

*Curriculum Handbook*  
**PORTERVILLE COLLEGE**  
 April 2013 revision

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## **SECTION I: The Curriculum Committee**

The Curriculum Committee plays a central role in the California Community Colleges. This role has expanded tremendously with the expanding role of faculty in community college governance and with the expanding demand for a curriculum which is flexible and responsive to the needs of our increasingly diverse student body. These demands have necessitated, now more than ever, that faculty understand the role of the curriculum committee, remain committed to high curriculum standards, and implement the college curriculum in an organized, efficient manner, in order to effectively facilitate the development of curricula.

### **Part A. The Role of the Curriculum Committee**

The Education Code and Title 5 specify the following:

1. The **academic senate** has primary responsibility for making recommendations in the area of curriculum and academic standards [Ed. Code §70902(b)(7)]. This right is protected as a minimum standard set by the Board of Governors [Ed. Code §70901(b)(1)(E)].
2. The **local governing board** has the responsibility to establish policies for and approve courses of instruction and educational programs [Ed. Code §70902(b)(2)].
3. The **Board of Governors** has the responsibility to develop policies and guidelines for strengthening the role of the academic senate with regard to determination and administration of course approval and curricula [AB 1725 Section 61] and has done so in Title 5 §53203 and §55002.
4. The academic senate has the authority and responsibility delegated to it by the **KCCD Board** to develop recommendations on policies and procedures in academic and professional matters, which include curriculum [Title 5 §53203].
5. The **curriculum committee** has the responsibility to recommend to the KCCD Board those courses and programs which meet stated standards Title 5 §55002].

The Curriculum Committee reviews and recommends courses and programs functioning under policies and procedures set by the academic senate (either through primary advice to or mutual agreement with the board). The board approves courses and programs recommended directly by the curriculum committee and with the assurance of the academic senate that established policies and procedures have been reviewed and followed. The Board of Governors has final approval for educational programs passed by the KCCD Board.

The role of the Curriculum Committee is specified in Title 5 in the area of recommending courses and programs in the curriculum. However, other duties may be assigned to the committee as part of the shared governance structure of the college.

## **Part B. Membership of the Curriculum Committee**

Because curriculum is the primary responsibility of the faculty, the voting membership of the Committee should be predominantly faculty. Students must be provided an opportunity to participate in formulation and development of district and college policies and procedures on curriculum (Title 5 §51023.7). Classified participation is not specified as an area of significant effect on classified staff as detailed in Title 5 §51023.5 and so classified staff do not generally participate as members of the curriculum committee.

The Porterville College Curriculum Committee membership structure will include:

- Faculty representatives from each division appointed by the individual divisions
- A student representative appointed by the Associated Student Body
- Administrators and other advisory members (non-voting)
  - Vice President of Academic Affairs
  - Deans of Academic Affairs
  - Registrar Director
  - Articulation Officer
  - Disability Resources
  - Librarian

### **Part C. The Curriculum Committee Chair**

The Curriculum Chair is selected by the membership and serves a two (2)-year term. In the fall semester of the second year, the Curriculum Committee will select a Chair Elect to serve one year in this position and two years as the Curriculum Chair. The duties of the Curriculum Committee Chair, in conjunction with the Curriculum Specialist serving as the assistant to the Chair, are:

- prepare agendas
- conduct the committee meetings
- edit minutes (typically taken by the Curriculum Specialist)
- set the calendar of committee meetings
- keep informed of curriculum standards including Title 5, the Curriculum Standards Handbook, intersegmental, and accreditation
- supervise the orientation of new members and on-going training of continuing members
- assist discipline faculty in the curriculum development process (usually with faculty Curriculum Committee member from that division)
- assure that committee functions take place smoothly: technical review, prerequisite review, distance education review, general education review, articulation, and program review reports to the Committee
- report regularly to the academic senate and College Learning Council (CLC)
- sign off on final version of curriculum recommendations to the Board

## **Part D. Governance Issues**

Accountability for effective curricula which meet applicable standards is a shared responsibility. A rigorous curriculum review process is demanding and adherence to time lines is crucial to assure that deadlines are met for catalog publication, CSU General Education Breadth (CSU-GE) and Intersegmental General Education Transfer Curriculum (IGETC) submissions, etc. Moreover, the structures of Title 5 regulations, accreditation standards, CSU Executive Orders, Chancellor's Office standards and so on are detailed and voluminous. This is clearly an area in which faculty and administrative cooperation will greatly facilitate the decision making process. Following the principle of shared governance, all members of the committee share the responsibility of assuring courses and programs meet the highest academic standards and that the review and approval process runs smoothly so that deadlines can be met. Faculty takes the responsibility for their primacy on curriculum matters seriously.

## **Part E. Duties and Responsibilities of the Curriculum Committee**

**The following duties and responsibilities are described in Part II of this Curriculum Handbook:**

1. Approval of New and Revised Courses
2. Approval of Credit Hours: The Carnegie Unit
3. Approval of Prerequisites, Corequisites, and Advisories on Recommended Preparation
4. Approval of Distance Education Courses and Sections
5. Approval of Associate Degree Requirements
6. Approval of Course Repetition
7. Approval of CSU-GE and IGETC Courses
8. Approval of New Degree and Certificate Programs
9. Approval of Discontinuation of Existing Programs

## **Part F. Other Duties Typically Assigned to Curriculum Committees**

### *Catalog and Schedule of Classes*

Colleges are required to publish complete information about each course (Title 5 §55005):

- status as credit, noncredit, or community service
- transferability
- fulfillment of major and general education requirements
- availability of credit/non-credit option (§55752)

As stated in the *Handbook of Accreditation and Policy Manual (1996)* produced by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges,

- 2.1 The institution represents itself clearly, accurately, and consistently to its constituencies, the public and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

Curriculum Committee involvement in the review of the accuracy of course catalog descriptions, particularly those recently added or revised, benefits tremendously from perusal by those who approved that material. Such benefits apply equally to the catalog listings of program major course requirements, general education requirements, transferability to UC and CSU, prerequisite policies, and CSU GE-Breadth and IGETC course listings.

### *Program and Course Review*

As part of maintaining accreditation, colleges are required to regularly review their curriculum. As stated in the *Handbook of Accreditation and Policy Manual (1996)* produced by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges,

- 4D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

The most direct implication of the accreditation standards is the need to review each course outline of record on a regular basis, at least within the six-year accreditation cycle. Occupational programs are to review the program to the standards required by Ed. Code §78016 (see above) every two years and then do a course-by-course review for curriculum standards every six years (While the State Chancellor's Office mandates a six-year review cycle, Porterville College's Curriculum Committee uses a four-year cycle.) This specific review of the course outlines is much more effective if conducted within the scope of a review of the entire program of which the course is a part. Program-by-program reviews are to be communicated to the curriculum committee.

## ***Articulation***

The Curriculum Committee plays an important role in articulation. An essential communication link is that between the Committee and the Articulation Officer, who is a member of the Committee. The role of the Articulation Officer is to be the contact person and mediator between campuses, to be the liaison to the system level offices, to serve on the Curriculum Committee and other committees as appropriate, to maintain and communicate accurate articulation information, and to stay well informed and inform others on articulation issues.

In reviewing and approving courses, the Curriculum Committee should evaluate the appropriateness of the course to meet articulation standards. Articulation agreements fall into four distinct categories, each of which has its own standards:

- baccalaureate credit courses
- general education-breadth
- course-to-course articulation
- major preparation agreements

*Baccalaureate credit courses* transfer for elective credit only.

The Curriculum Committee will request from course originators an explanation of whether or not the course meets baccalaureate standards and to identify comparable courses at UC and CSU campuses.

*General Education-Breadth courses* can be certified at the system level following the CSU-GE Breadth and IGETC process discussed in the previous section of this paper. *Individual course-to-course agreements* between specific CCC and UC or CSU campuses are the responsibility of the individual campuses, whether in general education areas or other courses.

*Major Preparations Agreements* specify comparable courses at the individual community college which, upon transfer, meet the lower-division major preparation requirements for a specific UC, CSU, or private four-year institution. Such courses are accepted in lieu of the specified major preparation courses at the receiving school. Those agreements are negotiated on a campus-to-campus basis through the services provided by the articulation officers at both institutions. Submission for major preparation agreements often require additional information beyond the course outline of record, such as syllabi, texts, and sample course materials. Such agreements are often of limited duration.

Lower division major preparation agreements serve as the basis for identifying the courses which are part of each “transfer program” at the college. In reviewing such courses, the Curriculum Committee has the responsibility to assure that the standards expected within the agreements are maintained.



## **SECTION II: Guidelines for Approval Evaluation**

### **PART A. Approval of New and Revised Courses**

Curriculum committees review and approve degree-applicable credit courses, non-degree credit courses, and noncredit courses. No such review requirement exists for community service classes, Title 5 §55002(d) and §55160, or for contract classes for which the district claims no apportionment, §55170. Note that stand-alone courses which are not part of an approved program require curriculum approval (see Title 5 §55100). It is the responsibility of the curriculum members to be trained yearly for certification on stand alone courses.

To be certified, each college must annually certify that all individuals who will be involved in the curriculum approval process at each college have been trained in accordance with the regulations. Each district must certify that each college in the district has met the following criteria:

- The college Curriculum Committee and all other individuals who will be involved in the curriculum approval process have completed training on stand-alone credit course approval.
- The district will annually certify (NLT September 30) that all faculty and staff involved in the curriculum approval process have completed training.

The training materials are available at the California Community Colleges Chancellor's Office website.

The standards for degree-applicable credit courses appear in Title 5 §55002(a) (2).

#### Title 5, §55002(a) *Associate Degree Credit Courses*

##### (2) ***Standards for Approval***

The college curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(A) ***Grading Policy.*** The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with Section 55758 of this Division. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) ***Units.*** The course grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours of performance criteria specified in the course outline. The course also requires a minimum of three hours of work per week, including class time, for each unit of credit, prorated for short term, laboratory and activity courses.

(C) **Intensity.** The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

(D) **Prerequisites and Corequisites.** When the college curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of Article 2.5 (commencing with Section 55200) of this Subchapter.

(E) **Basic Skills Requirements.** If success in the course is dependent upon communication or computation skills, then the course may require, consistent with the provisions of Article 2.5 (commencing with Section 55200) of this Subchapter, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(F) **Difficulty.** The course work calls for critical thinking and the understanding of concepts determined by the curriculum committee to be at college level.

(G) **Level.** The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

Non-degree credit courses are precollegiate basic skills courses, as described in Title 5 §55002(d), and courses designed to enable students to succeed in college-level work such as college orientation, guidance, and preparatory courses in individual disciplines that integrate basic skills instruction with discipline specific material. Non-degree credit courses also include foundation and core courses in occupational programs which do not require the rigor of the standards for degree-applicable courses. In non-degree credit courses the grade is based, at least partially, on mastery of basic skills. The standards for non-degree credit courses appear in Title 5 §55002(b) (2).

#### Title 5, §55002(b) *Non-Degree Credit Courses*

(2) **Standards for Approval.** The college curriculum committee shall recommend approval of the course on the basis of the standards which follow. In order to be eligible for state apportionment, such courses must be approved (as courses not part of programs) by the Chancellor's Office as provided in section 55100 of this Division.

(A) **Grading Policy.** The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55758 of this Division. The grade is 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 demonstrated by students.

(B) **Units.** The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term laboratory, and activity courses.

(C) **Intensity.** The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepare students to

study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students completing each such course successfully will have acquired the skills necessary to successfully complete college-level work upon completion of the required sequence of such courses.

(D) ***Prerequisites and corequisites.*** When the college curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with Article 2.5 (commencing with section 55200) of this Subchapter.

Noncredit courses are also the responsibility of the curriculum committee. Standards appear in Title 5 §55002(c).

Title 5, §55002(c) ***Noncredit Courses***

A noncredit course is a course which, at a minimum, is recommended by the college curriculum committee (the committee described and established under subdivision (a) (1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.

***Standards for Approval.*** The college curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses are limited to the categories of instruction listed in Education Code section 84711, and must be approved by the Chancellor's Office as noted in Title V, section 55150.

In addition, *The Curriculum Standards Handbook, Volume I*, sets forth the following criteria for course approval:

### **3.1 Appropriateness to Mission**

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as formulated in Title 5 §55130(b)(5), and 55180 and with the mission and comprehensive or master plan of the college. Curricula fall within the mission when designed to be taught to lower division students for credit towards the degree, and/or for purposes of transfer, occupational preparation, or career supplementation or upgrade, rather than for a vocational use. Courses that develop the ability of students to succeed in college level courses and adult noncredit instruction also fall within the mission.

For courses to be mission appropriate, they must also *not* be designed primarily to provide group activities or services, (e.g. physical activity, counseling, or assessment) but rather to provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade. A vocational, community service and contract courses do not qualify for state funding, but do fall within the mission if they are self-supporting.

### **3.2 Need**

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program.

### **3.3 Quality**

Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required. Outlines of Record for each course meet the standards outlined in Section 4.

### **3.4 Feasibility**

The college has the resources to maintain the course or program in which the course is required at the level of quality described in course Outlines of Record and the new program application. Local approval procedures for new curriculum incorporate a detailing of costs sufficient to determine that this criterion can be fulfilled by the college.

In the case of programs, the college's affirmation of its ability to offer the program is based at least partly upon an analysis of cost estimates and includes a commitment to offer the required courses at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

### **3.5 Compliance**

The course or program complies with all other laws applicable to it, including federal regulations, licensing requirements, and the particular legal requirements for courses explained in 4.8 of this Handbook.

### **3.6 Student Learning Outcomes (SLO)**

## ***Placing Courses in Disciplines***

AB 1725 replaced the credential system with minimum qualifications for each discipline. (The *Disciplines List* is updated every three years) All the courses taught at a community college fall within one or more of the established disciplines. Only those faculty with minimum qualifications (or credentials, if hired prior to July 1, 1990), can teach courses within a given discipline. Essential to this process is the placing of all new and existing courses into one or more disciplines. In meeting the requirements of AB 1725, each local academic senate has established a process whereby all *existing* courses are placed in disciplines. As *new and substantially revised* courses are brought before the curriculum committee, the originator(s) will propose the discipline listing for the curriculum committee to review and approve.

It may be that a given course is best listed in more than one discipline. This is referred to as **multiple listing**. For example, Business Management 101 might be listed in both the Business and Management disciplines. This would enable instructors with minimum qualifications in either Business or Management to teach the course. Another option is to list Business Management 101 as **interdisciplinary**. This would require the instructor to meet minimum qualifications in Business or Management *plus* upper division or graduate work in the other. (The exact nature of the training in the other discipline would be specified locally.) The decision as to a multiple or interdisciplinary listing of the course should be made on the basis of the course content. If either discipline prepares the instructor to teach the course, multiple listing is appropriate. If the instructor needs the knowledge base of both disciplines, the curriculum committee should list the course as interdisciplinary.

A separate issue is the existence of two courses, Business 101 and Management 101, each of which is taught to an identical course outline of record. This is called **double listing** and is most often done to meet the major preparation needs of students. For example, a student majoring in business might sign up

for the course as Business 101, and a management major might be in the same classroom but registered for Management 101. Double listing does not address the question of placement in a discipline. The content of the double listed Business 101/Management 101 course would still need to be examined to see if it could be taught with preparation in either discipline (multiple listing) or if it needs preparation in both (interdisciplinary).

**The Taxonomy of Programs and Services (TOPS)** is a common taxonomy by which the districts and colleges identify programs. This taxonomy is to be used for all program and course reports required by the Chancellor's Office. [“Link to Taxonomy of PC Courses”](#)

## **PART B. Credit Hours: The Carnegie Unit**

In reviewing and approving courses, curriculum committees must assure that the units offered are commensurate with the hours necessary for the course, both in and out of the classroom (Title 5 §55002 cited above). This is known as the Carnegie unit relationship, the essence of which requires a normative commitment of the student's time of 3 hours per week per unit of credit. Clearly some students will put in more or less time, depending on their ability and level of personal commitment; however, the structure of the course in terms of semester or quarter units presumes this normative standard and is the basis of scheduling within the academic calendar. The course outline of record will state student units and the number of in-class contact hours, which are 50-minutes in length.

The basis for the Carnegie unit, in addition to the above citation, is referenced in Title 5 §55002.5 for situations in which course duration is other than the standard 16 weeks.

### ***Title 5,55002.5. Credit Hour; Allowance for Shorter Term.***

One credit hour of community college work is approximately three hours of recitation, study, or laboratory work per week throughout a term of 16 weeks. Where a term is more or less than 16 weeks, more or less than one credit hour shall be allowed in the same ratio that the length of the term is to 16 weeks.

Credit for Cooperative Work Experience Education is based on a formula of 75 hours of paid work or 60 hours of non-paid work for each semester credit hour for a maximum of 16 semester credit hours (Title 5 §55253 and §55256.5).

## **PART C. Prerequisites, Corequisites, and Advisories on Recommended Preparation**

Curriculum committees must approve prerequisites, corequisites and advisories and must do so by separate action from that used in approving the course. (Title 5 §55200-202)

Title 5, §55201(b) (3), requires that prerequisites be reviewed on a regular six-year cycle.

The California Community Colleges Chancellor's Office states:

Curriculum committees must have documented processes outlining **how content review will be conducted**, including **who is involved**, the **criteria used to determine the correct prerequisite(s)**, **how the prerequisite will be evaluated**, and the **role of the curriculum committee**.

The Curriculum Committee should review the prerequisites and corequisites for each course that it reviews (whether as a *New Course* or as a *Course Revision*). The faculty member (*Originator*) who submits the course to the Committee should demonstrate to the Committee that the prerequisites/corequisites are necessary for the success of students in the course. The originator should complete a Porterville College Content Review for each pre-/corequisite.

Title 5, §55002(a)

***Prerequisites and Corequisites.*** When the college curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of Article 2.5 (commencing with Section 55200) of this Subchapter.

## **PART D. Distance Education Courses and Sections**

Courses and sections delivered by distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations for distance education appear in sections 55352 to 55380.

## **PART E. Associate Degree Requirements**

Criteria established by the KCCD Board to implement Associate Degree requirements must follow the standards in Title 5 §55002(a) including recommendation by the curriculum committee. In establishing the Associate Degree requirements, districts must adopt a board policy on its philosophy on general education (§55805), include only courses of appropriate level (§55805.5), and adhere to the minimum requirements set by the Board of Governors (§55806).

### *Title 5, §55805. Philosophy and Criteria for Associate Degree and General Education*

(a) The governing board of a community college district shall adopt a policy which states its specific philosophy on General Education. In developing this policy governing boards shall consider the following policy of the Board of Governors:

The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture and the society in which they live. Most importantly, General Education should lead to better self-understanding.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems.

(b) The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education.

(c) The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subsections (a) and (b) of this section.

### *Title 5, §55805.5 Types of Courses Appropriate to the Associate Degree*

The criteria established by the governing board of a community college district to implement



its philosophy on the associate degree shall permit only courses that conform to the standards specified in Section 55002 (a) and that fall into the following categories to be offered for associate degree credit:

- (a) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.
- (b) Courses that apply to the major in non-baccalaureate occupational fields.
- (c) English courses not more than one level below the first transfer level composition course, typically known as English 1A. Each student may count only one such course as credit toward the associate degree.
- (d) All mathematical courses above and including Elementary Algebra.
- (e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for the courses specified in sections (c) and (d) above.

***Minimum Requirements for the Associate Degree (Title V Revised, Section 55063)***

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified English course. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a

level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively. Requirements for demonstrating competency in reading shall be locally determined. The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Requirements for a major or area of emphasis.

(1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

(2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis.

(b) General Education Requirements.

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) **Natural Sciences.** Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) **Social and Behavioral Sciences.** Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(C) **Humanities.** Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the

ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) **Language and Rationality.** Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

(i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

(3) Ethnic Studies will be offered in at least one of the areas required by subdivision (2).

(c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University, if such course is accepted by that system to satisfy a general education requirement.

(d) For the purpose of this section, “satisfactorily completed” means either credit earned on a “pass-no pass” basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

### **Guidelines for Section 55063**

This section of the regulation describes the criteria and minimum requirements for the associate degree, which must require coursework in a major or area of emphasis.

A **major** may be defined by the lower-division requirements of a specific major at the University of California or California State University or 18 units in a field or related fields selected by the community college.

An **area of emphasis** is considered to be a broader group of courses and may be defined as 18 units in related fields intended to prepare the student for a particular major at the four-year institution or to prepare a student for a particular field as defined by the community college. For example, the 18 units would provide the student with an understanding of a discipline, such as psychology. Within the 18 units there might be just two psychology courses while the remaining courses would be foundational courses in philosophy, biology, and statistics.

An area of emphasis is similar to patterns of learning that a student in the first two years of attendance at a 4-year institution might follow in order to explore an area of interest as a possible major. It is not expected that all associate degrees with an area of emphasis will consist of courses that are aligned with the requirements for transfer in a major, but associate degrees can be designed so that all of the 18 units in the area of emphasis are transferable and prepare the student well for an intended major area at the four-year institution.

General education transfer patterns do not, by themselves, satisfy the requirement for a major or an area of emphasis. In other words, an Associate Degree cannot consist of CSU breadth, IGETC, or the local GE pattern with the remaining units (to reach 60) in electives, selected at the student's discretion. For students intending to transfer, the Associate degree would ideally include the CSU breadth/IGETC pattern to fulfill the GE requirement, the requirements for a major or area of emphasis (18 units), and the balance of units (to reach 60) in electives selected by the student.

Proposed majors or areas of emphasis may also meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. These degrees can represent a cohesive packaging of courses that are not accepted for transfer at 4-year institutions. The intent of such degrees must be clearly expressed in the narrative portion of the application for approval of a new degree program. Documentation of need can be letters of support, survey results, or anything that provides evidence that the degree fulfills a need of the community.

As specified in earlier guidelines, effective in the Fall 2009 term, minimum requirements for competency in written expression must be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition. Competency in mathematics is now specified as satisfactory completion of a course at the level of Intermediate Algebra. Competency in written expression and mathematics may be met by completing an assessment with a score comparable to satisfactory completion of the specified course. Courses in English and mathematics taught in or on behalf of other departments may be approved by the local governing board to fulfill the requirements for Freshman Composition and Intermediate Algebra.

Also effective for all students admitted to a community college in Fall 2009 and thereafter, all courses that count toward the associate degree major or area of emphasis must be "satisfactorily completed" with grades of A, B, C or P (pass). All degree requirements, including general education, must be completed with an overall grade point average of 2.0 or better.

## **PART F. Course Repetition**

a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to the repetition of credit courses. Such policies and procedures shall not conflict with section 55025 or Education Code section 76224, pertaining to the finality of grades assigned by instructors, or with chapter 2.5 (commencing with section 59020) of division 10 of this part, pertaining to the retention and destruction of student records.

(b) For purposes of course repetition, academic renewal, and all other related provisions in this division, the following terms shall have the meanings specified below:

(1) "Course repetition" occurs when a student who has previously received a grade as defined in section 55023, in a particular course re-enrolls in that course.

(2) "Substandard academic work" means course work for which the grading symbols "D," "F," "FW," "NP" or "NC" (as defined in section 55023 and 55030) have been recorded.

### **Title 5, §58161(c) *Course Repetition***

State apportionment for repetition of courses not expressly authorized by this section may be claimed upon approval of the Chancellor in accordance with the following procedure:

(1) The district must identify the courses which are to be repeatable, and designate such courses in its catalog;

(2) The district must determine and certify that each identified course is one in which the course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the two following reasons:

(A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or

(B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

(3) The district must develop and implement a mechanism for the proper monitoring of such repetition. The attendance of students repeating a course pursuant to this subsection when approved by the Chancellor may be claimed for state apportionment for more than three semesters or five quarters.

## **PART G. CSU-GE and IGETC Courses**

Approval of the Curriculum Committee and sign-off by the Curriculum Committee Chair are required for the annual submission of courses for the California State University General Education-Breadth (CSU GE-Breadth) and the Intersegmental General Education Transfer Curriculum (IGETC) requirements.

## **PART H. New Degree and Certificate Programs**

An educational program is “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education” (Title 5 §55000). Programs may thus be considered to have one of two general goals: degree, certificate and licensing programs which prepare students to directly enter an occupation and programs which prepare students for transfer. Occupational and transfer program follow different approval procedures.

All programs must be 1) published in the college catalog with a specific title, 2) result in a degree or certificate, 3) consist of a specific set of required courses, and 4) have stated goals and objectives. Courses are a required part of a program if they are 1) required for a degree or certificate in the program major, 2) part of the general education requirements for that degree, or 3) part of a set of restricted electives, that is, a set of courses of which the student must complete at least one to meet the degree or certificate requirements. (*The Curriculum Standards Handbook*, Section 5.1)

Occupational programs must be approved by the Chancellor before being offered [Title 5 §55230(a)]. No such state approval is required for “new transfer programs that are the subject of an articulation agreement that specifies that all courses required in the new community college program will be counted by a four year college towards the fulfillment of either its own general education or the major requirements in a specified discipline” (*The Curriculum Standards Handbook*, Section 5.2).

Submission of a New Program Application requires the signature of both the curriculum committee chair and the academic senate president. The approval process for new occupational programs is described in Title 5 §55130 and in Chapter 5 of *The Curriculum Standards Handbook*.

## **PART I. Discontinuation of Existing Programs**

Districts should have an agreed-upon process for discontinuing programs on the basis of criteria established in the Education Code, §78016. In addition, the Chancellor's Office, as authorized in Title 5 §55130(d), may evaluate programs and determine that an educational program should no longer be offered.

Title 5, §55130(d)

An approval is effective until the program or implementation of the program is discontinued or modified in any substantial way. From time to time the Chancellor may evaluate an educational program, after its approval, on the basis of factors listed in this section. If on the basis of such an evaluation the Chancellor determines that an educational program should no longer be offered, the Chancellor may terminate the approval and determine the effective date of termination.

Ed. Code, §78016 Review of program; termination

(a) Every vocational or occupational training program offered by a community college district shall be reviewed **every two years** by the governing board of the district to assure that each program, as demonstrated by the **California Occupational Labor Market Information Program** established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

- (1) Meets a documented labor market demand
- (2) Does not represent unnecessary duplication of other manpower training programs in the area.
- (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

(c) The review process required by this section shall include the review and comments by the County Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

(d) The provisions of this section shall apply to each program commenced subsequent to July 28, 1983.

## **SECTION III: CURRICULUM DEVELOPMENT** **PROCESS**

The curriculum development process can involve the initiation of a new course or courses; revision of existing curriculum; periodic renewal or updating; or relatively minor changes (updates).

Any new, revised or updated curriculum is initiated and is the responsibility of faculty. Initial discussion takes place with colleagues within the division, with the division chair and with the division representative on the Curriculum Committee. After tentative agreement has been reached on the proposal, the next step is discussion with the instructional dean, and, on approval, preparation of paperwork.

If new staff or other substantial resources are required by the new course(s), the proposal should be submitted to the Divisions Chairs Committee.

All courses must be reviewed by the Curriculum Committee on a regular basis, at least every four years.

Following agreement and approvals at the division level, the responsible faculty member (*Originator*) will submit the proposal to CurricuNet.

It is important to provide the Curriculum Committee with adequate information in order to avoid delay of course approval. Courses may not be offered to students without Curriculum Committee approval. See Curriculum Calendar for deadlines.

This section of this Curriculum Handbook describes the CurricuNet program.

After the Originator has submitted the proposal in CurricuNet, it is then reviewed by the Committee's representative from that division, and then by the Division Chair. Next, it is reviewed by the College's Curriculum Specialist and the Curriculum Committee Chair. It is by this stage that most changes that need to be made are identified; the Curriculum Specialist or the Curriculum Committee Chair should contact the Originator with suggestions for changes.

The Curriculum Committee will then review the proposal on CurricuNet, making suggestions for changes and asking pertinent questions.

The Originator should request (from either the Curriculum Specialist or Chair) to have the proposal added to the agenda for a meeting of the Curriculum Committee (which meets every 2<sup>nd</sup> and 4<sup>th</sup> Tuesday, 2:30 pm). **Do not assume that submitting a proposal in CurricuNet constitutes adding it to the next meeting's agenda.** At the meeting, either the Originator or a faculty member who is knowledgeable to address the Committee's concerns about the proposal should be present.

The Committee will either approve the proposal, table the proposal for a second reading, or table the proposal so that corrections can be made.

After approval by the Committee, the course is reviewed by the President, approved at the district, and



included in the next edition of the catalog. It is unwise to promise staff or students that a course will be offered before securing all approvals.

## **PART A. GUIDE TO COURSE DEVELOPMENT**

The following information is provided to assist with the paperwork associated with curriculum requests. Specifically, this information identifies the form(s) needed to request a particular action in the curriculum process. Sample forms follow. These forms are available on line. Please contact the Division Chair for assistance is needed during the preparation process.

Revised courses with changes of a substantive nature and new courses require Curriculum Committee approval. Changes of a "substantive nature" include changes in units, hours per week, prerequisites, general education status, graduation requirements and the addition of field trips. In some cases a "new course" may be required if substantive changes are made to a course.

## **PART B. DEVELOPING THE COURSE OUTLINE**

The course outline is the key document in developing and maintaining the college curriculum. It provides a brief but complete official record of the information essential to understanding the nature and scope of a specific course offering. As such, it serves as a means for ensuring a reasonable degree of consistency and continuity regardless of when, where or by whom a course is being taught.

Although the outline is not intended to dictate instructional methods and materials, it should delineate an agreed upon set of learning objectives which are central to the course in that they (1) determine the desired outcomes of the course and (2) establish a basis for evaluating student performance.

This information is offered to assist the preparer in the process of developing the course outline for a new course or revising the outline for an existing course.

Before developing the course outline, it is suggested that the preparer read the overview of the course/curriculum approval process, paying particular attention to the section on standards of approval. Refer to examples provided in this section.

Obtain forms online or if assistance is needed during the preparation of this form, the initiator may contact the division chairperson or the Office of Academic Affairs.



## *CurricuNet Tutorial*

**The following guidelines have been written to align with the format of CurricuNet.** When writing a course outline in CurricuNet (whether writing a new course, or revising, CurricuNet shows on the right side of the page a **Course Checklist**. Before submitting (“launching”) a course to the approval queue, all boxes must be checked off.

In the following pages, each heading that is **underlined, in bold print** refers to a separate page in CurricuNet course outlines.

### **Main**

The Main page gives the basic information about the course. The only option here is to add a Co-Contributor; this may be useful if more than one person is writing the course. Most often this option will not be used.

### **Basic Course Information**

**Discipline.** Select from the pull-down menu. (Example: ENGL)

**Course Number.** Remember that numbers P148, P058 and P078 are reserved for experimental classes. An example would be P101A.

**Full Catalog Title:** Enter a title which accurately characterizes the nature and content of the course. The title is a more descriptive name used in the catalog description and master schedule, such as *Expository Composition*. **Do not use abbreviations.**

**Catalog Course Description:** List any prerequisites / corequisites. Enter a brief, direct statement of course purpose and content, preferably no more than 50 words, from one to three sentences. It should be written in language that is intelligible to the student and should describe the course in terms of its primary objectives, without repeating the course title. The final part (in parentheses) should list any applicability to the AA/AS degree, CSU transferability or UC transferability.

Example (taken from Astronomy 101):

Prerequisite: Eligible for level 2 English placement. Recommended: MATH 55. Total lecture 54 hours, laboratory 54 hours. An introduction to the origin, characteristics, and evolution of the solar system, the stars, the galaxies, and the universe, and historical milestones in the science of astronomy from ancient astronomers to space probes of today. Approved for pass/no pass grading option. (A/CSU/UC)

Rationale. Give a summary of why this new course/revision/update is being submitted. For example:

- “Curriculum review cycle”
- “Textbook update”
- “SLO update”
- “Catalog description needs revision.”

### **Course Standards**

Method (includes hours/units):

Enter the number of units of credit to be awarded upon completion of the course in accord with the following standards: Courses carry one unit of credit for each 18 hours of lecture, one unit of credit for each 54 hours of laboratory or clinical instruction, or a combination of both, or one unit of credit for each 54 hours of physical education activity.

The College operates on a semester calendar of 18 weeks until August 2006, from that time the college operates on a 16 week semesters. One unit of credit represents 18 hours of lecture or 54 hours of laboratory work.

Lecture hours are those in which the primary method of instruction is a formal or informal presentation by an instructor to an entire class or substantial portion of this class. While discussion and/or laboratory work may be included, it is not the primary method of instruction.

Laboratory hours are those in which students perform in class either individually or collectively under the supervision of an instructor. Lecture and discussions may be included in a laboratory class, but will not be the primary method of instruction. Out-of-class study and preparation by students are relatively limited.

Activity (such as clinical activity) hours should be appropriately identified even though they are often a variation of the laboratory situation.

Variable (units): Usually, you will check “No.”

**Grading Method:** Usually, you will check **Default** for “S = Standard Letter Grade”, and **Optional** for “A = Audit”. In Fall 2012, the Curriculum Committee determined that all CORs would have “Audit” as an option; each professor still retains the right to allow (or disallow) students to audit in individual sections of the course.

**Seats:** Usually, you will leave this blank.

### **Program Applicability**

Check all that apply.

### **General Education / Transfer Applicability**

Check all that apply. If checking CSU or UC transferability, the Committee recommends checking at least three universities for which the course transfers. There is a link to the website *assist.org* on the left-hand side of the page.

### **Student Learning Outcomes**

This page has one window, preceded by the statement: “Upon successful completion of the course, the student will be able to:”

- Enter only one SLO at a time. When you are done with the first SLO, press the “Add” button. The window will then be cleared to allow you to type the next SLO.
- DO NOT assign letters / numbers each SLO. Type them in the order you want, and CurricuNet will assign numbers in the order the SLOs were entered.

### **Conditions of Enrollment**

Note any previous knowledge and/or skills that are essential to successful participation in this course. As far as possible, prerequisites should be identified as prior courses, related academic skills or equivalent knowledge. Instructor's permission is not a permissible entry.

From the State Chancellor's Office:

*Prerequisites or corequisites must be established for a course if the curriculum committee, with input from the discipline faculty, believes that students are unlikely to succeed without the skills and knowledge learned in the prerequisite course(s). The process used to establish the prerequisites must be based on content review (definition follows) which may be augmented by statistical validation according to local board policy. Once prerequisites have been determined,*

*then regular review of the prerequisite is required (every two years for vocational courses; every six years<sup>1</sup> for all other courses) to ensure that the prerequisite is still necessary and appropriate and to monitor disproportionate impact.*

<sup>1</sup>While the State Chancellor's Office mandates a six-year review cycle, Porterville College's Curriculum Committee uses a four-year cycle.

### **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]*

Unless there is a compelling reason, textbooks should be no more than four years old. If a listed textbook is more than four years old, please provide a reason to the Committee.

### **Minimum Qualifications**

Leave this part blank.

### **Attached Files**

This section allows you to attach supporting documents, such as Content Review forms and Distance Learning Addenda.

**PART C. TYPES OF COURSES APPROPRIATE**  
**TO THE ASSOCIATE DEGREE**  
**TITLE 5 CALIFORNIA CODE OF REGULATIONS**

The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall permit only courses that conform to the standards specified in section 55002(a) and that fall into the following categories to be offered for associate degree credit:

- ( a ) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.
- ( b ) Courses that apply to the major in non-baccalaureate occupational fields.
- ( c ) English courses not more than one level below the first transfer level composition course, typically known as English P101A (English 1A). Each student may count only one such course as credit toward the associate degree.
- ( d ) All mathematics courses above and including Intermediate Algebra.
- ( e ) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for the courses specified in subsections ( c ) and ( d ) above.

## PART D. CHECKLIST FOR ASSOCIATE DEGREE COURSES

<b>Name and Number of Course:</b>		
The above listed course has been designated as appropriate to the associate degree in accordance with section 55805. Using the official course outline, please determine whether or not this course meets the standards and criteria specified in Title 5, Part VI, of the California Administrative Code for Associate degree Credit Courses. Mark the appropriate box.		
<b>CRITERIA AND STANDARDS Section 55002</b>	<b>MET</b>	<b>NOT MET</b>
1. Is recommended by the faculty as meeting the requirements of this section as a collegiate course meeting the needs of the students eligible for admission.		
2. All sections are to be taught by a credentialed instructor in accordance with a set of objectives and other specifications defined in the course outline of record.		
3. Course is described in a course outline of record which shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The course outline shall also 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.		
4. Course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55758 of this division. The grade is based on demonstrated proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, problem solving exercises or skills demonstrations by students.		
5. Is taught in accordance with a set of instructional objectives common to all students.		
6. Grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week, including class time for each unit of credit, prorated for short term, lab and activity courses.		
7. The course treats subject matter with a scope and intensity which requires students to study independently outside of class time.		



8.	Requires, when success in the course is dependent upon communication or computation skills, consistent with the provisions of section 58106 of this division, as prerequisite or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.		
9.	May require entrance skills and consequent prerequisites for the course pursuant to section 58106 of this division, when the college or district curriculum committee deems appropriate. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of section 58106 of this division, as prerequisite or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.		
10.	Requires, in order to participate in the course, critical thinking and understanding and application of concepts determined by the curriculum committee to be at college level.		
11.	Requires learning skills and a vocabulary which the curriculum committee deems appropriate for a college course.		
12.	Requires that educational materials used be judged by the curriculum committee to be college level.		
13.	Repeated enrollment is allowed as permitted only in accordance with provisions of division 2 (commencing with section 51000), sections 55761-55763 and 58161 of this division.		

**PART E. CREDIT COURSES NOT APPLICABLE  
TO ASSOCIATE DEGREE**  
**TITLE 5 CALIFORNIA CODE OF REGULATIONS**  
**STANDARDS AND CRITERIA FOR COURSES AND CLASSES**

A credit course designed by the governing board as not applicable to the associate degree is a course which at a minimum, is recommended by the college curriculum committee (the committee described established under Associate Degree Credit Course--Curriculum Committee) of this subsection and is approved by the district governing board and falls within one of the categories described in the following subdivision.

**A. Types of Courses.** Nondegree applicable credit courses are:

- (1) Precollegiate basic skills courses as defined in section 55502(d) of this division;
- (2) Courses designed to enable students to succeed in college level work which integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;
- (3) Precollegiate occupational preparation courses designed to provide foundation skills for students preparing for entry into college level occupational courses or programs;
- (4) Essential occupational instruction for which meeting the standards of 55502(a) is neither necessary nor required.

**B. Standards of Approval.** The college curriculum committee shall recommend approval of the course on the basis of the standards which follow. In order to be eligible for state apportionment, such courses must be approved (as courses not part of programs) by the Chancellor=s Office as provided by section 55100 of this division.

- (1) **Grading Policy.** The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55758 of this division. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at which may include essays, or in courses where the curriculum committee deems them to be appropriate, problem solving exercises or skills demonstrated by students.
- (2) **Units.** The course grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week, including class time for each unit credit, prorated for short term, laboratory and activity courses.
- (3) **Intensity.** The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity which prepares students to study

independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students completing each such courses successfully will, upon completion of the required sequence of such courses, have acquired the skills necessary to successfully complete college level work.

- (4) **Entrance Requirements.** When the college curriculum committee deems appropriate, the course may require entrance skills and consequent prerequisites or co-requisites for the course pursuant to section 68106 of this division.
- C. **Course Outline of Record.** The course is described in a course outline of record which shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, scope, objectives, and content in terms of specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.
- D. **Conduct of Course.** All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and other specifications defined in the course outline of record.
- E. **Repetition.** Repeated enrollment is allowed only in accordance with provisions of division 2 (commencing with Section 51000), sections 55761-55763 and 58161 of this division.

**PART F. CHECKLIST FOR CREDIT COURSES**  
**NOT APPLICABLE TO THE ASSOCIATE DEGREE**

<b>Name and Number of Course:</b>		
The above listed course has been designated as a credit course which does not apply to the associate degree. Using the official course outline, please determine whether or not this course meets the standards and criteria specified in Title 5, Part VI, of the California Code for a credit course not applicable to the associate degree. Mark the appropriate box.		
<b>CRITERIA AND STANDARDS</b> <b>Section 55002</b>	<b>MET</b>	<b>NOT MET</b>
1. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the governing board and falls within one of the following categories: a)precollegiate basic skills courses defined in section 55502(d) of this division, b)courses designed to enable students to succeed in college-level work which integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills, c)precollegiate occupational preparation courses designed to provide foundation skills for students preparing for entry into college-level occupational courses or programs, and d)essential occupational instruction for which meeting the standards of 55502(a) is neither necessary nor required.		
2. All sections are to be taught by a credentialed instructor.		
3. Is taught in accordance with a set of instructional objectives and other specifications defined in the course outline of record common to all students.		
4. The course is described in a course outline of record which shall be in the official college files and made available to each instructor. The course outline of record shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The course outline shall also 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.		
Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.		
5. Provides for measurement of student performances in terms of the stated course objectives and culminates in a formal, permanently		

<p>recorded grade based upon uniform standards in accordance with section 55758 of this division. The grade is based on demonstrated proficiency in the subject matter and ability to demonstrate that proficiency, at least in part, by means of written expression which may include essays, or in courses where the curriculum committee deems them to be appropriate, problem-solving exercises or skill demonstrations by students.</p>		
<p>6. Grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline and requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, laboratory and activity courses.</p>		
<p>7. Provides instruction in critical thinking and generally treat subject matter with a scope and intensity which prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, assignments will be sufficiently rigorous that students completing each such course successfully will, upon completion of the required sequences of such courses, have acquired the skills necessary to successfully complete college level work.</p>		
<p>8. May require, when the college curriculum committee deems appropriate, entrance skills and consequent prerequisites or corequisites for the course pursuant to section 58106 of this division.</p>		
<p>9. Repeated enrollment is allowed only in accordance with provisions of division 2 (commencing with section 51000), sections 55761-55763 and 58161 or this part.</p>		
<p>Please indicate the division's plan for improving any standard presently not met:</p>		

**PART G. NONCREDIT COURSES**  
**TITLE 5 CALIFORNIA CODE OF REGULATIONS**  
**STANDARDS AND CRITERIA FOR COURSES AND CLASSES**

A noncredit course is a course which, at a minimum, is recommended by the college and/or the district curriculum committee (the committee described and established under subdivision Associate Degree Credit Course--Curriculum Committee of this section) and approved by the district governing board as a course meeting the needs of the enrolled students.

- A. Standards for Approval.** The college curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement which the committee deems appropriate for the enrolled students. In order to be eligible for the state apportionment, such courses are limited to the categories of instruction listed in Education Code section 84711, and must be approved by the Chancellor=s Office as noted in Title 5, section 55150.
- B. Course Outline of Record.** The course is described in a course outline of record which shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the scope, objectives, content, instructional methodology and methods of evaluation for determining whether the stated objectives have been met.
- C. Conduct of Course.** All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.

## PART H. CHECKLIST FOR NONCREDIT COURSES

<b>Name and Number of Course:</b>		
The above listed course has been designated as a noncredit course. Using the official course outline, please determine whether or not this course meets the following standards and criteria specified in Title 5, part VI, of the California Administrative Code for noncredit courses. Mark the appropriate box.		
<b>CRITERIA AND STANDARDS</b> <b>Section 55002</b>	<b>MET</b>	<b>NOT MET</b>
1. A noncredit course designated by the governing board as not applicable to the associate degree which, at a minimum, is recommended by the college curriculum committee and approved by the district governing board as a course meeting the needs of the students for admission.		
2. All sections of the course are to be taught by a credentialed instructor in accordance with a set of objectives and other specifications defined in the course outline of record.		
3. Treats subject matter and uses resource materials, teaching methods, and standard of attendance and achievement which the college curriculum deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses are limited to the categories of instruction listed in Education Code section 84711, and must be approved by the Chancellor=s Office as noted in Title 5, section 55150.		
4. Course is described in a course outline of record which shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the scope, objectives, content, instructional methodology and methods of evaluation for determining whether the stated objectives have been met.		
Please indicate the division's plan for improving any standard presently not met:		

**PART I. COMMUNITY SERVICES COURSES**  
**TITLE 5 CALIFORNIA CODE OF REGULATIONS**  
**STANDARD AND CRITERIA FOR COURSES AND CLASSES**

A community services class is a class which meets the following minimum requirements:

- A.** Is approved by the local district governing board.
- B.** Is designed for the physical, mental, moral, economic or civic development of persons enrolled therein.
- C.** Provides subject matter content, resource materials and teaching methods which the district governing board deems appropriate for the enrolled students.
- D.** Is conducted in accordance with a predetermined strategy or plan.
- E.** Is open to all members of the community.
- F.** May not be claimed for apportionment purposes.



## **SECTION IV: Curriculum Approval Process**

The Curriculum Committee approves courses and programs for recommendation to the Board of Trustees. What follows is a general description of that process.

As of this writing (April 2013), Porterville College uses CurricuNet for all curriculum approval processes; therefore, the specific suggestions below are specific to the CurricuNet template currently being used.

### **PART A. Origination of Proposals**

Proposals for new and revised courses and programs should come from the discipline faculty. Each division's Curriculum Committee representative should be able to advise the faculty member (*Originator*) proposing the course revision on how to use CurricuNet. The College's Curriculum Specialist and Curriculum Chair are also available to assist with CurricuNet issues.

### **PART B. Review Process**

The review process occurs when a new course is proposed and reviewed every four years thereafter as a part of the College's continuing program review/renewal process. Faculty in each discipline must ensure that their courses are reviewed on a regular basis to comply with California state law. The Curriculum Committee requires that courses be reviewed every four years (two years for CTE courses). **If a course has not been reviewed for longer than four years, there will be a one-year grace period, after which the Curriculum Committee will recommend to the President that the course not be offered until it has been reviewed and approved by the Committee.** The Committee also reviews and approves new or substantially revised programs and courses of study--both degree and certificate level. This review, based on the mission of the College and applicable regulatory criteria, occurs at two stages in the program development process.

Proposals for new courses/programs are brought to the Committee in the form of course outlines for a first reading. This allows the Committee to determine whether the proposed item is consistent with the College mission, meets standard requirements such as units versus hours, Title V regulations, etc. Much discussion and suggestions for change or improvement take place during this first reading.

The proposal is then brought back to the Committee by the division representative at a subsequent meeting for a second reading. Usually changes have been made based upon the first reading discussion and suggestions. If acceptable, the item is then approved by the Committee.

#### **Timeline & Due Dates**

##### **Originator Responsibility:**

All proposals must be **completed, launched in CurricuNet, and up to the Curriculum Specialist level** (Step 3 – see the Part C: Approval Queue) in the approval process one week

in advance of any scheduled Curriculum meeting. At the time of this draft, meetings are held on the 2<sup>nd</sup> and 4<sup>th</sup> Tuesdays of each month; therefore, this deadline would be on the 1<sup>st</sup> and 3<sup>rd</sup> Tuesday of each month. This deadline is important in order to give Curriculum Committee members adequate time to review submissions before each meeting.

**Curriculum Committee Responsibility:**

The members of the Committee will do everything in their power to review and request changes of all agenda items no later than the 12:00 pm on Monday before the Curriculum Committee meeting. Any suggested/requested changes can be viewed in CurricuNet. This would allow the originator some time to make the requested changes before the actual Curriculum meeting the following day. This should reduce the number of courses and/or programs that we send back to the originator to fix for the next meeting.

### **PART C. Approval Queue**

The following is the order of the approval queue:

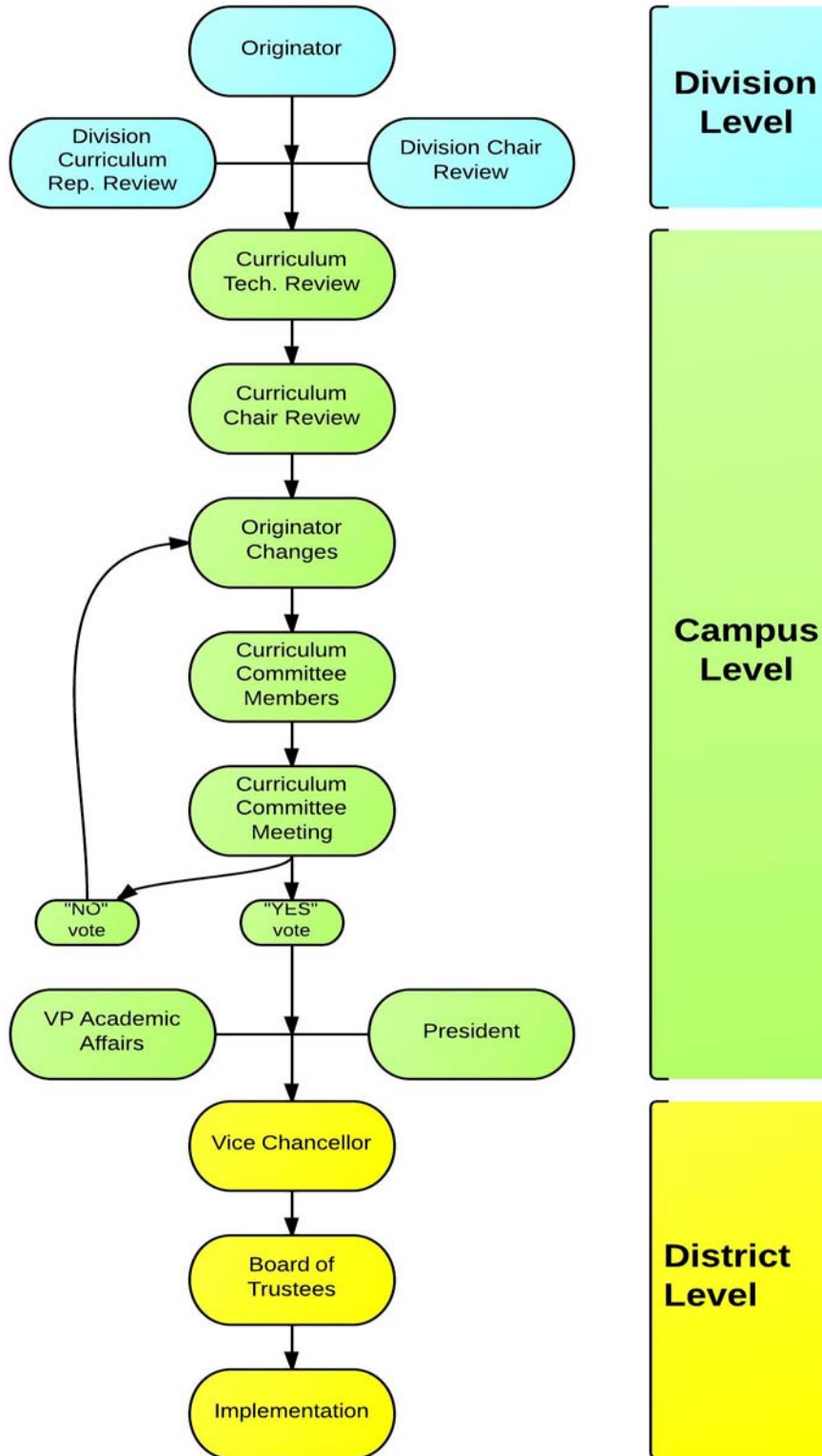
<b>Step</b>	<b>Officer</b>	<b>Action</b>
1	Originator	Launch
2 <sup>1</sup>	Division's representative on the Curriculum Committee	Review / recommend changes
2 <sup>1</sup>	Division Chair	Review / recommend changes
3	Curriculum Technician/Specialist	Review / recommend changes
3.1 <sup>2</sup>	Curriculum Chair	Review / recommend changes
4	Curriculum Committee members	Review / recommend changes
4.5 <sup>2</sup>	Curriculum Committee – final decision	Approve
5	VP of Academic Affairs	Review
5	President	Review
6	Vice Chancellor of Academic Services	Review
7	Board of Trustees	Approve
8		Implement

<sup>1</sup> The division representative and division chair are listed as the same step because they are concurrent.

<sup>2</sup> Step numbers in this table are not consecutive integers in order to align with steps as listed in CurricuNet.

This chart is represented graphically on the following page.

## Approval Queue Flowchart



## **SECTION V: Curriculum Resources**

The following section includes samples of Content Review forms (including blank form, and examples for English level 1 & 2 prerequisites), Distance Learning Adendum, glossary of terms, and references.



**PORTERVILLE COLLEGE  
CONTENT REVIEW WORKSHEET**

<b>Course:</b>
<b>Prerequisite: eligible for English Level 1</b>
<b>Corequisite:</b>
<b>Recommendation:</b>
<b>Date:</b>

LIST OF SKILLS OR KNOWLEDGE NEEDED  
**RATING OF RELEVANCE (if eligible for English Level 1)**

1	Generate ideas about which to write
2	Formulate a thesis that expresses the central claim of an essay
3	Formulate supportable topic sentences
4	Construct paragraphs that develop a paragraph's main idea
5	Organize paragraphs into a logical sequence for an essay
6	Use varied sentence structures and types to effectively indicate the meaning, relationship, and importance of ideas
7	Use reference materials, including computer assisted research tools such as Proquest or Ebsco periodical file, for the purpose of paraphrasing, quoting, documenting, or integrating ideas and information into an essay
8	Write an original, documented paper
9	Read and analyze a book length work
10	

**Rating Scale:**      **5=critically relevant**                      **4=very relevant**                      **3=moderately relevant**  
                                  **2=slightly relevant**                      **1=not relevant**

Skill #	Rater #1	Rater #2	Rater #3	Rater #4	Mean
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Number of ratings with a mean rating of 3 or greater is \_\_\_\_\_

Percent of items with a mean rating of 3 or greater is \_\_\_\_\_

Department Recommendation:		Prerequisite		Corequisite		Recommendation
----------------------------	--	--------------	--	-------------	--	----------------

Completed by:				
---------------	--	--	--	--





PORTERVILLE COLLEGE  
DISTANCE LEARNING COURSE OUTLINE ADDENDUM  
(To accompany course outline form.)

Date: \_\_\_\_\_

Course Name and Number \_\_\_\_\_ Number of Credits \_\_\_\_\_

Course Title \_\_\_\_\_

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered. [Title V of the California Code of Regulations Section 55378 Education Code]

I. Methods of Instruction: **Effective Instructor-Student Contact**

A. Indicate type and number of instructor-student contacts per semester and how you feel this will ensure **effective instructor-student** contact in accordance with **Title V**.

B. **Title V** requires both asynchronous and synchronous contact to constitute **effective contact**. Check the methods you expect to use.

**Synchronous:** \_\_\_\_\_ Chat room  
\_\_\_\_\_ Telephone  
\_\_\_\_\_ Face-to-face meeting  
\_\_\_\_\_ Instant messaging  
\_\_\_\_\_ Other (Specify) \_\_\_\_\_

**Asynchronous** \_\_\_\_\_ E-mail  
\_\_\_\_\_ Newsgroup  
\_\_\_\_\_ Discussion board  
\_\_\_\_\_ List servers  
\_\_\_\_\_ Fax  
\_\_\_\_\_ Other (Specify) \_\_\_\_\_

II. What methods of evaluation will you use to assure that **effective instructor-student** contact has occurred?

III. How will technical support be provided to students?

IV. What additional software, if any, is required for this class?

## **GLOSSARY OF TERMS**

### **APPORTIONMENT**

The method of allocating state or federal aid, district taxes or other monies to community college districts or other governmental units.

### **ARTICULATION**

Process by which the status of a course in an educational program and the course equivalency with similar courses at other institutions of higher learning is determined for the purposes of acceptance at transfer institutions.

### **ASSIGNMENTS**

Reading and writing which must be regularly assigned unless problem solving or skill demonstrations are more appropriate to the objectives of the course.

### **CALIFORNIA STATE UNIVERSITY (CSU)**

One of the three systems of public higher education in California. It typically confers bachelor's and master's degrees.

### **COLLEGE LEVEL**

Course materials which will reflect a complexity and/or breadth of ideas. In most cases the language used in such material will reflect care, reason, evidence, and counter-arguments. Such materials may present alternatives and pose questions or problems for discussions.

### **COMMUNICATION SKILLS**

The ability or competence to read, write, speak and listen. The ability to convey information, attitudes, emotions, etc.; and also, the ability to receive and interpret communications. These skills also encompass nonoral or nonwritten expression and perception.

### **CONJOINT**

A program approved at one campus within a district but available conjointly at other campuses. Colleges within the Kern Community College District may offer courses or programs under the approved program of student listing. However, a memorandum of agreement should be obtained prior to offering courses or programs under a TOPS approved for one of the sister colleges.

### **CORE INDICATORS**

Statistical measures that use college-wide data to determine progress toward institutional goals. Examples include retention rates, persistence rates and degree/certificate awards.

### **COURSE**

A topic of specific content offered for instruction. A course is usually connected to a program of study. However, single-subject courses may be offered. A course has specific goals and objectives.

### **COURSE ACTIVITY MEASURES (CAM)**

A survey of instructional activity in community college courses. Colleges submit CAM reports twice a year (usually March and August).

### **COURSE CLASSIFICATION SYSTEM (CCS)**

A system that serves to describe the total educational program of the community college. Districts are required to annually report on the classification of all courses and classes in accordance with Title 5, section 55001.

### **COURSE OUTLINE**

An outline that lists the major topics to be covered in a course. It describes course information including course goals and objectives. This form is submitted with the Application for New Course Approval or with the Course Modification form.

### **COURSE/CURRICULUM REVIEW**

This is a process that looks at each of the courses that are offered to see if they are current, rigorous, and include such things as critical thinking, reading, writing and oral components. Those courses found lacking in any of the above areas are to be revised so that they meet those requirements. A typical cycle for this type of formal review is every three years.

### **COURSE MODIFICATION**

This is a formal process in which small to large changes are made to a previously approved course.

### **CREATIVE SKILLS**

The ability to design, produce, or otherwise bring into existence original perspectives, explanations, and implementations (e.g., the productions of unique communication, the development of an effective plan or solution to problems, or the creation of works of art).

### **CREDIT COURSE**

An organized pattern of instruction of a specified subject offered by a community college.

### **CREDIT HOUR**

Approximately three hours of recitation, study or laboratory work per week throughout a term of 18 weeks. Where a term is more or less the 18 weeks, corresponding credit hours shall be assigned in the same ratio that the actual term length is to 18 weeks (ECS 78206).

### **CRITICAL THINKING AND REASONING SKILLS**

The ability to formulate and use objective, active, organized thought to analyze, evaluate, or respond logically to ideas, data, projects or situations. It also recognizes the need for certain actions and the ability to take such actions on one=s own, without requiring specific directions.

**DAILY STUDENT CONTACT HOURS (DSCH)**

Attendance accounting method for credit courses scheduled to meet five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the primary term.

**DATA ELEMENT DICTIONARY**

Formal definitions of all data elements contained in the California Community College statewide information system files. Individuals responsible for submitting data to the Chancellor=s Office through the uniform statewide reporting system should prepare submitted data according to definitions contained in this publication.

**DELETED COURSE**

A course eliminated from a program of study.

**DISCIPLINE**

A distinct branch of knowledge the division of which may be specific to each institution (e.g., humanities, social sciences, fine arts, etc.).

**EDUCATIONAL PROGRAM**

An organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher learning normally consisting of at least 18 semester or 27 quarter units of related subjects.

**FULL-TIME EQUIVALENT STUDENT (FTES)**

The student workload used as the basis for computation of state support for California Community Colleges. An FTES represents one full-time student, carrying 12 - 15 units for the semester.

**GENERAL EDUCATION REQUIREMENTS**

Courses required for the A.A. degree that come from each of the discipline areas. These requirements ensure a breadth of experiences that aim toward a well-rounded student.

**GENERAL EDUCATION BREADTH CURRICULUM (GE BREADTH)**

Permits a student to transfer from a community college to a campus in the CSU system without the need, after transfer, to take additional lower division, general education courses to satisfy campus G.E. requirements.

**INACTIVE**

Refers to a course or program that has inactive status for a period of two years.

**INDEPENDENT STUDY AND WORK EXPERIENCE (IS/WE)**

Attendance accounting method for credit courses scheduled as independent study or work experience.

**INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS**

This process looks at the college as a whole. It attempts to identify how well we are serving our students and the surrounding community. Identification is based upon core indicators that are common to most colleges. Linked to each indicator is a threshold of success/effectiveness that is designed and established by each college. A typical cycle for this type of formal review is every two to three years.

**INSTRUCTIONAL AIDE**

Noncertificated person acting as an intermediary between student and instructor and trained in carrying out nonteaching duties as well as performing tutorial support services under the immediate supervision of a credentialed instructor.

**INTERDISCIPLINARY**

A course that cannot be listed as conforming to only one discipline and which contains elements that are found in more than one discipline category.

**INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)**

The IGETC is a general education program which community college transfer students can use to fulfill lower-division general education requirements in either the CSU or UC system without the need, after transfer, to take additional lower-division general education courses.

**KNOWLEDGE SKILLS**

The ability to relate general or specialized knowledge relevant to a problem and to implement a solution; also, the ability to locate, retain and apply relevant knowledge.

**MAJOR PREP AGREEMENT**

Course-to-course agreements between four-year and two-year schools. These agreements identify lower-division courses that are acceptable at the four-year institution for a specific major only.

**MASTER CATALOG**

An inventory of all courses at Porterville College including courses in inactive status. Not the same as the published catalog.

**METHOD OF EVALUATION**

Student performance must be evaluated against a common standard which must include essay exams unless problem solving or skill demonstration is more appropriate. When essay exams are used, questions should

require analysis and/or the relating of parts of the course to each other or to practical application.

## METHOD OF INSTRUCTION

<u>Category</u>	<u>Description</u>
<b>Lecture</b> (Lecture/Discussion) (Lecture/Participation)	Primarily lecture but could include approximately equal division between lecture and discussion and/or participation.
<b>Laboratory</b>	Class conducted in a laboratory setting with students or teams of students, under the direct supervision of a credentialed instructor. Students are engaged in various and/or separate learning activities, samples of which may include skills, scientific, technical, or vocational projects or investigations.
<b>Lecture/Laboratory</b>	Combination of lecture and laboratory instruction.
<b>Work Experience</b>	Employment of students in part-time or full-time jobs selected or approved as having educational value for the student.
<b>Independent Study</b>	All independent study courses in which the student is not under the direct supervision of a credentialed instructor. Must be transfer level.
<b>Telecourse</b>	Course is taught by television lessons not under the direct supervision of an instructor. Some on-campus lecture/discussion sessions are required.
<b>Mediated Instruction</b>	Instruction is by audio visual means in various combinations. Usually conducted in a learning resources center not under immediate supervision of a credentialed instructor.
<b>Computer-assisted Instruction</b>	A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal--not under immediate supervision of a credentialed instructor.
<b>Directed Study</b>	Consists of a student or a group of students working with an instructor on a special topic or project. Hours of instructor contact, components of the course, student responsibilities, number of units and evaluation method are specified in a contract.
<b>Field Experience</b>	Course comprised entirely of a field trip, field excursion or field observation.

## MINIMUM QUALIFICATIONS

Refers to the qualifications necessary to serve as a faculty member in a community college in California (AB 1725). They are (1) master's degree in the discipline, (2) master's degree in a reasonably related discipline and a bachelor's degree in the discipline. To teach in a field in which the master's is not usual or available: (1) a bachelor's degree and two years of professional experience, or (2) an associate degree plus

six years of professional experience.

### **NONCREDIT COURSE**

Courses designed to meet the special needs and capabilities of those students who do not desire, or need, to obtain unit credit. These courses provide remedial, developmental, occupational and other general education opportunities.

### **OBJECTIVE (EDUCATIONAL)**

A statement that indicates a specific behavior that a student is expected to achieve from a learning experience.

### **OPEN-ENTRY/OPEN-EXIT**

Enrollment and attendance accounting method (results in positive attendance), approved by the Curriculum Committee, for individual courses which allows students to enroll or withdraw from the class any time within the semester. Grade and credit are only earned if the student completes the total number of hours required for the course.

### **POSITIVE ATTENDANCE**

Attendance accounting method for courses scheduled to meet fewer than five days, all credit courses scheduled irregularly with respect to the number of days of the week and the number of hours that the course meets on the scheduled days, all open-entry/open-exit courses and all noncredit courses eligible for state funding. The actual hours of attendance for enrolled students present at each class meeting must be kept and reported.

### **PREDOMINANT METHOD OF INSTRUCTION**

Methods by which organized instruction is predominantly conducted, reflecting educational technology and use of the facilities, materials, equipment and aides.

### **PRE/COREQUISITE VALIDATION**

This process affirms the validity of prerequisites or corequisites. Student success rates in courses based upon their previous academic preparation are a cornerstone of this evaluation process.

### **PROGRAM**

A series of courses which comprise a core of an instructional discipline, e.g., math, English, history, etc. A program usually consists of a minimum of 18 course credits. A program of study may also be interdisciplinary.

### **PROGRAM ADMINISTRATIVE REVIEW (PAR)**

A document used to determine whether districts and colleges are in compliance with federal and state laws and regulations.

### **PROGRAM REVIEW**

This process is one that looks at the quality, cost effectiveness, accessibility, currency, needs, and future directions of each program/department. Program reviews are a major source of information when developing master plans and doing accreditation reports. A typical cycle for this type of formal review is every three years.

### **RENEWAL**

A review of specific programs of study that falls within the institution=s three year curricular review cycle, e.g., English program review, math program review. All programs of study must be reviewed once every three years.

### **REPEATABILITY**

Refers to the number of times a course may be repeated for additional credit and for which state apportionment is granted. It is applicable to courses that enhance skill ability or courses in which the course content frequently changes. NOTE: Any course may be repeated once if any of the following conditions exist: (1) a substandard grade of D or F@ has been earned, (2) extenuating circumstances may have adversely affected achievement or (3) a significant lapse of time has occurred since the student previously enrolled in the course. (See course repetition policy in current catalog.)

### **REPORTING CALENDAR**

A document which provides districts and colleges with a listing and time table for submitting required reports to the Chancellor=s Office.

### **REVISION**

Curriculum that is reviewed on a nonspecified cycle as a program of study or on a course-by-course basis. Such revisions are not part of the college-wide renewal process.

### **STUDENT ACCOUNTABILITY MODEL (SAM)**

A letter symbol assigned by the college in accordance with the SAM Operations Manual to denote the primary reason for each course as transfer, remedial, vocational or ESL.

### **STUDENT LEARNING OUTCOMES (SLO)**

SLOs are the specific measurable goals and results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process.

### **TAXONOMY OF PROGRAMS AND SERVICES (TOPS)**

A common taxonomy by which the districts and colleges identify programs. This taxonomy is to be used for all program and course reports required by the Chancellor=s Office.

### **TRANSFERABILITY**

Courses reasonably expected to be accepted for lower division elective and/or major credit.

### **UNIFORM STATEWIDE REPORTING SYSTEM**

Clarifies the relationship and timing of reporting for all automated procedures and assists for better



understanding of reporting requirements.

**UNIVERSITY OF CALIFORNIA (UC)**

One of the three systems of public higher education in California. It typically confers bachelor's, master's and doctoral degrees and includes the professional schools.

**WEEKLY STUDENT CONTACT HOURS (WSCH)**

Attendance accounting method for credit courses scheduled coterminously with the primary term. Weekly student contact hours@ (WSCH) shall mean the number of class hours each course is regularly scheduled to meet during a week inclusive of holidays, multiplied by the number of students actively enrolled in the course.

## CURRICULUM RESOURCE MATERIALS

- 1. The Curriculum Standards Handbook, Volume I, 1995.**  
Ed Code, Title 5, and Chancellor's Office legal requirements in the area of curriculum. Source: Each CIO and curriculum chair has one hard copy.
- 2. The Curriculum Committee: Role, Structure, Duties, and Good Practices, 1996**  
Summary of requirements and good practices for operation of the college curriculum committee. Source: The Academic Senate.
- 3. Joint Review for Library/Learning Resources by Classroom and Library Faculty for New Courses and Programs, 1995.**  
Developed jointly by the Academic Senate and the Chancellor's Office Curriculum Advisory Committee this summary of mutual instructor/librarian review of needed instructional materials includes suggested forms for the review of both new courses and programs and is recommended as good practice for curriculum committees. Source: The Academic Senate.
- 4. Curriculum Orientation Package I: Degree Credit Standards, 1993.**  
Designed for information and training of local curriculum committees, this packet is hands-on information on the curriculum standards for degree credit courses and was prepared jointly by the Academic Senate and the Chancellor's Office. Source: Curriculum Services & Instructional Resources Unit, Chancellor's Office.
- 5. Components of a Model Course Outline of Record, 1995.**  
Prepared by the Academic Senate to review all requirements for course outlines for degree credit courses including a suggested format and content for the course outline to meet those standards. Source: The Academic Senate.
- 6. Handbook of California Articulation Policies and Procedures, 1995.**  
This handbook, prepared by the California Intersegmental Articulation Council, contains an overview of the articulation process used by UC, CSU, and Independent Colleges and Universities and gives contact persons at each of these institutions. Source: California Intersegmental Articulation Council (Helena Bennett, CSU Sacramento).
- 7. California Articulation Number (CAN) System: Catalog (1996) and Guide (1995).**  
CAN is a cross-reference course numbering system for lower division transferable major courses. It is based on course-to-course articulation between CCCs and CSU and assists students and colleges in identifying comparable (not identical) courses. Participating colleges agree to accept CAN courses in lieu of each other and use them in the same way their own CAN-qualified courses are used. Source: CAN System Office, California State University, 2763 E. Shaw, Suite 103, Fresno, CA 93710; 209/278-6880.
- 8. CSU Executive Order 595, 1993.**  
General education-breadth requirements for students transferring from CCC's to CSU. Replaces EOs 338 and 342 which allowed self-certification. Source: CSU Chancellor's Office.
- 9. Curriculum Orientation Package II: Transfer General Education, 1994.**  
This package contains intersegmental expectations for credit course outlines of record; CSU Executive Order 595 on GE-Breadth and related forms; IGETC standards, notes, and other relevant documents; local college procedures to comply with CSU GE and IGETC requirements, and sample Course Outlines of Record for CSU GE areas C & E. Source: The Academic Senate.

- 10. Model District Policy for Prerequisites, Corequisites, Advisories, and Other Limitations on Enrollment, 1993.** This set of guidelines is recommended by the Board of Governors to implement the prerequisite regulations. The curriculum committee is intimately involved in establishing these limitations on enrollment. Source: Student Services Unit, Chancellor's Office.
- 11. Establishing Prerequisites, 1992.**  
The commentary on the Model District Policy was written by the Academic Senate representatives on the committee which wrote that document. Source: The Academic Senate.
- 12. Curriculum Orientation Package III: Prerequisites, Corequisites, and Advisories, 1994.**  
This package gives examples of local college policies and procedures to implement Title 5 and the Model District Plan. Source: The Academic Senate.
- 13. Title 5, Sections 55300-55380. Regulations and Guidelines on Distance Learning.**  
Requirements for courses and sections taught in distance learning mode are covered, including the role of the curriculum committee. Source: Curriculum Services & Instructional Resources Unit, Chancellor's Office.
- 14. Curriculum Committee Review of Distance Learning Courses & Sections, 1995.**  
A review of the 1994 changes to Title 5 and their impact on curriculum committees, including suggested good practices to implement the regulations and guidelines. Source: The Academic Senate.
- 15. Distance Learning in California's Community Colleges, 1993.**  
This paper reviews the social, fiscal, and educational issues surrounding distance learning. Source: The Academic Senate.
- 16. California Community Colleges Taxonomy of Programs, 1995.**  
TOPs codes are the numeric coding system by which districts categorize degree and certificate programs and courses for both authorization by and reporting to the Chancellor's Office. As such, curriculum committees should recognize that each course and program approved must fall into an assigned TOP code area. (The Chancellor's Office plans to soon replace the TOP code system with a discipline/subject matter based system.) Source: Chancellor's Office.
- 17. Minimum Qualifications for Faculty and Administrators in California Community Colleges, 1996.**  
As of 1990, minimum qualifications replaced credentials for the hiring of new community college faculty. This document quotes relevant Ed Code and Title 5 sections and gives the Disciplines List and accompanying minimum qualifications. Source: The Academic Senate.
- 18. Placement of Courses Within Disciplines, 1994.**  
Faculty hired to teach in a discipline, either under the credential or minimum qualifications systems, are allowed to teach any course in that discipline. As such, it becomes important for each college to assign courses to the subject matter areas identified in the Disciplines List. This document, prepared by the Academic Senate, gives a suggested procedure for local academic senates to use in this process, including multiple listing and interdisciplinary listing. As new courses are approved by curriculum committees, recommendations to the senate for discipline assignment are needed. Source: The Academic Senate.
- 19. Program Review: Developing a Faculty Driven Process, 1996.**