/or concurrent with enrollment.

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6. Identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills necessary for enrollment in the target course.

7. Documentation of the review undertaken.

8. The prerequisite or corequisite meets the appropriate level of scrutiny specified in Section 4260.3(B) of this AP.

E. “Necessary and Appropriate” (as it relates to Content Review) - means that a strong rational basis exists for concluding that a prerequisite or corequisite is reasonably needed to achieve the purpose that it purports to serve. This standard does not require absolute necessity.

F. Content Review with Statistical Validation - is defined as conducting a content review (as defined in subdivision (c) of section 55000) and the compilation and analysis of data according to sound research practices which shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or co-requisite.

G. Statistical Review – differs from statistical validation. It is a process in which to compare historical data to justify a prerequisite or to determine recommended action on review and revisions of prerequisites, corequisites and advisories.

H. Health and Safety Prerequisites – is a prerequisite or corequisite necessary to protect the health or safety of a student or the health or safety of others.

I. Educational Program - an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

J. Sequence of Courses – content and thematically related courses in a discipline showing a progression of complexity.

K. Disproportionate Impact – Disproportionate impact occurs when the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting. CCR Section 55502(d).

L. Target Course – the course that a proposed prerequisite, corequisite or advisory shall be applied to.

3. Permitted Prerequisites and Corequisites

A. Purpose - No prerequisite or corequisite may be established or renewed unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established and supported by substantiated evidence.

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1. Prerequisites or corequisites may be established only for any of the following purposes:
 - a. The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or
 - b. The prerequisite will ensure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established [CCR, Section 55003(d)(2)]; or
 - c. The corequisite course will ensure that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or
 - d. The prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.
- B. Levels of Required Scrutiny - All adopted prerequisites, corequisites or advisories must meet the appropriate level of scrutiny required per CCR 55003 *et seq.* The scrutiny levels are:
 1. Advisories – content review required. For advisories only, the minimum standard of content review will require only of a comparison of the course level Student Learning Outcomes for both the target course and the intended advisory course. All other content review must follow the standard set forth in Section 4260(D) of this administrative procedure.
2. Prerequisites/Corequisites Requiring Content Review Alone:
 - a. Course in a sequence in a discipline – content review required
 - b. Course for a sequence in vocational disciplines – content review required
3. Content Review and additional substantiating requirements:
 - a. Course out of discipline but not an English or Math course – content review plus evidence that an equivalent requirement exists at three CSU/UC’s
 - b. Course or eligibility for a course out of discipline in English or Math – content review, plus one of the following:
 - i. evidence that an equivalent requirement exists at three CSU/UC’s, or
 - ii. a letter from a CSU/UC requiring that prerequisite/corequisite, or
 - iii. data collection and analysis, or
 - iv. research with statistical validation.
 - c. Health and Safety Requirement
 - i. Content review may be used to establish a health and safety prerequisite.
 - ii. Mandated Health and Safety Prerequisites:
 - (1) Mandated by Statute or Outside Agency Regulation – no content review required, but documentation is required, to include legal or regulatory citation.
 - (2) Mandated by the Outside Agency- if a prerequisite or corequisite is mandated by industry or outside agency, a minimal content review shall be

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required to align the required skill set determined necessary. Documentation is required to cite the source of mandate.

4. Limitations on Enrollment - Requiring Criteria Other Than Content Review
 - a. Auditions for performance courses– documentation of the audition process plus disproportionate impact study at least every six years related to the audition. Additionally, other courses must be available to meet degree/certificate requirements.
 - b. Honors courses restricted to an honors cohort– other sections/courses must be available to meet degree/certificate requirements
 - c. Blocks of courses or sections (cohorts) – other sections/courses are available to meet degree/certificate requirements.
5. Assessment Test Prerequisites
 - a. Cut score for use within the same discipline sequence – content review, plus a test approved by the Chancellor’s Office in accordance with established standards, plus validated cut-off scores, plus multiple measures, plus disproportionate impact study
 - b. Cut score for use outside assessment area – same as 6(a) above plus data collection and analysis.

C. Proposing faculty may elect to include statistical validation with their content review.

4. Exemptions

A prerequisite or corequisite need not be scrutinized using content review or content review with statistical validation if:

- A. It is required by statute or regulation; or
- B. It is part of a closely-related lecture-laboratory course pairing within a discipline; or
- C. It is required by four-year institutions; or
- D. Baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.

5. Criteria and Processes for Establishing Cross Disciplinary Prerequisites/Corequisites/Advisories

All District personnel involved in the proposal, analysis, substantiation, and approval of a prerequisite, corequisite, or advisory shall adhere to the following sequential and substantive process:

- A. Faculty may establish an advisory, prerequisite, or corequisite if it:
 1. Is expressly required or expressly authorized by statute or regulation
 2. Will assure that the student has the skills, concepts, and/or information needed to succeed for the target course it is established

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Title 5 Language: Will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or

3. Is necessary to protect the health or safety of a student or the health or safety of others.

B. Proposals

1. Faculty members initiating a proposed prerequisite or corequisite in reading, written expression, or mathematics for a course not in sequence in those areas must:

- i. Create the proposal in CurricUNET, satisfying all required scrutiny standards applicable under Section 4260.3(B) of this Administrative Procedure.
- ii. Submit the proposal by the deadline established each academic year by the Curriculum Committee and published in the Curriculum Committee Calendar.

a. Standard of Review

The completed written proposal must contain conclusions supported by documented substantiating evidence and data. The data may be qualitative or quantitative in nature. The written proposal must be explicit in validating the prerequisite by defining the need and level of need.

2. The Curriculum Committee will review the complete proposal. The Curriculum Committee will either accept or deny the proposed prerequisite or corequisite based on a finding of its necessity and appropriateness. Any determination by the Curriculum Committee must be by majority vote of a quorum of the Curriculum Committee for the date on which the proposal is to be reviewed.

3. Approval by the Board of Trustees will result in the prerequisite, corequisite or advisory being enforced at the earliest possible date that will not result in inequitable application.

6. Prerequisites Requiring Precollegiate Skills

If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the District shall:

A. Ensure that courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.

B. Monitor progress on student equity in accordance with CCR Section 54220. Monitoring shall include:

1. Conducting an evaluation to determine the impact on student success including whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the State Chancellor
2. Where there is a disproportionate impact on any such group of students, the district shall, in consultation within the State Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact. Implementation shall take effect no later than two years from the end of the semester in which disproportionate impact was identified. Upon subsequent review, if the disproportionate impact continues to exist, the prerequisite or corequisite will be suspended until a revised implementation plan is established and in force.

7. Implementation of Content Review with Statistical Validation

If the Curriculum Committee, using content review with statistical validation, initially determines that a new course needs to have a communication or computation skill prerequisite or corequisite, then, despite Section #4 of this policy, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met.

A. Finding of Disproportionate Impact

1. New Courses – where disproportionate impact is proven to exist outside the parameters of Section 4260.7(B), the prerequisite or corequisite shall be suspended until an implementation plan is established to correct the disproportionate impact. Review of the implementation plan shall be undertaken at least once every six years. Upon subsequent review, if the disproportionate impact continues to exist, the prerequisite or corequisite will be suspended until a revised implementation plan is established and in force.
2. Existing Courses – where content review with statistical validation is utilized, no prerequisite or corequisite shall be established until the completion of the substantiating statistical research and no disproportionate impact is proven to exist. Review of the prerequisite for the existence of disproportionate impact shall be undertaken at least once every six years. Upon subsequent review, if a disproportionate impact is found to exist, the prerequisite or corequisite will be suspended until an implementation plan is established and in force.

B. The requirements of Section #7 of this policy related to collection of data shall not apply when the prerequisite or corequisite is required for enrollment in a program, that program is subject to approval by a state agency other than the Chancellor's Office and both of the following conditions are satisfied:

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1. Colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and
2. The district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.
 - a. Review of Disproportionate Impact – where disproportionate impact is found to exist under Section 7(B) and upon subsequent review to be undertaken at least once every six years, if the disproportionate impact continues to exist the prerequisite or corequisite will be suspended until a revised implementation plan is established and in force.

C. Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.

8. Mandated Review Process

All prerequisites, corequisites and advisories must be reviewed to assure they remain necessary and appropriate. This process shall occur at least once each six years, except that prerequisites and corequisites for vocational courses or programs shall be reviewed every two years. Every attempt shall be made to make certain that changes in prerequisites or corequisites do not adversely affect currently enrolled students.

9. Student Challenge Process

Prerequisite challenge petitions are available in the Admissions and Records office.

A. A prerequisite may be challenged for the following reasons:

1. The prerequisite has not been made reasonably available;
 2. The prerequisite was established in violation of regulation, or in violation of District approved processes;
3. The prerequisite is discriminatory or applied in a discriminatory manner; and/or
 4. The student has knowledge or ability to succeed in the course despite not meeting the prerequisite.

B. In each case the student must provide documentation to support the challenge. Examples of documentation are transcripts, copies of certificates, proof of knowledge of the required material, etc.

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C. The procedure for prerequisite challenge petitions will be adequately published for students:

10. Implementation and Enrollment Management

Whenever a prerequisite or corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite.

A. Other Degree Applicable Courses – the College shall ensure other degree applicable courses are available to students impacted by implementation of prerequisites or corequisites as to prevent enrollment barriers to students.

B. Implementation – the Office of Instruction, in consultation with the Curriculum Committee, shall develop a plan to determine when adopted prerequisites and corequisites shall be made operational.

11. Satisfaction of Prerequisite

The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures, as required by section 55521(a)(3). No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.

12. Enforcement of Prerequisites, Corequisites, and Limitations on Enrollment

The District shall make every attempt to enforce all conditions a student must meet to be enrolled through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition pursuant to CCR Section 55003, *et.seq.* Enforcement standards shall be established by or within District Administrative Procedure(s).

A. Faculty

1. Courses for which prerequisites and corequisites are established will be taught in accordance with the course outline of record, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.

2. Each section of the prerequisite or corequisite is to be taught by a qualified instructor and in accordance with a set of objectives and with other specifications defined in the course outline of record as required per CCR Section 55002.

13. Publication

Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students, to include the College

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Catalogue and Schedule of Classes, as well as the course outline of any course for which they are established.

14. Annual Report to Chancellor's Office

By August 1 of each year the District, should it have chosen to established enrollment limitations, shall submit to the Chancellor's Office in the manner specified by the Chancellor the prerequisites and corequisites that were established during the prior academic year. The District shall also specify the level of scrutiny, i.e., content review or content review with statistical validation, used to determine whether the prerequisite or corequisite was necessary and appropriate for achieving the purpose for which it was established.

15. Instructor's Formal Agreement to Teach the Course As Described

The District shall establish a procedure whereby courses for which prerequisites, corequisites, or advisories on recommended preparation, are established will be taught in accordance with the course outline pursuant to Section CCR Section 55003 *et seq.*

16. Annual Training

The Curriculum Committee will be trained annually on the appropriate criteria, scrutiny, and documentation required to establish advisories, prerequisites, and corequisites based on CCR Section 55003 *et seq* and District procedures. Training may consist of any local workshops developed by the District but shall include attendance of the annual Curriculum Institute of the Academic Senate for California Community Colleges.

Catalog Information Section

Units

- In reviewing and approving courses, the Curriculum Committee must assure the units offered are commensurate with the hours necessary for the course, both in and out of the classroom (Title 5 §55002 cited below). This is known as the "Carnegie unit relationship", which requires a standard commitment of 3 hours per week per unit of credit of the student's time. Clearly some students will put in more or less time, depending on their ability and level of personal commitment; however, the structure of the course in terms of semester or

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quarter units presumes this standard and is the basis of scheduling within the academic calendar. The course outline of record must state student units and the number of in-class contact hours, which are 50 minutes in length.

In addition to the above citation, the basis for the “Carnegie unit”, is referenced in Title 5 §55002.5 for situations in which course duration is other than the standard 17.5 weeks. According to this section, “one credit hour of community college work is approximately three hours of recitation, study, or laboratory 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 shall be allowed in the same ratio that the length of the term is to 16 weeks.”

Units offered must be consistent with the lecture/lab hour specification. For most courses, one unit is one hour per week of lecture or three hours per week of lab. Exercise science courses, internships, and some other courses have different formulas. However, when calculating "weekly" hours, one must assume the course will be a full 17.5 week semester in length, even if it will never be offered that way. For example, a half-unit course that is offered for eight hours on a single Saturday must be listed as 0.5 hours per week of lecture.

Formula for maximum/minimum hour:

$\frac{\text{Lec/Lab Hours Total}}{16} \times 16 = \text{Minimum Hours}$ 1 Lecture Hour = 1 Hour
 $\frac{\text{Lec/Lab Hours Total}}{18} \times 18 = \text{Maximum Hours}$ 1 Laboratory Hour = 3 Hours

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The following link has the newest information on number of hours per term and all information regarding units and hours.
<http://extranet.cccco.edu/Portals/1/AA/Credit/2015/HoursandUnitsCalculationsforCreditCoursesInstructions.pdf>

Section 1: Sample *48 = 1 unit* *54 = 1 unit*

Calculation Tables –

Semester

Calculations

Lecture

Units	Contact Hours	Homework Hours	Total Student Learning Hours	Contact Hours	Homework Hours	Total Student Learning Hours
0.50	8	16	24	9	18	27
1.00	16	32	48	18	36	54
1.50	24	48	72	27	54	81
2.00	32	64	96	36	72	108
2.50	40	80	120	45	90	135
3.00	48	96	144	54	108	162
3.50	56	112	168	63	126	189
4.00	64	128	192	72	144	216
4.50	72	144	216	81	162	243
5.00	80	160	240	90	180	270
5.50	88	176	264	99	198	297
6.00	96	192	288	108	216	324
6.50	104	208	312	117	234	351
7.00	112	224	336	126	252	378
7.50	120	240	360	135	270	405
8.00	128	256	384	144	288	432
8.50	136	272	408	153	306	459
9.00	144	288	432	162	324	486
9.50	152	304	456	171	342	513
10.00	160	320	480	180	360	540
10.50	168	336	504	189	378	567
11.00	176	352	528	198	396	594
11.50	184	368	552	207	414	621
12.00	192	384	576	216	432	648
12.50	200	400	600	225	450	675
13.00	208	416	624	234	468	702
13.50	216	432	648	243	486	729
14.00	224	448	672	252	504	756
14.50	232	464	696	261	522	783
15.00	240	480	720	270	540	810

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15.50	248	496	744	279	558	837
16.00	256	512	768	288	576	864
16.50	264	528	792	297	594	891
17.00	272	544	816	306	612	918
17.50	280	560	840	315	630	945
18.00	288	576	864	324	648	972

**Activity,
w/Hmwrk**

Lab 48 = 1 unit

54 = 1 unit

Units	Contact Hours	Homew ork Hours	Total Student Learning Hours	Contact Hours	Homew ork Hours	Total Student Learning Hours
0.50		8	24		9	27
	16			18		
1.00	32	16	48	36	18	54
1.50	48	24	72	54	27	81
2.00	64	32	96	72	36	108
2.50	80	40	120	90	45	135
3.00	96	48	144	108	54	162
3.50	112	56	168	126	63	189
4.00	128	64	192	144	72	216
4.50	144	72	216	162	81	243
5.00	160	80	240	180	90	270
5.50	176	88	264	198	99	297
6.00	192	96	288	216	108	324
6.50	208	104	312	234	117	351
7.00	224	112	336	252	126	378
7.50	240	120	360	270	135	405
8.00	256	128	384	288	144	432
8.50	272	136	408	306	153	459
9.00	288	144	432	324	162	486
9.50	304	152	456	342	171	513
10.00	320	160	480	360	180	540
10.50	336	168	504	378	189	567
11.00	352	176	528	396	198	594
11.50	368	184	552	414	207	621
12.00	384	192	576	432	216	648
12.50	400	200	600	450	225	675
13.00	416	208	624	468	234	702
13.50	432	216	648	486	243	729
14.00	448	224	672	504	252	756
14.50	464	232	696	522	261	783
15.00	480	240	720	540	270	810
15.50	496	248	744	558	279	837

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16.00	512	256	768	576	288	864
16.50	528	264	792	594	297	891
17.00	544	272	816	612	306	918
17.50	560	280	840	630	315	945
18.00	576	288	864	648	324	972

Repeatable Courses

The policy for repeatable courses are included in full at the following site. Copy and paste the following URL to reach the page (<http://www.ccccurriculum.net/repeatability/>).

§ 55041. Repeatable Courses.

(a) Districts may only designate the following types of courses as repeatable:

- (1) Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree. The governing board of a district must retain supporting documentation that verifies that the repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree. The supporting documentation must be retained by the district as a Class 3 record basic to audit as required by section 59020 et seq.;
- (2) Intercollegiate athletics, as defined in section 55000; and
- (3) Intercollegiate academic or vocational competition, as defined in section 55000, where enrollment in the course and courses that are related in content, as defined in 55000, is limited to no more than four times for semester courses or six

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times for quarter courses. This enrollment limitation applies even if the student receives a substandard grade or “W” during one or more of the enrollments in such a course or petitions for repetition due to special circumstances as provided in section 55045.

(b) The district must identify all courses which are repeatable and designate such courses in its catalog.

(c) When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student’s grade point average.

(d) Notwithstanding the limitations above, apportionment will be limited as set forth in section 58161.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 76000, Education Code.

55253. College Credit and Repetition.

(a) For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours or 24 quarter credit hours, subject to the following limitations:

(1) General Work Experience Education.

A maximum of six semester credit hours or nine quarter credit hours may be earned during one enrollment period in general work experience education.

(2) Occupational Work Experience Education.

A maximum of eight credit hours may be earned during one enrollment period in occupational work experience education.

(b) If a college offers only one course in occupational work experience in a given field and that course is not offered as a variable unit open entry/open exit course, the district policy on course repetition adopted pursuant to section 55040 may permit a student to repeat that a cooperative work experience course any number of times so long as the student does not exceed the limits on the number of units of cooperative work experience education set forth in subdivision (a). Consistent with section 58161, attendance of a student repeating a cooperative work experience course pursuant to this subdivision may be claimed for state apportionment.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

Establishing Families as a Part of Repeatability



Principles for Developing Families of Courses

Proposed changes to title 5 regulations significantly limit what courses may be deemed repeatable by establishing that all classes are not repeatable except in three specified categories.

§ 58161

(b) A district may claim state apportionment for an enrollment in a credit course for the attendance of a student who receives a satisfactory grade, as defined in section 55000, one time unless an exception applies.

In addition, proposed changes limit, with a few exceptions, a student to one enrollment in active participatory courses (formerly referred to as activity courses) in physical education and in visual and performing arts (§ 55040(c)). What has not changed is the number of active participatory courses that students can take if the courses are related in content (commonly referred to as a family of courses). While students will not in most cases be allowed to repeat a specific active participatory course, they can still enroll in a series of active participatory courses that are related in content a maximum of four times.

Activity courses in physical education and in visual and performing arts were previously deemed repeatable as a means for allowing students to “gain an expanded educational experience each time the course is repeated” and to demonstrate that “skills or proficiencies are enhanced by supervised repetition and practice within class periods or that active participation in individual or group assignments is the primary learning activity” (title 5 §55041, existing language). According to the existing language of title 5 §55041, repetitions were limited to three (for a total of four enrollments) for levels in the same activity (e.g. “Beginning Aerobics, Intermediate Aerobics, Advanced Aerobics”) or in variations of the activity (e.g., “Masters Swimming, Distance Swimming, and Swimming for the Triathlete”). These courses were considered “sets” or “families” because they were comprised of a similar activity.

Recently proposed changes to title 5 have altered some of the previous definitions, focusing attention on the curricular need for the course repetition rather than on a broader framework. The term “activity courses” has been deleted from §55041, and courses that were previously designated as repeatable under this definition may no longer be repeatable. However, title 5 §55000 will now define “active participatory courses” as “those courses where individual study or group assignments are the basic means by which learning objectives are obtained.” The same section of title 5 defines “courses that are

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related in content,” or families, as “those courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each variation.”

Finally, title 5 §55040 will now state that “The policies and procedures adopted by the governing board of each community college district pursuant . . . may not permit student enrollment in active participatory courses, as defined in §55000, in physical education, visual arts or performing arts that are related in content, as defined in §55000, more than four times for semester courses or six times for quarter courses.” Taken together, these definitions and changes make the designation of families a very important issue for local curriculum committees. The current interpretation of title 5 allows for no more than four levels or experiences within a family such that each course may only be taken one time unless the course meets the new criteria for repeatability under title 5 §55041.

Because, with few exceptions, under the proposed regulations students can only take each of the specified active participatory courses once, many colleges may need to create levels of some of those courses that were previously designated as repeatable and establish those courses as families. While the regulations regarding repeatability and active participatory courses have changed, the instructional justification for creating such courses remains. The spirit of leveling or dividing courses for repetitions has been and should continue to be to provide students with an opportunity to build their knowledge, skills, abilities, and fitness levels in physical activity courses within a set or family of discreet individual courses. The need to develop leveled or distinct courses should be founded on these principles and should be done to ensure programmatic needs are met, where appropriate.

The primary drawback to creating leveled courses or to separating out distinct materials or technologies is that scheduling these more specialized courses and meeting local minimum enrollment requirements may pose difficulties. When local colleges create multiple courses or course levels, the courses may be offered simultaneously rather than scheduled separately, with the enrollment across all sections being counted together for minimum or maximum enrollment considerations, FTES computation, and teaching load. For example, a local college may create a Beginning, Intermediate, and Advanced Ceramics course sequence (CERM 100, 101, 102 for this example). CERM 100, 101, and 102 can then all be scheduled for Tuesdays and Thursdays from 9 to 12 with the same instructor.

A variation on leveling is to create courses with a more specific focus within an area of emphasis. For example, some colleges may split painting up into oil, acrylic, and watercolor courses or separate out relief printmaking from intaglio, lithography, or screen-printing. There are both curricular and pedagogical justifications for this approach. The primary concern with this approach is that receiving institutions (UC and CSU in particular) typically do not break up the curriculum in this way. Most schools in the CSU or UC systems only require one or two courses in any given medium for major transfer

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preparation. Local faculty should work closely with their articulation officers to assess the potential impact of this approach on students preparing to transfer.

At this time, individual colleges or districts may define specific families of courses as they choose. However, local curriculum committees are encouraged to be conservative in making such decisions. If colleges begin to define families of courses in unreasonably narrow ways, they can expect more changes to title 5 that might take away the right to make such decisions locally. The definition of “courses that are related in content” is not intended to be so narrow that it becomes inhibiting or useless, but neither is it intended to allow colleges to proliferate levels and active participatory courses by turning every course in the curriculum into a family.

Below are some examples of level development within a family and groupings where variations of an activity could comprise a family. These family divisions are not intended to be authoritative or absolute; again, the determination of family groups remains a local decision. Rather, the chart below is simply intended to demonstrate how families of courses might be organized.

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Family Group	Possible Level Names or Distinct but Related Courses			
Tennis	Beginning	Intermediate	Advanced Intermediate	Advanced
	OR			
	Tennis 1	Tennis 2	Tennis 3	Tennis 4
Golf	Beginning	Intermediate	Advanced	Proficient
Swimming	Swimming 1	Swimming 2	Swimming 3	Swimming 4
	OR			
	Beginning Swimming	Masters Swimming	Distance Swimming	Swimming for the Triathlete
Jazz Dance	Beginning	Intermediate	Advanced Intermediate	Advanced
Modern Dance	Beginning	Intermediate	Advanced Intermediate	Advanced
Ballet	Beginning	Intermediate	Advanced Intermediate	Advanced
Resistance Training	Weight Training	Circuit Weight Training	Power Sculpting	
Yoga	Beginning	Basic	Advanced	
Theater Performance	Comedy Ensemble	Comedy Supporting Role	Comedy Starring Role	Tragedy Ensemble
	Tragedy Supporting Role	Tragedy Starring Role	Classical Ensemble	Classical Supporting Role
	Classical Starring Role	Modern Ensemble Role	Modern Supporting Role	Modern Starring Role
Musical Theater	Ensemble	Supporting	Starring	
Visual Art Fundamentals	2-D Design	3-D Design	Color Theory	
Painting	Introduction to Painting	Intermediate Painting	Figure Painting	Watercolor Painting
Sculpture	Introduction to Sculpture	Intermediate Sculpture	Ceramic Sculpture	Figure Sculpture

The Chancellor's Office would like to recognize Kim Harrell (Folsom Lake College) and Erik Shearer (Napa Valley College) for their work in the early development of this document.

Material Fees

BOARD OF GOVERNORS OF THE CALIFORNIA COMMUNITY COLLEGES

**REVISIONS TO TITLE 5 REGULATIONS:
INSTRUCTIONAL MATERIALS**

1. Subchapter 7 of chapter 10 of division 6 of title 5 of the California Code of Regulations is amended to read:

Subchapter 7. Instructional and Other Materials

2. Section 59400 of subchapter 7 of chapter 10 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 59400. Required Instructional and Other Materials.

(a) The governing board of a district may, consistent with the provisions of this Subchapter, require students to provide instructional and other materials required for a credit or noncredit course, provided that such materials are of continuing value to a student outside of the classroom setting, and provided that such materials are not solely or exclusively available from the district.

(b) Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management or supervision.

(c) Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

(b)(d) Except as specifically authorized or required in the Education Code, the governing board of a community college district shall not require a student to pay a fee for any instructional and other materials required for a credit or noncredit course.

(e) The Chancellor's Office shall adopt guidelines for districts implementing this subchapter.

Note: Authority cited: Sections 66700, 70901 and 76365, Education Code.
Reference: Sections 70901, 70902 and 76365, Education Code.

3. Section 59402 of subchapter 7 of chapter 10 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 59402. Definitions.

For the purposes of this subchapter the following definitions apply:

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(a) "Instructional and other materials" means any tangible personal property which is owned or primarily controlled by an individual student.

(b)(a) "Required instructional and other materials" means any instructional and other materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which the instructor determines is necessary to *Board of Governors of the California Community Colleges Page 2 Revisions to Title 5 Regulations: Instructional Materials*

achieve the those required objectives of a course which are to be accomplished under the supervision of an instructor during class hours.

(c)(b) "Solely or exclusively available from the district" means that the instructional material is not available except through the district, or that the district requires that the instructional material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the district if it is provided to the student at the district's actual cost and:

(1) the instructional material is otherwise generally available, but is provided solely or exclusively by the district for health and safety reasons; or

(2) the instructional material is provided in lieu of other generally available but more expensive material which would otherwise be required.

(d)(c) "Required instructional and other materials which are of continuing value outside of the classroom setting" are materials which can be taken from the classroom setting, and which are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of a course which are to be accomplished under the supervision of an instructor during the class hours.

(e) "Tangible personal property" includes electronic data that the student may access during the class and store for personal use after the class in a manner comparable to the use available during the class.

Note: Authority cited: Sections 66700, 70901 and 76365, Education Code.
Reference: Sections 70901, 70902 and 76365, Education Code.

4. Section 59404 of subchapter 7 of chapter 10 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 59404. District Policies and Regulations for Instructional and Other Materials.

(a) The governing board of a community college district which requires that students provide instructional or other materials for a course shall adopt policies or regulations, consistent with the provisions of this subchapter, which specify the conditions under which such materials will be required. These policies and regulations shall direct instructors to take reasonable

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steps to minimize the cost and ensure the necessity of instructional materials.

(b) The policies or regulations specified in subdivision (a) shall be published in each college catalog developed after the date of adoption.

Note: Authority cited: Sections 66700, 70901 and 76365, Education Code.
Reference: Sections 70901, 70902 and 76365, Education Code.

5. Section 59406 of subchapter 7 of chapter 10 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 59406. Report to Chancellor.

The governing board of a community college district which prescribes required instructional and other materials for its courses shall respond to periodic surveys or inquiries of the Chancellor on the subject. *Board of Governors of the California Community Colleges Page 3 Revisions to Title 5 Regulations: Instructional Materials*

Note: Authority cited: Sections 66700, 70901 and 76365, Education Code.
Reference: Sections 70901, 70902 and 76365, Education Code.

6. Section 59408 of subchapter 7 of chapter 10 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 59408. Violations of Subchapter.

The governing board of a district which prescribes required instructional and other materials in violation of this subchapter shall be deemed to have established a student fee not expressly established by law.

Note: Authority cited: Sections 66700, 70901 and 76365, Education Code.
Reference: Sections 70901, 70902 and 76365, Education Code

Process for Adding/Changing Materials Fees:

- The Dean of Curriculum and Scheduling will email the current materials fee list to the Instructional Deans on the third Monday in October.
- The Deans, in conjunction with the department chairs and faculty, will update the materials fees list. All changes/additions must be submitted to the Dean of Curriculum and Scheduling on or before the third Monday in November.
- The Dean of Curriculum and Scheduling will update the materials fees list and process it for Governing Board approval during the January meeting.
- Materials Fees changes/additions will be effective the proceeding fall.

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Six Semester Deletion Policy

Any course in the Victor Valley College Catalog that is not offered and taught in any succeeding six semester period in the day, evening, summer, or community education program may be deleted at the discretion of the curriculum committee in conjunction with the instruction office. Areas must be notified in advance before a course is to be dropped from the catalog.

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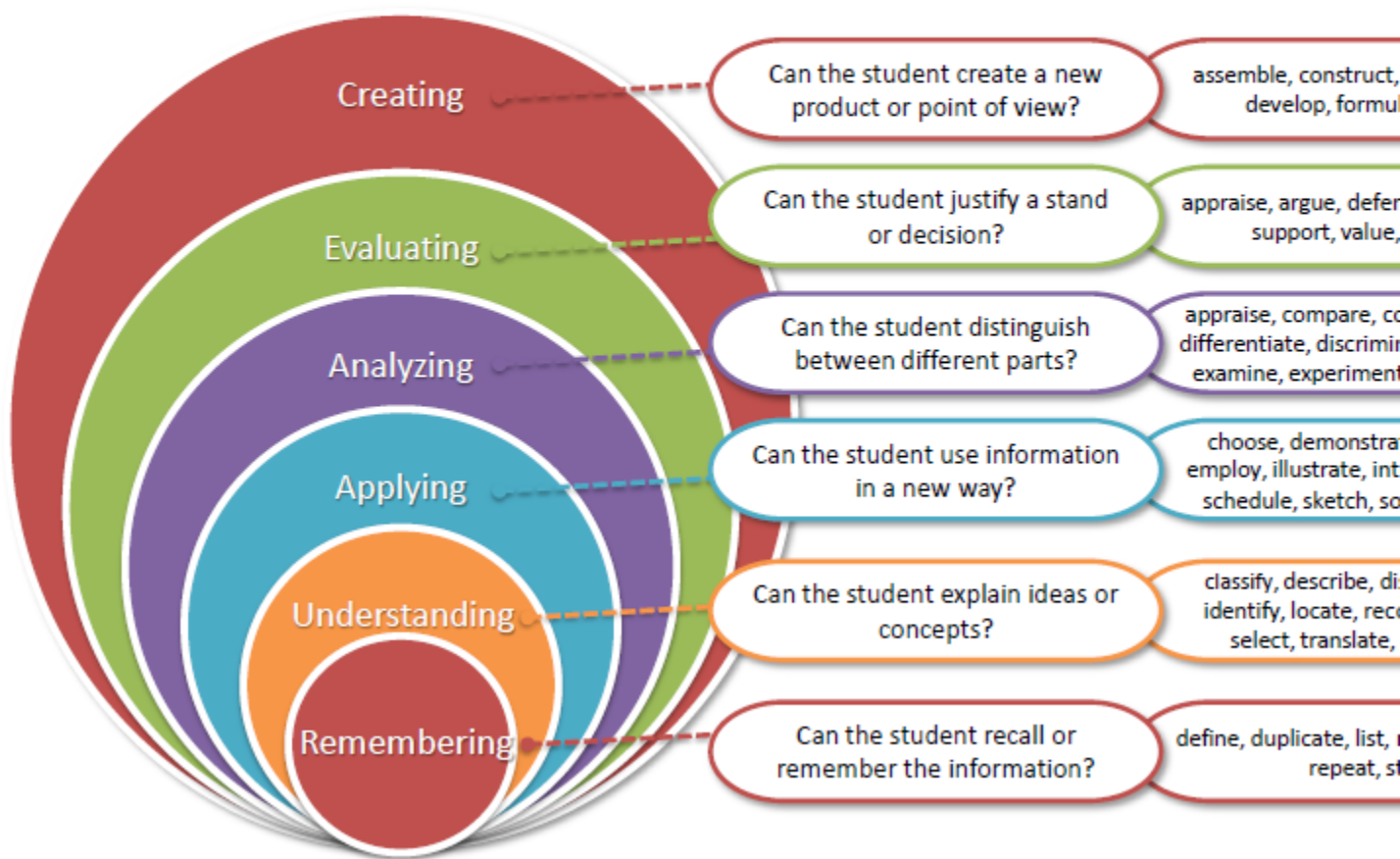
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Appendices

Bloom's Taxonomy

Benjamin Bloom identified six levels within the cognitive, affective, and psychomotor domains, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order. Verb examples that represent intellectual activity on each level are listed below in order to ensure course objectives are written using the language of measurable objectives.

Bloom's Taxonomy (Revised)



CIP Codes

The National Center for Education Statistics designed the Classification of Instructional Program (**CIP**) **code** "to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity."

- ⊕ 01) AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES.
- ⊕ 03) NATURAL RESOURCES AND CONSERVATION.
- ⊕ 04) ARCHITECTURE AND RELATED SERVICES.
- ⊕ 05) AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES.
- ⊕ 09) COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS.
- ⊕ 10) COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES.
- ⊕ 11) COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.
- ⊕ 12) PERSONAL AND CULINARY SERVICES.
- ⊕ 13) EDUCATION.
- ⊕ 14) ENGINEERING.
- ⊕ 15) ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS.
- ⊕ 16) FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS.
- ⊕ 19) FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES.
- ⊕ 22) LEGAL PROFESSIONS AND STUDIES.
- ⊕ 23) ENGLISH LANGUAGE AND LITERATURE/LETTERS.
- ⊕ 24) LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES.
- ⊕ 25) LIBRARY SCIENCE.
- ⊕ 26) BIOLOGICAL AND BIOMEDICAL SCIENCES.
- ⊕ 27) MATHEMATICS AND STATISTICS.
- ⊕ 28) MILITARY SCIENCE, LEADERSHIP AND OPERATIONAL ART.
- ⊕ 29) MILITARY TECHNOLOGIES AND APPLIED SCIENCES.
- ⊕ 30) MULTI/INTERDISCIPLINARY STUDIES.
- ⊕ 31) PARKS, RECREATION, LEISURE, AND FITNESS STUDIES.
- ⊕ 32) BASIC SKILLS AND DEVELOPMENTAL/REMEDIAL EDUCATION.

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- ⊕ 33) CITIZENSHIP ACTIVITIES.
- ⊕ 34) HEALTH-RELATED KNOWLEDGE AND SKILLS.
- ⊕ 35) INTERPERSONAL AND SOCIAL SKILLS.
- ⊕ 36) LEISURE AND RECREATIONAL ACTIVITIES.
- ⊕ 37) PERSONAL AWARENESS AND SELF-IMPROVEMENT.
- ⊕ 38) PHILOSOPHY AND RELIGIOUS STUDIES.
- ⊕ 39) THEOLOGY AND RELIGIOUS VOCATIONS.
- ⊕ 40) PHYSICAL SCIENCES.
- ⊕ 41) SCIENCE TECHNOLOGIES/TECHNICIANS.
- ⊕ 42) PSYCHOLOGY.
- ⊕ 43) HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES.
- ⊕ 44) PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS.
- ⊕ 45) SOCIAL SCIENCES.
- ⊕ 46) CONSTRUCTION TRADES.
- ⊕ 47) MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS.
- ⊕ 48) PRECISION PRODUCTION.
- ⊕ 49) TRANSPORTATION AND MATERIALS MOVING.
- ⊕ 50) VISUAL AND PERFORMING ARTS.
- ⊕ 51) HEALTH PROFESSIONS AND RELATED PROGRAMS.
- ⊕ 52) BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES.
- ⊕ 53) HIGH SCHOOL/SECONDARY DIPLOMAS AND CERTIFICATES.
- ⊕ 54) HISTORY.
- ⊕ 60) RESIDENCY PROGRAMS.

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Student Accountability Model—SAM Codes

Student Accountability Model (SAM) is a letter symbol assigned by the College in accordance with the SAM Operations Manual.

A=Apprenticeship
B=Advanced Occupational
C=Clearly Occupational
D=Possibly Occupational

E=Non-Occupational

A—APPRENTICESHIP:

The course is designed for an indentured apprentice and must have the approval of the State of California, Department of Industrial Relations, and Division of Apprenticeship Standards. Some examples of apprenticeship courses are: Carpentry, Plumbing and Machine Tool.

B—ADVANCED OCCUPATIONAL:

Courses are those taken by students in the advanced states of their occupational programs. A 'B' course is offered in one specific occupational area only and clearly labels its taker as a major in this area. Priority letter 'B' should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled 'B'. Each 'B' level course must have a 'C' level prerequisite in the same program.

CLEARLY OCCUPATIONAL:

Courses will generally be taken by students in the middle stages of their programs and should be of a difficulty level sufficient to detract "drop-ins". A 'C' level course may be offered in several occupational programs within a broad area. The 'C' priority, however, should also be used for courses within a specific

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program area when the criteria for 'B' classification are not met. A 'C' level course should provide the student with entry-level job skills.

POSSIBLY OCCUPATIONAL:

Courses are those taken by students in the beginning stages of their occupational program. The 'D' priority can also be used for service (or survey) courses for other occupational programs.

NON-OCCUPATIONAL:

Courses are non-occupational.

A 'C' priority is appropriate for work experience courses that are not tied to a specific occupational program.

An 'E' priority is appropriate for work experience courses that are not tied to a specific occupational program.

NOTE: In cases where a question exists, a good general rule is to assign the lower priority of the two codes in question.

Course Classification Code

Category A—Liberal Arts and Sciences Education and Associate Degree Programs and Courses

- A0 Not transferable, not degree applicable
- A1 Not transferable, AA/AS degree only
- A2 Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)
- A3 Transferable to CSUC, UC, and private colleges/universities

Category B—Remedial Education (Developmental and Compensatory Courses)

- B0 Not transferable, not degree applicable
- B1 Not transferable, AA/AS degree only
- B2 Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)
- B3 Transferable to CSUC, UC, and private colleges/universities

Category C—Remedial Education (Adult Elementary and Secondary Basic Skills)

- C0 Not transferable, not degree applicable
- C1 Not transferable, AA/AS degree only
- C2 Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)

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C3 Transferable to CSUC, UC, and private colleges/universities

Category D—Community Education Programs and Courses (Personal Development and Survival Courses)

D0 Not transferable, not degree applicable

D1 Not transferable, AA/AS degree only

D2 Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)

D3 Transferable to CSUC, UC, and private colleges/universities

Category E—Community Education Programs and Courses (Personal Development and Survival Course, i.e, courses for substantially disabled)

E0 Not transferable, not degree applicable

E1 Not transferable, AA/AS degree only

E2 Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)

E3 Transferable to CSUC, UC, and private colleges/universities

Category F—Community Education Programs and Courses (Parenting and Family Support Courses)

F0 Not transferable, not degree applicable

F1 Not transferable, AA/AS degree only

F2 Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)

F3 Transferable to CSUC, UC, and private colleges/universities

Category G—Community Education Programs and Courses (Community and Cultural Courses)

G0 Not transferable, not degree applicable

G1 Not transferable, AA/AS degree only

G2 Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)

G3 Transferable to CSUC, UC, and private colleges/universities

Category H—Community Education Programs and Courses: General and Cultural Courses

H0 Not transferable, not degree applicable

H1 Not transferable, AA/AS degree only

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- H2 Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)
- H3 Transferable to CSUC, UC, and private colleges/universities

Category I—Occupational Education (Career and Occupational Courses)

- I0 Not transferable, not degree applicable
- I1 Not transferable, AA/AS degree only
- I2 Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)
- I3 Transferable to CSUC, UC, and private colleges/universities

Guidelines for Certifying Transferable Courses To CSU System

A course may be certified as baccalaureate-level if it meets the following criteria:

1. It is a course that is either :
 - (a) equivalent in scope and content to any existing baccalaureate-level course which is part of a degree program at a Western Association of Areas and Colleges accredited four-year institution in California, or
 - (b) not equivalent to an existing baccalaureate-level course, but it is designed and recommended by a Western Association of Areas and Colleges accredited California Community College as having scope and content appropriate for a baccalaureate degree.
2. It requires either:
 - (a) functional communication and/or computational skills if it is not primarily a performance course, or
 - (b) appropriate entrance level motor skills if it is primarily a performance course (e.g., art, music, dance).
3. The course enhances the understanding of intellectual, scientific, and cultural traditions.
4. The course enhances the understanding of occupational and professional fields generally requiring experience in higher education as prerequisite to employment in such fields.
5. The course provides instruction in occupational fields not generally requiring experience in higher education as a prerequisite to such fields may be considered baccalaureate-level if its emphasis is on providing a general introduction to the field, focusing on appreciation of and orientation to the field rather than only immediate employment.

Lecture/Laboratory Definition and Unit Determination

1. Lecture – One unit per hour of classroom instruction
 - a. Direct delivery of instruction by a certified instructor, and

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- b. Two hours of outside class study or other activity is expected for each class hour.
- 2. Laboratory – One unit per three hours of classroom instruction in any combination of the following:
 - a. Experimentation
 - b. Skills practice
 - c. Skills application
 - d. Observation
 - e. Data Collection
 - f. Exercises involving cognitive and/or psychomotor activity
 - g. Specimen or artifact collection
 - h. Field trips

NOTE : In practice, most instructional situations will fit comfortably into lecture or laboratory. When they do not, or when the proposed number units does not appear to be consistent with the guidelines, justification or explanation from curriculum developer(s) will be needed. Sometimes rounding of units will be indicated. For example, 2 hours of laboratory would be $\frac{1}{2}$ or 1 unit, rather than .667 units.

Resources for Curriculum Development

<p>Academic Senate for California Community Colleges:</p>
<p>Statewide Academic Senate</p>
<p>Victor Valley College Academic Senate</p>
<p>ensures effective participation in the formation of statewide policies on academic and professional matters. This site is maintained by the Academic Senate for California Community Colleges. The Academic Senate represents the faculty of the community colleges.</p>
<p>Accreditation Standards:</p>
<p>http://www.accjc.org/</p>
<p>features the new standards, core documents and publications, bulletin boards, a directory of colleges accredited by ACCJC, and much more!</p>
<p>ASSIST: Statewide Student Transfer Information for California:</p>
<p>http://www.assist.org</p>
<p>provides access to online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California.</p>

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California Code of Regulations:

<http://ccr.oal.ca.gov>

contains the text of the regulations that have been formally adopted by state agencies, reviewed and approved by the Office of Administrative Law, and filed with the Secretary of State. The CCR consists of 27 titles and contains the regulations of approximately 200 regulatory agencies. This website is updated weekly.

California Community Colleges Chancellor's Office: Inventory of Approved and Projected Programs:

<http://curriculum.cccco.edu/>

lists the degrees and certificates offered by California community colleges which are approved by the Chancellor's Office, and projected as a future program.

California Community Colleges Chancellor's Office: Distance Ed Programs and New Regulations Workshop:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/InstructionalProgramsandServicesUnit/DistanceEducation.aspx> provides an overview of the new regulations faculty must be aware of regarding distance education.

California Community Colleges State Chancellor's Office:

<http://www.cccco.edu>

provides information on current events affecting community colleges, grant information, organization of the government offices, departments, and divisions.

California Intersegmental Articulation Council (CIAC):

<http://ciac.csusb.edu/ciac/>

serves as a statewide forum for Articulation Officers to meet, discuss, and resolve college transfer and articulation issues and facilitates the progress of students between and among the segments of postsecondary education in California. (Some information may be password protected.)

California Labor Market Info:

<http://www.labormarketinfo.edd.ca.gov/data/occupations-data.html>

California Law—Education Code:

<http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc&codebody=&hits=20>

provides access to the California Education Code index page.

California State University:

Executive Orders

<http://www.calstate.edu/eo/index.shtml>

contains links to executive orders from California State University.

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CCC to UC Transfer Admission Programs:

<http://www.ucop.edu/news/expanding/new.htm>

provides transfer information. Under some programs, students at certain community colleges are guaranteed admission to a UC campus if they meet specific requirements in completing their lower-division course work. Other programs provide extensive academic and admission support services to transfer applicants, but do not guarantee admission.

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Curriculum (Academic Senate):

<http://www.ccccurriculum.net/>

assists faculty within the California Community Colleges who design and approve curriculum. The process of developing a course outline is discussed and sample course outlines are presented on this website along with other useful information. The Web site is maintained by the Academic Senate for those who develop, review, and approve curriculum.

CSU—Student Academic Support—QUIK-LINK:

<http://www.calstate.edu/SAS/>

IMPAC:

<http://www.cal-impac.org/>

contains information pertinent to the Intersegmental Major Preparation Articulated Curriculum. The project is the initiative of the community colleges, UCs, and CSUs put forward to ease the transfer from two year to four year colleges. This Web site is maintained by the Academic Senate.

League for Innovation in the Community College:

<http://www.league.org/>

contains information about the League for Innovation in the community college. The League is an international organization dedicated to catalyzing the community college movement. The League hosts conferences and institutes, develops Web resources, conducts research, produces publications, provides services, and leads projects and initiatives with member colleges, corporate partners, and other agencies in the continuing efforts to make a positive difference for students and communities.

Occupational Employment Statistics:

<http://www.bls.gov/oes/>

provides employment and wage estimates for over 700 occupations. These are estimates of the number of people employed in certain occupations, and estimates of the wages paid to them.

Program and Course Approval Handbook:

<http://www.ccccurriculum.net/compliance-2/pcah/>

provides a link to the Chancellor's Office Program and Course Approval Handbook.

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Regulations and Guidelines for Curriculum Development

<http://www.ccccurriculum.net/>

contains the full text of regulations and Guidelines related to California Community College curriculum. These materials include not only links to the Education Code, Title 5, IGETC, and CSUGE but also guidelines and publications produced by the Community College Chancellor's Office, Academic Senate for California Community Colleges, the California State University, the University of California, and the other state organizations.

SCANS :

<http://www.academicinnovations.com/report.html>

provides information and recommendations about teaching the SCANS skills and encouraging lifelong learning.

Title 5:

<http://ccr.oal.ca.gov/linkedslice/default.asp?SP=CCR-1000&Action=Welcome>

provides the California Code of Regulations (CCR). This site is powered by search engines to help one sort through the wealth of information available there.

TOP Codes, Sixth Ed.:

http://extranet.cccco.edu/Portals/1/AA/BasicSkills/TopTax6_rev0909.pdf

links to the Taxonomy of Programs (TOP) Codes. The 6th Edition is the first revision since 1995. In this edition, codes and titles have been added for many new types of programs. Some titles associated with existing codes have been modernized, and some misaligned hierarchies have been corrected.

WebAIM:

<http://www.webaim.org/>

expands the potential of the Web for people with disabilities by providing the knowledge, technical skills, tools, organizational leadership strategies, **and** vision that empower organizations to make their own content accessible to people with disabilities.

Guidelines for Compliance with Section 504, 508 and ADA

In compliance with Sections 504 and 508 of the Federal Rehabilitation Act and the Americans with Disabilities Act, and to create an educational environment where students with disabilities have equal access to programs of instruction, the Curriculum Committee developed guidelines to assist in the development of accessible curricula. Universal Design is defined by the Center for Universal Design at North Carolina State University as “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.” (http://www.design.ncsu.edu/cud/univ_design/ud.htm). The following guidelines promote the concept of Universal Design in the development of courses:

1. Guidelines for Distance Education
2. Guidelines for Production of Alternate Media
3. Academic Accommodations for instruction on-site and distance education
4. Field Trips and Access

In 2000 the Chancellor’s Office, in cooperation with the Office of Civil Rights, produced and distributed two documents statewide:

- a) *Distance Education: Access Guidelines for Students with Disabilities* (March 2004).
- b) *Guidelines for Producing Instructional and Other Printed Materials in Alternate Media for Persons with Disabilities* (April 2000). If complaints by students with disabilities arise because of inaccessible instruction and/or instructional materials, the Chancellor’s Office will apply these guidelines in determining if a district has met Title 5 section 55370 and 59300 obligations. The Chancellor’s Office, Office of Civil Rights, and Judicial System will not respond leniently to complaints if colleges do not respond to the guidelines.

Every area received an orientation to these guidelines, and every dean has a copy of both sets of guidelines for faculty reference. In addition the following college policy was approved for implementation:

ALTERNATE MEDIA

The Victor Valley Community College District is committed to the implementation of Sections 504 and 508 of the Federal Rehabilitation Act and the 1990 Americans with Disabilities Act in providing equal opportunity in education. The District supports the use of Alternate Media as an accommodation for students with disabilities to provide access to college course materials, distance education, other college materials and technology. The District responds to requests for college materials in alternate media in a timely manner

and provides accurate translations in a reasonable manner and in a medium appropriate to the significance of the message.

Alternate Media is a different form of presentation from work that was originally done. Alternate Media allows access for those individuals who, due to a sensory or processing disability, cannot use the standard materials.

All college publications and print material will include the following statement: To request a copy of this material in alternate media, contact Disability Support Services, , TTY .

All audio-visual instructional materials (for example VHS, CD, DVD) purchased for instructional use will be close captioned. The next two sections provide guidance in the development of new curriculum, course outlines, electronic instruction, and provisions for alternate media.

1. GUIDELINES FOR DISTANCE EDUCATION

VVC Distance Education Mission:

The Distance Education Program at Victor Valley College serves the district's expanding communities by supporting innovative applications of technology to create accessible, collaborative, and measurably effective learning opportunities for an increasingly diverse student population.

When a course is considered for offering as an online course, access for students with disabilities must be included. The following are examples of student needs:

1. Students who are blind or vision impaired need to use screen reading or print enlarging software to "read" the text and navigate the screen.
2. Students who are deaf or hearing impaired must be able to 'read' audio materials with captioned text.
3. Students with physical disabilities need to use alternative keyboard technology to complete their assignments.
4. Students may need extended time for any timed tests.

These examples of reasonable accommodations must be planned for and built into any online course, Web site, and sites that are linked to a college course or Web site.

To comply with federal and state law, the Alternate Media policy, and Victor Valley College Distance Education Handbook , the following Section 508 requirements must be met for all Web and Distance Education design or sites that are linked by a college course or Web site:

1. A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).
2. Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.

3. Web pages shall be designed so all information conveyed with color is also available without color, for example from context or markup.
4. Documents shall be organized so they are readable without requiring an associated style sheet.
5. Redundant text links shall be provided for each active region of a server-side image map.
6. Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.
7. Row and column headers shall be identified for data tables.
8. Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.
9. Frames shall be titled with text that facilitates frame identification and navigation.
10. Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.
11. A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.
12. When pages utilize scripting languages to display content or to create interface elements, the information provided by the script shall be identified with a functional text that can be read by assistive technology.
13. When a web page requires an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(1) through (12).
14. When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.
15. A method shall be provided that permits users to skip repetitive navigation links.
16. When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.

2. GUIDELINES FOR PRODUCTION OF ALTERNATE MEDIA

The Chancellor's Office guidelines for the production of alternate media (April 2000) refer to the terms "alternate media" or "accessible formats" as methods of making information accessible to persons with disabilities. The most common types of alternate media include captioning for video and audio formats, Braille, tactile graphics, large print, and electronic text. Classroom and distance education instruction may include the use of textbooks, video/CD, audio, and print handouts.

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These materials are used to communicate important instructional information. The Office of Civil Rights (OCR) has determined alternate media produced must include these three basic components of effective communication: “timeliness of delivery, accuracy of translation, and provision in a manner and medium appropriate to the significance of the message and the abilities of the individual with the disability.” (OCR Docket No. 09-97-2145, January 9, 1998.)

To ensure timely and accurate provision of alternate media and to comply with federal and state regulations, the Victor Valley Community College District Governing Board passed policy ?. This means colleges must identify procedures in a timely manner for students to obtain instructional materials in an alternate media. In addition, all new videos purchased must be captioned, or the district must bear the cost of captioning once the publishers approval has been obtained. This section will identify procedures and processes for faculty to assist in the development of curriculum planning for access to all instructional materials used in class.

Videos and DVDs

All new videos and DVDs purchased must have captioning or be captioned at program/district expense. As faculty preview these materials for instructional purposes, they must check for captioning. If any of these materials under consideration for purchase is not captioned, the instructor must:

1. look for other captioned videos and DVDs with similar content.
2. obtain approval from the publisher to caption the video, then obtain approval by the college for the cost of captioning.

Please note there is wide availability of close-captioned DVDs available for purchase.. Captioning a video or DVD is expensive. The district could buy a DVD, a DVD player, a television, and still have money left over for snacks!

Printed Material

The Disabled Students Program Services has a procedure to process requests for production of print material in alternate media in a timely manner. Students eligible to use DSPS should have the production of alternate media identified as an accommodation. Students will receive an orientation to the procedures and forms needed for requesting alternative media.

The process: For textbooks, the student must purchase the college text and bring the receipt at the time of request. Options for alternate media include use of Recording for the Blind and Dyslexia, E-text, Kurzweil, Braille, and Tactile Graphics.

For production of handouts, the student must work with the DSPS to have the text translated. These may be translated into e-text using Kurzweil software, Braille, or other accepted formats, depending on the disability.

3. ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES FOR CLASSES ON-SITE AND DISTANCE EDUCATION

When students provide verification of a disability and related functional learning limitations, they have the right to request reasonable accommodation from their class instructors. Instructors are responsible for responding to the request in a timely manner. This responsibility includes classes both taught on-site and via distance education.

Disabled Students Programs and Services(DSPS) is the office charged with the responsibility of verifying in writing, a student's disability and functional limitations that impact learning. A DSPS Specialist then authorizes reasonable accommodations for the student in each class. The DSPS office is the resource for students, faculty, and the district regarding disability accommodations.

The right to request and receive reasonable accommodations is based on both federal disability laws and state regulations. The Office of Civil Rights (OCR) and civil case law also guide provisions for accommodations. The purpose of the following section is to provide guidance to the discussion, identification, and provision of reasonable accommodations. Below one can find the Title 5 section that refers to this area:

56027 Academic Accommodations

Each community college district receiving funding pursuant to this subchapter shall establish a policy and procedure for responding to, in a timely manner consistent with [Section 53203](#) of this division, accommodation requests involving academic adjustments. This procedure shall provide for an individualized review of each request. The procedure shall also permit the Section 504 Coordinator, or other designated district official with knowledge of accommodation requirements, to make an interim decision pending a final resolution.

Authority cited: Sections 67312, 70901 and 84850, Education Code. Reference: Sections 67310-12 and 84850, Education Code.

Examples of academic accommodations in a classroom may include note takers, tape recorders, and extra time on assignments and tests. The following are examples of common instructional media accommodations: captioning of video, electronic version or Braille versions of syllabus and class handouts.

Examples of academic accommodations in distance education courses are included with an accessible course design that complies with federal web accessibility guidelines and permits extended time for tests and assignments.

Procedures for students requesting academic accommodations (AA)

After the students are processed by DSPS, they are given AA forms for each class. For distance education classes, verification and authorization of accommodations are completed via email with all contacts made to DSPS at Sherri.Pierce@vvc.edu. The students must submit their accommodations request to the instructor. The instructor and student may confer with Specialists in the DSPS Office by email or phone for clarification and assistance. This must take place in a timely manner.

- If the student asks for an accommodation but does not have an authorized AA form, then the student is directed to DSPS to obtain the form.
- If the student asks for help with the online class and does not have a verified disability, then the student is referred to DSPS.

It is recommended instructors include the following statement on each course syllabus: **STUDENTS WITH DISABILITIES WHO MAY NEED ACADEMIC ACCOMMODATIONS SHOULD DISCUSS OPTIONS WITH THEIR PROFESSORS DURING THE FIRST TWO WEEKS OF CLASS.**

College instructors must respond to requests for accommodations for a disability in a timely way. If an academic accommodation is denied, the student has the right to appeal the decision. Informally, the student may request assistance from DSPS to coordinate with the instructor, Department Chair and/or Dean to resolve the matter in a timely manner. If the matter is not resolved between the student and instructor, the student then has the right to request a formal hearing with the Vice President of Student Services. During this appeals process, the original accommodation must be allowed. (Refer to the Academic Accommodation Policy in the Victor Valley College catalog)

4. FIELD TRIPS AND ACCESS

As a part of course development, faculty may require attendance at off-site field trips. The instructor has the responsibility to ensure the location is accessible to all students (i.e., those who are blind, deaf or in wheelchairs). If the field trip is a required activity and the location is not accessible, the instructor must provide an alternate activity that allows the student to have access to the information learned on the field trip (i.e., videotaping the field trip so the student can attend “virtually”). Another option for the instructor is to provide an alternate assignment which enables the student to learn the same information.

If the college is providing transportation, the instructor must arrange accessible means of transportation for students with disabilities. This can be arranged by working with the facilities office. Since not every bus in our mass transit system is fitted with lifts for people who use wheelchairs, public transportation may not be reasonable for transportation to a field trip site. The instructor must assist the student in working out reasonable accommodations or alternatives to field trips. The DSPS Office can be a useful resource for this.

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When instructors plan to take their classes on a field trip, they are required to comply with the following procedures. They must:

1. complete of the Field Trip Request form (available in Instruction Office).
2. obtain approval by Area Dean and turn in approved form to Instruction Office.
3. complete and sign the Excursion/Field Trip Waiver and Medical Authorization form.
4. Turn In waivers to Area Dean's office

General Information on Student Learning Outcomes

In the Accreditation Standards, a Student Learning Outcome (SLO) describes the:

- knowledge
- skills
- abilities
- attitudes

students have attained by the end of any set of college experiences, including—classes, occupational programs, degrees and certificates and even encounters with Student Services or the Library. The stress is on what students can do with what they have learned which results in a product that can be evaluated.

Faculty must articulate student learning outcomes for each course, each occupational program, and each degree and certificate the area offers. Then, they must design assessments or evaluations that provide students with an opportunity to demonstrate what they have learned. Evaluating those assessments gives information to both the student and to the faculty member about how successful the learning experience has been.

In the classroom, the Accreditation Standards require SLOs become an integral part of every syllabus. SLOs should also act as a guide for classroom activities and direct classroom assessments or evaluations.

Theory

The traditional approach to teaching of material covered during a course does not necessarily guarantee students learn it. The instructor has delivered the course, but how does one know if the students have truly absorbed the material, or better yet, can apply it? The new Accreditation Standards state success and retention are no longer considered an accurate way of answering that question. Success is determined by students emerging from courses with integrated, higher learning skills they can demonstrate to others. This ability to demonstrate measurable skills is the proof students have truly learned them.

Another keystone of the theory is the belief students perform better when they know exactly what is expected of them, including what they will be required to do and how it will be evaluated. What defines an A, B, or C paper or project should be public knowledge. This concept of transparency is key to using SLOs successfully in the classroom.

The final key concept is practice. Before being evaluated by the application of an SLO, students should have the opportunity to practice the skills or tasks that are measured by it.

Writing Student Learning Outcomes

SLOs versus Course Objectives

Student Learning Outcomes for the classroom describe the knowledge, skills, abilities, or attitudes a student can demonstrate by the end of a course.

- An instructor must not focus on content or its coverage, but instead they must consider what students should be able to do with the information they have learned by the end of the semester.
- How will students demonstrate this?
- What can they produce to show faculty they have learned to apply their new knowledge?

When trying to define Student Learning Outcomes for a course, instructors must think of the big picture. SLOs:

- describe the broadest goals for the class, ones that require higher-level thinking abilities.
- require students to synthesize many discreet skills or components of content.
- require students to then produce products such as—papers, projects, portfolios, demonstrations, performances, art works, and exams—which clearly proves what they have learned.
- require faculty to evaluate or assess the product to measure a student’s achievement or mastery of the learning outcomes.

Course objectives are on a lesser scale, describing small, discreet skills that require students to utilize basic thinking skills. They are subsets of outcomes. Objectives are the building blocks used to produce whatever is used to demonstrate mastery of an outcome. Objectives can be practiced and assessed individually, but are usually only a portion of an overall project or applied skill.

Objectives	Outcomes
Objectives describe skills, tools, or content a student will master by the end of course.	Outcomes describe overarching goals a student will be able to demonstrate by the end of a course.
Objectives measure lower level thinking skills necessary for identifying, comprehending, and applying basic course knowledge.	Outcomes require the use of higher level thinking skills such as analysis, synthesis, and evaluation.
Objectives do not necessarily result in a product. Most often, objectives are synthesized or combined to produce something that measures an outcome.	Outcomes result in a product that can be measured and assessed.

How do learning outcomes differ from course objectives or course goals?

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Student learning outcomes build upon, but are different from, course objectives and course goals because they represent a new perspective.

Objectives	Outcomes
Objectives focus on valuable skills, tools, or content that enable a student to interact with a particular subject.	SLOs focus on overarching products of the course.
Objectives focus on content and skills important within the classroom or program, detailing what the staff and faculty will do. Often they are termed the input in the course.	Outcomes express higher level thinking skills that integrate the content and activities and can be observed as sets of behaviors, skills, or discrete useable concepts learned by the end the class.
Objectives can often be numerous, specific, and detailed. Assessing and reporting on each objective for each student may be impossible.	An assessable outcome is an end product that can be displayed or observed and evaluated based on specific criteria.

Goals reflect the targets for a course or program. Goals indicate the ultimate destination of the student learning process. Objectives demonstrate how the students will learn, and outcomes measure what students have ultimately learned.

“Outcomes demonstrate an understanding and application of a subject beyond the nuts and bolts which hold it together; objectives represent the nuts and bolts.” (Bakersfield College Chemistry Professor). The following are examples of course goals:

- The goal of this general art course is to enable students to interpret and apply the principles of aesthetics to the issues and problems found within the context of a variety of disciplines.
- The goal of this general education biology course is to help students acquire and retain relevant scientific knowledge/information, to teach them to apply this knowledge, as well as to stimulate in students the desire for lifelong learning in the field.
- The goal of this nutrition course is to prioritize key nutrition behaviors, identify health and nutrition needs, and integrate these behaviors into health interventions, educational training, and policy.

Detailed below are examples of course objectives of the above mentioned nutrition course:

1. Student will identify and analyze differences in nutritional requirements associated with sex, age, and activity.
2. Student will identify and describe the causes and consequences of nutritional problems.

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3. Student will analyze and explain the complications of underlying physiological conditions such as diabetes and malabsorption.
4. Student will identify and analyze key factors involved in correcting nutritional behaviors.
5. Student will identify and describe resources and strategies to treat nutritional disorders.

The following is an example of a course SLO:

“At the end of this nutrition course, a student will be able to analyze a documented nutritional problem, determine a strategy to correct the problem, and write a draft of a nutritional policy addressing the broader scope of the problem.”

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Note: The charts are adapted from the work of Janet Fulks and Kate Pluta from Bakersfield College. To help instructors write a course outline, they have noted the words from Bloom's Taxonomy that can be used to describe either an objective or outcome.

Knowledge

Objectives
Basic
Knowledge

Outcomes
More Sophisticated
Higher Level Thinking

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Student remembers or recognizes information or specific concepts communicated by the instructor with little personal assimilation.	Student grasps the meaning behind the information and interprets, translates, or explains the information.	Student uses information to relate and apply it to a new situation with minimal instructor input.	Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence supporting a conclusion.	Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.	Student judges or evaluates information based upon standards and criteria, values and opinions.

Skills and Abilities

Objectives

Basic Knowledge
Basic Skills
Level

Outcomes

More Sophisticated
Higher Level Abilities
Critical Understanding of Performance

Observe	Model	Recognize Standards	Correct	Apply	Coach
Students translate sensory input into physical tasks or activities.	Students are able to replicate a fundamental skill or task.	Students recognize standards or criteria important to performing a skill or task correctly.	Students use standards to evaluate their own performances, making necessary corrections.	Students apply this skill to real life situations.	Students are able to teach or train others to perform this skill at another time and place.
Hear Identify Observe See Smell Taste Touch Watch *Usually no outcomes or objectives are written at this level.	Attempt Copy Follow Imitate Mimic Model Reenact Repeat Reproduce Show Try	Check Detect Discriminate Differentiate Distinguish Notice Perceive Recognize Select	Adapt Adjust Alter Change Correct Customize Develop Improve Manipulate Modify Practice Revise	Build Compose Construct Create Design Originate Produce	Demonstrate Exhibit Illustrate Instruct Teach Train

Attitudes

Objectives

Elementary Values and Behaviors
 Inherited Value System
 Egocentric View

Outcomes

More Highly Developed Attitudes
 Well Thought-out Value System
 Higher Level Abilities to Identify and
 Articulate Others' Values

Receiving	Responding	Valuing	Organizing	Characterizing
Students become aware of an attitude, behavior, or value.	Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value.	Students recognize a value and demonstrate this by making a commitment to actualize it.	Students determine a new value or behavior as important by making it a priority.	Students will integrate the new value and consistently apply it despite the discomfort or obstacles they may encounter. The value becomes a part of the person's character.
Accept Attend Describe Explain Locate Observe Realize Receive Recognize	Behave Comply Cooperate Discuss Examine Follow Model Present Respond Show Studies	Accept Adapt Balance Choose Differentiate Defend Influence Prefer Recognize Seek Value	Adapt Adjust Alter Change Customize Develop Improve Manipulate Modify Practice Revise	Authenticate Characterize Defend Display Embody Habituate Internalize Produce Represent Validate Verify

Examples of Student Learning Outcomes

Detailed below are some examples of outcomes. They contain verbs which reflect higher level thinking skills, thus making them SLOs rather than objectives.

Biology: Students will apply concepts of chemistry to physiological systems.

Criminal Justice: Students will describe the principles of community-based policing and apply them to given situations.

Speech: Students will organize, outline, and deliver well-researched speeches which inform and persuade a specific audience.

History: Students will evaluate historical myths, clichés and prejudices that permeate the contemporary culture of the United States.

Photography: Students will manually operate a 35 mm camera to create original photographs by applying the principles of exposure and development of black and white photographic films and papers according to the principles of composition and design, aesthetics, and content.

English: Students will use their unique voices to write papers that analyze the ecological, anthropological, historical, and literary aspects of the Monterey Bay region.

Piano: Students will sit at the keyboard, so the body will rest on its frame in such a way to be able to use their hands, arms, and fingers to produce a beautiful tone with great speed and evenness.

Guide to Writing SLOs

Beginning is often the most difficult step. Instructors need to remember they have been doing this all along and must put what they know intuitively as a professional into words. By responding to the worksheet on the next page, instructors must do the following:

1. In one sentence, each instructor must describe one major skill, ability, attitude, or piece of knowledge students will have gained by the end of the class, making sure to describe what students will do and not by emphasizing content, activities, or hours.
2. An instructor must use action verbs. See the previous pages for examples.
3. An instructor must write it in language a student will understand.
4. An instructor needs to make sure the outcome is something that can be assessed or tested.
5. Hint: Sometimes it's easier to start backwards by thinking about the major assessments used in the course. These would be the products or demonstrations of the outcomes. The instructor needs to make a list the major assignments for the course. Then the instructor needs to describe in one sentence what the students are being asked to demonstrate in those assignments.
6. A word of warning: Instructors must be careful when describing attitudes in a learning outcome. They are hard to assess. If a student does not have a certain attitude, but possesses the knowledge and skills being taught, is that satisfactory? Instructors must ask themselves if the attitude is crucial to student success in their courses.

Writing Student Learning Outcomes Worksheet

Course Name and Number _____

Outcome An instructor writes one sentence that describes a major skill, ability, attitude, or piece of knowledge students can demonstrate by the end of the course	Assessment Major assignment, project or test used to demonstrate or apply an outcome

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Student Learning Outcome Checklist	Yes	No
Do the SLOs include active verbs?		
Do the SLOs suggest or identify an assessment?		
Do the SLOs address the expected level of learning for the course using Bloom's Taxonomy as a guideline?		
Do the SLOs address more than one domain (cognitive, psychomotor, and affective)?		
Are the SLOs written as outcomes rather than as objectives? <ul style="list-style-type: none"> • The language indicates an important overarching concept versus a small lesson or chapter objectives. • Outcomes address what a student will be able to do at the completion of the course. • SLOs address student competency rather than content coverage. 		
Are the SLOs appropriate for the course? They must: <ul style="list-style-type: none"> • be consistent with the curriculum document of record. • represent a fundamental result of the course. • align with other courses in a sequence, if applicable. • represent collegiate level work. 		
Will students understand the SLOs?		
Comments or suggestions:		

When it comes to SLOs, instructors need to keep the following in mind:

- Each course and classroom has unique factors.
- Disciplines have unique language and culture.
- Cross disciplinary conversations are invaluable.
- Ultimately discipline-specific conversations best define competencies for students.
- Everyone is a learner when it comes to assessment.
- As professionals, instructors are guided by the principles of academic freedom.

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Revised Student Learning Outcomes Worksheet

Use the chart below to revise any of the SLOs previously created.

Course Name and Number _____

Outcome An instructor writes one sentence that describes a major skill, ability, attitude, or piece of knowledge students can demonstrate by the end of the course	Assessment Major assignment, project or test used to demonstrate or apply an outcome

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Style Guide For College Catalog, Curriculum, and Schedule of Classes

A

acronyms

Leave out the periods between letters.
(NAACP, not N.A.A.C.P.)

Use acronyms only if they're widely known or are spelled out on the first reference.

Do not follow the full reference with the acronym in parentheses, but use the acronym on the second and later references.

Acronyms, commonly used

AAA	Authentication Authorization & Accounting
ADA	Average Daily Attendance
API	Application Programming Interface
ARMA	American Records Management Association
BGP	Border Gateway Protocol
CD	Contact Disk
CGI	Common Gateway Interface
CFML	ColdFusion Markup Language
CIT	Cisco Internetwork Troubleshooting
CFOUTPUT	ColdFusion Output
CPEC	California Postsecondary Education Commission
CSPFA	Cisco Secure PIX Firewall Advanced
CSS	Cascading Style Sheets

D	Degree course
DDR	Dial on Demand Routing
DHCP	Dynamic Host Configuration Protocol
DNS	Domain Name Servers
DVD	Digital Video Disk
EBGP	Exterior Border Gateway Protocol
EIGRP	Enhanced Interior Gateway Routing Protocol
EIGRP	Enhanced Interior Gateway Protocol
GIF	Graphic Image Format
HTML	Hyper Text Markup Language
IBGP	Interior Border Gateway Protocol
IGETC	Intersegmental General Education Transfer Certification
IIS	Internet Information Services
IS-IS	InterSystem to InterSystem
ISDN BRI WANs	Integrated Services Digital Network Basic Rate Interface Wide Area Networks
IOS	Internetwork Operating System
IPSec	Internet Protocol Security
LAMP	Linux, Apache, MySQL,
PHP	
NAT	Network Address Translation
ND	Non Degree Course
ODBC	Open Database Connectivity

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OLE	Object-Linking and Embedding	Acting Vice President for Academic Affairs Room 213
PAT	Port Address Translation	Victor Valley College
PIX Public	Internet Exchange	900 Otay Lakes Rd.
PDF	Physician's Desk Reference	Chula Vista, CA 92131
RADIUS	Remote Authentication Dial-In User Service	advisor, not adviser Advisor is the preferred spelling.
RSoP	Resultant Set of Policy	
SAM	Student Accountability Model	affect, effect As verbs, affect means to influence and effect means to put into place (as in to effect change). As nouns, effect is a result and affect is a technical psychological term. In general, effect is the noun needed; affect is the verb needed.
SPF	Shortest Path First	
SQL	Structured Query Language	
TACACS+	Terminal Access Control Access Control System	
TCP/IP	Transmission Control Protocol/Internet Protocol	
TOP	Taxonomy of Program	a.m.,
URL	Uniform Resource Locator	p.m. Always use lowercase, with periods.
VLAN	Virtual Local Area Networks	ampersand Use only when part of a proper name, such as AT&T.; write out Computer and Information Systems.
VLSM	Variable Length Subnet Masks	
VPN	Virtual Private Network	
WSCH	Weekly Student Contact Hour	annual <i>First</i> must not be used with <i>annual</i> ; an event has to have happened before to be annual. Annual must not be capitalized in a description of yearly events, unless it is part of the official name. (This is the 41st annual Victor Valley College Music Festival.)

addresses

Address elements must appear in the following order:

Name
Title
Office
Victor Valley College
Address
City/state/zip

or

William C. Kinney

B

C

capitalization

You must capitalize:

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- titles before person's name. (Dean of Mathematics, Sciences, and Engineering, Kathy Tyner)
- official names of departments. (Department of History)
- ethnic groups. (African American, Asian American, Caucasian, Irish, Hispanic)
- actual course titles. (Introduction to Musical Theatre)
- academic and honorary degrees. (Associate Degree in History, Skill Certificate in Computer and Information Systems)
- titles after a name. (Greg Sandoval, Vice President for Student Services)
- general department or committee names. (Physics Department, the Governing Board, Academic Senate)

Do not capitalize:

- semesters (fall semester, spring semester)
- directions when referring to compass points. (Go north on 41st Avenue.)
- board names when not a proper name. (board of directors)
- references to class subjects. (I flunked my psychology test.)
- second references if not using the proper name. (the center, the college, the department, the institution, the committee, and the board of directors)
- references to general education requirements. (He finished his general education courses.)
- general or generic program names. (honors program, tutoring program)

catalog

Not catalogue.

comma

Use commas to separate items in a series. (The proposal included many important points, including the cost of the project, the main pros and cons, and the merits of the project.) The comma is used before *and* or *or* so that it is clear that the items are separate.

compounds

Join up common compounds such as lifestyle, lifelike, headache, statewide, mastermind. Hyphenate self-, half-, and all-adjective compounds. (self-conscious, half-baked, all-inclusive) See the *Gregg Manual* for more examples and exceptions.

course outlines

When writing course outlines for curriculum, please follow these specific rules:

- When writing course descriptions, do not exceed 50 words. Be clear. Use phrases instead of complete sentences.
- When writing text for Objectives, Content, and Assignments sections, always number elements.
- Numbering for Objectives, Content, and Assignments sections must have only one space between the period of the number and the beginning of the text.

credit hours

Always use numerals when referring to credit hours. (3 credit hours, not three credit hours)

D

dates

- Place a comma between the day and the year. (April 1, 1992, not April 1 1992)

- Do not place a comma between a month and year when no date is given. (April 1992, not April,
- Use only figures to identify a date; don't add letters to the numerals. (May 23, not May 23rd)
- List dates in month/day/year format. (May 23, 1992, not 23 May, 1992)

decades

Use 1960s, 60s, or the sixties, not 1960's or the '60s.

decision making

Without the hyphen, it is a noun. (I am in the process of decision making.) With the hyphen it's an adjective. (I am in the decision-making process.)

degrees

Use lowercase for degree names. (associate degree in history).

degree titles

Use "Art History" when talking about art program. Use art history when talking about the program in general.

different from

Things and people are different from each other, not different than each other.

directions

When giving directions, lowercase the points of the compass. (Go west on Soquel Drive.)

disabilities

Use disability, not handicap. Use disabled, not handicapped. Use person with a

disability, not disabled person, the disabled, suffers from, afflicted with, or victim of. Write *uses a wheelchair*, not confined to a wheelchair, wheelchairbound.

Distance-Learning

State distance-learning courses as, "May be offered in a distance-learning format."

E

ensure, insure

Ensure is to guarantee. Insure is to buy an insurance policy. (We ensure that you'll have a good time at Fun-O-Rama, but we won't insure your life.)

ethnic issues

Refer to people's ancestral countries, not the color of their skin. (African, Spanish, Hispanic, Mexican, Irish, French, etc.) Refer to ethnic groups as open compounds, such as Asian American. Hyphenate when used as an adjective (African-American studies, Asian-American history)

F

fax

Written as fax in text, but Fax on business cards.

fundraiser, fundraising

This is never hyphenated and is always one word.

G

Gender questions

- When referring to humanity as a whole, avoid the use of man or mankind. Instead, use human beings, humanity, women and men, people, or individuals. Also, replace manmade with artificial,

handmade, machine-made, manufactured, constructed, or produced, as appropriate.

- Avoid terms that assume the male is the standard. For example, use author for both male and female writers. Eliminate the use of coed.
- Use chair or chairperson when possible, not chairman or chairwoman, unless one of those terms is the official term a group or committee has for the position.

grade point average or GPA

It is written without hyphens or periods. Unlike most acronyms, GPA is acceptable on first reference.

H
hopefully

Avoid using this; it means “in a hopeful manner,” not “I hope.”

hyphenation

Vice president, continuing education, student services, and financial aid are not hyphenated.

I
imply, infer

Speakers imply what listeners infer.

it’s, its

It’s is a contraction for “it is.” (It’s hot in here.) Its is a possessive. (The bird turned its head.)

J

K

L

M

majors

Use lowercase for majors, disciplines, programs, specializations, or concentrations of study. (She studies physics. She is studying sociology with a concentration in women’s studies.)

millions, billions

In the following text use \$12 million, not twelve million dollars or \$12,000,000.

Musical works

In classical music, the works are referred to with a capitalized Major and a lowercased minor is written with the lowercase. (Aria in G Major, Sonata in G minor.)

N

names of government bodies

Capitalize the names of countries and international organizations as well as national, state, county, and city bodies and their subdivisions.

Capitalize state only when it follows the name of a state or is part of an imaginative name (i.e., New York State is also called the Empire State; the state of Alaska is the largest in the Union; Washington State entered the Union in 1889.).

Do not capitalize state when it is used in place of the actual state name (i.e., He is an employee of the state.).

Capitalize federal only when it is part of the official name of a federal agency, a federal

act, or some other proper noun (i.e. Federal Reserve Board).

net

It is not the Net or the 'net. Internet, with a capital "I," is preferred above others.

non

This prefix is not hyphenated. (Nonmajors, not non-majors). An exception occurs when a double "n" is created, as in non-native.

numbers

- Write out numbers one through nine; use figures for numbers 10 and above.
- Avoid using a number at the beginning of a sentence. Rewrite the sentence (Ten things I like about you vs. I like ten things about you.)
- Write out first through ninth; use figures starting with 10th.
- Use numerals for dollar amounts. (\$5, not five dollars)
- Use commas in numbers larger than 999. (1,234, not 1234)
- Use numerals for credit hours. (3 credit hours, not three credit hours)

O

over, more than

Over must be used with statements of location. (She drove over the hill.) *More than* must be used with quantities. (More than 50 people, more than \$50 million)

P

percent

In a text, use percent instead of %. Write it as one word. Use % in tables or charts.

phone numbers

Write phone numbers with hyphens for the area code, as in 619-421-6700

pre

This prefix is not hyphenated.

preferred spelling of commonly used words

bachelor's
beforehand
caregiver
childcare
course work
corequisite
daycare
eBusiness
eCommerce
eighteenth century—hyphenate when used as an adjective (eighteenth-century literature)
email
entry-level
homepage
Internet
lower-division
Miva
nongovernmental
nonprofit
nonresidency
nonresident
non-work
online
postsecondary
prerequisite
prearea
residency

scriptwriting
self-paced
set up (one word)
start-up
upper-division
Vice President
videographer
Web site
WebAdvisor
WordPerfect
work study

prerequisites and other requisites and advisories

Use the following order whenever you list more than one prerequisite, other requisites, or advisories.

Prerequisite
Corequisite
Recommended preparation
Recommended concurrent enrollment
Limitation on enrollment

Q

quotation marks

Use punctuation marks that go outside the quotation marks: colon and semicolon. (He wrote a list of “things to do”: run errands, do laundry, etc.) Punctuation marks that go inside the quotation marks: comma, period. Exclamation points and question marks go outside unless they’re part of the quoted material. (What was your reaction when he said, “You’re fired”?)

R

regions

Capitalize North, South, East, West, and Midwest, etc., when they refer to a defined

geographical region. (The South, but southeast California)

S

seasons

Use lowercase for the names of the seasons. (winter, spring, summer, fall)

self-

Always hyphenate self-worth, self-image, and similar terms.

semesters

Use lowercase when used alone with no date (spring semester). Use uppercase when used with a date (Spring 2001).

semicolons

Use semicolons when the items in a series contain commas.

states

Spell them out in a text.

T

the

In a text, use the lowercase *the* before an organization name or publication title. (I read the *San Jose Mercury*.)

theater, theatre

Use theater when referring to a location (the theater building). Use theatre when referring the subject discipline (Theatre Arts).

times

Use 8 a.m., not 8:00 a.m. Do not use o'clock. (10 o'clock) Use lowercase and periods for a.m. and p.m. Use Noon for 12 p.m. and Midnight for 12:00 a.m.

titled, entitled

They are not interchangeable. (Eric Lax's book is titled *Woody Allen: A Biography*. Employees are entitled to certain benefits.)

titles

Use the courtesy title Dr. only when the degree name does not follow the person's name. (Angela Smith, Ph.D. and not Dr. Angela Smith, Ph.D.) Courtesy titles such as Mr., Mrs., Ms., and Miss are not used in either first or subsequent references.

U

underway

This is spelled as one word.

United States

Use U.S. only when it is used as an adjective.

university

Use lowercase, except in proper names.

URLs

In a sentence, set it in italics so the address stands apart, except in a directory listing (such as a business card).

Addresses are case-sensitive. When long URL won't fit on a single line:

- recast the sentence so the URL can be listed flush-left.

Contact us on the web:

<http://www.vvc.edu>

V

vice

Vice president and other titles are written as two words and the lowercase is used.

W

which, that

Essential clauses use *that*; nonessential clauses use *which* and are set off by commas. (This is the house that Jack built. Jack's circular house, which he built, is the only one of its kind.)

wide

Do not use a hyphen to separate this suffix. (campuswide, not campus-wide)

World Wide Web

Three words with caps.

On the second reference, Web is preferred over WWW.

X

Y

years

1992 to 1993 or 1992-1993, not 1992-93.
1920s, not 1920's
70s, not '70s or 70's.

Z

zip plus four

Use the additional four numbers when they are available. They are used by campus mail and USPS to sort mail faster and more accurately.

Glossary Of Terms

Apportionment—This is the allocation of state or federal aide, district taxes, or other moneys to community college districts or other governmental units.

Assignments—This includes reading and writing which must be regularly assigned unless problem solving or skill demonstrations are more appropriate to the objectives of the course.

Average Daily Attendance (ADA)—This is the student workload used as the basis for computation of state support for California Community Colleges. An ADA represents 525 class (contact) hours of student activity.

Classification of Instructional Program Code - The National Center for Education Statistics designed the Classification of Instructional Program (CIP) code "to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity."

College Level—This is the expectation of the instructor, the value and rigor of the course content, terminal performance objectives, textbook and material content and readability levels, and standards and practices used at comparable institutions of higher education used for determining minimum college level standards at Victor Valley College.

Communication Skills—This is the ability or competence to read, write, speak, and listen. The ability to convey information, attitudes, emotions etc; and also, the ability to receive and interpret communications. These skills also encompass non-oral, non-written expression and reception.

Community Service Course—This is a noncredit, fee funded non-tax supported, and a non profit course

Course Classification System—This is a system which describes the total educational program of the community colleges. Districts are required to annually report on the classification of all courses and classes in accordance with Title V, Section 55001 (see Appendix C).

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Course Content—These are major topics covered in the course outline which indicates material all instructors will cover (Individual instructors may add to this outline.).

Creative Skills—These require the ability to design, produce, or otherwise bring into existence original perspectives, explanations, and implementations (e.g., the production of unique communication; the development of an effective plan or solution, or a problem or the creation of works of art).

Credit Course—This is an organized pattern of instruction on a specified subject offered by a community college.

Credit Hour—This requires approximately three hours of recitation, study, or laboratory work per week throughout a term of 16 weeks. More or less than one credit hour shall be allowed in the same ratio that the length of the term is to 16 weeks (ECS 78206).

Critical Thinking—Critical thinking is reasoning based on knowledge and characterized by careful analysis, synthesis and evaluation which leads to conclusions. This involves arranging and combining elements and parts in such a way as to constitute a pattern or structure not clearly defined before. As students utilize critical thinking, the results become part of their knowledge base, so this base is constantly expanding.

Degree Course—This is a course classified as meeting academic rigor standards and can be used for associate degree requirement.

Discipline—This is an area to which each course in the course description section of the college catalog is designated (e.g., history, secretarial services, psychology).

Educational Program—This is an organized sequence of courses leading to a defined objective, a degree, a certificate, a license, or transfer to another institution of higher education normally consisting of at least 18 semester units of related subjects.

Knowledge Skills—They emphasize the ability to relate general, or specialized knowledge relevant to a problem and to implement a solution; also they require the ability to locate, retain, and apply relevant knowledge.

Measurable Student Learning Outcome—These statements describe specific skills, knowledge, and attitudes the teacher intends the students to develop

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through instruction and which include 1) the outcome that is desired, 2) the conditions which the behavior is to occur, and 3) the criteria for acceptable performance, which clearly states the kind of testing necessary to measure achievement.

Method of Evaluation—Student performance must be evaluated against a common standard which must include essay exams unless problem solving or skill demonstration is more appropriate. When essay exams are used, questions should require analysis and the ability to relate parts of the course to each other or to practical applications.

Noncredit courses—These are classes designed to meet the special needs and capabilities of those students who do not desire or need unit credit. These courses provide remedial, developmental, occupational, and other general educational opportunities.

Non-degree—This type of course cannot be used for an associate degree.

Positive Attendance—This used to measure the actual hours of attendance based on an actual count of enrolled students present at each class meeting.

Program—This is a group of related courses listed in the Programs of Study pages of the college catalog a student must take to receive an associates degree or certificate.

Repeatability—For degree credit, a course may not be taken for credit a second time except to bring up an unacceptable grade, or under special provisions of 55041, 51000, 55761-3, 56044 and 58161.

Student Accountability Model (SAM)—This is a letter symbol assigned by the college in accordance with the SAM operations manual (see Appendix).

Taxonomy of Program (TOP)—This is a common system of classification by which districts and colleges identify programs. This taxonomy is used for all program and course reports required by the Chancellor's Office. These same numbers used for budget activity codes.

Weekly Student Contact Hours (WSCH)—This is the number of class hours each course is regularly scheduled to meet during a week, inclusive of holiday, multiplied by the number of students actively enrolled in the course.

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