CIM Basic Course Information Approval Criteria

Co-Contributor(s)	• Use the drop down menu to select any faculty member who is assisting with the writing/editing of the course outline. To add an additional name, select the green + button. If no co-contributor is selected, only the faculty who is listed as the originator will be able to edit the course outline.
College	• Select Oxnard College from the drop down menu.
Division	• Select the appropriate division for the course from the drop down menu. The selection of division will generate a list of departments currently assigned to that division.
Department	• Select the appropriate department for the course. *FYI- The number that appears next to the department is the code assigned in Banner.*
Need Statement (new courses only) **OR** **Justification/Reason for Change**	The Need Statement should tell the committee: • How this course fits into the curriculum at Oxnard College, including which majors at Oxnard will require this course And if applicable: • Typical or local transfer institutions requiring the course in a major • Its GE applicability (local, CSU GE, IGETC) • Its alignment with C-ID • Its place within a basic skills sequence • Its function as a prerequisite or corequisite for a course or program • Its requirement as part of a state or national certification or licensure • Other purposes for OC offering this course **Justification/Reason for Change:** The reason for the revision of the course should be noted. If it is simply being updated for its 5 year review, indicate that and state what changes are being made. It is especially important to note if/what changes are being made to the course that impact its articulation or transfer, its requisites/limitations, its applicability to degrees or certificates, or its relation to other courses.
Attach Support Documentation (as needed)	• CIM allows faculty to attach documents such as articulation agreements, C-ID descriptors, Labor Market data, or anything that supports the need for the course or its revision. This is optional.
Discipline (CB01A)	• For CTE courses: course discipline should match typical industry standards, comparable discipline(s) within the district, and/or C-ID discipline, if available • For non-CTE courses: course discipline should match typical transfer disciplines or C-ID

	• If the course is offered at other colleges within the district and it has not been assigned to the same discipline, is there a good reason for assigning it to an alternate discipline? Assign courses carefully as there can be issues created that pertain to MQ, longevity, and hiring.
Course number (CB01B)	• Course numbers should be assigned in consultation with the Academic Affairs Office (articulation officer - AO, curriculum technician, academic data specialists) to avoid reusing numbers previously assigned to other courses. • Courses that are non-transferable must be below 100. • Courses that are transferable must be 100 or above. • Courses should not have a letter after the number unless there is or will be a sequence of courses, a lab course, or a support course. • Honors courses should have an "H" after the course number. • R089 and R189 are reserved for Special Topics courses. • R098 and R198 are reserved for experimental courses. • R199 is reserved for directed studies courses. • For new courses: if the course exists within C-ID, matching the C-ID number is recommended, if possible. • If a course is not a C-ID course but a C-ID descriptor with that same course number exists within the same discipline, it is best to avoid using that number to avoid confusion for students and counselors. • For new courses: if the course exists within the district, numbers should be aligned, if possible. • Course numbers should be logical
Course Title (CB02)	Course Title should be brief, while still providing enough information so that students, articulating institutions, and employers can easily identify the purpose of the course. It should match C-ID, transfer institutions, comparable district courses (or typical CCC comparable courses) and/or industry standards. Banner allows for 68 characters maximum.
Banner/Short Title	Needs to be as close to the full title as possible because currently, the Banner title is all students see in the course schedule online. It is also what prints on a transcript. It cannot be more than 30 characters, including spaces.
Credit Type	**Select from the drop down menu:** • **"Credit"** for all courses that provide unit credit, which will be the majority of courses. • **"Noncredit"** for courses that will not provide unit credit. If selected, only choices available for noncredit courses will be available in all fields.

Honors	Select **"Yes"** if the course will be an honors course. CIM is programmed to require the course number to include an "H" to indicate its honors designation.
Start Term	The start term selected should be the following fall (1 year). This is the same as the catalog date. Exceptions would be courses that are only adding a DE appendix, changing SLOs, or changing credit by exam status changed. Use the current term for the exceptions as those changes are effective immediately). *For new courses that will be UC transferable and require IGETC approval, it is a 2 year process.*
Co-listed (Same-as)	**IF APPLICABLE:** If the course will be co-listed with another course in a different discipline, that course will need to be added by selecting "Add…" which will open a box containing the areas (the only areas) that may vary for the co-listed course. The reason for co-listing should be logical. Courses do not necessarily have to be co-listed in order to offer them within degrees outside of the discipline (if the course is for an ADT, check with the AO first) or to add other disciplines to the minimum qualifications.
Formerly	**IF APPLICABLE:** If the course was offered previously under a different course ID/number, select the green + button to open the window where you will select that past course department & number. If the course is so old that it pre-dates Banner, it will not appear on this picklist and it will need to be typed into the following textbox next to the second "Formerly" heading.
Catalog Course Description	A summary of the course content and overview of topics covered that is thorough enough to establish comparability of the course to those at other colleges (for the purposes of advising and articulation) and brief enough to encourage a quick read. Oxnard College uses complete sentences in its catalog descriptions and the present tense. While not required, many of the descriptions begin "This course…" Advising information that is indicated elsewhere or can change often is not included in the course description.
Additional Catalog Notes	**OPTIONAL** - This is reserved for notes that are not meant to restrict enrollment nor to describe the course content, but instead act in an advisory capacity. If there is critical information that students need to know about the course that is not part of the course description and does not appear elsewhere, this is the best option. Any information added here will be printed in the catalog below the course description.
Additional historical relevant notes on this course	**IF APPLICABLE:** List any pertinent information about previous iterations of this course or revisions to the course or any other info. vital to the course that isn't captured elsewhere.

TOP Code (CB03)	From the drop down menu, select the appropriate TOP code with assistance from a Dean since TOP codes may be tied to funding. The TOP code should reflect the main discipline or subject matter of the course including content and objectives. There is a $*$ symbol (asterisk) in front of all TOP codes designated as CTE.
Course Credit Status (CB04)	Choose the appropriate course credit status from the three choices: • "D" (Credit - Degree-Applicable) - these courses provide students credit towards their proficiency award, certificate, or degree, including GE, majors, and electives. Most courses are going to be marked as Degree-Applicable Courses. • "C" (Credit - Not Degree Applicable) provide credit, but do not count towards awards, certificates or degrees or even as electives. Examples of these courses would be transitional studies courses in ESL, Math, and English, courses for students with learning disabilities like ACT and LS, and some campus orientation-type courses in PG. • "N (Noncredit) should only be selected if it was also selected above in Credit Type**.**
Course Transfer Status (CB05)	Courses numbered 100+ at Oxnard are considered baccalaureate degree applicable and therefore CSU transferable. This is determined by the Oxnard College faculty. Courses may not indicate that they are UC transferable without first being approved for the UCTCA by the UC, so new courses shouldn't have "UC" marked. The change will be made by the Articulation Officer after submission and approval. Choose the appropriate Transfer status designation: **"A - (Transferable to both UC and CSU)"** **"B - (Transferable to CSU only)** **"C - (Not transferable)"**
Course Basic Skills Status (CB08)	Choose the appropriate Basic Skills designation: • **"N - The Course is Not a Basic Skills Course."** • **"B - The Course is a Basic Skills Course."** Basic skills courses are limited to ESL, English, reading, and mathematics courses.
SAM Priority Code (CB09)	The SAM priority code must correspond with CB03. Course with SAM code of B or C must have a CTE TOP code. Select the appropriate SAM code from the drop down menu: **A - Apprenticeship** **B - Advanced Occupational** (these are for CTE courses with prerequisites in the discipline), **C - Clearly Occupational** (CTE courses) **D - Possibly Occupational** **E - Non-occupational**

Course Cooperative Work Experience Education Status (CB10)	• Defaults to **"N – Is Not Part of a Cooperative Work Experience Education Program."** • If the course is actually a cooperative work experience course, designated as COT at OC, then this should be changed to **"C – Is Part of a Cooperative Work Experience Education Program."**
Course Classification Status (CB11)	Select: • **Y – Credit Course** • **J – Workforce Preparation Enhanced Funding** • **K – Other Noncredit Enhanced Funding** • **L – Non-Enhanced Funding** Most non-CTE credit courses will select "Y" but consult with the division dean if there is a question regarding the funding source.
Educational Assistance Class Instruction (Approved Special Class) (CB13)	Select from the following: • **N – The Course is Not an Approved Special Class** • **S – The Course is an Approved Special Class** Only courses designated as "educational assistance class instruction" per Title 5 §56028 should use the "S" designation.
Prior Transfer Level (CB21)	Applies to English, writing, ESL, reading, and mathematics courses only. Indicate if the course is transfer level or if below, how many levels below transfer. • **Y (not applicable – all courses at the transfer level)** • **A (1 level below)** • **B (2 levels below)** • **C (3 levels below)** • **D (4 levels below)** • **E (5 levels below)** • **F (6 levels below)** • **G (7 levels below)** • **H (8 levels below transfer)**
Course Noncredit Category (CB22)	For Credit courses, select: • **Y – Credit Course** All other categories listed apply to Noncredit courses only: • **A – English as a Second Language (ESL)** • **B – Citizenship for Immigrants** • **C – Elementary and Secondary Basic Skills** • **D – Health and Safety** • **E – Courses for Persons with Substantial Disabilities** • **F – Parenting** • **G – Home Economics** • **H – Courses for Older Adults** • **I – Short-term Vocational** • **J – Workforce Preparation**

	Please read the area Noncredit category definitions in PCAH to choose the appropriate designation. Courses that do not fit within any noncredit category cannot be offered in the noncredit format.
Funding Agency Category (CB23)	The choices in the drop down menu are: • **Y – Not Applicable (Funding Not Used)** • **A – Primarily Developed Using Economic Development Funds** • **B – Partially Developed Using Economic Development Funds** Faculty who are unsure of the answer to this question should ask their dean. Most non-CTE courses will be "Y."
Course Program Status (CB24)	Select from the dropdown menu whether or not the course will apply to a program. The choices are: **1 – Program applicable** **2 – Not program applicable** If the course is part of an approved program (associate degree, certificate of achievement, or GE pattern) or being created to add to a program, it is program applicable. Courses that belong only to a proficiency award are not considered program applicable because that type of program does not require CCCCO approval. Other courses that would be "not program applicable" (previously known as Stand Alone) include Basic Skills courses, directed studies, learning skills (LS), Assistive Computer Technology (ACT), some counseling courses, experimental courses, special topics courses, and some advanced courses that while transferable, are not required in ADTs, GE, or within majors at the CSU/UC.
General Education Status (CB25)	The default is **"Y – Not Applicable"** because it applies to a small group of courses, not all GE courses. If the course is being created to satisfy English Composition or Mathematics competency/Quantitative Reasoning, please select the appropriate designation from the following: • **A – Satisfies English Composition req (CSUGE-B A2/A3, IGETC 1A/1B, VCCCD D-1, or 4 yr)** • **B – Satisfies Math/Quantitative Reasoning req (CSUGE-B B-4, IGETC 2, or 4 yr)** • **C – Satisfies AA/AS Analytical Thinking/mathematics competency**
Support Course Status (CB26)	This is for courses created per AB705 in support of English and Math. • **N – Course is not a support course** • **S – Course is a support course** •
Field Trips	Oxnard College's practice is to choose "field trips may be required" to give individual faculty that option anytime the course is offered. If field trips would never be required in this type of a course, it is ok to select that they are not required.

Grading Method	Faculty should select the best option for their course. • **Letter Graded** • **Pass/No Pass Grading** Most transfer courses will have Letter grade because of transfer institution's limitations on the number of courses that may be taken P/NP and requirements to have letter grades only for courses within majors.
Alternate grading methods	Faculty who want students to be able to choose whether or not they want to take the course for either Letter grade or Pass/No Pass can select Student Option here. This gives students the option to petition to change their grade to Pass/No Pass. Students who do not petition will receive a letter grade. If Student Option is selected in this area, check Pass/No Pass also. If a course is articulated with a high school course, it must allow for credit by exam and this must be indicated on the COR. If credit by exam is allowed, it is open to everyone.
Does this course require an instructional materials fee?	The default on this question is "no" because an instructional materials fee is only permitted by Title 5 if it meets strict conditions, so most courses do not and should not have a materials fee. For those courses that do, when "yes" is selected, the materials fee justification form opens up and the questions must be answered to indicate the fee charged, why it is being charged, what it covers, and how it meets the requirements in Title 5 (§§59400–59408).
Repeatable for credit	Select Yes or No. Most courses will be "No." If repeatability is requested, it must be allowable under Title 5. Once "Yes" is selected, additional questions will be visible that ask how many times a student may repeat the course, the maximum number of units a student may earn in the course, and ask that the Title 5 justification for repeatability be specified. Districts may only designate the following types of courses as repeatable: (1) Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree. (2) Intercollegiate athletics (3) Intercollegiate academic or vocational competition
Is this course part of a family?	For most courses, the answer will be "no." However, for active participatory courses in physical education, visual arts or performing arts, where courses are related in content & have similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each variation, the answer can be yes. These courses should be grouped into families. While normally a painting course, for instance, wouldn't be repeatable, having 4 different levels of painting

	and creating a family for these courses allows students to take up to 4 courses in a single family. Course content and objectives must be significantly different in level and intensity, even though they are related in content and have level-specific objectives and SLOs. Families only apply to courses in the categories listed.

Units and Hours

The following method for calculating units of credit per Title 5 must be used unless a course is classified as cooperative work experience, clock hour or open entry/open exit.

Total In-Class Contact Hours + Outside of Class Hours ÷ Hours-per-unit Divisor = Units of credit

The VCCCD uses a 17.5 week semester. For full-term courses, multiply the weekly hours by 17.5 and round to the nearest hundredth. For courses meeting for periods shorter or longer than a full semester (such as late start, summer or intersession), multiply the length of the course in weeks by the number of weekly hours, and round to the nearest hundredth.

Minimum and maximum hours should be the same (we are no longer using the range) unless the course is a variable unit course (such as directed studies).

Carnegie Unit Override	- Select this if the course *does not* conform to Carnegie unit standards so that when you select the units/hours validation doesn't indicate you've made an error. - Cooperative Work Experience courses are an example of courses that do not fit the Carnegie unit calculation. For all cooperative work experience courses: ❖ Each 75 hours of paid work equals one semester credit ❖ Each 60 hours of non-paid work equals one semester credit
In-Class	The total time per semester that a student is under the direct supervision of an instructor. - Hours are based on a 17.5 week semester. - Example: 3 unit lecture course = 3 hours per week in class x 17.5 = 52.5 hours per semester of in-class time. - Minimum and maximum hours should be the same (we are no longer using the range) unless the course is a variable unit course (such as directed studies).
Total In-Class	The sum of all contact hours for the course in all categories (lecture, lab, clinical, studio, practica, activity, seminar) for the entire 17.5 week semester that a student is under the direct supervision of an instructor.
Outside of Class	- Lecture courses require 2 hours of student work outside of class (homework) for every 1 hour of lecture. - Activity, lab w/homework, studio can require 1 hour of homework for every 2 in class hours. - Laboratory courses (natural science labs, clinical, traditional labs) require 0 outside-of-class hours. - The outside of class hours listed are the total hours per semester of homework a student should be expected to do.

	• Hours are based on a 17.5 week semester. • Example: 3 unit lecture course = 6 hours per week of homework x 17.5 weeks = 105 hours of outside of class time. • Minimum and maximum hours should be the same (we are no longer using the range) unless the course is a variable unit course.
Total Outside-of-Class	• The total hours students are expected to engage in course work outside of the supervised scheduled class time.
Total Student Learning	• The total student learning hours are calculated by adding the total contact hours (in-class) to the total outside-of-class hours.
Minimum Units (CB07)	• For most courses the minimum and maximum units will be identical. Those courses where these numbers won't match include those with variable units such as Directed Studies. In all cases the minimum units must be less or equal to the maximum units.
Maximum Units (CB06)	• For most courses the minimum and maximum units will be identical. Those courses where these numbers won't match include those with variable units such as Directed Studies. In all cases the maximum units must be greater than or equal to the minimum units.
Prerequisites	**Must document entry skills without which student success is highly unlikely by listing objectives from prerequisite course that are applicable. Must be "necessary and appropriate" (Title 5). May only be established for any of the following purposes:** (1) the prerequisite expressly required authorized by statute or regulation; (2) the prerequisite will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course for which the prerequisite is being established; (3) the prerequisite is necessary to protect the health or safety of a student or the health or safety of others. The prerequisite does not require scrutiny using content review/statistical validation if: (1) it is required by statute or regulation; or (2) it is part of a closely-related lecture-laboratory course pairing within a discipline; or (3) it is required by four-year institutions; or (4) Baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite. Courses aligned with C-ID must have the same prerequisites in order to be approved. If a course may be taken concurrently, list
Corequisites	Corequisites must meet same standards as prerequisites. A corequisite must be taken at the same time as a course. Otherwise, it is a prerequisite or concurrent. Does not require scrutiny using content review/statistical validation if it is part of a closely-related lecture-laboratory course pairing within a discipline.

Advisories on Recommended Preparation	An Advisory on Recommended Preparation is a condition of enrollment that a student is advised but not required to meet before or in conjunction with enrollment in a course or educational program. Advisories, like prerequisites and corequisites must be reviewed every 6 years (and every 2 years for vocational courses). Advisories cannot be enforced during registration.
Limitations on Enrollment	Limitations on enrollment include statutory, regulatory, or contractual requirements or health and safety requirements. Admission to a particular program can also be a limitation (choose "Others" and specify the requirement).
Entrance Skills	Entrance skills is where faculty document that requisite skills have been established by the content review process. Select the green **+** button to open the sub-form. For entrance skills, list the specific skill a student would be expected to have/needs to have for the course. Then from the list that populates below (which is generated if any prerequisites have been indicated in the prerequisite area as they should be), select the course objectives for the prerequisite course where the student would have learned those skills. The idea is to demonstrate why the prerequisite was chosen and how it supports the course. Faculty should select all of the objectives that without which students would be highly unlikely to be successful in the course requiring the prerequisite.

Requisite Justification	If a course has any kind of requisite, select the green **+** button to open the requisite justification form and answer the four questions:
	• Requisite type: Select the type of requisite that you indicated above.
	• Requisite: Type the requisite course code, if you have multiple requisites separate them with a comma
	• Requisite Description: choose the most appropriate from the list
	  o Certificate of completion or of competency requisite (Noncredit only)
	  o Course in a sequence (courses in the same discipline)
	  o Course not in a sequence (course outside the discipline)
	  o Credit program requisite (credit only)
	  o Other (Specify)
	• Level of scrutiny/Justification
	  o Closely related lecture/laboratory course
	  o Content Review
	  o Content Review and statistical Validation
	  o Part of a sequence of courses in a certificate of completion or a certificate of competency (noncredit only)
	  o Required by four-year institution (must be documented)
	  o Required by statute or regulation (must be documented)
	  o Required communication/computation skill
	  o Other (Specify)

Student Learning Outcomes (CSLOs)	Student Learning Outcomes are statements that specify what students will *know,* be able *to do* or be able *to demonstrate* when they have completed or participated in a course. SLO's specify an action by the student that must be observable, measurable and able to be demonstrated. Well-written SLO's use **action verbs**, the **present tense**, and avoid terms such as "will appreciate" or "become aware" or "understand." Appropriate verbs linked to a hierarchical ordering of cognitive skills can be found in Bloom's Taxonomy.
Course Objectives	The objectives articulate the knowledge and skills a student should acquire by the end of the course, the intended result of instruction. These key elements must be taught every time a course is delivered. Objectives should: • Highlight what any faculty member teaching the course must focus on. • Be stated in terms of what the students will be able to do, • Connect to achievement of the course goals • Reflect the level of rigor appropriate for the course • Be concise but complete • Use verbs showing active learning • Be broad in scope, not too detailed or specific, grouping individual items into sets which share commonalities. • Typically courses have between 3 and 10 objectives but quantity should be appropriate for units and hours assigned to the course. • If the course is aligned with a C-ID descriptor, it must meet all of the same course objectives even if they are worded differently. • Critical thinking involves using higher level cognitive processes such as analyzing, synthesizing, and evaluating information and these should be demonstrated in the objectives of all degree-applicable courses (but not all objectives need to reflect critical thinking). Appropriate verbs linked to a hierarchical ordering of cognitive skills can be found in Bloom's Taxonomy.
Course Content	• Must be a complete list of all topics to be taught in the course • Should be written in outline format with topics and subtopics in great enough detail to facilitate articulation with comparable courses at both two year and four year institutions. • Should use numbers/letters not bullets • Content should be subject based, not expressed in terms of student capabilities. • If the course is aligned with a C-ID descriptor, it must cover all of the same content listed in the descriptor but may also list additional topics. • Can add optional content (write "optional" next to it)
Laboratory Content	Should be a complete list of the topics taught in the lab portion of the course. For those courses that combine lecture and lab into a single course, while the course content would list the topic, the lab content should list the demonstrations, activities, and experiments involving that topic in more detail.

Methods of Evaluation	CCR Title 5 §55002 requires that, for credit courses designated as either degree-applicable or nondegree-applicable, the course grade must be "based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students." Faculty must select which of these methods students will use to demonstrate proficiency in the subject matter of the course (and may check all that apply): • **Written expression** • **Problem solving exercises** • **Skills demonstrations** Students must demonstrate that they have acquired the skills specified in the student learning outcomes. Student grades shall be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, and list the assessment methods used in each class section in their syllabus. Because learning experiences in college courses must either include critical thinking or experiences leading to this capability, methods of evaluation must effectively assess students' mastery of critical thinking. There is a list provided of typical classroom assessment techniques/required assignments and faculty are to check as many as are deemed appropriate.
Instructional Methodology	The methods of instruction will illustrate ways in which the course content may be presented to enable students to meet course objectives and outcomes. Specify the methods of instruction that may be employed in this course by choosing from the list provided or choose "Other" and specify.
Describe specific examples of the methods the instructor will use:	• Must provide examples of methodologies used by the instructor to cause learning, and describe what the students will be doing and experiencing with respect to the instructor, each other, and their environment. • Can begin "The instructor will…" but may also describe activities the students will be doing and experiences that lead to learning, not only with respect to the instructor but in some cases with respect to each other and their environment. • Should be appropriate to the objectives. If an objective is to "physically perform," then lecture as the sole method for learning is not enough. • Methods should be presented in a manner that reflects integration with stated learning objectives and likelihood that they will lead to students achieving those objectives.

	• Some of the methods must effectively teach critical thinking.
	• The environment in which the learning occurs often needs to be described
	This list does not have to be exhaustive.

Representative Course Assignments

- Assignments should be presented in a manner that reflects integration with the stated objectives
- Assignments should support students achieving the course objectives and the ability to perform the student learning outcomes
- Assignments should demonstrate appropriate rigor for the level and difficulty of the course
- Assignments should include critical thinking (for degree applicable courses)
- Assignments in articulated transfer level courses should be aligned with the types of assignments typically found in comparable courses at the UC/CSU.
- Attendance is not part of a course subject matter or a discipline specific skill and therefore may not be separately assessed as part of the course curriculum though it may be captured through participation requirements or specific in-class activities, assignments or quizzes.

Writing Assignments	Title 5 requires that grades are "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays", so unless a course instead uses problem solving exercises or skills demonstrations by students, essays, research papers, and other writing assignments should be reflected in the assignments.
Critical Thinking Assignments	Degree-applicable credit courses require students to demonstrate critical thinking and application of concepts at the college level. For nondegree-applicable courses, the instruction in critical thinking should prepare students for the independent work they will do in degree-applicable courses including the development of self-direction & self-motivation.
Reading Assignments	List reading assignments including the required textbook(s) if applicable. If course objectives include, for example, literature analysis, then reading assignments would be expected.
Skills Demonstrations	Most courses in CTE, PE, Studio Art, and other primarily activity courses would be expected to have assignments, both inside and outside of class, that allow students to demonstrate the skills they are acquiring in the course. If there are specific skills demonstrations that are required by industry standards or external certifications/accrediting bodies, etc. they should be identified in this area.
Other assignments (if applicable)	Assignments that do not fit into any of the above categories should be listed here.

Representative Outside Assignments	• Outside assignments refers to work done outside of scheduled class time (at home).
	• Must show independent work at the same level of rigor
	• Must be sufficient to meet the minimum study time hours of work per week beyond class time for each unit of credit.
	  ❖ Lecture classes require 2 hours of outside work for every 1 lecture hour in class.
	  ❖ Labs do not require outside assignments.
	• Can included supplemental reading beyond the assigned texts

Articulation and General Education section	
Articulation	For new courses, if the course is being created to align with a C-ID descriptor, enter that descriptor ID (discipline and number) in the box titled "C-ID Descriptor" and below where it says "Status" use the dropdown menu to select "Aligned." The Articulation Officer will be responsible for changing the status to indicate when a course has been submitted or approved for C-ID and entering dates.
District General Education	The area definition criteria are governed by Title 5 and district policy. All courses proposed for GE will be reviewed by the GE committee and all courses approved by the GE Committee will also be presented for approval by the Curriculum Committee. • **For new courses**, faculty can select whether a course is being proposed for a particular area(s). • **For edited courses**, the articulation officer will be responsible for completing the approvals, denials, and all dates.
Course is CSU Transferable	Faculty should select from the two choices: • "**Yes**" indicates a course is baccalaureate level. At Oxnard College, all courses designated as CSU transferable must be numbered 100+ and if a course is numbered 100+ it is transferable to the CSU. • **"No"** indicates a course is not baccalaureate level. This includes courses that apply to the associate degree in CTE areas or are preparatory for transfer level work such as basic skills courses in math, English, ESL, reading, as well as non-degree applicable courses. • The articulation officer will be responsible for completing the effective date.
CSU GE-Breadth	The area definition criteria are governed by the CSUCO. For more info. see the Articulation Officer. • **For new courses**, faculty can select whether a course is being proposed for a particular area(s). • **For edited courses**, the articulation officer will be responsible for completing the approvals, denials, and all dates. •
CSU Graduation Requirement in U.S. History, Constitution and American Ideals	• **For new courses**, faculty can select whether a course is being proposed for a particular area(s). • **For edited courses**, the articulation officer will be responsible for completing the approvals, denials, and all dates.

UC TCA	• **For new courses**, faculty can select whether the course is being proposed for the University of California Transfer Course Agreement (UC TCA) by selecting "Proposed." If unsure, consult the Articulation Officer. • **For edited courses**, the articulation officer will be responsible for completing the approvals, denials, and all dates.
Textbooks and Lab Manuals	Primary textbooks and resource materials specified on a COR play a central role in the articulation of a course. Any required materials should be clearly recognized by faculty in the discipline at other institutions as a major work that presents the fundamental theories and practices of the subject. • Texts should be completely referenced in MLA format (Last name of author, First name of author, Book Title, City of Publisher, Name of Publisher, Year Published) • Texts should be current, the newer the better, especially in rapidly changing fields. • A course cannot be submitted for C-ID if the text is 5 years old or older. • Texts should appropriate for the level of the course (and must be beyond 12th grade reading level for transferable courses). • Some courses may use reference manuals that are long standing icons in their fields but typically, there are also newer texts that can also be included. • Courses being submitted to the CSU for CSU GE-Breadth or to the UC system for transferability or IGETC, require recent texts (less than 5 years old) except when classic texts are the standard in the discipline. • Writing courses require a style manual/writing handbook (per UC TCA) • Lab science courses require a lab manual. This can include STEM disciplines or any course that uses a required lab manual created by faculty (even in-house lab manuals should be updated regularly) • Open Educational Resources (OER) or online digital texts are acceptable for UC if they are stable and publicly available as published textbooks and not a list of web links. • History courses should include primary sources or alternative texts in addition to a textbook (per UC TCA) • College success courses must include the college catalog for UC TCA. • Literature courses must include a representative reading list for UC TCA. • Should list any other learning materials the student must have to effectively participate in the course.

Library Resources	This section is not mandatory but is to inform the Librarian if there are any specific new library resources required for this course.
Primary Minimum Qualification	All courses must have a minimum qualification assigned that reflects the body of knowledge required to teach the course content. Since Banner allows for only one at a time, a primary MQ must be designated which should be the discipline that is planning to offer the course initially. If there are additional MQs, they can be listed under additional minimum qualifications. HR will use the COR to verify all appropriate MQs when faculty are assigned to teach a course. In order to teach a course a faculty member must have been hired to teach in that discipline, not just meet the MQ.
Additional Minimum Qualifications	If more than one MQ is appropriate for the course, use the drop down menu to select additional MQs and the green + button to add each additional MQ.
Additional local certifications required	If an additional license or certification is also required to teach the course beyond the MQ, it should be listed here.