



*Approved for Spring 2002*

*Reprinted Fall 2001*

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## 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.

<b>Area</b>	<b>Name</b>	<b>Ext</b>	<b>Additional Areas of Expertise</b>
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		
<b>Additional Resources</b>			
<b>Administrative Specialist Office of Instruction</b>	<b>Paula Clark</b>	<b>2618</b>	Master Course File - numbers, titles, previous course outlines; Section 7
Office of Instruction	Harriett Robles	2136	Section 5B: Prerequisites
Articulation	Chris Clark	2491	Section 6
Records	Paula Pritchett	2454	Course numbers, linkages
Distance Learning	Dave Fishbaugh	2140	State requirements

### CURRICULUM CALENDAR

<i>For curriculum changes you want to implement in:</i>	<i>Submit forms to your CC rep by:</i>	<i>Then submit forms to Paula Clark by:</i>	<i>For a 1st reading on:</i>	<i>And a 2nd reading (if applicable) on:</i>	<i>For BOARD approval on:</i>
<b>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.</b>					
		8/22/01			



**WHICH COURSE PROPOSAL FORM DO I USE?**

<b>TYPE OF PROPOSAL</b>	<b>FORM</b>	<b>NO. READINGS</b>
New course		

## FILLING OUT THE FORM

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

### HEADER

For curriculum office use only					

### TOP AND SAM CODES:

TOP code

---



**DISCIPLINE**

**Course Title:** \_\_\_\_\_ **Course Number:** \_\_\_\_\_

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

**Degree applicable courses**

**transfer**

**NOT**

---

**Non-degree applicable courses**

**NOT**

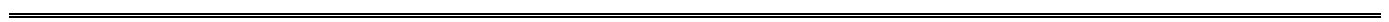
**precollegiate basic skills**

**Special topics courses**

**5.**

**certificate programs**

**COURSE TITLE & NUMBER**  
**course title**



**course number**



**Section 1: Resources Availability**

What is the projected implementation cost?	\$		
<b>Library:</b>			
	all		
<b>Computer Lab:</b>			

does not

**REQUIRED**

**Section 2: Articulation**


**Articulation**

**required**

**any department**

**either college**

**COURSE TITLE & NUMBER**

--	--	--	--	--

**GRADE TYPE:**

--	--	--	--	--	--	--

**letter grade**

**credit/no credit**

**letter grade with the CR/NC option**

**UNITS:**

--	--	--	--	--	--	--	--	--	--

**SCHEDULED VS. ARRANGED LAB HOURS:**

**Scheduled lab hours**

**Arranged hours**

**LENGTH OF COURSE**  
weeks

**number of**

**See the Appendix for a chart which will help you determine the appropriate combination of hours/units/weeks for your course.**





**FREQUENCY OF SCHEDULING:**

--	--	--	--	--	--	--	--	--

**REPEATABILITY:**

**Repeatability:**

--	--	--	--	--	--	--	--	--

**repeat**

**take**

**PURPOSE:**

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

**Student/Program Data:**

**Goals:**

---





**COURSE OUTCOMES/OBJECTIVES:**

State the objectives in terms of expected student accomplishments.

---

**COURSE CONTENT:****PERCENTAGE:****Outline of Lecture Content:****%****Outline of Scheduled Lab Content:****%****Outline of Arranged Lab Content:****%**

**not**

---

---



**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.

---



## **TRANSFERABILITY**

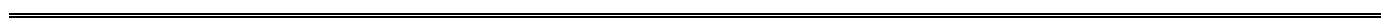
**Section 6: General Education**

**WVC Course Designation Request**

**WVC GE Indicate requested area:**



**THE GENERAL EDUCATION PATTERN FOR THE WVC AA DEGREE**



ethnicity *United States*

integrative comparative  
race, gender, class, culture

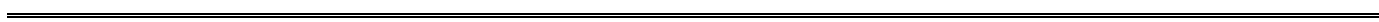
**Section 7: Signatures.** Department and division signatures imply approval of articulation and course proposal content.

**New Course Proposal**

<b>Section 7: Signatures.</b> Department and division signatures imply approval of articulation and course proposal content.			
<b>New Course Proposal</b>			

**WHAT TO EXPECT AT THE CURRICULUM COMMITTEE MEETING:**

**AFTER THE CURRICULUM COMMITTEE:**

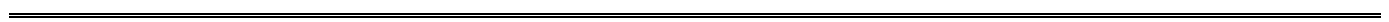




**CURRICULUM COMMITTEE**  
**Policies and Procedures**

**POLICIES**

**1. THE FUNCTION OF THE COMMITTEE**







**5. DUTIES OF THE CHAIR**



# **APPENDIX B**

## *Articulation*

### *CSU and UC*



**ACADEMIC SENATE OF THE CALIFORNIA STATE UNIVERSITY**

**CRITERIA FOR DETERMINING BACCALAUREATE LEVEL COURSES**

**A. Institution**



**California State University (CSU)**

***DESIGNATIONS FOR SUBJECT AREAS AND OBJECTIVES***



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

**GENERAL ISSUES:**

**Minimum unit value -**

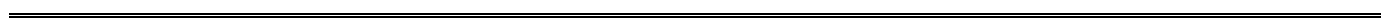




**HUMANITIES**

**SOCIAL AND BEHAVIORAL SCIENCES**

**BIOLOGICAL SCIENCES**



**UNIVERSITY OF CALIFORNIA  
OFFICE OF THE PRESIDENT**

**SPECIFIC GUIDELINES FOR THE ARTICULATION OF COURSES**

**ADMINISTRATION OF/CRIMINAL JUSTICE**

**AMERICAN SIGN LANGUAGE**

**ARCHITECTURE**

**ART**

**BIOLOGICAL (LIFE) SCIENCES:**

---

**COMPUTER SCIENCE**

**ENGINEERING**

**ENGLISH/JOURNALISM**

**ENGLISH AS A SECOND LANGUAGE**

**FIELD COURSES**

**LANGUAGES OTHER THAN ENGLISH**

**MATHEMATICS**

---

**PHYSICAL SCIENCES**

**SOCIAL SCIENCES**

**TELECOURSES**

**THEATER ARTS**

**WRITING**

---

**TRANSFER/ARTICULATION**

**WEB SITES AND INTERNET ADDRESS**

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## **APPENDIX C**

### ***Prerequisite & Corequisite***

### ***Validation Guide***



*West Valley-Mission Community College District*

*Prerequisite Approval Process*

*1996-97 (Revised 5/98)*

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

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<i>1. If this condition of enrollment is being established or validated</i>	<i>Refer to</i>	<i>Forms</i>

<i>2. If this condition of enrollment is</i>		
--	--	--

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## ***CONTENT REVIEW -- OVERVIEW***

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### ***WHAT IS CONTENT REVIEW?***

*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?***

### ***HOW DOES ONE DO A CONTENT REVIEW?***

---







**EXAMPLE: ESTABLISHING & VALIDATING COMMUNICATION AND/OR COMPUTATION PREREQUISITES**

---

---

*Step 1: Define expectations in the target course.*

they entered this final list of skills in the right-hand column

<b>PROPOSED PREREQUISITE, COREQUISITE OR RECOMMENDED PREPARATION</b>	<b>TARGET OR CORE COURSE</b>
<b>EXIT OR CONCURRENT SKILLS FOR:</b>	<b>ENTRANCE OR CONCURRENT SKILLS FOR:</b> <i>Life Science 1</i>

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

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

<b>PROPOSED PREREQUISITE, COREQUISITE OR RECOMMENDED PREPARATION</b>	<b>TARGET OR CORE COURSE</b>
<b>EXIT OR CONCURRENT SKILLS FOR:</b>	<b>ENTRANCE OR CONCURRENT SKILLS FOR:</b>



**PROCEDURES FOR ESTABLISHING & VALIDATING COREQUISITES**

---

at the same time

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

***Step 1: Describe content of the core course.***

**right-hand column**

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

***EXAMPLE: ESTABLISHING COREQUISITES***

---

---

*Step 1: Define expectations in the core course.*

<b>PROPOSED PREREQUISITE, COREQUISITE OR RECOMMENDED PREPARATION</b>	<b>TARGET OR CORE COURSE</b>
<b>EXIT OR CONCURRENT SKILLS FOR:</b>	<b>ENTRANCE OR CONCURRENT SKILLS FOR: <i>Environmental Science 1</i></b>

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

**PROCEDURES FOR ESTABLISHING & VALIDATING RECOMMENDED PREPARATIONS**

**Basic skills**

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***

**right-hand column**

***Step 2 Identify the content for the corequisite course.***

**left-hand column**

***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***

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

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

*Step 3: Compare the requirements of the history class with the skills taught in the composition and reading courses.*

## ***Procedures for Other Types of Scrutiny***

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***Section 2 - Standard Prerequisites***

***Section 3 - Research***

***Section 4 - Health and Safety***

***Section 5 - Other Limitations on Enrollment***

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

*Section 2 - Procedures for Standard Prerequisites*

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—

*Section 3 - Procedures for Research*

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—

—

**new**



**C) *Submit the research request form to the Curriculum Committee.***

**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.***



## ***Section 4 - Procedures for Health & Safety***

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***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***

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***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.***

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

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## 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.*

### 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.*

1

2

3

**in any field**

---



# INDEPENDENT STUDIES

## Definition

## Guidelines

*except:*





## CRITICAL THINKING SKILLS

---

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**HOW TO FILL OUT “CRITICAL THINKING TASKS”  
ACADEMIC SUBJECTS**

**Keywords:**

**Keywords:**

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***PROCESS VERBS***

**Diagram (1)**

**Classify (2)**

**Explain (2)**

**Analyze (3)**

**Compare (3)**

**Contrast (3)**

**Criticize (3)**

**Evaluate (3)**

**Design (4)**

---



## **Number of Lecture and Lab Hours/Units/Weeks**



## **APPENDIX H**

### ***Cultural Diversity***





# **CULTURAL DIVERSITY REQUIREMENT**

**Philosophy Statement**

**Cultural Diversity Requirement**



# **APPENDIX I**

## *Distance Learning*



*Standards of Good Practice*  
*for*  
*Distance Learning Instruction*

*Contents*

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

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# Distance Learning

## Introduction



*Institutional Context and Commitment*



*The Orientation/Information Session:*

*During the Course:*

\_\_\_\_\_

\_\_\_\_\_

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## **DEFINITIONS OF TERMS**

*Alternate Course*

*Apprenticeship Programs*

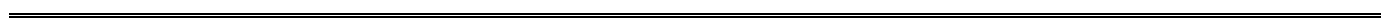


*Discipline-based*

*Distance Instruction*

*DSPS (SEP)*

*Economic Development*



*General Education/Gen Ed/GE*

- Area A:**
- Area B:**
- Area C:**
- Area D:**
- Area E:**

*Guidance*

*Linked/Block*





*Nontraditional*

*Nontransfer*

*Occupationally-based*

*Pass-along Certification*

*Pilot*

*Prerequisite*

*Program Inactivation Proposal*

*Program Revision Proposal*

*Quality*

*Regional Occupational  
Centers/Programs (ROC/P)*

---

*Substantially Changed*

*Tech/Prep Education Act*

*Transfer*

*UC Elective*

*Vocational Education*

*Vocational Education Act (VEA)*

*VESL*

*Weekly Student Contact Hour (WSCH)*

*Work Experience*

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# WEST VALLEY COLLEGE COMMUNITY EDUCATION

## New Course Proposal to Curriculum Committee

### Section 1: General Information

Fee Supported

Grant Supported

Apportionment Supported

### Section 2: Articulation

### Section 3: Entitlement Area FOR NON-CREDIT APPORTIONMENT

*(Check One if appropriate):*

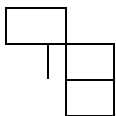


### Section 4: Curriculum Committee Criteria & Standards

*(Mark yes or no)*

**Yes**

**No**



_____	_____	_____
_____	_____	_____
_____	_____	_____

---

---

_____	_____	_____	_____
_____	_____	_____	_____

**For curriculum office use only**

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**WEST VALLEY COLLEGE**



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## Section 4: Course Specific Information

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

### PREREQUISITES, COREQUISITES AND RECOMMENDED PREPARATIONS.

<input type="checkbox"/>	attach required content review form.	<input type="checkbox"/>
<input type="checkbox"/>	attach content review form.	<input type="checkbox"/>

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

### COURSE CONTENT:

### 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.

**Homework:**

*lecture*

---

---

---

**Section 5: Student Preparation and Evaluation**  
**A. BASIS FOR GRADES :**

---

For curriculum office use only

: \_\_\_\_\_

_____	_____	_____
_____	_____	_____
_____	_____	_____

---

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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**

_____	_____
_____	_____



*Check every box:*

all

--


---

---

---

---

*For transferable courses and non-transferable courses,*





For curriculum office use only

_____	_____	_____
_____	_____	_____
_____	_____	_____

---

---

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:**



--

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

**CSU ONLY Indicate requested area:**

Ed( ar TD9Tw()Tj/8/TT26299.1497 0 2)-1(8(.217(4.1430.34WrHth))1

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

**G.E. Education Requirement Proposal**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____







---

**Section 4: Course Description & Content**

**Section 4A: Catalog and Schedule Descriptions**

**Current Course Description**

**Proposed Course Description.**

**Current Description**

**Proposed Description**

---





---

**Section 4D: Critical Thinking**

---



**Section 5D. Basis for Grades**

	CURRENT	PROPOSED
	%	%
	%	%
	%	%
	%	%

**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.

	CURRENT	PROPOSED
<b>Reading</b>		
	*	
<b>Writing</b>		
	*	
<b>Math</b>		

\*

**Section 5F. College Level Appropriate Texts and Materials**




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## **Section 6: General Education**

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**Section 3: General Information**

Mark One



--

--




**B. STUDENT ACHIEVEMENT MEASUREMENT:**

**1. WRITING ASSIGNMENTS**

A degree applicable




Mark all appropriate assignments:

\_\_\_\_\_

**2. PROBLEM-SOLVING DEMONSTRATIONS, including:**




\_\_\_\_\_

**3. SKILL DEMONSTRATIONS, including:**


--

--

**4. EXAMINATIONS, including:**



--

\_\_\_\_\_

**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.

Reading


Writing


Math


**D. COLLEGE LEVEL APPROPRIATE TEXTS AND MATERIALS:**

--	--

---

**Section 6: General Education**

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

**WVC Course Designation Request**



**WVC GE Indicate requested area:**



--

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

--

**CSU ONLY Indicate requested area:**

--

**GE Articulation Review:**

---

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

**New Course Proposal**

_____	_____
_____	_____
_____	_____
_____	_____



**For curriculum office use only**



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

**New Degree/Certificate Program**

_____	_____
_____	_____
_____	_____
_____	_____