OXNARD COLLEGE
CURRICULUM
COMMITTEE

Curriculum Handbook
2022

ABOUT

This Oxnard College Curriculum Handbook is a living document that may be changed by the Curriculum Committee Co-Chairs or the Curriculum Technician to reflect current Oxnard College Curriculum procedures, as well as regulations and policy mandated by applicable state and local governing bodies. Any significant change in curriculum policy that is not mandated by applicable state and local governing bodies must be approved by majority vote of both the Oxnard College Curriculum Committee and the Oxnard College Academic Senate.

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MISSION

Oxnard College transforms lives by offering equitable access to multiple educational and career pathways. Our academic programs and student services prepare students to enrich their communities and to succeed socioeconomically, professionally, and personally.

> Title 5 requires that all courses and programs be approved first by a college committee:
>
> §55002 the committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

PURPOSE

The Curriculum Handbook is designed to provide Oxnard College faculty, staff, and administration with the fundamental information needed to create, revise, and review curriculum, and to understand the institutional and state regulations that govern college curriculum. This Handbook's purpose is to facilitate the development and maintenance of quality curriculum that meets Oxnard College student needs and reflects the college's commitment to course, program, and institutional-level Student Learning Outcomes. The Oxnard College Curriculum Handbook establishes the operating procedures and campus practices and conventions of the Curriculum Committee in the development and review of Curriculum.

AUTHORITY

The Curriculum Committee derives its authority from the Oxnard College Participatory Governance Manual 2022-2025 by the Academic and Classified Senates, Associated Student Government, and OC Management. The Curriculum Committee is a subcommittee of the academic senate and is a participatory governance committee. The Oxnard College faculty is charged by Title 5 with the primary responsibility for making recommendations in the areas of curriculum and academic standards to the Board of Trustees. The Curriculum Committee provides reports to the Academic Senate.

CHAPTER 1: The Curriculum Committee - Roles and Responsibility

PURPOSE OF THE CURRICULUM COMMITTEE

The Curriculum Committee supports and advances the college mission, vision, and values through recommending new and revised curriculum to the governing board of the District. The Curriculum Committee provides guidance, advocacy, and oversight in the development of courses, programs, and academic policies. It ensures that the curriculum is academically sound, comprehensive, and responsive to student needs. This committee directly supports the 10 + 1 of the Academic Senate.

CURRICULUM COMMITTEE FUNCTIONS

- Approve courses for distance education.
- Review all new credit and non-credit programs, including degrees, certificates, and proficiency awards for approval by the Board of Trustees, and ensure that all recommended programs comply with California Education Code and Title 5.
- Review and approve modifications to and deactivations of courses and programs and, when necessary, forward them for approval to the Board of Trustees, making sure that such changes comply with California Education Code and Title 5.
- Recommend graduation and general education requirements for the Associate in Arts (A.A.) and Associate in Science (A.S.) degrees for approval by the Board of Trustees.
- Receive and approve the placement of courses within Oxnard College's General Education (GE) pattern per the recommendation and approval of the GE Committee.
- Ensure that the college's curriculum is current and reviewed at least every five years (with CE requisites and programs reviewed at least every two years).
- Ensure that each college course is described in an official course outline of record that will be maintained in the college's curriculum management system, the official college files, and the California Community Colleges Chancellor's Office's (CCCCO) curriculum inventory and made available to each instructor.
- Communicate via the co-chairs with the District Technical Review Workgroup– Instruction (DCCI), transmitting proposals as appropriate for review as determined by the VCCCD Decision Making Handbook and receiving DCCI recommendations.
- Review district academic policies and procedures referred by DCCI and make recommendations for revisions to the Academic Senate and DCCI.
- Provide training on local and state curriculum policies, processes, and best practices as well as training on the use of the college's curriculum management system.
- Receive updates on revisions to Title 5, Education Code, CCCCO policies and procedures, and articulation changes affecting course and program standards and requisites.
- Update and maintain the Curriculum Handbook and, through its subcommittees, the General Education Handbook.

MEMBERSHIP

Members are selected or appointed annually. The curriculum committee membership will consist of:

Chairs:

- Academic Senate President or designee
- Vice President of Academic Affairs

Committee Members:

- One faculty member representing each instructional, library, and counseling department (regardless of the size of the department)
- One Classified Senate representative
- Two Associated Student Government representatives
- One Instructional Dean representative
- Articulation Officer
- one AFT representative

Area Experts:

- Curriculum Technician
- Academic Data Specialist
- Transfer Center Coordinator
- Registrar
- All Instructional Deans except the voting member

MEMBER RESPONSIBILITIES

Faculty Co-Chair:

- Serves as a resource person to assist faculty in the development of curriculum proposals (courses and programs).
- Develops a recommended curriculum committee meeting schedule each year.
- In consultation with the Curriculum Technician, Articulation Officer, and Academic Data Specialists involved with the course schedule, sets curriculum submission deadlines for both courses and programs.
- Reviews all submitted courses and programs prior to establishing agendas.
- Establishes the agenda for Curriculum Committee meetings.
- Assigns responsibility for technical review of all courses and programs on an agenda to either the entire Curriculum Committee or to teams of Curriculum Committee members for each meeting as appropriate.
- Conducts the Curriculum Committee meetings.
- Stays informed and provides advice and guidance on curriculum issues, such as: Education Code regulations, Title 5 compliance, course numbering sequence, intersegmental approval processes, accreditation, and prerequisite regulations
- Updates the Academic Senate regularly regarding committee activities.
- Reviews minutes of meetings and provides Curriculum Technician with edits prior to distribution of the minutes to the committee.
- Provides relevant training to new and continuing committee members as necessary during meetings and through professional development activities or as recommended by the Curriculum Committee.
- Serves on DCCI, introducing the college's curricular proposals and changes during the meetings.
- Serves as Chair of the General Education Committee or may appoint another faculty member to serve in this role.

Administrative Co-Chair:
- In absence of faculty co-chair, conducts Curriculum Committee meetings.
- Reviews Curriculum meeting agendas and minutes and provides edits to Curriculum Technician.
- Stays informed of curriculum standards including Title 5, Education Code, regional consortium requirements, intersegmental approval processes, accreditation, and prerequisite regulations.
- Works with faculty co-chair to fulfill college Curriculum Committee responsibilities.
- Supervises/assists Academic Deans in fulfilling their curriculum responsibilities.
- Manages course and program review workflow.
- Interfaces with the Curriculum Technician and Articulation Officer to:
  - Maintain all curriculum records.
  - Submit curriculum materials for state and local approval.
  - Maintain the curriculum database and forms in CIM.

- o Submit required reports to the CCCCO and ACCJC including the annual prerequisite report and substantial changes to programs report.
- Facilitates technology training for all committee members and faculty authors.
- Serves on DCCI.
- Oversees catalog production
- Assures that the Office of Academic Affairs and Student Learning is able to submit college programs and courses to the state in a timely manner through adequate staffing and resources.

Curriculum Technician:

- At the direction of the co-chairs, prepares, distributes, and posts publicly the meeting agenda according to the Brown Act.
- Manages proposals for new course outlines, revisions, and new and revised programs via Curriculum Management System: CourseLeaf CIM;
- Maintains attendance records of Committee members at all meetings for the purpose of declaring and maintaining a quorum;
- Announces proxy voters at the start of the meeting and notes them in the minutes;
- Records the meeting proceedings, including how each member votes on each motion and maintains the official records of the Committee's minutes and agenda;
- Posts finalized agendas and minutes on the Curriculum Committee's webpage via BoardDocs.
- Receives, provides copies to the Committee, and archives all correspondence and information on curricular issues received from the Chancellor's Office and the Academic Senate for the California Community Colleges (ASCCC).
- Maintains all curriculum records and files.
- Submits curriculum materials for state and local approval.
- Maintains the curriculum database and forms in CIM.
- Prepares reports or provides information for the Vice President of Academic Affairs required reports to the CCCCO and ACCJC including the annual prerequisite report and substantial changes to programs report.
- Tracks approvals of DE addenda by the DE Committee and adds them to Curriculum Committee meeting agendas.

Articulation Officer:

- Reviews all new courses proposed in curriculum for the possibility of transfer articulation;
- Provides technical assistance in the curriculum development process, ensuring courses are in compliance with statewide regulations and local policy;
- Reviews Oxnard College course articulation agreements regarding course qualification for Course Identification Numbering System (C-ID).
- Works closely with statewide UC, CSU, IGETC (Intersegmental General Education Transfer Curriculum), TMC, C-ID, and community college officers to keep Oxnard College current on curriculum matters, general education agreements, and course articulation;

- Keeps accurate records on campus for course-by-course, major, and general education agreements by college and by subject;
- Reviews Summaries of Curricular Changes for four-year institutions and their articulation agreements on ASSIST and Oxnard College active courses to compare individual courses for possible four-year acceptance;
- Prepares proposals of new articulation agreements for submittal to articulation officers at four-year colleges;
- Distributes up-to-date articulation, transfer, and curriculum information to counselors, department heads, faculty, administration, and students;
- Maintains catalog sections on transfer courses, general education and curriculum for current articulation information;
- Maintains Advanced Placement, International Baccalaureate, and CLEP articulation charts;
- Prepares regular reports on current progress and issues for the Curriculum Committee;
- Interfaces between four-year college faculty, articulation officers, and Oxnard College faculty to resolve any problems of Oxnard College class transferability;
- Pre-screens the college catalog annually for accuracy of transfer information, general education patterns for AA/AS, AA-T/AS-T, CSU, and IGETC;
- Serves on State Community College Articulation Liaison Committee representing Oxnard College at the statewide articulation officers' meetings, the Region VI officers' meetings, and other related conferences; and
- Serves as a voting member of the Curriculum Committee.
- Serves as a voting member on DCCI.
- Serves as a voting member of the General Education Committee.

Curriculum Committee Members:

- Review assigned curriculum proposals prior to the curriculum meeting
- Record all substantial comments in CIM
- Record all non-substantial edits in CIM
- Act as liaison between the department they are representing and the Curriculum Committee
- Attend and participate in Curriculum Committee meetings
- Serve as a consultant to members of his/her division during curriculum development. Committee members may answer questions, provide information on curriculum policies and procedures, and prepare faculty to present their courses at curriculum meetings.
- Inform and update their division about curriculum issues such as (but not limited to):
    o Proper preparation of course outlines
    o Prerequisite/corequisite policies
    o Curriculum Committee deadlines
    o Developing Student Learning Outcomes
- All members of the committee shall make decisions based on a college-wide perspective.

- It is expected that all members are prepared to make informed decisions. This will require members to, at a minimum:
  - Read the Curriculum Committee Handbook
  - Read all the course/program outlines before the meeting;
  - Stay current on Title V and Education Code requirements regarding curriculum;
  - Participate in required training
  - Attend relevant training sessions offered during Professional Development Week
  - Be knowledgeable about current curriculum policies, procedures, writing standards, resources, forms, and deadline dates.

SUB-COMMITTEE

Distance Education (DE) Committee
This committee reviews the Distance Education Addendum accompanying courses proposed to be delivered in an alternative medium, i.e. any course in which an instructor of record teaches any percentage of the course content in any format other than face-to-face, in-class setting, such as a fully online class, a partially-online, or a Hyflex class. A representative from the campus DE committee sits on the Curriculum Committee to advise the Curriculum Committee of DE's review of the Distance Education Addendum. The Distance Education Committee maintains the Distance Education Handbook along with its own membership guidelines that are approved by the Curriculum Committee. The DE Committee meets the first Thursday of each month during the academic year and provides reports and updates at Curriculum meetings.

ADVISORY COMMITTEE

General Education Committee:
The General Education Committee reviews courses that have been submitted for approval under any of the general education patterns including the Oxnard College General Education pattern, CSU GE-Breadth, or the Intersegmental General Education Transfer Curriculum (IGETC). All GE proposals must be approved first by the GE Committee and then be approved by the full Curriculum Committee. The GE committee is also responsible for the creation of, maintenance of, and assessment of General Education Student Learning Outcomes (GE SLOs). All additions or changes to GE SLOs must also be approved by the Curriculum Committee. The GE Committee maintains its own policies and procedures, and its membership guidelines within the GE Committee Handbook, which is approved by the Curriculum Committee. The GE Committee meets monthly throughout the academic year as long as there are agenda items to warrant meeting. The GE Committee provides reports and updates during Curriculum meetings.

TRAINING

During Professional Development week each fall the Curriculum Committee offers workshops on the curriculum process, regulations, and compliance. As well as annual training requirements mandated by the state Chancellor's office and CIM software training. Additional training is scheduled during curriculum meetings. Committee members can also enroll in an online Canvas course for additional training materials. The Articulation Officer provides individual assistance for faculty seeking to create or revise courses that fulfill general education requirements (local, CSU GE-Breadth, or IGETC), meet C-ID standards, or articulate with particular university campuses. The Articulation Officer also assists faculty in the creation of Associate Degrees for Transfer, making sure the articulation documentation required by the state for submission is available. The Faculty Curriculum Co-Chair also serves as a resource in the areas of course and program creation and compliance issues. Faculty can enroll in an online CIM training course in Canvas for access to training materials including videos. Faculty may also schedule an appointment with the Curriculum Technician to receive hands-on training in course and program creation and revision in CIM.

CHAPTER 2: Curriculum Process - Proposal, Submission, and Approval Procedures

CURRICULUM COMMITTEE CALENDAR

Meeting Schedule:

The Curriculum Committee meets on the second and fourth Wednesday of the month between 2:30pm and 4:00pm during the fall and spring terms. Additional meetings, if needed, are scheduled in accordance with the calendar established by the College Planning Council. Voting members are to designate proxies in their absence. If a member misses three consecutive meetings, he/she will no longer be considered a voting member. Emergency meetings may be held if both the co-chairs agree, and a quorum can be obtained. All agendas are posted according to Brown Act regulations and all meetings are open to the public.

Deadlines:

In conjunction with the Academic Senate, a calendar of Curriculum Committee meetings and curriculum deadlines is published at the beginning of each Fall. While the work of the committee continues throughout the academic year, certain deadlines have been established to allow the college to meet deadlines required by outside agencies as well as internal district publication deadlines for both class schedules and catalog. It is essential that faculty authors refer to the calendar and adhere to this timeline, which will allow proposals to be submitted at the appropriate time.

Curriculum Approval Timelines:

All curriculum actions pertaining to courses – new courses, revisions, and deactivation take effect at the beginning of the following academic year in the fall semester as long as established deadlines are met. Typically, all new courses and courses with substantial changes must complete the entire local curriculum process, including approval by the Board of Trustees, prior to the end of the fall semester. This is to allow sufficient time to receive CCCCO approval and control numbers prior to deadlines for publication of the class schedule, but also to meet catalog deadlines and external deadlines such as those for CSU GE-Breadth and/or IGETC proposals, ASSIST updates, and other articulation deadlines.

Program approval timelines vary due to requirements of regional consortium approval for Career Technical Education (CTE) programs, articulation requirements of the CCCCO, and the length of time it takes for programs to be reviewed and approved by the CCCCO. Programs will not be published in the college catalog without CCCCO approval so faculty must anticipate a one to two-year timeline for new programs and program revisions.

Fixed external submission deadlines:

- CSU GE-Breadth and IGETC – Submission period: First two weeks in December
- Transfer Course Agreement (for courses to be approved for UC transfer)– Submission period: June 1-25th

DISTRICT COUNCIL ON CURRICULUM AND INSTRUCTION (DCCI)

The faculty co-chair of Curriculum, the administrative co-chair of Curriculum, the Articulation Officer and the Academic Senate President or faculty representative from the Academic Senate are also members of the District Council on Curriculum and Instruction (DCCI) which meets monthly to review district curriculum prior to those curricular items being placed on a Board agenda. New and substantially revised courses and new or deactivated programs will be placed on the Board Agenda only after approval by the originating College Curriculum Committee and review by DCCI.

According to the Program and Course Approval Handbook (PCAH), a "substantial change" is an action to change an active program or course that will initiate a new control number. The following are considered "Substantial Changes" to **courses:**

- Course TOP Code (CB03)
- Course Credit Status (CB04)
- Units of Credit – Maximum (CB06)
- Units of Credit – Minimum (CB07)
- Course Basic Skills Status (CB08)
- Course SAM Priority Code (CB09)
- Course Prior to Transfer Level (CB21)
- Noncredit Eligibility Category (CB22) – Total Hours of Instruction (min)/variable Hours (max)

DCCI business is reported back to the campus Curriculum Committee and Academic Senate by campus representatives. All agendas and minutes are posted on the district website.

For more information on the purpose and charge of DCCI please refer to the [committee website](#).

WHAT MUST BE APPROVED BY THE CURRICULUM COMMITTEE?

1. New courses
2. New programs (degrees, certificates, and proficiency awards)
3. Revisions to courses including:
   a. Course Discipline
   b. Course Identification Number/Letter
   c. Course Title
   d. Units
   e. Contact Hours (lecture hours, lab hours, and/or total contact hours)
   f. Prerequisites, corequisites, advisories, limitations on enrollment
   g. Minimum qualifications
   h. Repeatability
   i. Fees
   j. Field Trips
   k. Grading Basis
   l. Credit by Exam
   m. Catalog Description
   n. Objectives
   o. Course Content/Lab Content
   p. Methods of Instruction
   q. Methods of Evaluation
   r. Typical Graded Assignments
   s. Typical Outside of Class Assignments
   t. Textbook and Instructional Materials
   u. Distance Education addendum
4. Revisions to programs including:
   a. Addition of required or elective courses
   b. Removal of required or elective courses
   c. Changes in required units
   d. Goals or objectives of the program
   e. Restructuring of the program (adding new emphases/options/tracks)
   f. Changes in the program that result in student outcomes substantially different from those for which the college originally received approval
   g. Change in title
   h. Change in the type of degree
   i. The unit value of any course within the program changes
5. Course Deactivation
6. Program Deactivation
7. Requests for courses to be included or removed as CSU-GE, IGETC, or GE for the associate degree
8. Changes to the college's associate degree graduation requirements
9. Technical changes: Correction of mistakes between CIM and Banner
10. Minor changes made to the course outline such as changing a book, adding more detail to the methods of instruction or assignments, modifying the methods of evaluation.
11. Non-substantial changes required for C-ID approval

12. Changing a prerequisite to recommended preparation. In this case supporting data must be supplied to show that students can be successful in the course without the prerequisite.

CURRICULUM MEETING AGENDAS

Agendas will be posted publicly and distributed to Curriculum Committee members 72 hours prior to each meeting as required by the Brown Act. Agendas will include the following:

Adoption of the Agenda
Approval of Minutes
Public Comment
First and Second Reading Items (items requiring full review):
- New courses and programs
- Revised courses and programs
- New and revised Board Policies (BP) and Administrative Procedures (AP) referred by DCCI or Academic Senate.
- Changes to General Education Student Learning Objectives
- Changes to membership definitions of subcommittees
- Significant changes to curriculum policy
- Adoption of new Learning Management Systems or Curriculum Management Systems
- Adoption of external exams for which the college will award credit (e.g. CLEP, AP, IB)
- Requisites and limitations on enrollment
- Course fees

Single Reading Items:
- Minor edits, including addition of details/verbiage to objectives, content, assignments or updating of texts of a recently approved course outline required by C-ID for approval as long as these changes do not affect Banner/catalog elements or articulation.
- Addition of equivalent prerequisites (e.g. if MATH R014 is the prerequisite, MATH R014B should also be listed as a prerequisite)
- Minor changes to programs recently approved by the curriculum committee when required by the CCCCO for approval
- Technical changes to programs including removal of previously deactivated courses, changes to ID numbers or titles of courses that were already approved on the COR by the curriculum committee, and other corrections
- Courses proposed for local General Education inclusion, already approved by the General Education Committee.
- Courses proposed for Advanced Placement (AP), International Baccalaureate (IB) or College Level Examination Program (CLEP) credit on a course-to-course basis.
- Change of a Discipline assignment in the course identification number without any other changes to existing courses. (e.g. when all PE became KIN)

- Other revisions deemed to be minor or technical changes or corrections by the co-chairs
- Courses Deactivation
- Programs Deactivation

Other Approvals:
- Student Learning Outcome modification
- Distance Education addenda
- Credit By Exam added or removed
- Changes to course ID within prerequisites, corequisites, or advisories on CORs that otherwise did not change, caused by changes to the existing course

Discussion Items:
- Policy and procedure updates and issues
- Curriculum updates (campus, statewide, and district)
- CourseLeaf CIM and CAT updates
- Articulation updates
- High School Articulation updates
- Committee reports
- Curriculum Committee Training

New Business

COMMITTEE ACTIONS
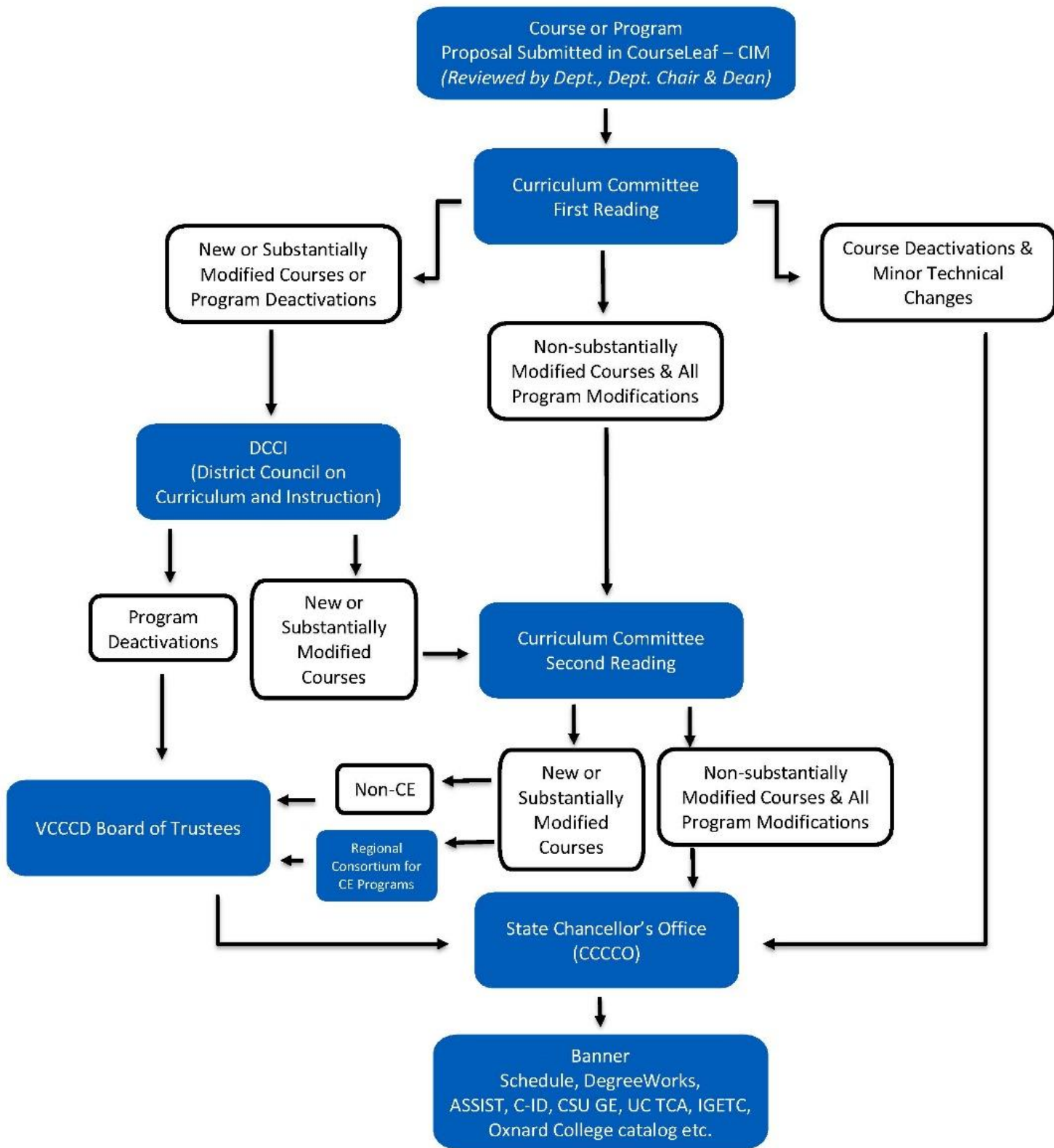
The committee may take various actions in response to agenda items:
- Approve as submitted
- Approve with revisions
- Table pending revisions and/or further discussion
- Deny for major problems in design, compliance with state requirements, not aligned with CCC/college/district mission

Authors may withdraw proposals at any time in the curriculum process prior to approval of the proposal.

Oxnard College Curriculum Review Process

Course or Program
Proposal Submitted in CourseLeaf – CIM
(Reviewed by Dept., Dept. Chair & Dean)

Curriculum Committee First Reading

New or Substantially Modified Courses or Program Deactivations

Non-substantially Modified Courses & All Program Modifications

Course Deactivations & Minor Technical Changes

DCCI (District Council on Curriculum and Instruction)

Program Deactivations

New or Substantially Modified Courses

Curriculum Committee Second Reading

Non-CE

VCCCD Board of Trustees

Regional Consortium for CE Programs

New or Substantially Modified Courses

Non-substantially Modified Courses & All Program Modifications

State Chancellor's Office (CCCCO)

Banner
Schedule, DegreeWorks, ASSIST, C-ID, CSU GE, UC TCA, IGETC, Oxnard College catalog etc.

Course Substantial Modification = Change in TOP Code, Course Credit Status, Units, Basic Skills Status, SAM Code, Level Prior to College, Noncredit Status, and any other change deemed substantial that would require a new control number.
Program Substantial Modification = Change in goals and objectives, TOP Code at the discipline level, new program award (change an AA to an AA-T), completers are qualified for substantially different job categories, baccalaureate major to which students transfer is different, and any other change deemed substantial that would require a new control number.

CHAPTER 3: Standards and Criteria for Courses

COURSES

The Program and Course Approval Handbook (PCAH) produced by the California Community College Chancellor's Office, provides the regulatory requirements for all credit and noncredit courses and programs codified in the California Education Code and California Code of Regulations, Title 5. This handbook condenses the information provided by PCAH to highlight the key requirements curriculum committee members and faculty preparing courses and programs must know.

Development Criteria for Courses and Programs
1. Appropriateness to Mission
2. Need
3. Curriculum Standards
4. Adequate Resources
5. Compliance

Course Types and Definitions
California Community Colleges are authorized to offer the following types of courses:
1. Credit Courses
2. Noncredit Courses
3. Community Education Courses
4. Contract Education Courses

Credit Courses
Credit courses are further classified under one or more of the following basic course definitions which determine the appropriate standards, criteria, and approval processes:
- Degree-Applicable
- Program Applicable
- Nondegree-Applicable
- Stand-Alone

Degree Applicable: Courses taught at the Associate degree level (college level) that provide credit toward earning an Associate degree. These can include courses that apply to a major, general education, or provide elective credit.

The following types of courses are degree-applicable:

- All lower division courses accepted toward the baccalaureate degree by UC or CSU
- Courses accepted for transfer to the UC or CSU systems (CB05)
- Courses within a TOP Code designated as vocational, which are part of an approved CTE program
- English composition or reading courses not more than one level below the first transfer level course. ESL courses may not be considered under this definition
- All mathematics courses above and including Elementary Algebra

- Credit courses in English or mathematics taught in or on behalf of other departments that are at a level comparable to transferable freshman composition (for English) or comparable to elementary algebra (for mathematics)

Program Applicable: Courses that fulfill major requirements for an Associate degree or Certificate of Achievement or general education requirements are considered to be program applicable. All program applicable courses are also degree applicable because a program is a part of a degree. Courses required only for a locally approved program, such as a Proficiency Award at Oxnard College, are not considered to be program applicable because the program is not approved by or chaptered by the Chancellor's Office. New courses submitted that are intended to be part of new or modified program that is still in the program submission process may still be submitted as "program applicable."

Criteria for a course to be program applicable:

- The course is required for a degree or certificate in an approved program that has been chaptered by the Chancellor's Office and has a Control Number.
- The course is part of an approved general education (GE) pattern such as IGETC, CSU GE-Breadth, or a local pattern conforming to the requirements of Title 5
- When a course is on a list of restricted electives for a degree or certificate, specified by course title or number, from which students are required to choose to achieve a degree or certificate in an approved program that has been chaptered by the Chancellor's Office

Nondegree-Applicable: Courses that provide credit but are not taught at the college level (associate degree level) are considered to be nondegree applicable.

Stand Alone: Courses that are not program applicable. They do not count towards GE or Major requirements, just as free electives. Both credit and noncredit courses can be stand alone courses. Examples of Stand Alone courses are all R198s (Experimental Courses), R199s (Directed Studies), Courses for EAC students such as Assistive Computer Technology (ACT), Learning Skills (LS), some credit based ESL, and support courses for Math and English.

Co-listed Courses: For credit courses, there are some instances where a course may be co-listed, though it is preferred that this be avoided. In the case of courses proposed for CSU's Area F Ethnic Studies, the CSU requires that a course be listed in the ETHS discipline even if this requires this co-listing to be added to the existing course. If different disciplines share a course outline, the following is required of both courses

- Co-listed course must be listed on the course outline
- Both course outlines must be updated at the same time
- Both courses must be added to the schedule whenever one is offered
- Courses must match exactly, except for Course Descriptor, Course Number (though it is ideal if they also match), and TOP Code

- Co-listing is only appropriate for courses that can be taught in either department/discipline

NONCREDIT COURSES

Noncredit courses offer students access to entry-level tuition-free courses, providing another option for students who do not qualify for financial aid. Noncredit courses may serve as elementary level skill building courses leading to pre-collegiate curriculum, as a bridge to other educational/career pathways, provide preparation for career and technical education, or as a point of entry into college-level courses for students who are not yet ready to enroll in a credit program. In addition, noncredit courses are repeatable.

Noncredit courses are classified into ten legislated areas defined in the California Education Code (§ 84757) and Title 5 § 55151. The placement of a course in a given instructional area is driven by the course objectives and target population to be served.

The 10 instructional areas are:

1. English as a Second Language*
2. Immigrant Education
3. Elementary and Secondary Basic Skills*
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-term Vocational Programs*
10. Workforce Preparation*

*Courses in these instructional areas are considered Career Development and College Preparation (CDCP) and are eligible for enhanced funding.

In addition, community colleges can claim apportionment for these two types of tutoring and learning assistance per Title 5 regulations.

- Supplemental Learning Assistance

- Supervised Tutoring

Noncredit Category Descriptions

1. English as A Second Language (ESL)

   Courses provide instruction in the English language to adult, non-native English speakers with varied academic, career technical, and personal goals. ESL courses include, but are not limited to: skills or competencies needed to live in society; skills and competencies needed to succeed in an academic program; preparation for students to enter career and technical programs at the community colleges; programs focusing on skills parents need to help their

children learn to read and succeed in society; skills needed to fully participate in the United States civic society or to fulfill naturalization requirements; ESL-based skills and competencies in computer software, hardware, and other digital information resources; and functional language skills (Ed. Code § 84757(a)(3)).

2. Immigrant

    Courses are designed for immigrants eligible for educational services in citizenship, ESL, and workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills, and other classes required for preparation to participate in job-specific technical writing. Instructional courses and programs should support the intent of the Immigrant Workforce Preparation Act (Ed. Code § 84757(a)(4)).

3. Elementary and Secondary Basic Skills

    Includes basic skills academic courses in reading, mathematics, and language arts. Basic skills courses provide instruction for individuals in elementary and secondary-level reading, writing, computation and problem-solving skills in order to assist them in achieving their academic, career, and personal goals. Elementary-level coursework addresses the content and proficiencies at levels through the eighth grade. Secondary-level coursework focuses on the content and proficiencies at levels through the twelfth grade and may incorporate the high school diploma (Ed. Code § 84757(a)(2)).

4. Health and Safety

    Courses focus on lifelong education to promote health, safety, and the well-being of individuals, families, and communities. Courses and programs in health and safety provide colleges with the opportunities to network or partner with other public welfare and health organizations (Ed. Code § 84757(a)(9)).

5. Substantial Disabilities

    Courses are designed to provide individuals with life-skill proficiencies essential to the fulfillment of academic, career technical, and personal goals. A student with a disability is a person who has a verified disability which limits one or more major life activities, as defined in 28 Code of Federal Regulations section 35.104, resulting in an educational limitation as defined in title 5, section 56001. Courses for students with substantial disabilities are an "assistance class" according to provisions of title 5, section 56028, and Education Code section 84757(a)(5). Educational Assistance classes are instructional activities designed to address the educational limitations of students with disabilities who would be unable to substantially benefit from regular college classes even with appropriate support services or accommodations. Such classes generate revenue based on the number of full-time equivalent students (FTES) enrolled in the classes. Such classes shall be open to enrollment of students who do not have disabilities; however, to qualify as a special class, a majority of those enrolled in the class must be students with disabilities

6. Parenting

   Includes courses and programs specifically designed to offer lifelong education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life. Instructional areas may include, but are not limited to, the following: ages and stages of 21 child growth and development; family systems; health nutrition and safety; family resources and roles; family literacy; fostering and assisting with children's education; guiding and supporting children; and court-ordered parenting education (Ed. Code § 84757(a)(1)).

7. Home Economics or Family and Consumer Sciences

   Includes courses and programs designed to offer lifelong education to enhance the quality of home, family, and career and community life. This area of instruction provides educational opportunities that respond to human needs in preparing individuals for employment, advanced study, consumer decision making, and lifelong learning. Instruction in family and consumer sciences emphasizes the value of homemaking. The focus of the categories of coursework includes, but is not limited to, child development, family studies and gerontology, fashion, textiles, interior design and merchandising, life management, nutrition and foods, and hospitality and culinary arts (Ed. Code § 84757(a)(8)).

8. Older Adults

   Courses offer lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency. Courses in the category of noncredit instruction for older adults may include, but are not limited to, health courses focusing on physical and mental processes of aging, changes that occur later in life, and steps to be taken to maintain independence in daily activities; consumer resources, self-management and entitlement; creative expression and communication; or family, community, and global involvement (Ed. Code § 84757(a)(7)).

9. Short-term Vocational

   Programs are designed for high employment potential that lead to a career-technical objective, or a certificate or award directly related to employment. Short-term vocational programs should be designed to: improve employability; provide job placement opportunities; or prepare students for college level coursework or transfer to a four-year degree program. They shall also be mission appropriate (Ed. Code § 66010.4(a)(1)), meet a documented labor market demand, ensure there is no unnecessary duplication of other employment training programs in the region, demonstrate effectiveness as measured by the employment and completion success of students, and be reviewed in the institution's program review process every two years. Generally, noncredit short-term vocational educational programs are designed in a manner that allows for a completion timeframe of one year or less. Note: Refer

to the Chancellor's Office Management Information Systems Data Element Dictionary (COMIS DED) for a list of TOP codes assigned to this noncredit category (CB22). Noncredit courses in this instructional category are eligible for career development and college preparation ("CDCP") enhanced funding when approved in accordance with applicable statutory and regulatory policies. Refer to the Noncredit Career Development and College Preparation section of this Handbook for additional information on noncredit CDCP certificate programs. (Ed. Code, §§ 78015, 78016, and 84757(a)(6)).

10. Workforce Preparation

Courses provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills that are necessary to participate in job-specific technical training (Cal. Code Regs., Title 5, § 55151). In addition to the ten eligible areas, title 5, sections 58168-58172 authorize community colleges to claim apportionment for supervised tutoring and learning assistance under noncredit. Apportionment for supplemental learning assistance may be claimed for credit supplemental courses in support of primary/parent credit courses, or for noncredit supplemental courses (in any of the ten noncredit eligible areas outlined in Ed. Code, § 84757) in support of primary/parent noncredit courses. Only in limited circumstances, such as ESL and basic skills, may colleges offer noncredit supplemental learning assistance courses in support of credit courses. Also, in occupational areas, colleges may establish supplemental noncredit short-term vocational courses in support of credit occupational courses

Noncredit Supplemental Learning Assistance and Tutoring

Colleges may claim apportionment for providing supplemental learning assistance and tutoring to students seeking additional help in other courses when offered in accordance with applicable regulations. In addition to the ten eligible areas, Title 5, §§ 58168-58172 authorize community colleges to claim apportionment for supervised tutoring and learning assistance under noncredit. Apportionment for supplemental learning assistance may be claimed for credit supplemental courses in support of primary/parent credit courses, or for noncredit supplemental courses (in any of the ten noncredit eligible areas outlined in Ed. Code, § 84757) in support of primary/ parent noncredit courses. Only in limited circumstances, such as ESL and basic skills, may colleges offer noncredit supplemental learning assistance courses in support of credit courses. Also, in occupational areas, colleges may establish supplemental noncredit short-term vocational courses in support of credit occupational courses.

SUPPLEMENTAL LEARNING ASSISTANCE

Supplemental learning assistance is defined as assistance that is offered in learning labs or similar venues and is linked to a primary/parent course. The supplemental course is designed to further students' ability to succeed in the "primary" or "parent" course and the course outline of record identifies the parent course with which it is linked. Adhering to the general provisions of Title 5, §§ 58172, 58164, 58009, 58050, and 59402 will help to ensure compliance with applicable regulatory requirements.

Apportionment for supplemental learning assistance may be claimed for credit supplemental courses in support of primary/parent credit courses, or for noncredit supplemental courses, in any of the nine noncredit eligible areas outlined in Education Code § 84757, in support of primary/parent noncredit courses.

Only in limited circumstances, such as English as a Second Language (ESL) and basic skills, may colleges offer noncredit supplemental learning assistance courses in support of credit courses. In occupational areas, colleges may establish supplemental noncredit short-term vocational courses in support of credit occupational courses.

A supplemental course needs to be approvable on its own merit and, at the same time, address skills and/or concepts covered in the primary/parent courses that it supports. In order to be approved on its own merit, noncredit short-term vocational courses (one of the noncredit categories eligible for apportionment) need to prepare students for employment. Refer to the section above for standards on open entry/open exit noncredit courses.

Apportionment may not be claimed for optional attendance at artistic and cultural presentations or events or for using college/district facilities, equipment or resources that are not related to instructional learning objectives and competencies as outlined in course outline of record. There must be instruction that involves objectives and competencies that are described in an approved course outline of record.

TUTORING

Tutoring, when provided by a college, shall be considered a method of instruction that involves a student tutor who has been successful in a particular subject or discipline, or who has demonstrated a particular skill, and who has received specific training in tutoring methods and who assists one or more students in need of special supplemental instruction in the subject or skill. Student attendance in tutoring is eligible for apportionment only in a noncredit course offered under the provisions of Education Code § 84757(a)(2), basic skills. (CCR Title 5, § 58168). Title 5, § 58170 describes the conditions for claiming apportionment for tutoring.

Apportionment may be claimed for individual student tutoring only if all the following conditions are met: (CCR Title 5, § 58170)

(a) The individual student tutoring is conducted through a designated learning center.

(b) The designated learning center is supervised by a person who meets the minimum qualifications prescribed by Title 5, § 53415.

(c) All tutors successfully complete instruction in tutoring methods and the use of appropriate written and mediated instructional materials, including supervised practice tutoring. This requirement may be waived by the chief instructional or student services officer on the basis of advanced degrees or equivalent training. Academic credit and apportionment for coursework in tutoring methods for purposes of this section shall be limited to two semester- or three quarter-units of credit, or 96 noncredit hours. All tutors shall be approved by a faculty member from the discipline or disciplines in which the student will tutor.

(d) All students receiving individual tutoring have enrolled in a noncredit course carrying Taxonomy of Programs (TOP) number 4930.09, which is entitled "Supervised Tutoring."

(e) Students enroll in the Supervised Tutoring course, through registration procedures established pursuant to Title § 58108, after referral by a counselor or an instructor on the basis of an identified learning need.

(f) An attendance accounting method is established which accurately and rigorously monitors positive attendance.

(g) Student tutors may be remunerated but may not be granted academic credit for tutoring beyond that stipulated in (c) above. (h) The district shall not claim state apportionment for tutoring services for which it is being paid from state categorical funds.

MIRRORED COURSE

A noncredit course that is an exact copy of a credit course, and is typically taught concurrently with the credit course, is called a mirrored course. Everything except for the course number, discipline, and some CB Codes that indicate the course is noncredit, must be the same.

COMMUNITY EDUCATION COURSES

Community Education courses, also known as Community Service courses or Continuing Education courses do not provide apportionment so they must be self-supporting and therefore they are fee-based courses. They do not provide credit and are offered outside of the regular college catalog and schedule. *The Colleges of the Ventura County Community College District do not offer courses designated as Community Education Courses.*

CONTRACT EDUCATION

Contract Curriculum is one of the educational options authorized by Education Code 78020 (a) and courses designed for Contract Education must comply with applicable regulations and guidelines. At the request of public or private businesses, agencies, or organizations, the VCCCD District Office or designated division or department may provide targeted instruction to meet the professional and economic development needs of the community as described in the district's AP 4101 Contract Education. Contract Education courses created specifically for outside organizations are not reviewed and approved by the college's curriculum committee and do not appear in the college's schedule of classes or college catalog. The District's Office of Educational Services will create the contracts and the Office of Business and Administrative Services will review them for legal compliance and financial impact and recommend them to the Chancellor for Board of Trustees approval.

DISTANCE EDUCATION

Distance education is covered by California Code of Regulations, title 5, section 55200 et seq and is defined as "education that uses one or more … technologies [including the internet] … to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously." Both credit and noncredit courses may be offered through distance education. The regulations refer to all courses that are developed with the intent that, once approved for this modality, individual classes/sections or any portion of the course may be scheduled as distance education instead of traditional "face-to-face" instruction.

Oxnard College currently distinguishes between courses that may be delivered 100 percent via distance education and those that combine in-person instruction with distance education, which are called "partially online" or "hybrid." Whether the course proposal requests fully online distance education delivery or hybrid-only status, it undergoes a separate review and approval process by the curriculum committee as required.

Per AP 4105 Distance Education, the following is required for all DE courses taught in the VCCCD.

Distance Education Instructor Certification
Distance Education (DE) faculty must be certified to teach distance education prior to being assigned a distance education course.

Course Approval
Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of instruction in a course replaces face-to-face time, or if an entire section of a course is designed to be provided through distance education.

 The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020, Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses, by the District College's Curriculum Committee.

Duration of Approval
All Distance Education courses approved under this procedure will continue to be in effect unless there are substantive changes in the course outline of record that are reviewed and approved under the same conditions and criteria as all other courses, by the District College's Curriculum Committee.

Addendum to Course Outline
An addendum to the official course outline of record shall be completed if any portion of the instruction of a new or existing course is provided through distance education. The addendum must be approved according to the District College's curriculum approval procedures. The addendum must address the following:

- How course outcomes will be achieved in a distance education mode;
- How the portion of instruction delivered via distance education provides regular and effective contact between instructors and students; and
- How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.
- For a program that measures progress in clock hours, 24 clock hours per week.
- A series of courses or seminars that equals 12 semester hours in a maximum of 18 weeks.
- The work portion of a cooperative education program in which the amount of work performed is equivalent to the academic workload of a full-time student.

Course Quality Standards

The same quality standards of course quality are applied to the Distance Education courses as are applied to in-person classes.

Course Quality Determinations

Determinations and judgments about the quality of the Distance Education course are made with the full involvement of the District College's Curriculum Committee.

Establishing Regular, Effective, and Substantive Faculty-Initiated Contact:

1. Faculty will use the following practices of regular and substantive contact between instructor and students, as well as among students, either synchronously or asynchronously, in their Distance Education courses:

2. Regular Announcements: Faculty should make general course related announcements to the students in their distance education classes on a weekly basis, whether by the announcement area in the Learning Management System or via e-mails to the entire class.

3. Establishing Expectations: Faculty will include in their syllabus or course orientation a description of the frequency and timeliness of instructor-initiated contact and feedback, as well as expectations for student participation. This should include the timeframe for responding to e-mails and phone calls, the timeframe for receiving feedback on student work, the timeframe for submission of assignments, and the expectations of discussion board postings required of the student. This information will be available to students on the first day of class.

4. Faculty-Initiated Interaction: Faculty will regularly initiate interaction with students to determine that they have access to the course materials, that they understand the material, that they understand what is required of them, and that they are participating in the activities of the course. There are various ways of accomplishing this, including but not limited to, asynchronous discussion board forums with appropriate faculty input in the forum or grade book, synchronous chats, video conferencing, individualized contact via phone or e-mail, and, in the case of a hybrid course, in face-to-face meetings.

5. <u>Timely Feedback on Student Work</u>: Faculty will grade and provide feedback on student work within a reasonable timeframe. If discussion boards are required, students should be given guidelines at the outset of the course and feedback on their participation throughout the duration of the course.

6. <u>Content Delivery</u>: Faculty will provide content material either through online materials (in written, video, and/or audio forms) and/or through introductions to materials not created by the instructor (such as publisher-provided materials, web sites, streaming video, etc.).

7. <u>Notifying Students of Faculty Unavailability/Offline Time</u>: If the instructor must be out of contact briefly for any reason, notification to students will be made in the announcements area of the course and/or via e-mail that includes when the students can expect regular effective contact to resume. This should occur for any offline periods lasting longer than three business days.

8. <u>Faculty Absence Notification</u>: If a faculty member must be offline for a period of time that results in the faculty member not being able to meet his or her regular effective contact for any given week, this would be considered an absence and the Dean of the division in which the course is taught must be notified.

9. <u>Face-to-Face Forms of Contact</u>: Faculty are encouraged to utilize the face-to-face forms of contact mentioned in Title 5, Section 55211 (e.g., group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, and library workshops), but to keep in mind that in the case of fully online classes it will not be possible for all students to attend such activities and these activities cannot be mandatory unless the course is hybrid and meeting times are announced in the schedule of classes. Alternate online activities, such as those mentioned in the sections above, that entail instructor-student contact should be made available for such students who cannot attend.

10. <u>Student to Student Contact</u>: Faculty will ensure ongoing regular and effective student-to-student contact. Best practices include, but are not limited to, include implementing communication means for varied types of interaction in the course design, assigning and monitoring weekly assignments and projects that promote collaboration among students, posing questions in the discussion boards that encourage critical thinking skills and promote interaction, and monitoring student engagement to ensure that students participate with depth.

Enrollment, Attendance, and Participation in Distance Education Courses

Students will register and enroll in distance education courses in the same manner as traditional courses.

Attendance will be determined through contact with instructors in the first week of the term; logging into the learning management system does not constitute active participation. Instructors may drop students from distance education courses for lack of active participation. Active participation may include, but is not limited to, writing in discussion forums, submitting assignments, taking quizzes and/or exams, or other interactive class activities.

Instructional time in all credit courses, regardless of modality, follows the standard formula derived from Title 5, section 55002.5. One unit of credit is defined as a minimum of 48 total hours of student work, inclusive of all contact hours plus outside-of-class, or homework. Instructor must plan an approximate one-to-two ratio of instructional time to homework and study based on units of credit courses. For example: in a 3-unit online course, online course work should be equivalent to 3 hours of face-to-face work per week of a regular term (completing course work, such as but not limited to, lecture, discussion, assignments, and quizzes); and homework would be equivalent to 6 hours work per week of a regular term.

Accessibility

Each course that is delivered through distance education must comply with up-to-date Section 508 accessibility requirements. All course content delivered via distance education must be accessible to all persons including those with disabilities. All activities and instructional media shall be accessible, including, but not limited to:

1. accurately captioned videos
2. transcribed audio files
3. images that have alternative text
4. readable course materials using effective font, color contrast, and spacing
5. meaningful hyperlink text
6. documents that are created in such a way that screen reading software is able to read them
7. accessible synchronous communication
8. prescribed accommodations that are followed for other graded course activities
9. keyboard navigation

Proctoring

Distance education courses may require exams to be taken in a proctored setting. Faculty members will clearly communicate in their syllabi any proctoring requirements along with options to complete.

Test Proctoring Fees

There is no authority that permits the District to charge students a fee to cover the costs associated with having someone present while students are taking tests, quizzes, exams.

CHAPTER 4: The Integrated Course Outline of Record

PURPOSE OF THE COURSE OUTLINE OF RECORD

The Course Outline of Record (COR) is a required document for all credit and non-credit courses under Title 5. It must fully describe the course and its components, as well as meet the standards detailed in Title 5, section 55002, as well as other regulatory and accreditation standards. The COR is the primary way the community and other institutions are exposed to the scope and rigor of courses and programs. It plays an integral role in program evaluation and regional accreditation. The COR serves as the basis for articulation agreements and course identification number (C-ID) approval. It is the template for course syllabi to ensure consistency across all course sections. Finally, it is a legal contract between the instructor, student, and college. The standards for the COR are the same, whether the course is new or revised.

WRITING AN INTEGRATED COURSE OUTLINE

A course outline of record needs to be integrated, meaning that each element of the course outline of record reinforces the purpose of the other elements in the course outline. There should be an obvious relationship between the course content, objectives of the course, the methods of instruction, assignments, and methods of evaluation used to promote and evaluate student mastery of those objectives

Every course should be developed with a purpose or goal in mind. The course must have sufficient and appropriate learning objectives such that any student achieving these objectives will fulfill the intended purpose of the course. The course content items then define the elements of information, behavior, or capabilities for each objective to be mastered. Each content item and objective are then reflected in comprehensive assignments or lessons, which are taught using appropriate and effective methods of instruction. Finally, in the integrated course outline of record, the methods for evaluation of student performance validate the acquisition and mastery of each content item and the attainment of each objective. While content is listed as topics/subjects to be covered, all others (objectives, methods, assignments) specifically focus on what the student will be **doing**.

The following samples show integrated relationships that can exist within the primary elements of a course outline of record for a course in <u>Engine Systems</u> (adapted from The Course Outline of Record: A Curriculum Reference Guide - ASCCC, 2008.)

Course SLO is over-arching and matches course description: By the end of this course students will be able to:	Students will be able to succeed in this course by mastering the following **COURSE OBJECTIVES:** By the end of this course students will be able to:	The course objectives are composed of the following **CONTENT** elements:	Students will master these objectives by the following **METHODS OF INSTRUCTION:**	Students will complete the following types or examples of homework or **OUTSIDE ASSIGNMENTS**	Students will be **EVALUATED** by:
• diagnose and evaluate most common fuel system problems safely	• assess and determine the proper handling of fuels and combustible materials, • apply testing techniques and data to familiar and unfamiliar diagnosis scenarios.	• proper tool usage • characteristics of petroleum products, • technical reading, • interpolating data in diagnostic process charts and schematics.	• laboratory simulators and test equipment, • demonstrations of fuel flammability, • conduct research on computer-based repair and service information, • in-class practice exercises in diagnostic and analytical skills	• read assignments from the course primary textbook to become familiar with basic tools and common test equipment, • research National Fire Protection Agency combustible liquids data sheets to determine flash and flame points, and fire suppression techniques for selected fuel oils and solvents and write a 5-page paper comparing and contrasting different combustible liquids • complete responses in course workbooks. • Demonstrate diagnosing and evaluating fuel system problems	• practical assessments where the student safely operates various test equipment and hand tools, • oral and practical assessments where the student safely handles various fuels and other hazardous materials, • written assessments in which the student completes research questionnaires • practical assessment in which the student successfully completes several diagnostic scenarios.

Critical Thinking is Essential

College level critical thinking should be evident throughout the course outline in objectives and in the Student Learning Outcomes for all degree applicable credit courses. The following chart lists verbs that can be used to write objectives and SLOs that demonstrate students are using higher level thinking skills. There are many other examples of Critical Thinking taxonomies available online.

	CRITICAL THINKING				
					Evaluation
					appraise
					assess
				Synthesis	choose
				arrange	compare
				assemble	estimate
			Analysis	collect	evaluate
			analyze	compose	judge
			appraise	construct	measure
		Application	calculate	create	rate
		apply	categorize	design	revise
		dramatize	compare	formulate	score
	Comprehension	demonstrate	contrast	organize	select
	describe	employ	criticize	plan	value
	discuss	illustrate	debate	prepare	
Knowledge	explain	interpret	diagram	propose	
define	express	operate	differentiate	set up	
list	identify	practice	distinguish		
name	locate	schedule	examine		
recall	recognize	shop	experiment		
record	report	sketch	inspect		
relate	restate	use	inventory		
repeat	review		question		
underline	tell		relate		
	translate		solve		
			test		

CHAPTER 5: Guidelines for Developing and Reviewing Courses

Title 5, section 55002 specifies elements, which must be present in the course outline of record. The College, Chancellor's Office, and ACCJC (Accrediting Commission for Community and Junior Colleges) accreditation standards require that CORs contain additional elements, as do universities for the purpose of articulation.

REVIEWING CURRICULUM

Reviewing curriculum is more than just checking for typos and wordsmithing. Curriculum Committee members should be looking for integration in the course outline, rigor appropriate to the level of the course, alignment with C-ID descriptors, if applicable, and compliance with campus, district, and state requirements.

The following checklists can be used by faculty members as they create courses and curriculum committee members as they review course outlines, to ensure that all elements are complete and accurate, meet Title 5 requirements, best practices, and local requirements and conventions.

Development and Approval Criteria:

CRITERIA	RATIONALE
Mission	Must be consistent with the mission of the community colleges (basic skills, transfer, CTE), Oxnard College, and the VCCCD. It must also be directed at the appropriate level, which is the first two years of college and not at a level beyond the associate degree.
Need	Serves students in meeting transfer, basic skills, or CTE needs. CTE programs need labor market research support as well as approval by advisory groups and the regional consortium. Transfer courses provide either major preparation or general education credit or otherwise facilitate transfer and/or degree completion.
Curriculum Standards	The course outline should be integrated with courses designed to effectively meet their objectives, as well as being compliant with Title 5 regulations and accreditation standards. Baccalaureate level rigor must be evident in transferable courses. Detail must be sufficient to facilitate articulation and guide faculty teaching the course.
Adequate Resources	Oxnard College must have the resources to offer the course at the level of quality described in the course outline including funding for faculty compensation, facilities, equipment, and library and learning resources; the college commits to offering all required courses in a program at least every two years.
Compliance	The course must not conflict with any law, statute, or regulation.

Basic Course Information Approval Criteria:

CRITERIA	RATIONALE
Need Statement (new courses only) **OR** **Justification/Reason for Change**	The Need Statement should tell the committee: • Why this course is needed/purpose it serves • 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 but helpful if establishing the need for a new course.
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)	The 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. 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.
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 addendum, 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. Courses 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	Select from the following: • N – The Course is Not an Approved Special Class • S – The Course is an Approved Special Class

(Approved Special Class) (CB13)	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:
	   o Each 75 hours of paid work equals one semester credit
	   o 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.
	   o Lecture classes require 2 hours of outside work for every 1 lecture hour in class.
	   o 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.	• **For new courses**, faculty can select whether a course is being proposed for a particular area(s).

History, Constitution & American Ideals	• **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.
Distance Education Addendum	This section is required for all courses that will be taught in any online modality whether that is Fully Online, Partially Online (Hybrid), or Hyflex. There are questions about the qualifications of faculty assigned to teach courses in an online format that must be marked Yes if the course is to be offered online, including their training and ensuring the course meets Federal and state accessibility standards. **Regular Effective/Substantive Contact:** in this section, faculty will list the Methods of Instruction used in the course (e.g. Asynchronous Dialog, Recorded lectures, Video Conferencing, Email) and then document corresponding typical activities or assignments for each of the methods listed. Examples for the specific course content are helpful in helping to establish that regular effective contact and substantive interaction is happening between the faculty and student and among the students enrolled in the course. Please see the section on Distance Education in Chapter 3 of this handbook for more details on the DE Addendum as required by AP 4105.
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.

STYLISTIC CONVENTIONS FOR WRITING THE COURSE OUTLINE

For the sake of consistency and clarity, when creating a COR, please remember to abide by the following stylistic conventions:

- **Spell out acronyms**. Unless it is universally known, the first time you use an acronym in the outline spell out the acronym so that all readers will know what the letters are referring to.
- **Avoid ampersands**. Instead of using an ampersand (&), spell out the word "and." The only exception is in the Banner course title if you need more space for characters.
- **Dash verses Hyphen**. The dash (–) and the hyphen (-) are two distinctly different forms of punctuation. The dash (–) creates a long pause whereas the hyphen joins two words together to show the close relationship the words share, for example, blue-green. Please note that writing cross country-men is vastly different than cross country–men.
- **Be consistent**. In capitalization and end punctuation for lists, etc., be consistent. You can use whatever system you like, for the most part, as long as you are consistent.
- **Use capitals and quotations as appropriate**. Avoid using ALL CAPS as a formatting device. Particularly in the Course Content Section, use initial caps in all capital lettered subpoints and initial caps only in numbered subpoints.
- **Use Arabic numerals rather than spelling out numbers**. When listing numbers of pages or tests, for example, unless using a number would make things clearer (e.g., "two 5-7 page research papers").
- **Spell check your document**. You would be surprised at how many people fail to do this. This is a sure-fire way to irritate your reviewers, and, if by chance these errors make it to First Reading, your document might be *tabled* because the Committee will conclude the Calibri (Body) document didn't go through proper review.

CHAPTER 6: Transfer, General Education, Articulation, C-ID

COURSE TRANSFERABILITY

California State University (CSU) Transferability

The designation of CSU transferability, determining whether or not a course is "baccalaureate level," is delegated by CSU to the individual community colleges in CSU Executive Order 167. Faculty should consult with the articulation officer to determine whether their credit course meets CSU transferability. The articulation officer will advise faculty regarding CSU transferability according to criteria set forth in the Baccalaureate-Level Courses document by the ASCSU and in consultation with the CSU Chancellor's Office.

University of California (UC) Transferability

Only courses that have been reviewed and approved by the UC Office of the President may be designated as transferable to a UC campus. The UC publishes guidelines pertaining to lower-division courses being evaluated for UC Transferable Course Agreements (TCAs) in the Regulations for Courses by Subject Area.

The following basic principles are used by UC in determining the transferability of community college courses:

- Courses should be comparable to those offered at the lower-division level at any of the UC campuses.

- Courses not equivalent to any offered at UC must be appropriate for a university degree in terms of purpose, scope, and depth.

Process for proposing courses for UC Transfer

Once courses have been approved by the Curriculum Committee, the articulation officer is responsible for preparing and submitting the course outlines to the UC Office of the President for consideration for transferability. Specific deadlines exist for the submission of new courses to the UC, making it imperative that faculty meet the early fall submission deadlines for any courses under consideration for UC transferability.

COURSE ARTICULATION

Overview

Credit courses approved by the Curriculum Committee, Board of Trustees, and California Community Colleges Chancellor's Office may be eligible to be used to satisfy Oxnard College's associate degree requirements and/or be accepted for transfer by a four-year institution. Faculty can request or propose credit courses for local and university general education patterns, Course Identification (C-ID), and for transfer to the CSU and UC.

While Oxnard College defines the requirements for its own associate degrees (see BP 4025/AP 4025), the determination of course articulation to four-year institutions falls outside its purview. Information in this section of the Curriculum Committee Handbook is provided to guide faculty who are developing courses that they hope will fulfill Oxnard College associate degree requirements and/or articulate to four-year institutions. Faculty who hope to have their courses meet GE, C-ID, or articulate should consult with the articulation officer early in the process of developing their courses for further guidance.

ASSIST: The primary resource for researching which courses are required in the lower-division portion of a major or other major preparation at the CSU or UC, is the ASSIST database, assist.org. ASSIST is the official repository of articulation between all California community colleges and all UC and CSU campuses. It provides visitors with major preparation, general education, and course-to-course articulation agreements. ASSIST is updated annually by articulation officers at each CCC, CSU, and UC.

Creating Courses to Meet CSU and/or UC Requirements: The CSU and UC campuses do not require or publish outlines for courses taught on their campuses. Instead, they use syllabi to convey the course content. Faculty looking to create a course that is comparable to a CSU or UC course can search for specific course syllabi online or ask the articulation officer who can often obtain syllabi from CSU/UC articulation officers or outlines from other community colleges that have been approved for articulation with a UC or CSU campus. When possible, faculty should also network and collaborate with university faculty, particularly at primary transfer destinations, such as CSUCI, CSUN, and CLU, to ensure that the course(s) they are creating or modifying will be accepted as comparable by the discipline faculty at that university and articulated in agreements once complete.

Lower-Division Major Preparation Articulation: These agreements list all required lower-division courses in each major at the CSU and UC and indicate how lower-division courses from Oxnard College (or other CCC) satisfy specific requirements. Lower-division major preparation agreements may also include specific selection criteria in the form of required course preparation or grade-point-average requirements and are the most useful agreements in helping students prepare for a particular degree on a particular campus. Just because an Oxnard College course has a course ID in the same discipline as a CSU/UC course, that alone does not make it a "major" course after transfer. Oxnard College courses that are not specifically **required** within CSU or UC majors do not fulfill major requirements; they count only as either free electives, or perhaps GE, if approved for CSU GE/IGETC.

Course-To-Course Articulation: The purpose of articulation agreements is to identify courses at Oxnard College that are comparable or can be used in lieu of a course at a

UC, CSU, or private university. While the articulation officer at Oxnard College can propose courses for articulation, decisions about their acceptance is determined solely by faculty representing each discipline (often the department chair) at each individual CSU, UC, or private university campus. Courses identified in a course-to-course agreement represent all courses offered within one discipline at a four-year university and include courses that can be used for general education, major preparation, or elective units for a bachelor's degree. Course-to-course agreements do not indicate which of the discipline courses are required in certain majors.

OXNARD COLLEGE GRADUATION REQUIREMENTS

The course requirements for the associate degree at Oxnard College fall into the following categories:

- Major courses
- General Education
- Competencies
- Electives

Major Courses

Per Title 5, Associate degrees must have a major or area of emphasis consisting of a prescribed program of study of 18 units or more. Majors may consist of core requirements and restricted electives.

General Education

General Education (GE) is one of the required components of all Associate (and Baccalaureate) degrees, both in the Title 5 and ACCJC accreditation standards that govern California Community Colleges. Title 5 §55063 requires that all students receiving an Associate degree complete a minimum of 18 semester units of general education, including 3 semester units in areas A, B, C, and each of the two subareas of D for a total of 15 units. The 3 additional remaining units are to be chosen in an area that is locally determined.

In addition to GE, Title 5 requires all CCC students awarded an Associate degree must demonstrate competence in written expression, mathematics, and reading. These requirements may be fulfilled by courses completed within the Oxnard College GE pattern as detailed below.

Oxnard College offers students five General Education options. The major/and or transfer path a student is pursuing will dictate the choices available to the student.

1. Oxnard College General Education (OC GE)
2. California State University General Education Breadth (CSU GE)
3. Intersegmental General Education Transfer Curriculum (IGETC)
4. IGETC for Science, Technology. Engineering, and Math (IGETC for STEM)
5. General Education Pattern of the Intended Transfer Institution

Oxnard College General Education (OC GE): This is the "local" GE pattern, that includes all Title 5 GE requirements, as well as additional district requirements established in AP 4025. As part of the curriculum proposal and review process, courses may be proposed for placement into one or more of the GE areas listed below. In order to be approved, courses must align with the Title 5 area definition or district area definition as well as approved General Education Student Learning Outcomes (GESLOs), all found in Oxnard College's General Education Handbook and the college catalog. Courses proposed for GE are reviewed and approved first by the General Education Committee, then approved by the Curriculum Committee. Approval is effective for the next catalog year. *For more information on Oxnard College's General Education committee and its processes, please see the General Education Handbook.*

A. Natural Sciences
    A1. Biological Science (3 units)
    A2. Physical Science (3 units)
B. Social and Behavioral Sciences
    B1. American History/Institutions (3 units)
    B2. Social and Behavioral Sciences (3 units)
C. Humanities
    C1. Fine/Performing Arts (3 units)
    C2. Humanities (3 units)
D. Language and Rationality
    D1. English Composition* (4 units)
    D2. Communication/Analytical Thinking** (3 units)
E. Health and Physical Education/Kinesiology (no unit minimum)
    E1. Health Education (One course)
    E2. Physical Education/Kinesiology (one course)
F. Ethnic/Gender Studies (3 units)

Total: 29 semester units minimum

*Courses that fulfill area D1 will also meet the competency requirement in Written Expression

**Math courses that fulfill area D2 will also meet the competency requirement in Mathematics

Completion of the requirements for the Associate Degree will fulfill the Reading Competency requirement.

California State University General Education Breadth (CSU GE or CSU GE-Breadth)

The CSU GE pattern allows students to complete their lower-division GE requirements at Oxnard College prior to transfer. Courses that are approved by the Curriculum Committee are automatically reviewed by the articulation officer and, if appropriate, are submitted to the CSU Chancellor's Office for acceptance into one or more of the CSU GE areas, which are identified in Figure ___. Faculty should discuss CSU GE eligibility with the articulation officer early in the curriculum development/writing process if approval for CSU GE is the goal of the course.

Intersegmental General Education Transfer Curriculum (IGETC)

IGETC is a comprehensive pattern of courses that prospective transfer students from California community colleges can complete to satisfy lower division General Education requirements at both UC and CSU. Courses that are approved by the Curriculum Committee are automatically reviewed by the articulation officer and, if appropriate, are submitted for IGETC review. Only courses already approved for UC TCA are eligible for IGETC submission and approval.

While the CSU GE and IGETC patterns have most requirements in common, there are some differences. The two patterns are compared on the chart below:

CSU GE	IGETC
A: English Language, Communication, and Critical Thinking	1: English Communication
A1: Oral Communication	1A: English Composition
A2: Written Communication	1B: Critical Thinking – English Composition
A3: Critical Thinking	1C: Oral Communication (CSU only)
B: Scientific Inquiry and Quantitative Reasoning	2A: Mathematical Concepts and Quantitative Reasoning
B1: Physical Science	
B2: Life Science	
B3: Laboratory Activity (taken with a course or included in a course in B1 or B2)	
B4: Mathematics/Quantitative Reasoning	
C: Arts and Humanities	3: Arts and Humanities
C1: Arts	3A: Arts
C2: Humanities	3B: Humanities
D: Social Sciences	4: Social and Behavioral Sciences
E: Lifelong Learning and Self-Development	No equivalent
F: Ethnic Studies	Equivalent requirement begins Fall 2023
	5: Physical and Biological Sciences
	5A: Physical Science
	5B: Biological Science
	5C: Laboratory Activity (taken with a 5A or 5B course or included in one of those courses)
	6. Language Other than English (LOTE): applies to UC only
Total semester units: 39	Total semester units: 37

IGETC for STEM

IGETC for STEM allows students completing designated Associate Degrees for Transfer to complete fewer IGETC courses prior to transfer so that they can focus on completing lower division major requirements in these high unit majors. Students then complete the remaining IGETC courses after transfer. The courses to be completed after transfer may consist of at most one in each of the following areas: Arts and Humanities, Social and Behavioral Science, and Language Other Than English (LOTE). **There is no separate articulation submission requirement for this GE pattern.**

Majors at Oxnard College for which IGETC for STEM is an option include:

- Biology (AS-T)
- Environmental Science (AS-T)

General Education Pattern of the Intended Transfer Institution
(including meeting minimum Title 5 requirements)

Students transferring to a four-year university in high-unit majors or where completion of the CSU GE-Breadth or IGETC is not appropriate or advisable may choose to instead follow the GE pattern of their intended institution. This may include students transferring to private universities, out-of-state universities, or UC/CSU campuses within majors that have their own specific GE requirements. The only major at Oxnard College for which this is an option is General Studies Pattern II with any area of the three areas of emphasis: Arts and Humanities, Natural Science or Mathematics, or Social and Behavioral Sciences. The GE courses students select from to meet minimum Title 5 requirements come from the Oxnard College General Education pattern.

There is no separate articulation submission process for this GE pattern.

Free Electives

If additional units are needed to meet the 60-unit minimum requirement for the associate degree, students can complete any degree-applicable course, and these are known as "free electives." Students seeking to transfer to the CSU or UC should verify that the free electives chosen are also transferable to the CSU or UC. At Oxnard College, all courses numbered R100+ CSU are transferable for elective units. Only courses on the UC TCA are transferable to the UC.

COURSE IDENTIFICATION NUMBERING SYSTEM (C-ID)

The Course Identification Numbering System (C-ID) is a statewide numbering system, independent from the course numbers assigned by local California Community Colleges (CCC). On the C-ID website, c-id.net, there are course descriptors created by faculty Discipline Input Groups (DIGs) of CCC and CSU faculty and articulation officers across the state. The course descriptors include a course number, title, catalog description, requisites, minimum units, objectives, content, and appropriate textbooks.

CCC faculty can create a new course or revise their existing course to align with a C-ID descriptor, and after the COR is approved by the Curriculum Committee, the articulation officer will submit the COR to C-ID for review. Once approved, the course will bear the C-ID designation in the catalog, schedule of classes, and on the list of approved courses on the C-ID website.

A C-ID number attached to a course indicates that participating CCCs and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses, regardless of their unique titles or local course number. This is helpful for CCC counselors and for students who take courses at multiple CCCs. Some CSUs use C-ID approval to create articulation, if that campus has determined that the C-ID descriptor is comparable to their own course. The UC does not use C-ID when making articulation determinations.

C-ID should not be used as a substitute for articulation agreements because C-ID descriptors list only the minimum of what must be included for determining that a course is comparable. A particular university or discipline/dept. within a university may require additional objectives/content for articulation with a course and though two CCCs have their courses approved for the same C-ID descriptor, one college may have their course articulated and the other might not because of this. Always use www.assist.org to confirm how each college's course will be accepted at a particular four-year college or university for transfer credit.

For an updated list of C-ID descriptors, refer to the C-ID website at www.c-id.net.

Any course submitted to the Curriculum Committee that lists a C-ID number, whether that course is being proposed for C-ID for the first time or is already approved, will have their course compared to the current C-ID descriptor to make sure it is still aligned. Any questions regarding C-ID should be directed to the articulation officer.
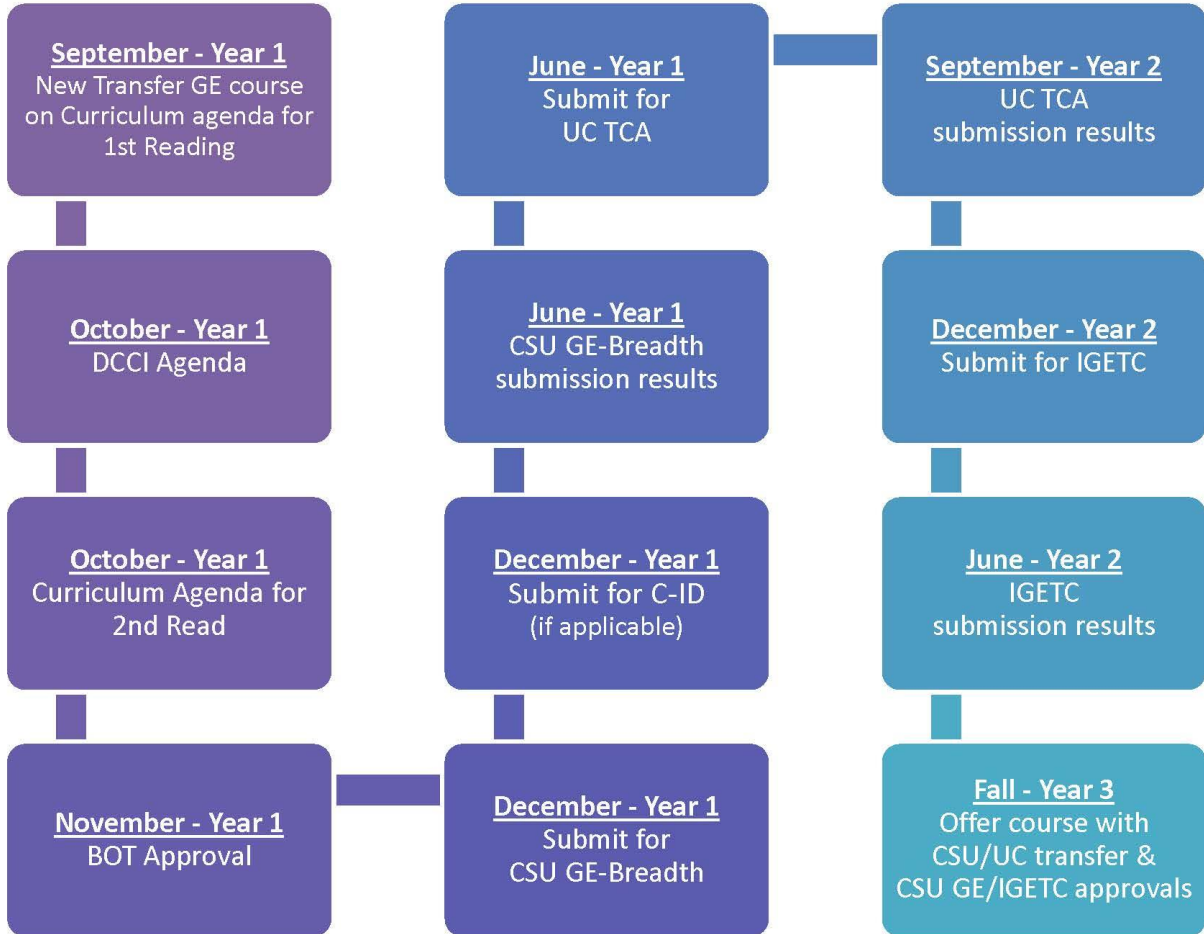
Courses not up for their periodic review by the curriculum committee are not required to be revised to align with descriptor revisions unless those revisions are considered to be substantial. Faculty will be notified by the articulation officer if substantial changes to C-ID courses occurs that necessitate a COR revision.

ARTICULATION SUBMISSION CHART

This chart summarizes the timelines for the various types of articulation proposals

Requirement course is being submitted for	Approving Body	Review Cycle	Results
Oxnard College General Education	Oxnard College General Education Committee and Oxnard College Curriculum Committee	Typically during October - March annually	Within the same academic year
CSU GE-Breadth	CSU Chancellor's Office	Submit by the end of 1st or 2nd week of December annually	April – June
UC Transfer Course Agreement (UC TCA)	University of California's Office of the President	June 1-25th annually	July - September
IGETC* (*course must already be approved for UC TCA in order to be submitted)	University of California's Office of the President	Submit by the end of 1st or 2nd week of December annually	April - June
C-ID	Academic Senate California Community Colleges (reviewers are CCC faculty and CSU faculty)	Can submit anytime	Weeks to years later
Course for major, pre-major, or course-to-course articulation	Each individual university campus and department	Can submit anytime	Days to years later

New General Education Course
Proposal Flowchart

September - Year 1
New Transfer GE course on Curriculum agenda for 1st Reading

October - Year 1
DCCI Agenda

October - Year 1
Curriculum Agenda for 2nd Read

November - Year 1
BOT Approval

June - Year 1
Submit for UC TCA

June - Year 1
CSU GE-Breadth submission results

December - Year 1
Submit for C-ID (if applicable)

December - Year 1
Submit for CSU GE-Breadth

September - Year 2
UC TCA submission results

December - Year 2
Submit for IGETC

June - Year 2
IGETC submission results

Fall - Year 3
Offer course with CSU/UC transfer & CSU GE/IGETC approvals

CHAPTER 7: STANDARDS AND CRITERIA FOR PROGRAMS

PROGRAMS

California Community Colleges are authorized to award several different types of degrees, certificates, and other locally approved awards, in both credit and noncredit programs.

Credit-Based Programs
- Degrees
  - Associate Degree for Transfer (AA-T, AS-T)
  - Associate Degree (AA, AS)
  - University of California Transfer Pathway (UCTP)
- Certificates
  - Certificate of Achievement (COA)
- Local Awards
  - Proficiency Award (PA)

Noncredit Programs
- Certificate of Completion
- Certificate of Competency

Types of Degrees and Degree Standards

Following are the types of degrees that can be offered, their degree standards, and the documentation required in order to submit them to the Chancellor's Office curriculum inventory system for approval or chaptering. Colleges are responsible for maintaining programs in the inventory, meaning that programs must be current

ASSOCIATE DEGREE FOR TRANSFER

(Associate in Science for Transfer, Associate in Arts for Transfer)

Program Goal: <u>Transfer</u>

Degree Standards:

- Must align with the structure of the TMC (Transfer Model Curriculum) and be submitted on the current Chancellor's Office template. If the template changes, the program must be updated and resubmitted on the new template.
- Courses must have either C-ID approval or articulation with CSU as specified on the TMC and Chancellor's Office template.
- 60 semester units (no more, no less)
- Minimum of 18 semester units in major or area of emphasis
- Must use CSU GE or IGETC for the GE (not local GE)
- May need to include transferable electives to reach the 60 unit minimum
- No local graduation requirements may be added (KIN activity/Health Education)

Submission documentation requirements for all new and modified Associate Degrees with the program goal of "Transfer"

- Narrative
    - Program Goals and Objectives
    - Catalog Description
- Program Requirements
    - Course Outlines of Record (COR) for all courses in the major
    - Completed current Chancellor's Office Template
    - C-ID and/or ASSIST articulation information as required by the TMC

ASSOCIATE DEGREE (Associate in Science)

Program Goal: Career Technical Education

 Degree Standards

- Classified as Career Technical Education when Program is in a TOP Code designated as vocational in the TOP Manual
- May be designed for both CTE and transfer preparation
- Requires demonstrated competence in reading, written expression, and mathematics
- Requires a minimum of 60 degree-applicable units
- Requires a minimum of 18 units in a major or area of emphasis
- Requires a component of General Education. Can include Oxnard College General Education and/or CSU GE-Breadth, and/or IGETC as appropriate
- Must include local graduation requirements (KIN activity, Health Education)
- Requires Advisory Committee recommendation including agenda, minutes, advisory committee membership,
- Requires current labor market data report and analysis from the Center of Excellence to support the program (no more than 2 years old)
- New programs require recommendation by the South Central Coast Regional Consortia (SCCRC)

Submission documentation requirements for all new and modified Associate Degrees with the program goal of "CTE"

- Narrative
    - Program Goals and Objectives
    - Catalog Description
    - Program Requirements
    - Master Planning

- o Enrollment and Completer Projections
- o Place of Program in Curriculum/Similar Programs
- o Similar Programs at Other Colleges in Service Area
- o Transfer preparation information, if transfer preparation is a component of the program
- Course Outlines of Record (COR) for all courses in the major
- Current Labor Market Information and Analysis from the Center of Excellence (no more than 2 years old) other supplemental information may also be included if LMI is inadequate or unavailable – see PCAH for more information
- Advisory Committee Recommendation: includes advisory committee membership (names/positions/company or organization), meeting minutes/notes, and summary of recommendations that align with the program as proposed.
- Regional Consortia meeting minutes showing program recommendation (only for new programs)
- Transfer documentation: If a program is designed to provide transfer preparation, as a component of, or as the primary intent of the degree, it must include at least one document to substantiate the alignment of the degree with transfer preparation standards such as ASSIST documentation, programmatic articulation agreements, or crosswalk of courses to targeted transfer institution requirements.

ASSOCIATE DEGREE (Associate in Arts, Associate in Science)

Program Goal: Local

Degree Standards:

- Designed either for Transfer Preparation or to meet community need
- Must be offered in a non-vocational TOP code
- Requires evidence/documentation of meeting transfer preparation or community need/support
- Requires demonstrated competence in reading, written expression, and mathematics
- Requires a minimum of 60 degree-applicable semester units
- Requires a minimum of 18 semester units in a major or area of emphasis
- Requires 12 units be completed in residence at the college granting the degree
- Requires a component of General Education. Can include Oxnard College General Education and/or CSU GE-Breadth, and/or IGETC as appropriate
- Must include local graduation requirements (KIN activity, Health Education)

Submission documentation requirements for all new and modified Associate Degrees with the program goal of "Local"

- Narrative
    - Program Goals and Objectives
    - Catalog Description
    - Program Requirements
    - Master Planning
    - Enrollment and Completer Projections
    - Place of Program in Curriculum/Similar Programs
    - Similar Programs at Other Colleges in Service Area
    - Transfer preparation information, if transfer preparation is a component of the program
- Course Outlines of Record (COR) for all courses in the major or area of emphasis
- Other documentation for Transfer: If a program is designed to provide transfer preparation, as a component of, or as the primary intent of the degree, it must include at least one document to substantiate the alignment of the degree with transfer preparation standards such as ASSIST documentation, programmatic articulation agreements, or crosswalk of courses to targeted transfer institution requirements.
- Other documentation for programs addressing community need: the college must submit community-need related documentation, such as letters of support, survey results, or other evidence that can substantiate the need.

UNIVERSITY OF CALIFORNIA TRANSFER PATTERN (UCTP)

Program Goal: Transfer

The UCTP Associate Degrees in Chemistry and Physics are pilot community college degree programs, designed to provide major preparation and admission guarantee for UCs that accept TAG agreements. Like ADTs, UCTP degrees have templates that CCCs use to construct their degrees. Unlike ADTs, UCTP degrees are not restricted to 60 units maximum, which allows them to include the additional major preparation courses in science and mathematics required for high unit majors like Chemistry and Physics.

Degrees standards:

1. Complete units in major preparation, as prescribed on the UCTP Template.

2. Complete IGETC* courses in the following areas, as prescribed on the UCTP Template.
   a. Area 1A Freshman Composition (3 units)
   b. Area 1B Critical Thinking (3 units)

    c. Area 3 Arts and Humanities (3 units)

    d. Area 4 Social and Behavioral Science (3 units)

    e. Area 5B Biological Science (4 units)

    f. Area 6 Language other than English (0-4 units)

3. Meet the specified requirements as stated in the Transfer Agreement Guarantee (TAG) for the available school.

4. Obtain a cumulative minimum grade point average (GPA) of 3.5 in the major. Students that earn less than 3.5 GPA (UC transferable) still meet the associate degree graduation requirement but will not receive the guaranteed admission into a UC.

5. Obtain a grade of "C" or better or "P" in all courses required in the major. Even though a "pass-no-pass" is allowed (Title 5 § 55063), it is highly recommended that students complete their major courses with a letter grade due to unit limitations on "P/NP" courses by the UC system.

6. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residence at the college granting the degree.

*NOTE: This degree allows for the deferment of IGETC courses, including two courses in Area 3 (Arts and Humanities) and two courses in area 4 (Social Science). These deferred IGETC requirements are to be completed at the UC, after transfer.

CERTIFICATES

Certificate of Achievement (COA): represent a well-defined pattern of learning experiences designed to develop certain capabilities that may be oriented to career or GE.

Certificate of Achievement Standards (CTE):

- Classified as Career Technical Education when they are in a TOP Code designated as vocational in the TOP Manual
- May be designed for both CTE and transfer preparation
- Requires a minimum of 16 semester units of degree-applicable coursework for a standard COA
- Low-unit COA Requires 8 -15.5 semester units of degree-applicable coursework
- Requires Advisory Committee recommendation including agenda, minutes, advisory committee membership,

- Requires current labor market data report and analysis from the Center of Excellence to support the program
- New programs require recommendation by the South Central Coast Regional Consortia (SCCRC)

Submission documentation requirements for all new and modified Certificates of Achievement with the program goal of "CTE"

- Narrative
  - Program Goals and Objectives
  - Catalog Description
  - Program Requirements
  - Master Planning
  - Enrollment and Completer Projections
  - Place of Program in Curriculum/Similar Programs
  - Similar Programs at Other Colleges in Service Area
  - Transfer preparation information, if transfer preparation is a component of the program
- Course Outlines of Record (COR) for all courses in the major
- Current Labor Market Information and Analysis from the Center of Excellence (other supplemental information may also be included – see PCAH for more information)
- Advisory Committee Recommendation: includes advisory committee membership (names/positions/company or organization), meeting minutes/notes, and summary of recommendations that align with the program as proposed.
- Regional Consortia meeting minutes showing program recommendation (only for new programs)
- Transfer documentation: If a program is designed to provide transfer preparation, as a component of, or as the primary intent of the certificate, it must include at least one document to substantiate the alignment of the certificate with transfer preparation standards such as ASSIST documentation, programmatic articulation agreements, or crosswalk of courses to targeted transfer institution requirements.

PROFICIENCY AWARDS

Proficiency Awards are locally approved programs, approved by the VCCCD Board. They do not require submission to the Chancellor's Office curriculum inventory for approval.

Proficiency award standards:

- Fewer than 16 semester units (15.5 maximum)
- Consistent with the college's mission
- Meet a demonstrated need that leads to employability
- Are feasible
- Adhere to guidelines on academic achievement
- Require a grade of "C" or better or "P" in each course
- Cannot be memorialized on a student's transcript (because they are not state approved)

Curriculum Committee and Board submission standards:

- Narrative
  - Program Goals and Objectives
  - Catalog Description
  - Program Requirements
  - Master Planning
  - Enrollment and Completer Projections
  - Place of Program in Curriculum/Similar Programs
  - Similar Programs at Other Colleges in Service Area

Supporting documentation: should identify the jobs the proficiency award prepares students for and any labor market data that supports the need for this preparation. Proficiency awards should be discussed and recommended by the program's advisory committee as all programs in the discipline are.

NONCREDIT PROGRAMS

The CCCCO requires submission of the following types of noncredit programs for approval.

Certificate of Completion: A certificate leading to improved employability or job opportunities, that prepares students to progress in a career path or to take non-degree applicable or degree-applicable credit coursework, such as English as a Second Language or other basic skills coursework.

Certificate of Competency: a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution.

Adult High School Diploma: *Colleges of the VCCCD do not currently offer this noncredit program.*

Noncredit Apprenticeship Programs: *Colleges of the VCCCD do not currently offer this type of noncredit program.*

Noncredit Programs classified as Career Development and College Preparation (CDCP) are eligible for enhanced funding. Only the following four categories qualify as CDCP:

- English as a second language and vocation English as a second language
- Elementary and secondary basic skills
- Workforce Preparation
- Short-term vocational with high employment potential

Submission documentation requirements for noncredit programs:

- Narrative
  - Program Goals and Objectives
    - Goal: CTE or Local
    - If CTE, the specific occupation or fields the program will prepare students to enter.
    - Program level Student Learning Outcomes
  - Catalog Description
  - Program Requirements
    - Course requirements and sequencing
    - Hours
  - Master Planning: how the program fits into the mission, curriculum, and master planning of the college and higher education in California
- Course Outlines of Record (COR) for all courses
- Current Labor Market Information (LMI) - required for short-term vocational programs with high employment potential only. LMI must be less than two years old.

SOURCES:

The information in this Curriculum Handbook is a summary and interpretation of material from local and California State sources.

- VCCCD Documents
    - *VCCCD Participatory Governance Handbook April 29, 2022*
    - *Oxnard College Participatory Governance Handbook 2022-2025*
    - *Administrative Procedures*
- Documents from the California Community College's Chancellor's Office
    - *Program and Course Approval Handbook (PCAH)*, 7th Edition California Community College Chancellor's Office (2020)
- Documents from the Academic Senate for California Community Colleges, including:
    - *The Course Outline of Record: A Curriculum Reference Guide Revisited* (2017)
    - *The Course Outline of Record: A Curriculum Reference Guide (2008)*
- Documents relating to transfer institutions
    - *CSU General Education Breadth Requirements*, Executive Order #1100
    - *Intersegmental General Education Transfer Curriculum Standards 2.3*
    - Course Identification Numbering System (C-ID) website at www.c-id.net

ACRONYMS

Alphabetical List of Acronyms and Abbreviations used frequently in Curriculum

A.A.	Associate in Arts
AAM	Articulation Agreement by Major
A.A.-T	Associate in Arts for Transfer
ACCJC	Accreditation Commission for Community and Junior Colleges
ADT	Associate Degree for Transfer
A.S.	Associate in Science
A.S.-T	Associate in Science for Transfer
ASCCC	Academic Senate for California Community Colleges
ASSIST	Articulation System Stimulating Interinstitutional Student Transfer
BCT	CSU Baccalaureate Level Course List by Department
BOT	Board of Trustees
CAT	Catalog software
CDCP	Career Development and College Preparation
C-ID	Course Identification Numbering System
CCC	California Community Colleges
CCCCO	California Community Colleges Chancellor's Office
CIM	Curriculum Inventory Management
CIP	Classification of Instructional Programs
COA	Certificate of Achievement
CMS	Curriculum Management System
COR	Course Outline of Record
CSU	California State University
CSU GE-Breadth	California State University General Education - Breadth
CTE	Career Technical Education
DCCI	District Council on Curriculum and Instruction
GECC	CSU GE Certification Course List by Area
IGETC	Intersegmental General Education Transfer Curriculum
LMI	Labor Market Information
MC	Model Curriculum
MIS	Management Information Systems
MQ	Minimum Qualifications
PA	Proficiency Award
PCAH	Program and Course Approval Handbook
SAM	Student Accountability Model
SB	Senate Bill

SCCRC	South Central Coast Regional Consortia
SOC	Standard Occupational Classification
TBA	To Be Announced (formerly Hours by Arrangement)
TCA	Transfer Course Agreement
TMC	Transfer Model Curriculum
TOP	Taxonomy of Programs
UC	University of California
UCTP	University of California Transfer Pathway