

*Valencia Community
College*

*Collegewide
Curriculum
Manual*

2001-2002

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CURRICULUM

What is Curriculum?

Curriculum is the sum total of all the instructional programs at the college. Generally, curriculum is described in terms of specific courses and patterns of course completion (degree programs). For the purposes of this handbook, the curriculum discussed is limited to credit programs and courses.

The Role of Faculty, Administration, the Governing Board and the Collegewide Curriculum Committee

At Valencia Community College, development of curriculum is an important responsibility of the faculty, administration and governing board. Members of the Collegewide Curriculum Committee are appointed by the president for two year terms. Every credit course is broadly defined by a collegewide course outline developed and approved by the faculty who teach the courses on the various campuses. The course outline sets the minimum competencies necessary for satisfactory performance (e.g., a grade of C or better) in the course. Individual faculty members are responsible for determining and implementing the exact course content for individual courses they teach. This exact course content is explained in the course syllabus prepared by the faculty member and distributed to each student enrolled in the course. Thus, by a combination of collegewide cooperation and individual effort, faculty members determine and manage the specific courses in the college curriculum.

Determination of degree programs is the joint responsibility of faculty, discipline leaders, appropriate academic administrators, the Collegewide Curriculum Committee, the College Learning Council, the president and the District Board of Trustees. Degree programs consist of a specific sequence of college level credit courses to be completed by students prior to awarding of the degree. Determination of degree requirements involves a review of state laws and rules, accreditation requirements, needs of the graduates, intended application of the degree after graduation, university requirements, and business and industry needs. It is the responsibility of the academic administration to ensure the proper college procedures are followed for all curriculum matters and to provide supervision to the instructional process at the college. The faculty and administration work closely with the Collegewide Faculty Association, the Instructional Council, the Curriculum Committee, the College Learning Council, and the President to provide leadership and support for an excellent curriculum that meets the needs of Valencia students.

The Collegewide Curriculum Committee is the body responsible for curriculum review and oversight. All new courses, modifications to existing courses, and deletion of courses must be approved through discussion and specific action of the committee. Degree programs are reviewed, discussed, and approved by the Collegewide Curriculum Committee and the Executive Council.

Curriculum Committee Charge

The Collegewide Curriculum Committee is responsible for ensuring that all courses and programs have instructional integrity, meet the college's standards of excellence, and fit into a sequential framework that leads to student success. The committee reviews and must approve all additions, deletions, and major modifications to credit courses and programs. The president receives the recommendations of this committee.

History

The committee was approved by the Collegewide Council in August 1978, and began functioning in October 1978. It replaced the individual campus Curriculum and Instruction Committees. The membership composition and procedures were revised during the 1991-92 academic year. *

Membership

The committee consists of 19 voting members: three Associate in Arts deans; two Associate in Science deans; twelve faculty members (one from each of the following disciplines: business, communications, fine arts, foreign languages, health related, humanities, mathematics, natural sciences, physical education, public service, social sciences, and technical education); one counselor; and one student. Each member shall have an alternate. Ex-officio members are the three campus provosts, the assistant vice president for workforce development, a representative from the Learning Resources Center and one from admissions/student records. The committee is chaired by the provost of the West Campus or his/her designee and may cast a ballot only to break a tie vote.

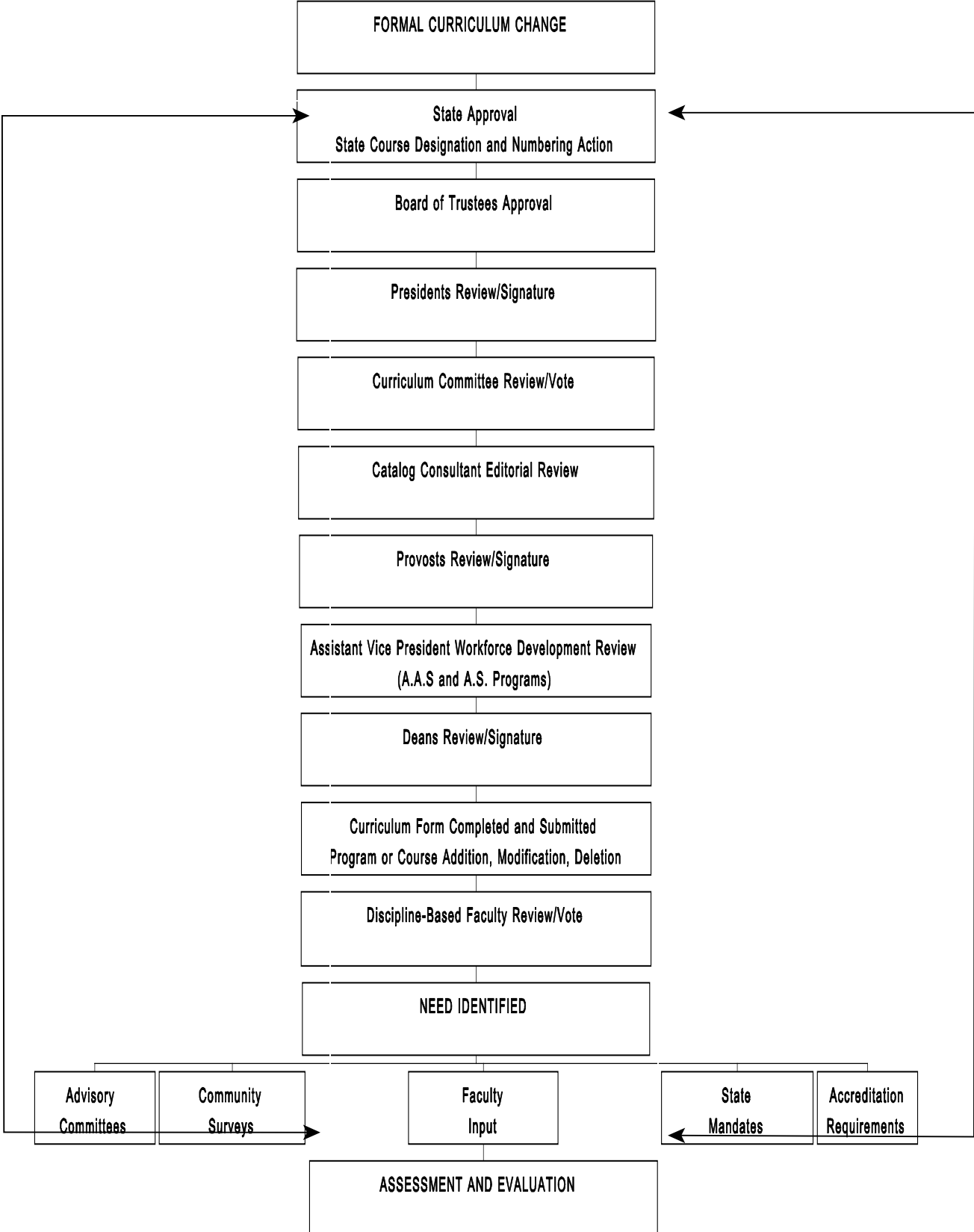
Term of Office

Student members serve one-year terms; faculty and administrators serve staggered, two year terms. The committee meets ten times per year.

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During the period from 1978 - 1991 membership was based on geographic location and the committee chair was rotated among campuses every two (2) years.

Curriculum Development and Review Process (Credit Programs and Courses)



Curriculum Change

There are six (6) distinct types of curricular change. Curriculum proposals related to each type of change are associated with a specific form including **Credit Program Addition (CPA)**, **Credit Program Modification (CPM)**, **Credit Program Deletion (CPD)** and **Credit Course Addition (CCA)**, **Credit Course Modification (CCM)** and **Credit Course Deletion (CCD)**. These forms are designed to collect key information, response data and required signatures. In order for changes to be considered, forms must be filed with the Collegewide Curriculum Committee according to agenda deadlines on the committee's annual calendar. Individual proposals will be recorded, numbered sequentially and scheduled for consideration by the committee secretary.

The Relationship of College Catalog to the Curriculum Committee

The portions of the college catalog that present academic program or degrees and certificate programs represent materials approved through the curriculum development and review process. Generally, with the exception of minor modifications, all course descriptions and program requirements have been approved by the Collegewide Curriculum Committee prior to inclusion in the college catalog.

When do Curriculum Changes Take Effect?

Changes to the curriculum typically take effect at the beginning of a new academic year; i.e., the fall semester (Session 1). However, when external circumstances dictate (accreditation, registration, certification, exams) exceptions may be made. New programs may begin any session.

How to Add, Modify or Delete a Degree or Certificate Program

The following outline describes the key stages of the curriculum change process for credit programs.

1. Identify need and type of action selected (program addition, modification or deletion).
2. Discuss proposal with the deans and with faculty who teach in the program area.
3. Obtain the appropriate curriculum form (CPA, CPM, CPD). Forms can be provided by departmental offices, provosts' offices, or the Collegewide Curriculum Committee secretary. Both hard copy and computer file versions are available.
4. Complete the curriculum form according to the instructions provided on the form document.
5. Please note that credit program additions and modifications must include appropriate program outline information.
6. Voter eligibility lists for specific proposals are generated automatically by the Staff Assistant for the Collegewide Curriculum Committee. It is the responsibility of the proposal initiator to request a response from each eligible voter.
7. Once the form is completed, the dean will submit it to the provost of the campus on which the proposal originates. In addition, A.A.S. and A.S. Degree and certificate program changes must be reviewed, as appropriate, by advisory committees and routed to the assistant vice president for workforce development. The completed form should be submitted to the Collegewide Curriculum Committee for processing.
8. Upon receipt by the Collegewide Curriculum Committee, the form will be reviewed and, if necessary, the proposal's initiator may be asked to clarify any portion of the form that is unclear or incomplete.
9. The proposal then must be routed to the other campus provosts for review and approval.
10. The proposal will be scheduled for consideration by the Collegewide Curriculum Committee at the next regularly scheduled meeting. Proposal initiators will be notified of the date, place, and time of the meeting, and are expected to appear before the committee to make an oral presentation of the proposal and answer any questions that may arise. Specific rules on the scope and time allotment for presentation have been established in order to expedite committee business.
11. Proposals approved by the Collegewide Curriculum Committee are signed by the chair and forwarded to the president for approval and submission to the District Board of Trustees.
12. Proposals approved by the District Board of Trustees are transmitted to the Florida Department of Education for information. Following approval by the Board of Trustees the program changes are made to the curriculum and the college catalog.

How to Add, Modify or Delete a Course

The following outline describes the key stages of the curriculum change process for credit courses.

1. Identify need and the type of action selected (addition, modification, deletion).
2. Discuss proposal with the dean and with other faculty who teach in the discipline.
3. Obtain the appropriate curriculum form (CCA, CCM, CCD). Forms can be provided by departmental offices, provosts' offices, or the Collegewide Curriculum Committee secretary. Both hard copy and computer file versions are available.
4. Complete the curriculum form according to the instructions provided on the form document.
5. Please note that credit course additions must include a course outline and course syllabus and modifications to course descriptions must include a course syllabus. See sections on course outline and course syllabus below.
6. Voter eligibility lists for specific proposals are generated automatically by the Staff Assistant for the Collegewide Curriculum Committee. It is the responsibility of the proposal initiator to request a response from each eligible voter.
7. Completed forms should be submitted to the dean who will secure approval from the provost of the campus on which the proposal originates. Copies of the proposal are routed to the other campus provosts. After signatures are obtained, the completed form should be submitted to the Collegewide Curriculum Committee for processing.
8. Upon receipt by the Collegewide Curriculum Committee, the form will be reviewed and, if necessary, the proposal's initiator may be asked to clarify any portion of the form that is unclear or incomplete.
9. The proposal will be scheduled for consideration by the Collegewide Curriculum Committee at the next regularly scheduled meeting. Proposal initiators will be notified as to the date, place, and time of the meeting, and are expected to appear before the committee to make an oral presentation of the proposal and answer any questions that may arise from committee members. Specific rules on the scope and time allotment for presentation have been established in order to expedite committee business.
10. Proposals approved by the Collegewide Curriculum Committee are signed by the committee chair and forwarded to the president for approval and submission to the District Board of Trustees.
11. Proposals approved by the District Board of Trustees are submitted to the Florida Department of Education for final approval of course prefix, number and title. Following final state approval, course changes are made to the curriculum and the college catalog.

The Course Outline

At Valencia Community College the course outline is intended to be a collegewide document that describes the minimum outcomes expected of each student who successfully completes the course (i.e. with a grade of C or better). Each active credit course will have an up-to-date course outline on file in appropriate departmental and provost offices. The course outline is a fundamental statement of course competencies to be used by all professors teaching a given course, whether they be full-time or adjunct, at all campuses. The course outline will be reviewed at least every five years with the most recent effective date representing the last time review (and/or revision) was completed. The course outline is intended to be combined with the Course Presentation Form (available through the departmental office) to make a complete curriculum file for each course suitable for filing in curriculum database. While each course outline should contain the same minimal components, the exact terminology and arrangement of topics may vary with discipline upon agreement of the affected faculty members.

The following minimal components should be contained in all Valencia course outlines.

COURSE TITLE:
PREREQUISITE(S):
COREQUISITE(S):
CREDIT HOURS:
CONTACT HOUR BREAKDOWN:
COMMON COURSE NUMBER:
CATALOG DESCRIPTION:
UNIT OR TOPIC TITLES:
EFFECTIVE DATE / REVIEW DATE:
CLAST COMPETENCIES ADDRESSED IN COURSE:
VALENCIA STUDENT COMPETENCIES ADDRESSED IN COURSE:
TOPICS / UNITS IN THE COURSE:
 General Outcome
 Specific Outcomes
 CLAST Competencies addressed in topic
 Valencia Student Competencies addressed in topic

Where are Course Outlines Filed on Campuses?

Copies of course outlines for each discipline are available in the appropriate departmental offices. A complete set of course outlines is permanently filed by the Collegewide Curriculum Committee.

The Course Syllabus

At Valencia Community College the course syllabus is intended to be the primary document whereby a professor communicates to the student major rules and directions for the course. Each professor must provide a current syllabus to every student in the class. While each professor's course syllabus should contain the same minimal topics, the layout and exact content of the syllabus is the prerogative of the individual professor. Copies of course syllabi should be maintained in the appropriate departmental and provost's office. The following minimal components should be contained in all Valencia course syllabi.

SESSION AND YEAR:

COURSE: Name and catalog description
Credit
Prerequisite(s) and Corequisite(s)
Supplemental meeting places and times
Statement about teaching or reinforcing skills and competencies applicable to CLAST and Valencia outcomes

PROFESSOR: Name and title (where appropriate)
Office
Phone number
Office hours (also by Appointment)

EDUCATIONAL

MATERIALS: Text - title, edition, author
Supplements
Additional supplies (if needed)
Resources - names and locations

EVALUATION: Examinations
Quizzes
Projects, assignments, papers
Type of final
Calculation of final grade (as specific as possible)

CLASSROOM POLICIES: Attendance
Make-up examination procedure
Academic honesty

DISCLAIMER: Changes may be made at the discretion of the instructor (usually in writing)

SCHEDULE OF CLASSES

AND/OR LABS:

SPECIAL RULES:

NOTE: Valencia Core Competencies are: Think, Communicate, Value and Act
A full description can be found on page 14.

Where to Find a Sample Course Syllabus?

Course syllabi are kept on file by all department offices.

Writing a Catalog Course Description

The course description printed in the college catalog is the only source of information on a particular course available to the student short of her/his individually seeking advice from professors. Since the course description is so important, it should be written as carefully and precisely as possible. The general purpose of the course description is to provide a brief synopsis of the course content and to list any special conditions related to the course. Special conditions might include co-requisites, pre-requisites, departmental approval required, inclusion of a lab, special fees, or whether or not the course meets Gordon Rule requirements. The following list of pointers for writing catalog course descriptions might help:

1. Course title should be short but as descriptive as possible. (Titles should not be repeated in the course descriptions.)
2. The number of credit hours should be printed on the same line as the title.
3. If needed, any prerequisites, followed by corequisites, should be the first item(s) in the body of the course description.
4. If specific approval is required, it should be listed immediately after pre- and/or co-requisites and use the following phrase: "departmental approval."
5. When writing the main body of the course description, consider the following:
 - a. Eliminate as much verbiage as possible. Keep the description clear and concise.
 - b. Keep items as parallel as possible with existing descriptions for similar courses. Review course descriptions for other courses while writing the new one.
 - c. For "Selected Topics" courses number XXX 29__ be sure to make a statement in the description that they may be repeated for credit as long as the content is different each time.
6. If applicable, the Gordon Rule writing component should be noted after the body of the description.
7. If needed, minimum grade requirements should follow the Gordon Rule information.
8. If the course is a lab or includes a lab and/or if the number of hours of instruction per week is needed in the description, they should come next in the description.
9. Special fees, if required, should be typed in parentheses at the end of the description.

Examples of different types of course descriptions are printed below for reference.

BSC 1011C **4 Credits (3,3)**
FUNDAMENTALS OF BIOLOGY II

Prerequisite: BSC 1010C or BSC 1010H A continuation of BSC1010C. Includes an analysis of biological systems at the organismal and supraorganismal levels: Unity and diversity of life, organismal structure and function. Will examine such topics as: Darwinism, origin of life, diversity and origin of Eukaryotes, evolution and diversity of the five kingdoms; animal and plant morphology, reproduction, development of animal behavior, population biology and ecology. (Special Fee \$25.00)

BUL 2241 **3 Credits (3,0)**
BUSINESS LAW I

Introduction to law, its social forces and agencies for enforcement; effects of governmental regulation on business and society, including environmental law, community planning and consumer protection; contracts; personal property, including bailments and sales.

ENC 1102 **3 Credits (3,0)**
FRESHMAN COMPOSITION II

Prerequisites: ENC1101 or 1101H with minimum grade of C. Application of skills learned in ENC 1101. Emphasis on style; use of library; reading and evaluating available sources; planning, writing, and documenting short research paper. Gordon Rule course which requires 6,000 words of writing. Minimum grade of C required if ENC 1102 is used to satisfy Gordon Rule and general education requirements.

DEP 2004 **3 Credits (3,0)**
DEVELOPMENTAL PSYCHOLOGY

Prerequisite: PSY 1012. Designed to survey theory and research on development from conception through death. Emphasizes biological and social variables which influence human behavior.

HUM 2232 **3 Credits (3,0)**
HUMANITIES - RENAISSANCE AND BAROQUE

Prerequisite: ENC 1101 or 1101H. Integrated examination of dominant ideas in Western culture expressed in art, literature, music, philosophy and religion. Covers period from Renaissance through Baroque era, emphasizing synthesis of classical and Christian elements. Gordon Rule course which requires 6,000 words of writing. Minimum grade of C required if used to satisfy Gordon Rule requirement.

How to Add or Delete a Course to the General Education Core

General Education requests should be treated like Program Modifications. Please refer to the section entitled: **How to Add, Modify or Delete a Degree Program.**

Curriculum Committee Time Lines

- \$ An annual schedule of meetings is prepared and distributed by the Curriculum Committee Chair.
- \$ Proposals for curriculum modifications are due in the office of the Curriculum Committee chair three weeks (21 calendar days) prior to the next meeting date.
- \$ Submitted proposals are reviewed and scheduled for committee presentation. Incomplete proposals will be returned to the dean from whom they originate.
- \$ Proposal initiators are required to appear before the committee to give a brief presentation of the proposal.
- \$ Meeting agendas and copies of proposals for consideration are mailed to committee members and resource persons one week (7 calendar days) prior to the meeting.
- \$ Proposals that receive committee approval are signed by the Curriculum Committee Chair and submitted to the President.
- \$ Proposals that receive Presidential approval are submitted to the District Board of Trustees.
- \$ Proposals that receive Board approval are submitted to the Florida Department of Education State Course Numbering System.
- \$ Proposals that receive State approval are added to the Master Schedule. The Curriculum Committee staff assistant will notify the appropriate department and catalog coordinator when the change will take effect.

Curriculum Committee Meeting Schedule

2000-2001

All meetings begin at 2:00 p.m.

<u>DATE</u>	<u>LOCATION</u>	<u>AGENDA DEADLINE</u>
July 11, 2001	East Campus, 5-112	June 20, 2001
September 12, 2001	West Campus	August 22, 2001
October 10, 2001	Osceola Campus	September 19, 2001
November 14, 2001	East Campus	October 24, 2001
January 16, 2002 (Classes begin Jan.9)	West Campus	December 14, 2001 (Offices closed beginning Dec. 20)
February 13, 2002	Osceola Campus	January 23, 2002
March 13, 2002	East Campus	February 20, 2002
April 10, 2002	West Campus	March 13, 2002 (Early deadline due to Spring Break)
May 8, 2002	Osceola Campus	April 17, 2002
June 12, 2002	East Campus	May 22, 2002
July 10, 2002	West Campus	June 19, 2002

2000-01 COLLEGEWIDE CURRICULUM COMMITTEE

		<u>Ext.</u>	<u>Cont-g</u>	<u>Term Ends</u>	<u>Mail Code</u>
Chairman	Paul A. Kinser	x1372		4-1	
Associate in Arts Chair, Representative	Jared Graber	x1203		12/00	4-32
Associate in Arts Chair, Representative	Morgan Phillips	x2366		12/00	3-16
Associate in Arts Chair, Representative	Tony Beninati	x2628		12/00	3-29
Associate in Arts Chair, Alternate	Carol Johnson	x6871		12/00	5-1
Associate in Arts Chair, Alternate	Della Paul	x2433		12/00	3-16
Associate in Arts Chair, Alternate	Ron Keiper	x1407		12/00	4-3
Associate in Science Chair, Representative	Ruth Webb	x1537		12/01	4-14
Associate in Science Chair, Representative	Michele McArdle	x6801		12/01	5-1
Associate in Science Chair, Alternate	Tim Grogan	x4110		12/01	6-6
Associate in Science Chair, Alternate	Rick Rietveld	x2340		12/01	3-2
Business Representative	Dale Husbands	x4118	12/02	6-6	
Business Alternate	TBA				
Communications Representative	Diane Orsini	x1172		12/02	4-11
Communications Alternate	Dave Rogers	x4111		12/02	6-6
Fine Arts Representative	Michael Shugg	x2372	12/00	3-2	
Fine Arts Alternate	Michael Galletta	x2328		12/02	3-2
Foreign Languages Representative	Ana Caldero	x1431		12/01	4-11
Foreign Languages Alternate	Brenda Bredin	x2492		12/01	3-16
Health Related Representative	Hal White	x1539	12/02	4-14	
Health Related Alternate	Linda Speranza	x1563	12/02	4-14	
Humanities Representative	TBA				
Humanities Alternate	Elizabeth Eschbach	x2363	12/01	3-2	
Mathematics Representative	James Lang	x2490		12/01	3-16
Mathematics Alternate	Tim Williams	x1232		12/01	4-16
Natural Sciences Representative	Joe Bivins	x2642		12/01	3-16
Natural Sciences Alternate	Elizabeth Ingram	x2771		12/01	3-16
Physical Education Representative	Joe Marek	x2217		12/02	3-25
Physical Education Alternate	Tammy Sabourin	x2282		12/00	3-25
Public Service Representative			12/01		
Public Service Alternate	Cathy Mestre	x1551	12/01	3-25	
Social Sciences Representative	Chuck Dome	x2215	12/02	3-29	
Social Sciences Alternate	TBA				
Technical Education Representative	Betty Wanielista	x2347		12/00	3-25
Technical Education Alternate	Jim Johnson	x1517		12/02	4-23
Counselor Representative	Julia Ribley	x1402		12/01	4-10
Counselor Alternate	TBA				
Student Representative				12/00	
<u>Ex-Officio:</u>					
Learning Resources Center	Linda Swaine	x4156	Cont'g		6-3
Admissions and Student Records	Jo Ann Toner	x1512	Cont'g		4-8
Assistant V.P. for Workforce Development	Joan Tiller	x3327	Cont'g		DTC3
West Campus Provost	Paul A. Kinser	x1372	Cont'g		4-1
East Campus Provost	Stan Stone	x2253	Cont'g		3-1
Osceola Campus Provost	Silvia Zapico	x4101	Cont-g		6-1
Winter Park Campus	Ruth Prather	x6805	Cont-g		5-1
Honors Program	Ron Brandolini	x1729	Cont'g		4-1
Director of Institutional Research	Ron Nelson	x1612	Cont'g		4-12
Information Technology	Carolyn McKinney	x1567	Cont-g		4-12
Catalog Resource	Julia Ribley	x1402	Cont-g		4-10

VALENCIA'S STUDENT CORE COMPETENCIES

Valencia's Student Core Competencies are complex abilities that are essential to lifelong success. These general competencies can be applied in many contexts and must be developed over a lifetime. They specify how learning can be expressed and assessed in practice. They enable students and faculty to set learning goals and assess within and across the many disciplines of human inquiry.

THINK

TO THINK, WHAT MUST YOU DO?

- \$ Analyze data, ideas, patterns, principles, perspectives
- \$ Employ the facts, formulas, procedures of the discipline
- \$ Integrate ideas and values from different disciplines
- \$ Draw well-supported conclusions
- \$ Revise conclusions consistent with new observations, interpretations, or reasons

HOW AND WHERE MUST YOU THINK?

- \$ With curiosity and consistency
- \$ Individually and in groups

COMMUNICATE

TO COMMUNICATE, WHAT MUST YOU DO?

- \$ Identify your own strengths and need for improvement as a communicator
- \$ Employ methods of communication appropriate to your audience and purpose
- \$ Evaluate the effectiveness of your own and others' communication

HOW AND WHERE MUST YOU COMMUNICATE?

- \$ By speaking, listening, reading, and writing
- \$ Verbally, non-verbally, and visually
- \$ With honesty and civility
- \$ In different disciplines and settings

VALUE

TO VALUE, WHAT MUST YOU DO?

- \$ Recognize values as expressed in attitudes, choices, and commitments
- \$ Distinguish among personal, ethical, aesthetic, cultural, and scientific values
- \$ Employ values and standards of judgement from different disciplines
- \$ Evaluate your own and others' values from individual, cultural, and global perspectives

HOW AND WHERE MUST YOU VALUE?

- \$ With empathy and fair-mindedness
- \$ Individually and in groups

ACT

TO ACT, WHAT MUST YOU DO?

- \$ Apply disciplinary knowledge, skills, and values to educational and career goals
- \$ Implement effective problem-solving, decision-making, and goal-setting strategies
- \$ Act effectively and appropriately in various personal and professional settings
- \$ Assess the effectiveness of personal behavior and choices
- \$ Respond appropriately to changing circumstances

HOW AND WHERE MUST YOU ACT?

- \$ With courage and perseverance
- \$ Individually and in groups
- \$ In your personal, professional, and community life

Academic (CLAST) Competencies

The computation and communication competencies required are as follows:

1. Reading Skills (Literal Comprehension, Critical Comprehension, Essay Skills)
2. English Language Skills (Word Choice Skills; Sentence Structure Skills; Grammar, Spelling, Capitalization, and Punctuation Skills)
3. Mathematics Skills (Arithmetic Skills; Geometry and Measurement Skills; Algebra Skills; Statistics Skills, Including Probability; Logical Reasoning Skills)

Curriculum Forms

The six (6) forms used to process curriculum changes are included as input documents. Those preparing a proposal can simply tab and insert information as appropriate. **Checklists** for each type of proposal are provided as tools for planning and review purposes.

Proposal Checklist for Credit Course Addition: <http://faculty.valencia.cc.fl.us/forms/ccaproposal.htm>
Credit Course Addition Form: <http://faculty.valencia.cc.fl.us/forms/credcourseaddform2.cfm>

Proposal Checklist for Credit Course Modification:
<http://faculty.valencia.cc.fl.us/forms/credcourseaddform2.cfm>
Credit Course Modification Form: <http://faculty.valencia.cc.fl.us/forms/ccmodform2.cfm>

Proposal Checklist for Credit Course Deletion: <http://faculty.valencia.cc.fl.us/forms/ccdproposal.htm>
Credit Course Deletion Form: <http://faculty.valencia.cc.fl.us/forms/ccdeletform2.cfm>

Proposal Checklist for Credit Program Addition: <http://faculty.valencia.cc.fl.us/forms/cpaproposal.htm>
Credit Program Addition Form: <http://faculty.valencia.cc.fl.us/forms/credprogramaddform2.cfm>

Proposal Checklist for Credit Program Modification: <http://faculty.valencia.cc.fl.us/forms/cpmproposal.htm>
Credit Program Modification Form: <http://faculty.valencia.cc.fl.us/forms/programmodform2.cfm>

Proposal Checklist for Credit Program Deletion: <http://faculty.valencia.cc.fl.us/forms/cpdproposal.htm>
Credit Program Deletion Form: <http://faculty.valencia.cc.fl.us/forms/programdeletionform2.cfm>

GLOSSARY

- A.A. Degree** See Associate in Arts.
- Academic Honesty:** Refers to required statement in the course syllabus. The statement must clearly state that cheating or plagiarism is not tolerated by the college and that the instructor may take disciplinary action against students proven to be academically dishonest. See definition and description of the course syllabus.
- Advisory Committee:** Advisory committees are composed of individuals from both inside and outside the college. Outside members typically include representatives from business, industry, and/or other educational institutions. Advisory committees may assist with course and/or program development and review.
- Associate in Arts:** The A.A. Degree is designed for the student who plans to transfer to a Florida public university as a junior to complete a bachelor's degree. Through the A.A. Degree, Valencia offers lower division preparation for almost all of the approximately 200 majors in the State University System of Florida
- The Associate in Arts Degree Pre-Majors are designed for students who plan to earn the A.A. Degree from Valencia and transfer to one of the ten state universities in Florida as a junior to complete a bachelor's degree in one of the specific majors.
- The Associate in Arts Degree: General Studies is available for students who want a two-year college degree and have not selected a Pre-Major for transfer to a state university in Florida and for students who plan to transfer to a private and/or out-of-state institution. Although the Pre-Majors provide the best preparation for transfer to specific majors in Florida's State University System, a student still may choose the Associate in Arts: General Studies for a variety of reasons.
- Associate in Science:** The A.A.S. and A.S. Degrees are designed to prepare students to enter careers upon completing a degree, with no further study required. Certain A.S. Degrees articulate with bachelor's degree programs in Florida's State University System. These degrees, called Articulated A.S. to B.A./B.S. Career Path Degrees, are designed for students who seek immediate employment in the specified field and who decide to continue to a Florida public university as a junior to complete a bachelor's degree in the specified field. Valencia offers approximately 40 A.A.S. and A.S. Degrees ranging from Accounting to Theater and Entertainment Technology. The A.A.S. and A.S. Degrees are described in full in the Career Programs section of the college catalog.
- Board of Trustees:** The Valencia District Board of Trustees is the governing body of the college. The board members are appointed by the Governor of the State

of Florida and are responsible for approving the college curriculum. The President of the college reports directly to the Board of Trustees.

CLAST: CLAST stands for the College Level Academic Skills Test and is the exam used to verify that A.A. graduates and juniors in the SUS possess the CLASP program skills. Since the exam is much more widely discussed than the overall program, many people are unfamiliar with term CLASP.

CLAST Competencies: The CLAST competencies are the specific skills areas that are tested on the CLAST exam. A general description of each of the seven CLAST competencies is listed on the Credit Course and Program Modification Request Forms and a detailed description is listed in the college catalog.

College Prep: College-preparatory courses are those courses designed to bring students=skills up to the college level. College-prep or remedial courses all have a course number beginning with 00 and do not carry college credit, i.e., college prep courses do not satisfy any degree requirements. Students are mandated into specific college-prep courses in the general areas of reading, English language skills, and math based on entry assessment test scores. (See also Entry Assessment and Mandated Remediation)

Common Course Numbering System: The common course numbering system is operated by the Florida Department of Education and includes all postsecondary courses taught in state community colleges and universities. The system defines each college level course by a number consisting of a three letter discipline designator and a four-number course designator. For example ENC 1101 is the course number of freshman composition with the ENC referring to English and 1101 to the specific English course defined by the content taught in freshman composition. Since all state colleges and universities use the same system, transfer of credit is greatly facilitated among Florida public institutions. Course numbers are assigned by the Department of Education. (See the college catalog for a more specific definition.)

Co-requisite: A co-requisite is a course that must be taken simultaneously with a particular course. The course description for a course requiring a co-requisite must clearly indicate the co-requisite course by number.

Course Description: The course description is a basic statement of the course content that is printed in the college catalog. The course description should include any co- or pre-requisites, departmental approval (if required), a general list of the discipline related topics to be covered, and whether or not the course includes a 6,000 word Gordon Rule writing component.

Course Outline: Valencia Community College requires that each credit course be described in terms of specific Valencia Student Competencies, CLAST competencies and discipline-related topics to be taught. The course

outline is unique for each course. That is, only one course outline exists for a given course at the college. Course outlines are fully defined and described in the Valencia Curriculum Manual. Copies of course outlines are on file in the Office of the Chair of the Curriculum Committee.

- Course Syllabus:** Valencia requires that each professor prepare and distribute to all students a course syllabus defined and described fully in the curriculum manual and in the faculty handbook. The syllabus is a professor's basic contract with her/his students and must include the minimal components specified in the definition document.
- Credit:** Credit or college credit refers to those courses which contribute toward satisfaction of a particular degree program. Credit courses are those which have been approved by the college and State of Florida and assigned a common course number of 1000 or greater. Generally, one hour of college credit requires 15 contact hours of instruction. Laboratory credit generally requires two to three instructional hours per hour of college-level credit.
- Curriculum Committee:** The college curriculum committee is the body whose primary responsibility is to provide an oversight function for the college curriculum. A specific description and list of members is located elsewhere in the curriculum manual.
- DACUM:** DACUM stands for *Develop a Curriculum* and represents a process whereby appropriate individuals develop and put in priority components of a course or program. A version of the DACUM process is utilized as part of the program review process described in the curriculum manual.
- Disclaimer:** The disclaimer statement must be included in a professor's course syllabus. A disclaimer essentially states that the professor reserves the right to make changes in the syllabus upon written notification to the student (typically issue of a revised syllabus or schedule). A disclaimer statement is also included at the beginning of the college catalog.
- Educational Materials:** Educational materials are text books, lab manuals, computer software, audiovisual or other materials that are utilized by the student during a course. The professor's syllabus must list those educational materials which the student is required to purchase and any others of which the student should be aware during the course.
- Entry Assessment:** All first-time-in-college students are required to take an entry assessment examination to determine whether or not they are ready to begin college-level work. The State of Florida allows for several specific assessment instruments. For those students who have not already taken an entry assessment, Valencia provides the Computerized Placement Tests (CPTs) and evaluation. Depending on the test scores a student may be required to take college-prep courses. (see College-Prep and Mandated Remediation)

Evaluation:	Evaluation refers to the method of determining a student's grade. An evaluation section is required in a professor's course syllabus. Generally, the more clearly the grading determination process can be described, the better for the student-professor relationship.
General Education:	General Education refers to the basic core curriculum that a student must complete to receive a degree. General education courses are clearly described in the college catalog. The purpose of general education is to ensure that all students have some college-level course work in communications, math, natural science, social science, and humanities. Foreign language course work is required if the student has not satisfied the college's foreign language proficiency requirement. For A.A. students the general education requirement is from 36 to 45 credit hours, depending on the student's level of foreign language skills. For A.S. students the general education requirement is a minimum of 15 credit hours.
Gordon Rule:	Gordon Rule (6A-10-.30) is the common name for the Florida higher education requirement which specifies that all students must complete a minimum of 24,000 words of writing in at least four courses and 6 credit hours of math at the level of college algebra or higher. At Valencia courses designed to satisfy the Gordon Rule writing requirement require a minimum of 6,000 words of writing. Thus, a student must complete four Gordon Rule writing courses to satisfy the requirement. Whether or not courses include the Gordon Rule writing requirement should be clearly indicated in the course description.
Instructional Council:	The Instructional Council consists of the instructional leaders at Valencia Community College; i.e., deans and provosts. The council is responsible for recommending and reviewing instructional policies and procedures for the college.
Major:	An academic major is generally defined as the discipline area of concentration in which a degree is granted. At Valencia each A.S. degree represents a separate major.
Mandated Remediation:	Those students whose entry assessment scores indicate that they must take one or more college-prep courses are required to complete their college-prep course work in a prescribed manner. This process is referred to as Mandated Remediation.
Non-credit:	Non-credit instruction consists of courses, workshops and seminars that do not result in the awarding of college credit hours upon completion. Non-credit courses are not supervised by the curriculum committee. Non-credit courses do result in the awarding of ACEU® or Continuing education credits® which may be important to demonstrate that employees maintain current job skills.
Pre-requisite:	A pre-requisite is a course that must be completed prior to enrollment in

a given course. Courses which require pre-requisites should clearly indicate the pre-requisite by course number in the course description.

- Program:** In the context of the curriculum committee, a program refers to the degree major or title under which a student is seeking a degree.
- SACS:** SACS stands for the Southern Association of Colleges and Schools. SACS is the regional accreditation body from which Valencia receives its basic accreditation. SACS accreditation is required by the state of Florida and verifies that Valencia's instructional program meets a set of standards or criteria against which all colleges and universities in our region are measured.
- State University System:** The State University System of Florida consists of the 10 public universities. The Articulation Law provides that all A.A. graduates of a Florida public community college must be accepted into the SUS upon request. The SUS institution that receives most Valencia graduates is the University of Central Florida.
- SUS:** SUS stands for the State University System of Florida.
- Teaching Discipline:** Teaching discipline generally refers to the broad areas in which universities offer bachelors degrees. For example, computer programming, business administration, biology, history, etc. A second, much more specific definition of discipline is used by the common course numbering system to designate course numbers. The teaching discipline concept is important in determining faculty credentials relative to the teaching assignment.
- Valencia Core Competencies:** Valencia Core Competencies are broad areas of learning that are determined by the faculty. A detailed listing of the competencies is printed in the college catalog.