Draft of Course Revision Process

Please note: This presentation is only a “draft” attempt to identify, for faculty, the areas where the CIC spent most of their time correcting revision proposals during the 2013-14 academic year. This document, probably in a different format (since it needs to be a lot “cleaner” in the presentation aspect), is only a portion of some the actions that may be taken in CurricUNET. All suggestions for improvements are certainly welcome. In fact, the CIC doesn’t even have to use this type of document. Really your choice, if you wish me to continue with this type of “stuff”. Thank you for your time.

Bill
To search, click here.

Select your discipline & course number.
Click on the "active" course, not the "historical" (if it is shown). Drop down menu will appear. From that menu select "copy course". This will be your working copy of the course to be revised.
Open drop down menu and select Course Revision. Then click "next".
**Course Construction Main Menu**

<table>
<thead>
<tr>
<th>College</th>
<th>Cerro Coso College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline/Subject</td>
<td>PHED</td>
</tr>
<tr>
<td>Course Number</td>
<td>C140</td>
</tr>
<tr>
<td>Course Title</td>
<td>Day Hiking</td>
</tr>
<tr>
<td>Cross Listed Course</td>
<td></td>
</tr>
<tr>
<td>Co-Contributor(s)</td>
<td>Add a Co-Contributor</td>
</tr>
</tbody>
</table>

Two (2) co-contributors required.

**Proposal Information**

<table>
<thead>
<tr>
<th>Proposal Type</th>
<th>CC Course Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>test</td>
</tr>
<tr>
<td>Data Element Changes</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>Course Element Changes</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>Change “Repeatability” to “non-repeatable”</td>
</tr>
<tr>
<td>Proposed Start</td>
<td>Year: 2015 Semester: 70 = Fall</td>
</tr>
</tbody>
</table>
List a start time of at least one year (e.g. revising this course in fall semester, list fall of following year for implementation).

Detail why you are revising the course. Improved content, degree related requirements have changed, SLO issues, five year review requirement and/or any other reasons. **Be specific.**
### Basic Course Information

**Page Last Saved on:** [Date]
**By:** [Name]

<table>
<thead>
<tr>
<th>College</th>
<th>Cerro Coso College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
<td>PHED - Physical Education</td>
</tr>
<tr>
<td>Course Number</td>
<td>C140</td>
</tr>
<tr>
<td>Full Catalog Title</td>
<td>Day Hiking (no abbreviations)</td>
</tr>
<tr>
<td>Cross Course</td>
<td>You can add a course as a cross listed course if it exists in the system. If the course does not exist you can create a new course or clone the course. -- Select Discipline --</td>
</tr>
</tbody>
</table>

**Catalog Course Description:**

- Double check to make sure that catalog course description is in "present tense".

**Term(s) to be Offered**

- [ ] Fall
- [ ] Spring
- [ ] Summer

**TOP Code**

- 0835.00 - Physical Education

**SAM Code**

- E=Non-Occupational

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**Notes:**

- TOP and SAM are checked by Curriculum Tech
- Select the semesters that you are planning to offer this revised course.
- Scroll to next page for second half of this Basic Course Information page.

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**Course Checklist**

- Main
  - Basic Course Information
  - Course Standards
  - Program Applicability
  - General Education / Transfer Applicability
  - Student Learning Outcomes
  - Conditions of Enrollment
  - SD&H Competencies
  - Topical Outline
  - Methods of Instruction
  - Out-of-Class Assignments
  - Methods of Evaluation
  - Texts, Readings, and Materials
  - Delivery Methods & Distance Education
  - Minimum Qualifications
  - Attached Files

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**Links**

- A-Draft Handbook
- AA/AS-T Information
- Bloom's Taxonomy
- C-ID Course Identification
- CB 21 SLO Rubrics
- CB Element Dictionary
- CCC Inventory
- CSU - General Education
- IGEC - Interssegmental GE
- Transfer-Curriculum
- Labor Market Data
- Minimum Qualifications
- PACAH Review
- Prerequisites Thru Content
- SCANS Taxonomy

---

**Reports**

- Day Hiking PHED C140
  - Remember to fill out all requirements on the course checklist.
If all necessary information is completed, the checklist title will turn to "green". If you wish you make changes, click on "unlock" at bottom of this page.

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>Cerro Coso College</td>
</tr>
<tr>
<td>Discipline</td>
<td>PHED-Physical Education</td>
</tr>
<tr>
<td>Course Number</td>
<td>C140</td>
</tr>
<tr>
<td>Full Catalog Title</td>
<td>Day Hiking</td>
</tr>
<tr>
<td>Cross Listed Course</td>
<td>Day Hiking</td>
</tr>
<tr>
<td>Catalog Course Description</td>
<td>test</td>
</tr>
<tr>
<td>TOP Code</td>
<td>0835.00 - Physical Education</td>
</tr>
<tr>
<td>SAM Code</td>
<td>Non-Occupational</td>
</tr>
</tbody>
</table>

**Proposal Information**

- **Proposal Type**: CC Course Revision
- **Rationale**: 1
- **Data Element Changes**:  
- **Summary**: Change "Repeatability" to "Non-Repeatability"

**Proposal Start**

- Year: 2015
- Semester: 70 = Fall

**Legend**

- Spell Check
- Help
- Edit
- Delete
- Delete not available
- Move Item Up
- Move Item Down
- * Indicates Required Field

**Help**

Please enter information into all appropriate fields including the date the course will become active. The course/catalog description should provide an accurate, clear, and concise description of the course's content and objectives.
### Course Standards

<table>
<thead>
<tr>
<th>Variable</th>
<th>Method</th>
<th>Min Units</th>
<th>Min Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>No/Yes</td>
<td>Lecture</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Activity</td>
<td>1</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Open Entry/Open Exit</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Volunteer Work Experience</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Paid Work Experience</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Non Standard</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>7</td>
<td>54</td>
</tr>
</tbody>
</table>

### Non-Standard Hours Justification

<table>
<thead>
<tr>
<th>Default</th>
<th>Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>S - Standard Letter Grade</td>
<td>U - Ungraded Noncredit</td>
</tr>
<tr>
<td>A - Audit</td>
<td>P - Pass/No Pass</td>
</tr>
<tr>
<td>B - Credit - Degree Applicable</td>
<td></td>
</tr>
</tbody>
</table>

**Units/Hours:**
- **Seats:** Min: [ ] Max: [ ]
- **Credit by Exam:** Yes/No
- **Credit Status:** B - Credit - Degree Applicable

**Repeatability:**
- **Repeat Type:** Non-Repeatable Credit

**Course Fees**
- **Fee:** $ [ ]
- **Justification:**
  
See Attachment #1 at end of document for examples and State regulations regarding “student fees”.

If change needed, enter units - hours will automatically be calculated.

If fee is required, enter fee $ amount and detailed justification. If no, then fee and justification box do not appear.

Don't forget to “save”, then “finish”.

[Image of a form used for course standards and checklist in the Kern Community College District, with instructions and explanations on how to fill it out.]
Double check existing Core Mission.

Scroll down, check all that apply.

"Save" and "Finish not shown on this page, but they are there are in CurricUNET
### General Education / Transfer Applicability

<table>
<thead>
<tr>
<th>Local General Education</th>
<th>Transfer Applicability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I: Natural Science</td>
<td>Area 1: English Comm.</td>
</tr>
<tr>
<td>Area II: Social &amp; Behavioral Science</td>
<td>Area 2: Math Concepts &amp; Quantitative Reasoning</td>
</tr>
<tr>
<td>Area III: Humanities</td>
<td>Area 3: Arts &amp; Humanities</td>
</tr>
<tr>
<td>Area IV: Language and Rationality</td>
<td>Area 4: Social and Behavioral Sciences</td>
</tr>
<tr>
<td>Area V: Information Competency</td>
<td>Area 5: Physical and Biological Sciences</td>
</tr>
<tr>
<td>Area VI: Diversity</td>
<td>Area 6: Language other than English</td>
</tr>
<tr>
<td>Area VII: Additional Requirements</td>
<td>CSU GE</td>
</tr>
</tbody>
</table>

#### Intersegmental Gen Ed Transfer Curriculum IGETC

- Area 1: English Communication
- Area 2: Math Concepts and Quantitative Reasoning
- Area 3: Arts and Humanities
- Area 4: Social and Behavioral Sciences
- Area 5: Physical and Biological Sciences
- Area 6: Language other than English

#### UC/CSU Similar Courses

**UC/CSU General Education**

[www.asist.org](http://www.asist.org)

**UC/CSU Similar Courses**

- Area A: Communication in the English Language and Critical Thinking
- Area B: Physical and Life Forms (mark all that apply)
- Area C: Arts, Literature, Philosophy and Foreign Languages
- Area D: Social, Political, and Economic Institutions and Behavior, Historical
- Area E: Lifelong Understanding and Self Development

**UC Transfer Course**

- Area US2, US3

**CSU Transfer Course**

- Area US1, US2, US3

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**Please provide similar courses or corresponding C-ID number. If help is required, contact the VP of Student Services for assistance.**

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**Legend**

- Spell Check
- Help
- Edit
- Delete
- Delete not available
- Move Item Up
- Move Item Down
- Indicates Required Field

**Help**

Use the college catalog to determine existing approval for IGETC, CSU and local GE (General Education). If you would like to apply for GE approval, please indicate that in the notes on the basic course information page. If you have indicated this course as transferable, use assist.org to search for 3 similar or articulated courses at other colleges. Check the notes for instructions on how to specify credits earned.
Use Bloom’s Taxonomy link at left, to aid in editing, if necessary. If adding an SLO select “add”.
If you have an "advisory" or "prerequisite" for the course, click "add" to complete the next screen. If not, just click "finish".

Note: During Spring of 2014, the CIC implemented a policy that impacts all courses with a 200 level designation. If your course is a 200 level course, it must have a minimum prerequisite of ENGL 070. The prerequisite may be higher, but no lower. If there are any questions, speak with your CIC representative.
1. Since you are double-checking or adding a condition of enrollment, open up "requisite" drop down and select one of the options.
2. After that selection, open the "condition" drop down and select the appropriate option.
3. If you select "course", then move to "requisite course" and chose course(s) that apply.
   If you chose "proficiency standard", then you will choose one from the list.
   If you chose "other limitation", then you need to explain why in the comment box provided.
4. After opening "requisite validation" drop down, select appropriate validation method. In many, many cases, choose Content Review option. If not sure check with your CiC rep. for assistance.
5. Save and finish.
Please format your course outline in Microsoft Word (or other document preparation software) and then copy and paste (using control-V or by right-clicking and selecting "paste") into the box below.

NOTE

Requires topical outline.

See Attachment # 2 for short example of format with text.

If any portion of this course requires a lab component, a topical outline is required for that section.
Check all that may be used for instruction in this course.

Detail any other methods not covered above.
### Course Methods of Instruction

[The course outline shall... specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Title 5, §55002(a)3]

<table>
<thead>
<tr>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration</td>
</tr>
<tr>
<td>Discussion</td>
</tr>
<tr>
<td>Group Work</td>
</tr>
<tr>
<td>In-class writing</td>
</tr>
<tr>
<td>Lecture</td>
</tr>
<tr>
<td>Peer analysis, critique &amp; feedback</td>
</tr>
<tr>
<td>Performance</td>
</tr>
<tr>
<td>Written work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Lectures to cover the relevant topics and entire detailed topical outline over the course of the semester. B. Student participation in day hikes of 3-5 miles with increasing difficulty.</td>
</tr>
</tbody>
</table>

---

**Legend**

- Spell Check
- Help
- Edit
- Delete
- Delete not available
- Move Item Up
- Move Item Down
* Indicates Required Field
Out-of-Class Assignments

[The course outline shall...specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Title 5, §55002(a)(3)]

Approximate hours of out-of-class assignments (filled in from lecture units/hours selected on Course Standards page, 36 hours per lecture unit)

The following are examples only. Out-of-class assignments may include but are not limited to:

See attachment # 3 for examples.
Methods of Evaluation

[The course outline shall... specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Title 5, §55002(a)(3)]

The following are examples only. Methods of evaluation may include but are not limited to:

---

See attachment #4 at end of document for example.

Detail some of the methods that may be used in this course. See above Title V language. For example, what type of essay examinations can be used. For CTE, what skills testing mechanisms are utilized? Use complete sentences in this section.
### Methods of Evaluation

The course outline shall specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Title 5, §55002(a)(3)

The following are examples only. Methods of evaluation may include but are not limited to:

| Edit |

---

This screen appears after finished Methods of Evaluation. If you wish to re-visit these, then select "edit".

---

Legend:
- **Help**
- **Edit**
- **Delete**
- **Delete not available**
- **Move Item Up**
- **Move Item Down**
- *Indicates Required Field*
Texts, Readings, and Materials

[The course outline shall... specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Title 5, §55002(a)3]

Textbooks such as the following are appropriate:

Textbooks

Manually

Periodicals

Software

Other

Use “pencil” to edit current text (text cannot be more than five years old. If so, written justification must be included).
If you used "add" or use the "pencil" on prior page, this is the page you are given. Note language under "year". Don't forget to "save and finish".
If only face to face instruction, this is the box you will see. Click on “face to face” and “save and finish”.

5S202 - Course Quality Standards: “The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 5S002 of this Part, and in regard to any local course quality determination or review process. Determination and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing w/section 5S200) of chapter 2.”
If only face to face instruction, this is the box you will see. Click on “face to face” and “save and finish”.

SS202 - Course Quality Standards: “The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process. Determination and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing w/section 53200) of chapter 2.”

Delivery Method

- [ ] Face to face
- [ ] Online (purely online no face-to-face contact)
- [ ] Online with some required face-to-face meetings (“Hybrid”)
- [ ] Online course with on ground testing
- [ ] ITV – Interactive video = Face to face course with significant required activities in a distance modality
- [ ] Other

Save | Finish | Cancel
If you select any of the last five options in delivery method, this is the screen which will appear.

Distance Education

Rigor

Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Effective Instructor-Student Contact

Good practice requires both asynchronous and synchronous contact for effective contact. Check the methods expected of all instructors teaching the course.

Moodle
- Discussion Forums
- Moodle Message

Other Contact
- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- Proctored Exam
- Telephone
- ITV - Interactive Video
- Other (specify)

Check that apply.

Use complete sentences in your descriptions.
Software and Equipment

What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Accessibility

Section 508 of the Rehabilitation Act requires access to the Federal government’s electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an “undue burden”.

I am using
- [ ] ITV – Interactive Video only
- [ ] Moodle
- [ ] Publisher course with Moodle interface.

Class Size

Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.
## Delivery Methods & Distance Education

### 55202 - Course Quality Standards

The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55202 of this Part, and in regard to any local course quality determination or review process. Determination and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing w/section 53200) of chapter 2.

### Distance Education

**Bigor**

Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the ORI on the Methods of evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used? For instance, if labs, field trips or site visits are required in the face to face section of the course, how will those requirements be met with the same rigor in the Distance Education section?

**Effective Instructor-Student Contact**

Good practice requires both asynchronous and synchronous contact for effective contact. Check the methods expected of all instructors teaching the course.

### Software and Equipment

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### Accessibility

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### Class Size

Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.
Select minimum qualifications for this course by using "discipline" drop down menu, then "add and finish".
Click here to start the approval process. Your department chair is the first approval required to move this course forward.

You may submit your course if you do not have any files you wish to attach. Codes/Dates are probably best left to the Curriculum Technician.

This summary page appears after completing minimum qualifications section.
Education Code section 76365 allows districts to require students to provide various types of instructional materials and enables districts to sell such materials to students who wish to purchase the required materials from the district. Generally speaking, there are strict limitations on charging a required “instructional materials fee.”

Section 76365 has been implemented by regulations of the Board of Governors found in sections 59400-59408 of title 5 of the California Code of Regulations. The law provides that students can only be required to provide materials which are of continuing value to the student outside of the classroom setting. The Chancellor's Office has determined that such materials include, but are not limited to, textbooks, tools, equipment, clothing, and those materials which are necessary for a student's vocational training and employment. The regulations were amended in 2012 to eliminate the requirement that instructional materials must be tangible. This allows districts greater flexibility to require students to provide electronic and on-line instructional materials through use of a license or access fee. However, the regulations establish protections to protect students from inappropriate materials and fees. First, required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management, or supervision. Some on-line or electronic instructional materials offer marginal assistance or benefits to the instructor or the district. Such assistance or benefits would not disqualify the product from being a valid instructional material provided the primary purpose of the instructional material is for instructional purposes. Second, the regulations ensure that materials provided through a license or access fee shall be available to students for up to two years, satisfying the requirement that instructional materials must have continuing value outside the classroom setting. Students have the option of paying a lower price for a shorter access period. These title 5 sections specifically apply to both credit and noncredit courses, and the requirements would apply to credit and noncredit courses offered through a contract education mechanism. (See Legal Opinion E 03-25.)

“Required instructional materials” are materials which the student must procure or possess as a condition of registration, enrollment, or entry into a class; or any material which is necessary to achieve the required objectives of a course.
INSTRUCTIONAL FEES SUMMARY

The following questions should be answered any time a district wishes to require students to provide materials:

1. What personal property (material) does the student need? If a fee is charged, what does the student get for the fee?
2. How does this material relate to the required objectives of the course? The district should be able to identify a specific course objective that cannot be met but for the use of the materials at issue.
3. Does the material have continuing value outside the classroom?
4. Is the amount of materials the students must supply, or the amount that they receive in exchange for the fee that is charged, consistent with the amount of material necessary to meet the required objectives of the course?
5. If the district charges a fee rather than having students furnish the materials, why do the students have to pay a fee to the district rather than supply the materials themselves? Is the district the only source of the materials? If not, is there some health or safety reason for the district to supply the materials? If not, will the district supply the material more cheaply than the material can be obtained elsewhere AND at the district's actual cost?

Finally, the regulations specify that the material must not be solely or exclusively available from the district. A material will not be considered to be solely or exclusively available from the district if it is provided to the student at the district's actual cost, or there are health and safety reasons for the district being the provider, or if the district is providing the material cheaper than it is available elsewhere.

Districts should periodically and systematically review the instructional materials they require students to provide, and the instructional materials fees they charge, to ensure that all the standards are met. A review of one college by the Chancellor’s Office revealed fees collected from students in one small curricular area amounting to twice the college's actual costs. Such discrepancies may be attributable to fluctuating costs, but whatever the cause, they point to the need for on-going monitoring of required materials and materials fees. The 2012 amendment to the regulations specifically states that district policies and regulations concerning instructional materials “shall direct instructors to take reasonable steps to minimize the cost and ensure the necessity of instructional materials.”
APPENDIX A
APPLICATION OF INSTRUCTIONAL MATERIALS
REGULATIONS TO SPECIFIC SITUATIONS
Chapter 2, item 2.5, sets forth a series of questions which are designed to help districts determine whether they have the authority to require students to provide materials or to charge students a fee for materials provided by the district. Those questions should assist districts in analyzing the application of Education Code section 76365 and title 5 regulations on instructional materials (§§ 59400-59408) in specific instances.

Over the years, a number of specific items have been considered under the instructional materials standards. Ammunition - Ammunition that is used in connection with police science courses (shooting at the practice range) is a material that students can be required to provide. To the extent that shell casings can be reloaded, they can be taken from the course setting, and they are not wholly consumed, used up or rendered valueless as they are applied in achieving the required objectives of a course.

Bluebooks - Used bluebooks if returned to students, are materials of continuing value to the student outside of the classroom setting. If the district is the sole provider of bluebooks, they must be provided to students at the district's actual cost. If used bluebooks are not returned they are not of continuing value to the student and thus should be provided by the district.

Chemicals - see Welding Rods (and other transformed materials) below.

Clay - Clay is an example of a “transformed” material that, under most circumstances, can retain continuing value outside of the classroom setting. For instance, a district could require that a student provide 20 pounds of a given type of clay in order to take a course. The clay can be sold through the college bookstore if the student wishes to purchase it there. The clay, when converted into objects and fired in a kiln, can be taken from the classroom by the student. The clay is not wholly consumed, used up or rendered valueless in the process of becoming an object. A critical distinction to apply with respect to transformed materials is whether the transformed material becomes part of something that a student will take from a class, or part of something that is just used for practice, and will not become the property of a student. Materials used in practice--objects that don't become the property of the student--should be provided by the district;
Another method to handle transformed materials such as clay is to provide the material for free, but to charge the student for any transformed material that he or she wishes to take from the classroom. Under this method, the material doesn't become the permanent property of the student until he or she chooses to buy it. In any case, if students are required to provide clay, the transformed objects must become their property.

Other examples of transformed materials which can have value to the student outside of the classroom setting include wood, metal, film, photographic paper, oil paints, canvas, cloth, food and paper generally.

Clothing - see Uniforms and Clothing, below.

Equipment - Education Code section 76365 specifically mentions equipment as a material that has continuing value to the student outside of the classroom setting. Thus, students can be required to provide their own equipment for classes.

Equipment Use Charge - In lieu of requiring students to provide certain expensive equipment, one suggestion is that students be given the option to “rent” the equipment from the district for the duration of the course. The instructional materials regulations do not address rental of equipment that is required by a district. Rather, the regulations only address the authority of districts to require the equipment. Generally speaking, rental of equipment should be classified as an “optional fee,” and thus would be authorized within the parameters of the permissive code. Districts should not subsidize their equipment budgets by renting equipment which students should not be expected to own. For instance, it would be improper to require students to provide a certain $5,000 television camera and then offer them the “option” of renting one for use during the class for $20 per semester.

Lab Books, Workbooks, and Sheet Music - Lab books and workbooks are distinguished from texts and instructor-produced materials in that they are written in extensively or have various exercises which result in pages being torn out. Generally speaking, even though such materials are altered, they retain some value to the student outside of the classroom setting, and therefore can be required of students. Sheet music is another example of workbook-type material which can be required.
Laboratory Animals - Under most conditions, required laboratory animals must be provided by the district because they have no continuing value to the student outside of the classroom setting. This general rule, however, does not require a district to provide an unlimited supply of laboratory animals. Laboratory animals in addition to those reasonably needed for completion of course objectives can be sold as “optional” materials.

Decomposable materials used in dissection are not instructional materials because students cannot reasonably retain the materials for future use outside of the classroom.

Medical Supplies (such as Band-Aids, sterile syringes, and catheters) - see Welding Rods (and other transformed materials) below.

Models for Art Classes - Models for art classes have no continuing value to the student outside of the classroom setting. They are not owned or primarily controlled by individual students. Therefore, students cannot be required to pay for models in art classes.

Performances - Requiring a student to see a play, film, concert, or other performance is not an instructional or other material, and is not covered by the regulations. A district may require a student to see a specified play, film, concert or performance, but in order to generate FTES for the student's attendance at the performance, the district must provide for attendance free of charge to the student. If seeing a performance is accomplished through a field trip, students may be asked to pay for incidental expenses, including entrance fees to the performance, but no student can be denied the right to participate in the field trip due to lack of funds. (See Cal. Code Regs., tit. 5, §§ 55220-55222.)

Scantrons – A scantron is a prepared form used for multiple-choice and true-or-false testing. A district may not charge a fee for Scantrons as they do not have continuing value outside of the classroom.
A. Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.

1. Understand how to read, analyze, and evaluate texts

   a. Read texts to understand the author's purpose, intended audience, and tone

   b. Underline, annotate, and outline texts to distinguish between an author's main idea, major supporting details, and minor supporting details

   c. Paraphrase and summarize to clarify texts

   d. Analyze an author's argument and stylistic presentation

   e. Interpret and evaluate texts

   f. Draw inferences and ask questions

   g. Synthesize the information and ideas with other readings

2. Understand academic sources

   a. Understand that language in academic sources is more highly specialized and generally dense

   b. Understand that academic sources often require inferring prior knowledge

   c. Understand that academic sources are developed in a variety of modes

* Taken, without permission, from a recently revised English course COR
ATTACHMENT # 3 OUT OF CLASS ASSIGNMENT EXAMPLES *

For Lecture Courses:

A. Reading fiction, drama, and poetry.

B. Answering reading questions.

C. Reading essays.

D. Diagramming arguments.

E. Studying logical fallacies.

F. Completing other critical thinking exercises.

G. Doing research.

H. Finding, reading, and evaluating secondary sources.

I. Planning, drafting, and revising of papers.

J. Completing other out-of-class work.

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A. Exams evaluate the students' ability to apply techniques taught in class and apply these techniques in problem solving.
   Example: The first midterm exam comprises answers that require the use of the periodic chart, calculations for unit conversions, and knowledge of the Scientific Method

B. Laboratory reports measuring the student's ability to perform techniques, to identify unknowns, assess accuracy and precision where appropriate.
   Example: One of the laboratory experiments involves determination of the density of various sodium chloride solutions, construction of a calibration curve, followed by the determination of the weight percent sodium chloride of an unknown.

C. Laboratory participation measuring the ability to work in groups, preparation level, and attention to safety
   Example: Students are required to wear the appropriate level of protection (eye protection is always required), complete pre-laboratory assignments, perform the experiment and dispose of waste chemicals in the appropriate containers.

D. Regular homework assignments reinforce material learned in class and evaluate the students' ability to learn outside the classroom.
   Example: Homework assigned on the relevant chapter which covers single and double replacement reactions.

* Taken, without permission, from a recently revised Chemistry COR