Curriculum Handbook

Approved for Spring 2002

Reprinted Fall 2001

TABLE OF CONTENTS

APPENDICES

2001-2002 CURRICULUM COMMITTEE AND CALENDAR

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

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

CURRICULUM CALENDAR

For curriculum changes you want to implement in:	Submit forms to your CC rep by:	Then submit forms to Paula Clark by:	For a 1st reading on:	And a 2nd reading (if applicable) on:	For BOARD approval on:
Changes for Spring 2002 must be submitted to Paula Clark no later than <u>AUGUST 22, 2001</u> to appear in the schedule of classes.					
Sp 2002 Schedule	8/17/01	**8/22/01**	8/29/01	9/5/010	
Su/Fa 2002 - Schedule	8/24/01	8/29/01	9/5/01	9/19/01	
Su/Fa 2002 - Schedule	9/7/01	9/12/01	9/19/01	10/3/01	11/1/2001

TIMING IS EVERYTHING!

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

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

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

NEW DEGREE AND CERTIFICATE PROGRAMS:

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

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

*California Postsecondary Education Commission

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

WHICH COURSE PROPOSAL FORM DO I USE?

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

TYPE OF PROPOSAL	FORM	NO. READINGS
New course		
New course	New Course	2
New course - pilot basis	New Course	2
New course - distance learning option	New Course & Distance Learning Certification	2
Community Education	Community Education	1

FILLING OUT THE FORM

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

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

HEADER

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

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

TOP AND SAM CODES:

The **TOP code** identifies your course according to the state's Taxonomy of Programs (TOP) and permits iyour course ao the st

DISCIPLINE

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

For more information, contact the Administrative Specialist - Instruction.

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

Mark the appropriate box(es) below:

	Proposed New Course		**Certificate Applicable**		**Non AA / AS Degree Applicable—Basic Skills**
	Reinstate Inactive Course		**AA / AS Degree Applicable**		**Non AA / AS Degree Applicable—Other**
	Special Topics Course		**Transfer UC**		**Transfer CSU**
	Stand-alone Course				

You will need to indicate whether your course falls into one or more of the following categories:
- applicable to a certificate
- applicable to the AA or AS degree
- stand-alone course (not part of a degree or certificate)
- non-degree applicable
  - basic skills
  - other
- special topics
- transferable
  - to CSU
  - to UC

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

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

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

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

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

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

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

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

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

<table>
<tr><td colspan="4">Section 1: Resources Availability</td></tr>
<tr><td>What is the projected implementation cost?</td><td>$</td><td></td><td></td></tr>
<tr><td colspan="4">These signatures are necessary to ensure there are sufficient resources to support the course/program offering.</td></tr>
<tr><td colspan="4">Library:</td></tr>
<tr><td colspan="4">Library Director or Designee Signature (Required for all courses)</td></tr>
<tr><td colspan="4">Computer Lab:</td></tr>
<tr><td colspan="4">If there is a computer lab requirement (scheduled or by arrangement), the signature of the appropriate lab coordinator is required.</td></tr>
</table>

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

As you plan your course, take into consideration your need for and the availability of the following:
    qualified faculty
    support staff
    equipment
    supplies
    facilities, on and off-site

Signatures are **REQUIRED** for the following:

<table>
<tr><td colspan="5">Section 2: Articulation</td></tr>
<tr><td colspan="5">Articulation with any department that offers a course with similar content is required. If not applicable, write N/A.</td></tr>
<tr><td>West Valley: Department</td><td></td><td>Person:</td><td>Date:</td><td></td></tr>
<tr><td>Outcome:</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Mission: Department</td><td></td><td>Person:</td><td>Date:</td><td></td></tr>
<tr><td>Outcome:</td><td></td><td></td><td></td><td></td></tr>
</table>

Articulation

Articulation is **required** if there is **any department** at **either college**

COURSE TITLE & NUMBER

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

Contact the Administrative Specialist - Instruction, to determine whether the course title or the number has been used in the past. Previously used numbers within a discipline cannot be used for new courses. See page XX for additional information about course title and number.

GRADE TYPE:

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

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

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

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

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

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

UNITS:

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

Length of course (number of weeks):

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

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

In general, students should receive units equivalent to the number of hours they put in. However, it is possible to require students to put in hours for which they do not receive one to one unit credit. This is true if the hours are applied toward the 2 additional hours/1 hour of class time as defined by the Carnegie unit. This is often the case with lab hours by arrangement. In this

FREQUENCY OF SCHEDULING:

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

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

REPEATABILITY:

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

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

The maximum number of times a student may **take** a course at WVC is 4 times. (Or put another way, a student may **repeat** selected courses a maximum number of 3 tim

PURPOSE:

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

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

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

Goals:
>   Your program's goals
>   The college's goals
>   The district's goals

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

<table>
<tr><td colspan="2">

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

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

</td></tr>
</table>

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

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

(Adapted from <u>Handbook of Curriculum Design for Individualized Instruction</u>, Sidney Drumheller)

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

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

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

The outlines for EACH SECTION (lecture, scheduled

B. STUDENT ACHIEVEMENT MEASUREMENT:

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

TRANSFERABILITY

If you want your course to transfer to a California State University or to the University

Section 6: General Education

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

WVC Course Designation Request

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

WVC GE Indicate requested area:

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

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

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

THE GENERAL EDUCATION PATTERN FOR THE WVC AA DEGREE

To earn an associate degree at WVC, students must:
>   Complete a minimum of 60 passing units, 12 of which must be in residence.
>   Achieve a 2.00 (C) grade average
>   Fulfill a major
>   Demonstrate proficiency in reading, writing, and mathematics (through tests or course work)

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

A   LANGUAGE & RATIONALITY
       Includes courses in English composition, communication, and analytical thinking.

B   NATURAL SCIENCES
       Includes courses with examine the physical universe, its life forms, and its natural phenomena.

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

D   SOCIAL AND BEHAVIORAL SCIENCES
       Includes courses which focus on people as members of society.

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

F.   INTERCULTURAL STUDIES (Approved, BOT, 3/19/92)
       Includes courses that:
           prepare a student to work effectively and live harmoniously in a pluralistic society;
           acknowledge the experience, scholarship, and accomplishments of the many cultures in our society by incorporating them into the curriculum;
           promote and foster a sense of inquiry about cultural diversity;
           meet the needs of the college's culturally diverse student population.

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

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

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

Every course must take substantial account of one or more of the following groups:
African American/Black
Asian American/Pacific Islander
American Indian
Middle Eastern
Chicano/Latino
European American

G.   PHYSICAL EDUCATION ACTIVITY

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

The signature process is very important. One of the single biggest mistakes you can make is not leaving enough time for your department chair, division chair, and CC representative to thoroughly review your proposal before the deadline. If either the department or division chairperson has objections to the proposal, it may go forward with a written statement of the specific reasons for

WHAT TO EXPECT AT THE CURRICULUM COMMITTEE MEETING:

New course proposals require 2 readings. Prior to the first reading, the curriculum committee will have had an opportunity to read your proposal. Each member is responsible for reading the entire proposal. In addition, each member is responsible for reviewing in detail a particular section of the proposal. Whenever possible, the member will attempt to clarify questions or correct obvious errors prior to the first reading.

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

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

AFTER THE CURRICULUM COMMITTEE:

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

<div align="center">

CURRICULUM COMMITTEE
Policies and Procedures

</div>

POLICIES

1.   **THE FUNCTION OF THE COMMITTEE**
      The Curriculum Committee is a standing committee of the WVC Academic Senate.

      a.   General Functions
            1)   Approve or disapprove additions, modifications, or deletions to the curriculum as

c. Election of Representatives
    Each area is entitled to elect a representative, by secret ballot, one person who will be
    confirmed by the Academic Senate.

d. Term of Office
    The term will be for two academic years and will commence at the beginning of the fall

5. DUTIES OF THE CHAIR
   a.   Call and chair meetings.
   b.   Act as liaison between the Academic Senate and the committee.
   c.   Represent the committee to the Governing Board.
   d.   Help in the preparation of the Agenda.
   e.   Notify the faculty of the dates when new courses, revisions, etc. must be presented to the committee in order to meet schedule and catalog deadlines.

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

1) The initiator will contact the chair of the committee and specify the reasons why approval cannot wait until the next meeting.

2) The chair will certify that the proposed course has met all pre-hearing requirements and will then approve/disapprove the course.

3) If the chair is not available, the vice-chair or the designee of the chair will act in the chair's absence.

4) If none of those mentioned in "3" are available, the Dean of Instruction, or a designee, will assume the duties of the chair.

5) The Chair, or other person approving, will report to the committee at its next meeting.

APPENDIX B

Articulation

CSU and UC

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

CRITERIA FOR DETERMINING BACCALAUREATE LEVEL COURSES

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

A. Institution

1. The course shall be taught by a qualified instructor.

2. Qualified faculty, as judged by their peers, shall make the decisions as to course content,

2. Coursework that:
   a. enhances understanding of intellectual, scientific, and cultural concepts and traditions

California State University (CSU)

DESIGNATIONS FOR SUBJECT AREAS AND OBJECTIVES

Area A: Communication in the English Language and Critical Thinking
            References: Sections V-A, VIII-C-1-a, VIII-C-2-a of E.O. 595

Oral Communication	AI
Written Communication	A2
Critical Thinking	A3

Area B: Physical Universe and Its Life Forms
            References: Sections V-B, VIII-C-I-b, VIII-C-2-b of E.O. 595

Physical Science	B1
Life Science	B2
Laboratory Activity	B3
Mathematics/Quantitative Reasoning	B4

Area C: Arts, Literature, Philosophy and Foreign Languages
            References: Sections V-C, VIII-C-I-c, VIII-C-2-c of E.O. 595

Arts (Art, Dance, Music, Theatre)	CI
Humanities (Literature, Philosophy, Foreign Languages)	C2

Area D: Social, Political, and Economic Institutions and Behavior,
            Historical Background
            References: Sections V-D, VIII-C-1-d, VIII-C-2-d of E.O. 595

Anthropology and Archeology	DI
Economics	D2
Ethnic Studies*	D3
Gender Studies*	D4
Geography	D5
History	D6
Interdisciplinary Social or Behavioral Science	D7
Political Science, Government, and Legal Institutions	D8
Psychology	D9
Sociology and Criminology	D0

Area E: Lifelong Understanding and Self-Development   E
            References: Sections V-E, VIII-C-1-e, VIII-C-2-e of E.O. 595

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

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

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

GENERAL ISSUES:
Minimum unit value - The faculty determined that a course

HUMANITIES

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

SOCIAL AND BEHAVORIAL SCIENCES

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

BIOLOGICAL SCIENCES

Acceptable courses must focus on teaching the basic

deter1ino d b(y narrownal,d.)]TJ-21..83 -1.15 TD0.0006 Tc-0

UNIVERSITY OF CALIFORNIA
OFFICE OF THE PRESIDENT

SPECIFIC GUIDELINES FOR THE ARTICULATION OF COURSES

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

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

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

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

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

BIOLOGICAL (LIFE) SCIENCES:
Courses in this area should teach fundamental concepts and principles, how these were derived and how they are applied. Although a specific prerequisite is not required for introductory courses, they are expected to be of college level. It is not appropriate for co

COMPUTER SCIENCE

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

ENGINEERING

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

ENGLISH/JOURNALISM

See "Writing."

ENGLISH AS A SECOND LANGUAGE

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

FIELD COURSES

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

LANGUAGES OTHER THAN ENGLISH

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

MATHEMATICS

In order to be appropriate for transfer, mathematics courses (including statistics) must have a prerequisite equivalent to two years of high school algebr

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

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

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

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

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

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

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

TRANSFER/ARTICULATION

WEB SITES AND INTERNET ADDRESS

APPENDIX C

Prerequisite & Corequisite

Validation Guide

West Valley-Mission Community College District

Prerequisite Approval Process

1996-97 (Revised 5/98)

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

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

2. If this condition of enrollment is		

WHAT IS CONTENT REVIEW?

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

WHY IS CONTENT REVIEW NECESSARY?

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

HOW DOES ONE DO A CONTENT REVIEW?

To conduct a content review, the exit skills of the prerequisite course and the entrance skills for the target course (or concurrent skills, if corequisites) are compared to determine whether they are sufficiently similar and whether the prerequisite course adequately prepares students to do the work required in the target course. The results are then

EXAMPLE: ESTABLISHING & VALIDATING COMMUNICATION AND/OR COMPUTATION PREREQUISITES

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

Step 1: Define expectations in the target course.

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

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

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

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

Step 3: Identify the exit skills for the prerequisite course(s).

PROPOSED PREREQUISITE, COREQUISITE OR RECOMMENDED PREPARATION	TARGET OR CORE COURSE
EXIT OR CONCURRENT SKILLS FOR: Communication 100	**ENTRANCE OR CONCURRENT SKILLS FOR:** Life Science 1
1 Ability to read at an 8th grade level	1) Ability to read at a 10th grade level

PROCEDURES FOR ESTABLISHING & VALIDATING COREQUISITES

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

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

Step 1:Describe content of the core course.
A. Review the content of the core course.
B. Enter this information in the **right-hand column** of the content review form.

Step 2: Identify the means by which students can concurrently obtain the skills and/or knowledge.
A. Identify how the necessary skills and/or knowledge can be concurrently obtained or assessed. Look for courses in the college's curriculum or for other activities that could provide the necessary skills. If no courses exist, you may need to create one.
B.

EXAMPLE: ESTABLISHING COREQUISITES

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

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

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

Step 2: Identify the skills or knowledge which students must obtain concurrently.
Each instructor then compiled a list of activities which, in his/her judgment, students should undertake in conjunction with the theory presented in the core course. They met, compared their lists, reached consensus and created a final list. On the

PROCEDURES FOR ESTABLISHING & VALIDATING RECOMMENDED PREPARATIONS

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

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

Recommended preparations may also include **courses o Tw-0.001T(0 TD-0.0019 Tc0.0932 T.(debn ba9 Tc0-0.001 Tcn b(35 0 TD4ie**

TO VALIDATE RECOMMENDATIONS FOR FOR AN EXISTING COURSE:

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

Step 1 Define content in the target course

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

Step 2 Identify the content for the corequisite course.

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

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

EXAMPLE: ESTABLISHING RECOMMENDED PREPARATIONS

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

Step 1: Identify the skills taught in the American History class.
The history faculty reviewed the content and objectives of the courses in question to be certain that all American History instructors were consistent in their expectations and requirements.

Step 2: Identify the skills taught in composition and reading courses.
The faculty reviewed the content of the basic skills courses by examining the templates provided in this handbook. Further, they asked the assistance of the English and Reading Departments to help clarify what skills their history students needed. Because many ESL students were enrolled in history classes, the department also sought input from the ESL faculty.

Step 3: Compare the requirements of the history class with the skills ta i exhistainrynsught in cnh de w1(de)5 Tw[input)6(from)11.4(tl

Section 2 - Standard Prerequisites

Section 3 - Research

Section 4 - Health and Safety

Section 5 - Other Limitations on Enrollment

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

Standard and obvious prerequisites enhance the transfer function, are considered usual, customary, and reasonable, and can be established with a minimum of review. Examples of standard prerequisites are:
· Physics for Engineering
· French 1A for French 1B

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

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

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

1. Communication and computation prerequisites (English, ESL, math) outside the discipline of the target course (e.g., English 1A for Psychology) <u>unless</u> the prerequisite is required for transfer. See Section 2, Procedures for Standard Prerequisites.
2. Assessment instruments
3. Recency and other measures of readiness. A recency prerequisite means that a student must have completed the prerequisite within a certain time period, e.g., Math 1 must have been completed within the previous 4 semesters to qualify a student for Math 2. Recency requirements are not common except in areas requiring licensing or certification, notably in the area of health care. In the case of a recency requirement for CPR certification, for example, research would not be required since it is a matter of health and safety (see Section 5). Programs governed by external licensing requirements are permitted to enforce a prerequisite without research if at least six similar programs at other colleges have conducted the necessary data gathering <u>and</u> there is no disproportionate impact imposed on any group of students.
4. Pre- and corequisites which the Curriculum Committee has determined are necessary for a **new** course, i.e.:
    a) knowledge or skills not taught in the course and without which a student would be highly unlikely to receive a coon5(union,)

C)   ***Submit the research request form to the Curriculum Committee.*** The research request form must be reviewed and approved by the appropriate department/division chair and the Curriculum Committee. Communication and coordination between affected instructional disciplines at WVC and Mission concerning establishment of prerequisites or corequisites is strongly recommended to avoid potential curriculum disagreements.

D)   ***Submit the approved research request form to the institutional researcher prior to the beginning of the term in which the data is to be collected.*** Depending on the number of requests received it may be necessary for the institutional researcher to set priorities for research data collection in a specific term. All data required to determine whether or not each student in the course has met the proposed prerequisite or corequisite requirement will

A pre- or corequisite may be established if the target course is one in which the student might endanger his or her own health and safety or the health and safety of others. The prerequisite is that the student possess knowledge or skills that are necessary to protect his or her health and safety and the health and safety of others before entering or while taking the course. Departments considering this type of prerequisite should review the applicable provisions of the Americans with Disabilities Act of 1990 in regard to any requirements that apply specifically to students with disabilities. Contact the DSPS Coordinator for information.

To establish this type of prerequisite, faculty must:

Step 1: Complete a content review

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

Section 5 - Procedures for Other Limitations on Enrollment

Enrollment may be limited for the following kinds of courses:

A. Courses that include public performance or intercollegiate competition and require students to audition or try out. Examples of such courses include:

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

B. Honors courses

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

In all cases, faculty must do the following:

Step 1: Provide a written rationale for limiting enrollment.

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

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

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

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

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

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

DIRECTED STUDIES

Definition

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

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

Guidelines

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

2. Directed Studies can be offered only in those departments where the Curriculum Committee has approved the course outlines and the courses are included in the college catalog as Directed Studies 91, 92, or 93. The second digit of the Directed Studies course number refers to the number of units which the student may earn: 9**1** is worth one unit; 9**2** is worth 2 units; and 9**3** is worth 3 units. Students' transcripts will show 91, 92, or 93. A student is required to put in 3 hours/week for one unit, 6 hours/week for 2 units, and 9 hours/week for 3 units.

3. Instructors must determine beforehand that there are no other courses in the regular curriculum of the college which could provide students with comparable instruction.

4. No more than 6 units of Directed Studies **in any field** may be taken or applied toward the AA degree. That is, a student could take six 91 courses, or three 92 courses, or two 93 courses, or any combination thereof for a TOTAL of 6 units of Directed Studies. Students cannot take 6 units of Directed Studies in one discipline and 6 units in another discipline; they are limited to 6 units total for all disciplines.

5. A teacher-student agreement is required for all Directed Studies. The agreement must include the following information: (agreement form available from the Office of Instruction)

    Schedule of consultations between student and instructor
    Description of content
    Statement of objectives
    Description of method of evaluation, including specific requirements and deadlines for successful completion of the course
    Required texts and materials

INDEPENDENT STUDIES

Definition

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

Guidelines

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

1. Students will receive credit for the course which they are completing independently and that course's title and number will appear on their transcripts.

2. Students are subject to all pre- and corequisites for the course.

3. Repetition of the course is subject to the repeatability rules for that course as stated in the catalog.

CRITICAL THINKING SKILLS

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

Good reasoning skills should be enhanced by instruction which reinforces preparatory study of the reasoning operations characteristic of the various disciplines, and by instruction which focuses explicitly on the techniques of critical and constructive thinking. There are two broad categories into which reasoning pa3 Tw[(twon(eo7ac(fl: dedinking.14.4ohich)]6lng.16lng.16lng.16lng.16lndr92 50.4 3.15 TD046 Tc-0

HOW TO FILL OUT "CRITICAL THINKING TASKS"
ACADEMIC SUBJECTS

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

Formulate and evaluate reasoning (either the student's own or someone else's), using formal and informal logic, and appropriate criteria from your discipline.
Keywords: justify, support, prove, disprove, defend, criticize, argue, deduce, anticipate objections, draw conclusions.

Synthesize and/or analyze information garnered from several sources.
Keywords:

12. Analyze the effect photo-realistic computer generated images have had on our notions of truth and fact. How do these ideas differ from existing discussions about the impact traditional media film and photography have had on such ideas?

13. Analyze the defining differences between linear and non-linear narrative. Create a storyboard for each of the two categories using the same content segments.

14. Assess the truth of claims about biological facts and states of affairs where scientific methods can be applied, such as in ecological or human genetics issues.

PROCESS VERBS

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

Diagram (1) Give a drawing, chart, plan, or graphic answer. Usually you should label a diagram. Add a brief explanation or description.

Classify (2) Sort into groups or categories on the basis of commonalties.

Explain (2) Clarify, interpret, and spell out the material you present. Give out the material you present. Give reasons for differences of opinion or of results and try to analyze causes.

Analyze (3) Divide into parts and examine for function or meaning.

Compare (3) Look for qualities or characteristics that resemble each other. Emphasize similarities among them, but in some cases also mention differences.

Contrast (3) Stress the dissimilarities, differences, or unlikeness of things, qualities, events, or problems.

Criticize (3) Express your judgment about the merit or truth of the factors or views mentioned. Give the results of your analysis of these factors, discussing their limitations and good points.

Evaluate (3) Carefully appraise the problem, citing both advantages and limitations. Emphasize the appraisal of authorities and, to a lesser degree, your personal evaluations.

Design (4) Conceive of a solution, plan, or artistic invention.

Number of Lecture and Lab Hours/Units/Weeks

APPENDIX H

Cultural Diversity

CULTURAL DIVERSITY REQUIREMENT

Philosophy Statement

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

> prepare its students and staff to work effectively and live harmoniously in a pluralistic society;

> acknowledge the experience, scholarship and accomplishments of the many cultures in our society by incorporating them into the curriculum;

> promote and foster a sense of inquiry about cultural diversity;

> meet the needs of its cultural diverse student population.

Cultural Diversity Requirement

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

APPENDIX I

Distance Learning

(See Appendix L for Distance Learning form)

Standards of Good Practice

for

Distance Learning Instruction

Contents

Distance Learning

Introduction

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

- The program provides for either real-time or delayed interaction between faculty and students and among students.

- Qualified faculty provide appropriate oversight of programs delivered electronically.

Institutional Context and Commitment

- The distance learning program should be consistent with the institution's role and mission.

- Normal review and approval processes should be employed to ensure the appropriateness of electronic delivery to meeting the program's objectives.

- The institution should provide faculty support seD-0.064g1.7(eics shpec)-5.5(dfi]TJ103.22 0 TD-0.00625Tc-0.0016 Tw[cally.revlten to e

laccurte y.revpresnt whe program

pnd le

- The institution's programs with specialized accreditation meet the same requirements when delivered electronically.

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

The Orientation/Information Session:

- Take attendance using the roll sheet and add new students if room permits. Contact those students that did not come to the orientation if possible.

- Distribute the course syllabus and all other handout materials. Be sure to include your e-mail address and office hours to help facilitate student access and interaction.

- Introduce the course, going over the course description in detail.

- Explain the differences between a distance learning course and a traditional classroom course, emphasizing the need for the student to stay on schedule, the need for self discipline, and the importance of the workbook to help them follow the development of each lesson.

- Establish rapport with students. This is actually one of the most important aspects of the orientation session because they need to feel comfortable enough with you to be able to contact you at any time throughout the semester.

- Answer questions and encourage consultation sessions.

- Have students complete a 3 X 5 information card with their name, address, e-mail address, phone number, and when they are available to be reached by phone etc. for your records.

During the Course:

- Prepare midterm and final exam/review questions and self-help quizzes (telecourses come with a test bank you may use or adapt as part of the instructor's handbook).

- Meet with the class <u>at least</u> three times throughout the semester:
    - Conduct student information session (orientation) as first class meeting
    - Conduct midterm (or midterms)
    - Conduct final exam/review session
    - Conduct additional review sessions throughout the semester as needed. Because this is a distance learning course and many students may not be able to attend a lot of classes during the semester, many instructors hold 3 - 4 <u>optional</u> review sessions.

- Send a copy of your course syllabus and all other pertinent handouts to the distance learning coordinator so that student's questions may be answered over the phone if necessary.

- Maintain scheduled office hours, at least one regular weekly office per week is required. You may also find it helpful to conduct group conferences and question answer sessions.

- Initiate student contacts by phone mail, mailings, e-mail etc. to help establish a student/instructor relationship and provide ongoing student evaluation. You may also have students mail or e-mail assignments to you for reaction and feedback.

- Maintain enrollment and grading records.

- Evaluate student progress throughout the semester and assign final grade.

DEFINITIONS OF TERMS

Alternate Course   Any course, combination of courses, or portions of courses that are equivalent with respect to the precise course objectives and the exit levels to this course. (The Curriculum Standards Handbook for the California Community Colleges).

Apprenticeship Programs   Programs at community colleges that provide apprenticeship training. They have, by state law, the authority to offer classroom instruction and on-the-job training

Discipline-based

A course in a discipline other than English or mathematics that is designed both to provide instruction in the elementary concepts and methods of that discipline and instruction in one or more basic skills. (The Curriculum Standards Handbook for the California Community Colleges)

Distance Instruction

Courses or sections in which instruction is delivered over distance, and in which a significant portion of instruction is delivered through electronic technology [over a distance]. (Title 5 §55372)

DSPS (SEP)

Courses that meet the standards of Title 5 §56028 as "special" courses funded by Disabled Student Programs and Services and are specifically designed to enable students with various disabilities to succeed in college-level courses. (The Curriculum Standards Handbook for the California Community Colleges)

Economic Development

Economic development focuses on meeting the specific needs of business and succ 5 §56ollegi3.6(fid prh)-4.7(-1.14ic s)-4.7a17967p p1.14ic s1 Tcov-5(it)6(d)-7(5(it)7(rn(

General Education/Gen Ed/GE   The course has been certified as fulfilling a general education requirement in the "A-E" area and for the associate degree at the college and/or for the institution(s), as follows:

    Area A: English Communication
    Area B: Mathematical Concepts & Quantitative Reasoning
    Area C: Arts and Humanities
    Area D: Social and Behavioral Sciences
    Area E: Physical and Biological Sciences

(The Curriculum Standards Handbook for the California Community Colleges)

Guidance   Courses based in psychology, career counseling, library science, cognitive skills or related disciplines, oriented to cognitive processing and/or research and academic skill development, and designed specifically to provide both an elementary grounding in those disciplines and to provide practice in making specific applications of these disciplines useful in preparing students to succeed in college-level course work. (Th and/odc08sGi5e, Sa03 Tca4/T-0.0012 Tckn0.0003Hanne ReTJ1

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

Substantially Changed	If the program or course objectives are substantially different: i.e., students who meet the new objectives are no longer able to meet the objectives for which program approval was originally granted. Changes in the design of the program substantial enough to significantly change student outcomes. (The Curriculum Standards Handbook for the California Community Colleges)
Tech/Prep Education Act	This act is intended to encourage the development of articulated programs that will consist of two years of secondary school preceding graduation and two years of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of proficiency in mathematics, communications and technologies designed to lead to an associate's degree or certificate in a specific field. This program is part of the Carl Perkins Act and receives federal funds. (Definitions of Community College Terms, Academic Senate for California Community Colleges)
Transfer	Courses that are accepted for transfer by a four-year college. (The Curriculum Standards Handbook for the California Community Colleges)
UC Elective	The course will be accepted by at least one UC campus as lower-division elective. (The Curriculum Standards Handbook for the California Community Colleges)
Vocational Education	As defined by the Carl Perkins Act, involves organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing, and distributive occupations, technical and emerging occupations, modem industrial and agriculture arts, trades and industrial occupations, or for additional preparation for a career in such fields, requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program. (Definitions of Community College Terms, Academic Senate for California Community Colleges)
Vocational Education Act (VEA)	Now the Vocational and Applied Technology Education Act. (VATEA) (Definitions of Community College Terms, Academic Senate for California Community Colleges)
VESL	Vocational English as a Second Language courses are those that provide specialized vocabulary and instruction for non-native speakers of English, related to a particular occupation. (The Curriculum Standards Handbook for the California Community Colleges)
Weekly Student Contact Hour (WSCH)	Refers to the attendance of one student for one hour in a college credit course. WSCHs are reported once each term under program-based funding. (Definitions of Community College Terms, Academic Senate for California Community Colleges)
Work Experience	Courses where an instructor confers wior eorh.9581 01.112.5329tr5(h.9581 01.1.0003 Tc0.0018

WEST VALLEY COLLEGE COMMUNITY EDUCATION
New Course Proposal to Curriculum Committee

Section 1: General Information

☐ **Fee Supported**   ☐ **Grant Supported**   ☐ **Apportionment Supported**

Course Title: _____

Length of Class in Weeks: _____   Total Hrs per Week: _____

Lecture Hours: _____   Lab/Activity Hours: _____

Section 2: Articulation

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

WVC Dept.: _____   Person: _____   Date: _____

Outcome: _____

Section 3: Entitlement Area FOR NON-CREDIT APPORTIONMENT   *(Check One if appropriate):*

☐ Parenting   ☐ Older Adults

☐ Substantially Handicapped   ☐ Adult Basic Education

☐ English as a Second Language   ☐ Home Economics

☐ Citizenship for Immigrants   ☐ Health & Safety

☐ Short-term vocational training with high-employment potential

Section 4: Curriculum Committee Criteria & Standards   *(Mark yes or no)*

Yes   No

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

1.   Check whether this proposal is for:

         Prerequisite

               for a course within a sequence within a discipline

               for a course outside a discipline

               for a vocational course   a y

Date: _____   Approved: _____

Curr Com: _____   Board: _____   MCF: _____

Max class size: _____   Catalog: _____   GE: _____

Max class size imposed by an accrediting agency: _____   What? _____

SAM code: _____   TOP Code _____   Course Outline: _____

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

Discipline: _____   Human Resources: _____

For curriculum office use only

WEST VALLEY COLLEGE

Section 4: Course Specific Information

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

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

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

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

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

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

Upon completion of this course students should be able to:

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

PERCENTAGE:

Outline of Lecture Content:

%

Outline of Scheduled Lab Content:

%

Outline of Arranged Lab Content:

%

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

Homework: Note: Two hours o fadditional course work are required for each hour of *lecture*. No scheduled or aesh7che:

Section 5: Student Preparation and Evaluation

A. BASIS FOR GRADES : Indicate approximate percentage of course grade in each category based on the assignments noted above. The percentages sh

Distance Learning Certificate Request   Course Title _____   Course No. _____

Date:_____   **For curriculum office use only**   Approved**:** _____

Curr Com: _____   Board: _____   MCF: _____

Max class size _____   Catalog: _____   GE: _____

Max class size imposed by an accrediting agency: _____   What? _____

SAM code: _____   TOP Code _____   Course Outline: _____

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

Discipline: _____   Human Resources: _____

WEST VALLEY COLLEGE

Distance Learning Certification Request

To The Curriculum Committee

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

Section 1: General Information

Course Title & Number: _____   Units: _____

Submitted by: _____   Date: _____

Telecourse ☐   Video Conferencing ☐

Internet ☐   Other (explain) ☐

Check every box:

1. All or part of the sections of the course will be taught by distance education as indicated by **all** of the following: ☐

    a. Some or all of the hours of instruction are provided by communication technology without the instructor within line-of-sight of the students.

    b. Such hours are claimed for apportionment.

    c. Such hours serve as the basis for awarding students units.

2. The objectives and content of the course are adequately covered as specified in methods of instruction, assignments, evaluation of student outcomes, and instructional materials.   ☐

3. If the course is taught in both traditional and distance learning modes, both achieve the stated objectives and content of the course.   ☐

4. The distance learning methodology is effective for the specified class size per the load book.

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

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

Section 2: Resources Availability

What is the projected implementation cost?   **$** _____

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

Library:

_____

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

Computer Lab:

_____

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

Section 3: Signatures   Department and division signatures imply approval of articulation and course proposal content.

New Course Proposal submitted by: _____

Department: _____

_____   _____

Department/Discipline Chair   Date

WEST VALLEY COLLEGE

General Education Requirement Proposal

To The Curriculum Committee

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

WVC GE Indicate requested area:

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

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

IGETC (UC / CSU) Indicate requested area:

Area 1   English Communication

CSU ONLY Indicate requested area:

Ed(Area 7D9Lar(guEg8&T f2B(2P9(4)497)70e-)7(8a7217(4,71GD.8p008 Ed502),0

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

G.E. Education Requirement Proposal submitted by:

Department: _____   Date: _____

_____
Department/Discipline Chair   Date _____

_____
Division Chair   Date _____

_____
Curriculum Committee Member   Date _____

5/1/96

Curr Com: _____   Board: _____

Catalog Year: _____   _____   GE: _____

SAM code: _____   ˙ TOP Code   _____   Course Outline: _____

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

Discipline:

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

WEST VALLEY COLLEGE

Revision of a Course

Course Title: _____ Course Number:_____   Date: _____

Section 1:	Revisions. Check (X) those areas which are being revised and complete the appropriate section(s).		

Type of Change Section 1		ADMINISTRATIVE CHANGE (Attach Title 5 outline)	Course Description & Content Section 4		Catalog & Schedule Descriptions
		MINOR REVISION (Attach Title 5 outline)			Course Outcomes/Objectives
		MAJOR REVISION (Attach Title 5 outline)			Course Content Outline
		INACTIVATE			Lecture Content
		REACTIVATE			Scheduled Lab Content
		Grade Type			Arranged Lab Content
		Hours per week			

Lecture Hours

Course Title: _____ Course Number:_____ Date: _____

Section 4: Course Description & Content

Section 4A: Catalog and Schedule Descriptions

CATALOG

Current Course Description

Proposed Course Description. Use complete sentences.

SCHEDULE

Current Description

Proposed Description

Course Title: _____

Course Title: _____   Course Number:_____   Date: _____

Section 4D: Critical Thinking

Complete this section only if there are significant changes in the course content that would necessitate a different critical
thinking task 5.1sk 5.1sk 5.1sk 5.1sk 5.1sk 5.1sk 5.1sk 5.1sk 5.1sk 5.1sk 5.1sk 5.1sk 5.17o4.2(1 5.191sk)4.2(5e TD-r(5.1sg4.2(5.1sk)4.4.2

Course Title: _____   Course Number:____   Date: _____

Section 5B. Homework

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

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

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

Section 5C. STUDENT ACHIEVEMENT MEASUREMENT

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

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

Course Title: _____   Course Number:_____   Date: _____

Section 5D. Basis for Grades

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

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

Section 5E. Basic Skills

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

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

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

Section 5F. College Level Appropriate Texts and Materials

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

[ ] Yes   [ ] No

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

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

Section 6:   General Education

Section 3: General Information

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

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

Grade Only

Lecture Units: [ ]   Lab Units: [ ]   Total Units: [ ]

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

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

1. WRITING ASSIGNMENTS

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

☐ short answers	☐ term or other paper(s)	☐ laboratory report(s)
☐ written assignments	☐ reading report(s)	☐ other (specify) _____

2. PROBLEM-SOLVING DEMONSTRATIONS, including:

☐ exams	☐ quizzes	☐ homework problems
☐ laboratory report(s)	☐ field work	☐ other (specify) _____

3. SKILL DEMONSTRATIONS, including:

☐ class performance(s)	☐ performance (exam)	☐ field work
☐ other (specify) _____		

4. EXAMINATIONS, including:

☐ multiple choice, true /false	☐ essay	☐ matching items
☐ completion	☐ other (specify) _____	

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

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

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

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

☐ Yes ☐ No

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

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

Section 6: General Education

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

WVC Course Designation Request

☐ No GE Requested (Go to Section 7)   ☐ WVC GE Pattern

☐ IGETC (UC/CSU)   ☐ CSU Pattern

WVC GE Indicate requested area:

☐ A. Language and Rationality   ☐ B. Natural Sciences

☐ C. Humanities   ☐ D. Social & Behavioral Sciences

☐ E. Lifelong Understanding & Development   Series I   Series II

☐ F. Cultural Diversity   ☐ G. Physical Education

IGETC (UC / CSU) Indicate requested area: **CSU ONLY Indicate requested area:**

☐ Area 1   English Communication   ☐ Area A. Language & Rationality

     English composition

GE Articulation Review:

_____   _____
Articulation Officer   Date

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

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

_____
Department/Discipline Chair   Date

_____
Division Chair   Date

_____
Curriculum Committee Member   Date

5/15/96

Date: _____   Approved: _____

For curriculum office use only

Curr Com: Board: MCF:

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

New Degree/Certificate Program submitted by:

Department: _____ Date: _____

_____
Department/Discipline Chair   Date

_____
Division Chair   Date

_____
Curriculum Committee Member   Date

5/15/96