Mendocino College Curriculum Handbook

Introduction

This handbook is intended to assist and guide in the development and modification of courses and programs. It is intended to explain curriculum committee procedures to committee members and faculty at large, to foster the use of best practices in curriculum development, provide a framework for consistent documentation of the content and objectives of programs and courses, and establish local processes and procedures for course and program approval. Sections two and three are intended to act as a guide for faculty embarking on a course modification or new course proposal.

The information in his handbook will be reviewed by the Chair and Vice Chair annually. Revisions will be made and shared with Academic Senate and the Curriculum Committee. Please refer to the Curriculum webpage on the Mendocino College website for copies of the handbook, forms and resources. Current agenda, committee membership list and curriculum calendar are also available on the webpage. https://www.mendocino.edu/academics/curriculum

Approved September 2019 by Curriculum Committee

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Section One: Committee Organization

BACKGROUND AND PURPOSE:

The mission of the Committee is to promote academic excellence and rigor by means of careful study and discussion and by the application of state regulations and the policies of the District. This mission is primarily achieved by studying curricular proposals and recommending action on them to the Board of Trustees. Further the committee works to uphold the mission of Mendocino College:

> Mendocino College partners with a dynamic community of diverse students to help them achieve their educational goals. Informed by research, reflection and dialogue, the College offers programs in Basic Skills, Transfer Preparation and Career and Technical Education as well as Workforce Improvement. The College demonstrates its commitment to student success and achievement through high-quality and innovative instruction, providing individual attention to student needs in an inclusive and accessible learning environment, providing services to students at all stages of their educational and/or career path. Mendocino College embraces its role as an intellectual, economic and cultural anchor for the region. (revised March 2019)

As per the Program and Curriculum Development AP4020.1, the primary responsibility of the Curriculum Committee is assuring academic excellence in curriculum matters by ensuring that curriculum is academically sound, comprehensive, and responsive to the evolving needs of Mendocino College and the community through review and approval of:

- New and modified course proposals for Title 5 compliance
- Courses as they relate to programs of study
- Appropriate requisites
- Modifications or restructuring of existing programs
- Deletion and/or inactivation of courses and programs
- Modes of delivery
- CSU and UC general education proposals in collaboration with the articulation officer
- Policy changes pertaining to curricula issues
- Implementation of state regulations and guidelines pertaining to the curriculum development process
- Proposed programs of study
- Student Learning Outcomes

TYPICAL ACTIONS/DECISIONS:

The Committee's duties include but are not limited to the following.

- Examine each proposed Course Outline of Record (COR) to ensure completeness, academic rigor, technical correctness, articulation readiness, and consistency with Mendocino College standards
- Examine each new and revised program and degree for academic rigor, technical correctness and consistency with Committee standards, the College Mission, and state regulations.
- Examine course prerequisites, corequisites and advisories to ensure consistency with College policy and state regulation and to promote student success.
- Consider recommendations from instructional faculty on course and program inactivation
- Encourage the development of timely and innovative curricula, especially by providing guidance for instructional faculty about implementing changing state regulations
- Accept, reject, or suggest modifications of curriculum proposals
- Maintain the regular, systematic review of Course Outlines of Record

MEMBERSHIP

In accordance with Title 5, Section 55002a (l) the college curriculum committee has been established by the mutual agreement of the college administration and the Academic Senate. Curriculum Committee membership shall reflect a balanced representation across disciplines, whenever possible.

Non-voting members of the committee serve as *resources* for the voting members. They are responsible for providing information regarding their area of expertise (such as: enrollment procedures, degree requirements, grading policies, finances, feasibility, effects of actions on the Centers) and for communicating committee action to their constituent groups in a regular and timely manner.

Committee members cannot be represented by a substitute. Voting members must be in attendance to cast a vote (proxy voting is not allowed).

Term lengths of members are as follows:
> Full-time Faculty – 2 years
> Part-time Faculty – 2 years
> Student – 1 year

COMMITTEE COMPOSITION:

Group:	Number of members:
Voting:	
Full-time Faculty Chair	1
Full-time Faculty (strongly recommend one Counselor)	5
Part-time Faculty	1
Administrative Vice-Chair (VPAA)	1
Student	1
Non-voting, resource members who serve by virtue of their position:	
Articulation Officer	1
Dean of CTE	1
Dean of Instruction	1
Dean of Centers	1
Director of Admissions & Records	1
SLOT Representative	1
DE Coordinator or Representative	1

FACULTY:

Full-time faculty must have been employed to teach or as a counselor or librarian for at least two semesters before serving on the Curriculum Committee. It is recommended that the faculty member be tenured before serving on this committee.

Part-time faculty should be employed to teach for at least four semesters prior to their selection for the Curriculum Committee, and must be teaching at least three units during the academic years of their committee membership. Part-time counselors and librarians must be employed at least 8 hours per week during each semester of the membership on the Curriculum Committee.

STUDENT:

The Associated Student Body, in consultation with the Advisor, will select one of its' officers to serve on the committee. Appointment of the student representative shall take place as early in the Fall semester as possible.

MEMBERS CHOSEN/APPOINTED BY:

Full-time Faculty – Academic Senate
Part-time Faculty –Academic Senate
Student – ASMC

MEMBERSHIP APPOINTMENT

In the spring semester, the Faculty Chair will inform the Academic Senate President about the needed Curriculum Committee replacements. The Academic Senate will request volunteers to fill the two-year term. The Academic Senate, in consultation with the Faculty Chair, will approve and appoint the replacements.

SELECTION PROCESS FOR FACULTY CHAIR:

1. The Academic Senate will select the Faculty Chair from among interested and eligible Faculty.
2. In the event there is no member eligible based on adopted criteria, the Academic Senate will consult with the Vice Chair and at least one past Faculty Chair to appoint a new Faculty Chair.
3. Faculty Chair will serve a two-year term with no term limitation.
4. Faculty Chair appointment by the Academic Senate will take place in May for the following year. *

*ideally the chair should be appointed by February to begin serving the following fall semester to allow for consideration of teaching loads.

CRITERIA FOR FACULTY CHAIR:

1. A full-time tenured faculty member who has previous service of at least one (1) term on the Curriculum Committee (One year of service is sufficient if the member has attended 90%+ of the meetings).
2. Familiarity with the curriculum process and the elements of the Course Outline of Record
3. Familiarity with institutional requirements, Generation Education, pre and co-requisities, and Chancellor's office mandates and priorities, such as Transfer Degrees.
4. Ability to establish priorities and execute committee goals.
5. Ability to communicate and coordinate with all faculty, committee members, and relevant college staff.
   (criteria voted and approved by Curriculum Committee 4.7.17)

Meeting Format

Rules

- Regular meetings will be held according to a schedule approved no later than May for the ensuing year. However, additional meetings may be held more often on an as needed basis. Special meetings may be called by the Chair.
- Minutes of all meetings shall be kept.
- A quorum of five (5) voting members must be present for business to be conducted.
- There shall be nine (9) regular voting members. All action items by the Committee shall require a vote of the membership. Proxy voting is not allowed.
- A simple majority vote is needed for approval.
- The presiding Chair shall only vote to make or break a tie

- The Meeting shall follow Robert's Rules of Order

Agenda:

The Chair and Curriculum Specialist will prepare the agenda, distribute it to the committee, and post publicly (as per Brown Act).

The Chair will make the determination if a course modification shall be placed on the regular agenda (Substantive changes) or if it can be placed on a Consent Agenda (Minor Changes). Any item on a Consent Agenda may be pulled by any committee member for any reason to allow for discussion and/or a full committee review.

Substantive vs. Minor Changes

1) <u>Substantive</u> changes require a complete analysis of the entire course outline of record by the Curriculum Committee and include the following:

   - major change in the Catalog Description, Objectives, Topics and Scope
   - changes in units and/or hours
   - number of repetitions
   - grading (letter grade vs. pass/no pass status)
   - prerequisites, corequisites, and advisories
   - add/drop from an Associate Degree or Certificate program (except in cases of removing inactivated courses)

2) <u>Minor</u> changes to the course outline of record may be placed on a Consent Agenda for action. However, minor course modifications still require a full review of the course outline of record by the Curriculum Committee. Curriculum Committee members read the revised outline and rationale for the modification thoroughly. Minor changes include the following:

   - minor change in the Catalog Description, Objectives, Topics and Scope
   - minor change in course title
   - minor changes to the Methods of Instruction, Assignments, Method of Evaluation (as long as these changes remain consistent with and enable the student to meet the stated Objectives and cover the Topics and Scope fully)
   - change in course number (after Articulation Specialist review, if applicable)
   - inactivations

Discussion

Discussion is conducted in a question and answer dialog format between committee members and the presenter (and possibly supporting faculty accompanying the presenter).

The chair will recognize each member in turn as questions and comments are offered. Members may speak to a proposal more than once. The purpose of the discussion is to bring the committee to a motion to approve or a motion to table.

Conduct

At all times, the discussion is restricted to the merits of the proposal. The discussion is solely to inform the members and is not a debate or a forum.

Subject Matter Expertise

The discussion of a proposal should be respectful of the subject matter expertise of the discipline faculty. The committee should defer to this expertise when reviewing the inclusion or exclusion of specific learning outcomes or content in a course outline, or in the structure or inclusion/exclusion of courses in a proposed certificate or degree program. The committee is encouraged to make suggestions that would serve to clarify proposed courses or programs.

Actions

After review of all materials, and after hearing all appropriate arguments both for and against a submitted proposal, the following action shall be taken:

- Approve, as submitted.
- Approve, on conditional terms (if *minor* corrections, clarification etc. are required). The chair, with the assistance of the Curriculum Technician will ensure conditional terms are met.
- Not approve.
- Return to initiator for additional information, corrections, clarification etc.
- Table for further discussion.

It shall be the responsibility of the initiator to provide the additional information to the Chair for inclusion on a subsequent agenda according to all required deadlines.

The Chair of the Curriculum Committee will be delegated the authority to approve final modifications in course proposals resulting from CC discussion and action.

Following the Meeting:

- The Committee Chair and Vice Chair recommend to the Superintendent/President approval of Curriculum Committee action in the form of the CCC Curriculum Inventory Program Course Proposal Signature Page in accordance with AP 4020.1.
- The Superintendent /President has been authorized by the Board of Trustees to sign, confirming their approval.

Section Two: The Curriculum Process

According to Program and Curriculum Development AP 4020.1, an ongoing review of courses and programs is conducted to maintain compliance with internal and external policies. Courses are reviewed on a six-year rotational cycle and updated as needed. CTE curriculum is updated on a two-year cycle. The Academic Senate Curriculum Committee will review all curriculum proposals.
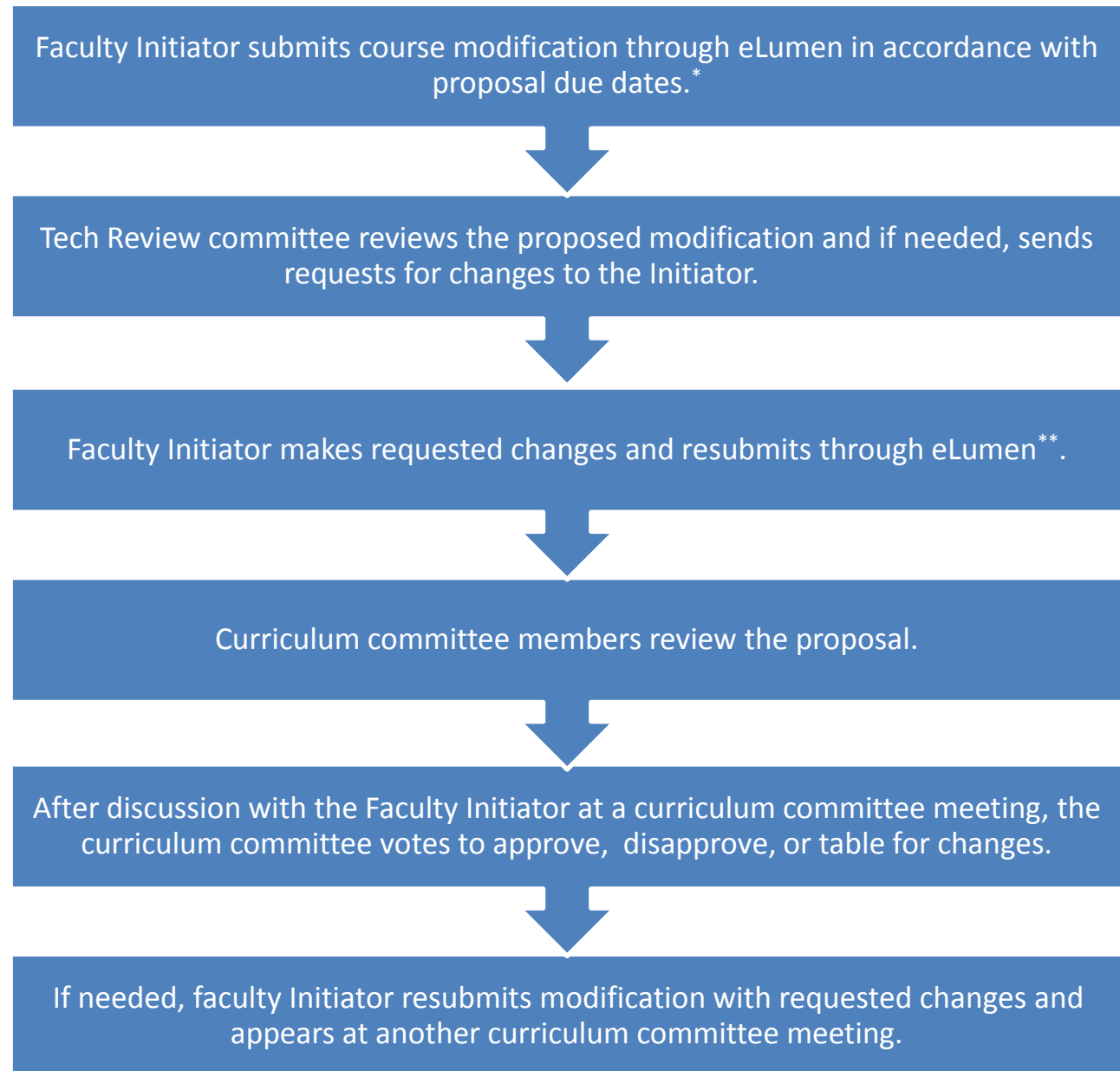
Curriculum proposals shall be accepted year round. Proposals and catalog changes meeting Curriculum Office deadlines shall be reflected in the following academic year's college catalog. The initiator shall check with the committee for internal timelines and technical review deadlines.

The completed proposal shall receive a technical review by an approved subcommittee appointed by the Curriculum Committee. Any revisions shall be addressed prior to full Curriculum Committee review. Following technical review approval, the proposal shall be forwarded for full Curriculum Committee approval consisting of one or two readings depending on proposal type. Proposals shall be evaluated for need, quality, feasibility, academic rigor, technical correctness and consistency with Committee standards, the College Mission, and state regulations. All new Career and Technical Education (CTE) programs and program deletions shall be submitted to the North/Far North Regional Consortium (NFNRC) as required by the California Community College Chancellor's Office (CCCCO).

Proposals recommended by the Curriculum Committee shall be forwarded, with draft meeting minutes and submission rationale, to the Board of Trustees' designee (Superintendent/President) for approval throughout the year. The Board of Trustees shall rely primarily on the advice of the Academic Senate on all matters pertaining to the curriculum including instruction and student learning. The Board retains authority to approve all programs and curricula offered by the district and delegates authority to the Superintendent/President to approve program and/or course proposals. Applicable proposals shall then be forwarded to the Chancellor's Office, California Community Colleges, for approval and/or chaptering. The College Catalog is a collaborative publication reflecting these approvals. The District shall provide annual certification to the California Community Colleges Chancellor's Office pertaining to the approval of credit courses and credit programs as required under Title 5 Sections 55100 and 55130.

Complete curriculum records are maintained through the curriculum management system.
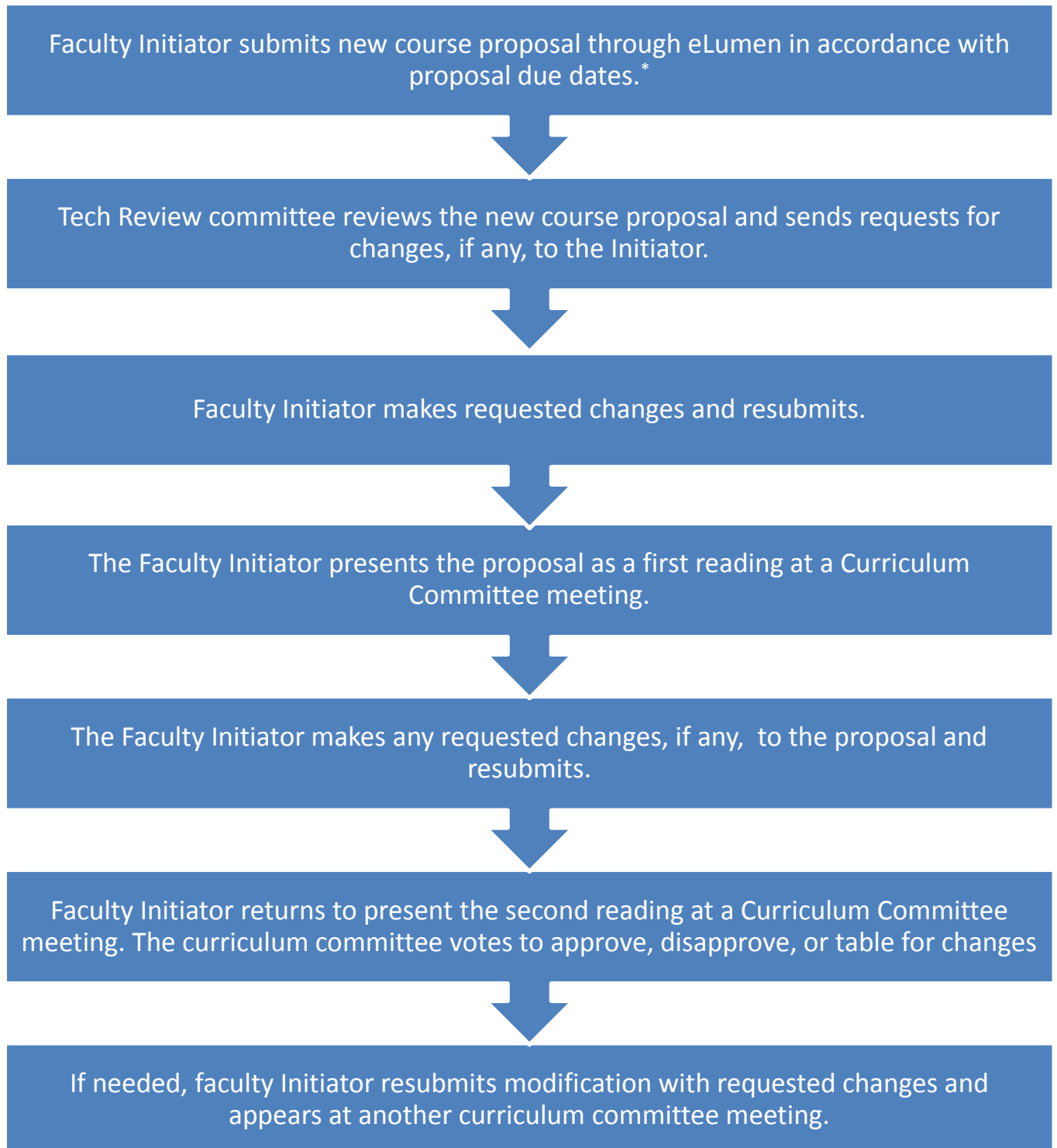
Course Modification Process

Faculty Initiator submits course modification through eLumen in accordance with proposal due dates.*

Tech Review committee reviews the proposed modification and if needed, sends requests for changes to the Initiator.

Faculty Initiator makes requested changes and resubmits through eLumen**.

Curriculum committee members review the proposal.

After discussion with the Faculty Initiator at a curriculum committee meeting, the curriculum committee votes to approve, disapprove, or table for changes.

If needed, faculty Initiator resubmits modification with requested changes and appears at another curriculum committee meeting.

*See Curriculum Calendar for exact dates

**The Faculty Initiator of the proposal is the person with the primary responsibility for shepherding the proposal through the curriculum process. Initiators are expected to consult with other faculty in their discipline, do the necessary research and writing to create a successful proposal, fill out the proper forms and respond to the committee's requests for changes. They must also attend the Curriculum Committee meeting(s) to present their proposals.
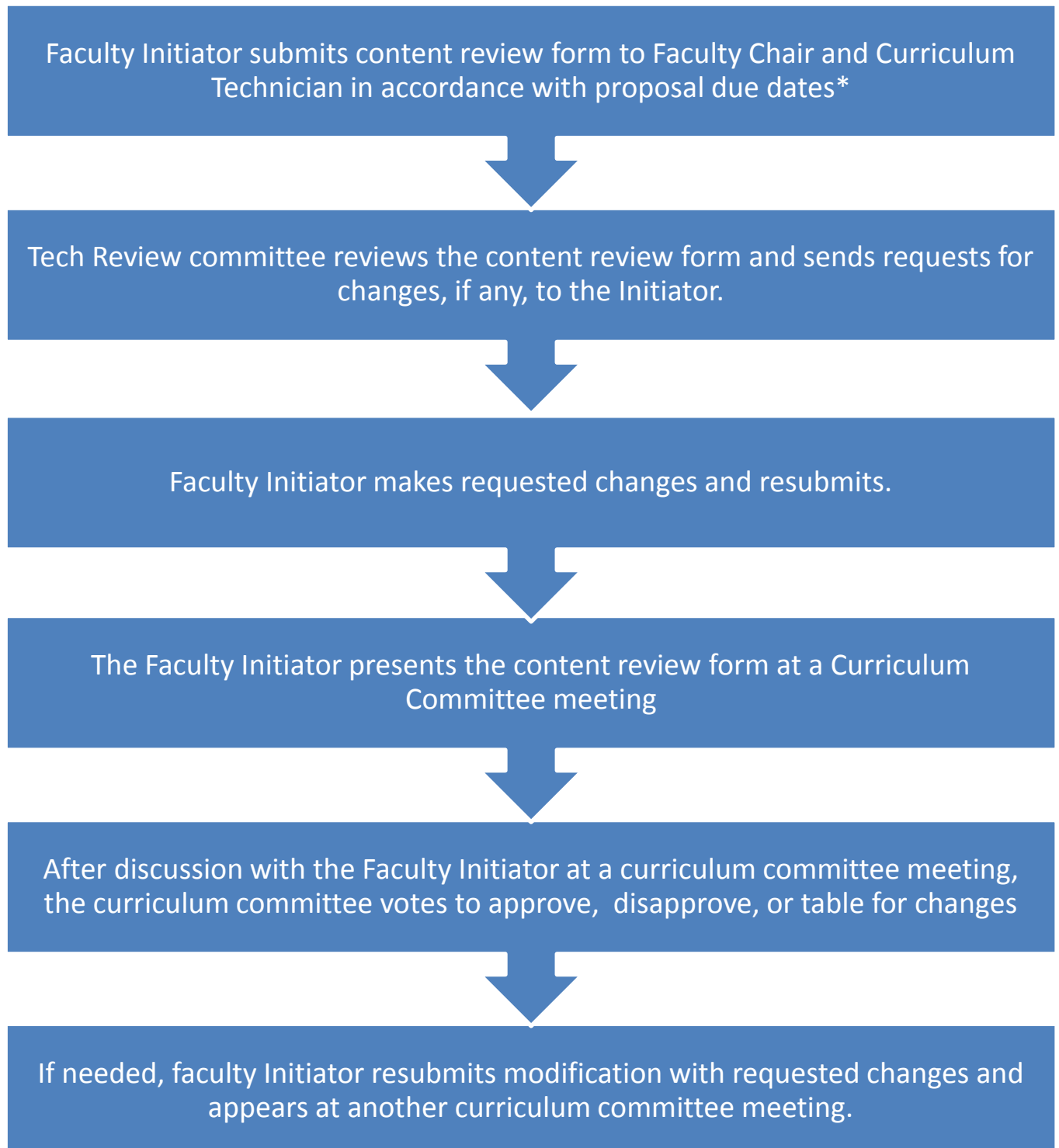
New Course Proposal Process

Faculty Initiator submits new course proposal through eLumen in accordance with proposal due dates.[*]

Tech Review committee reviews the new course proposal and sends requests for changes, if any, to the Initiator.

Faculty Initiator makes requested changes and resubmits.

The Faculty Initiator presents the proposal as a first reading at a Curriculum Committee meeting.

The Faculty Initiator makes any requested changes, if any, to the proposal and resubmits.

Faculty Initiator returns to present the second reading at a Curriculum Committee meeting. The curriculum committee votes to approve, disapprove, or table for changes

If needed, faculty Initiator resubmits modification with requested changes and appears at another curriculum committee meeting.

[*]See Curriculum Calendar for exact dates

Distance Education Approval Process

Faculty Initiator submits distance education addendum form to DE Coordinator, Faculty Chair, and Curriculum Technician in accordance with proposal due dates*

DE Coordinator reviews the proposed DE addendum and sends requests for changes to the Initiator.

Faculty Initiator makes requested changes and resubmits.

Distance Ed Coordinator approves and forwards to Curriculum Committee Faculty Chair and Curriculum Technician

The Faculty Initiator presents the proposal at a Curriculum Committee meeting

After discussion with the Faculty Initiator at a curriculum committee meeting, the curriculum committee votes to approve, disapprove, or table for changes

If needed, faculty Initiator resubmits modification with requested changes and appears at another curriculum committee meeting.

*DE modifications must be submitted separately from other course modifications. If other aspects of the COR outline need to be changed, those modifications should be made first and the DE modification submitted subsequently. Distance Education must be separately approved by the college curriculum committee (Title 5, Section 55206).

Advisory, Prerequisite, Corequisite Approval Process

Faculty Initiator submits content review form to Faculty Chair and Curriculum Technician in accordance with proposal due dates*

Tech Review committee reviews the content review form and sends requests for changes, if any, to the Initiator.

Faculty Initiator makes requested changes and resubmits.

The Faculty Initiator presents the content review form at a Curriculum Committee meeting

After discussion with the Faculty Initiator at a curriculum committee meeting, the curriculum committee votes to approve, disapprove, or table for changes

If needed, faculty Initiator resubmits modification with requested changes and appears at another curriculum committee meeting.

*Content Review forms must be submitted separately from other course modifications. If other aspects of the COR outline need to be changed, those modifications should be made first and then Content Review form submitted subsequently.

Curriculum Deadlines to Remember

- UC transfer deadline: new courses that are proposed to be UC transferable as well as modifications to existing UC transferable classes must be approved by the Curriculum Committee by the last meeting of the Fall semester so there is time for the Articulation Officer to submit. (i.e. fall of 19 for a class to be offered fall of 20).
- GE status: new courses that are proposed for CSU status must be approved by the Curriculum Committee by November 1 so there is time for the AO to submit. (i.e. November 1, 2019 for a class to be offered in Fall 2020). New courses that are proposed for IGETC status must be approved by the Curriculum Committee by the last meeting in Fall. If it is accepted, it will be submitted for Transfer Course Agreement (TCA) and be offered for the following fall (i.e. Fall 19 for a class to be offered fall of 21)
- Catalog deadline: all changes that appear in the catalog (new courses, name, course description, units, etc.) must be approved by the curriculum committee by the last meeting of the Fall semester (i.e. fall of 19 for the 2020-21 Catalog).

General Curriculum Information

- Each proposal requires a full-time faculty sponsor
- New courses, programs and certificates require two readings by the curriculum committee
- Modifications of courses, programs and certificates generally require one reading
- Reactivated courses are treated as new courses and require two readings.
- Program deactivations require two readings and prior approval by EAP.

Section Three: Elements of the Course Outline of Record

The preparation of Course Outlines of Record (COR) requires considerable effort and attention to detail. The course outline is an essential document that demonstrates to the Chancellor's office that the course is in compliance with Title 5, 55002 criteria for courses. Additionally, the COR is a binding document – each instructor teaching the course must follow it. The COR is also essential in articulation and meets requirements of ACCJC. Since the COR answers to so many different masters, there are many issues to consider. The following sub-sections of this handbook are intended to provide assistance to faculty creating or modifying a COR.

External Elements to consider

Regular Review of courses:

The curriculum committee oversees the regular review of each department's courses every five years during the college's six-year review cycle. ACCJC Standard IIA2 states "Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success."

A Curriculum 5-year Review Checklist as well as the MC Curriculum Committee COR checklist are available in the appendix and on the curriculum resources webpage https://www.mendocino.edu/academics/curriculum/general-resources to assist faculty with the 5-year process.

C-ID alignment

Check www.C-ID.net to determine if your course has a C-ID descriptor. If the course is part of a transfer degree and has a C-ID descriptor, it must align in content and pre-requisites. This does not mean it must be identical but that the same information must be covered. In fact, simply copying the C-ID descriptor is discouraged – they rarely provide enough information to satisfy particular CSU campuses for articulation or the meet UC standards. Contact the Articulation Officer for more information.

Course Use:

If the course has not been taught in the past two years, consider deactivating the course. If you aren't sure when the course was last taught, please consult with your dean.

Sunset Policy:

Courses that have not been offered in six semesters will automatically be proposed by the curriculum committee for inactivation. The Curriculum Committee Chair and Curriculum Technician will initiate this process with faculty in the appropriate department.

Assigning Disciplines:

Each course is assigned to a discipline (or multiple disciplines) from the Disciplines List by the instructor of record. The Curriculum committee approves and tracks the disciplines. Disciplines should be reviewed each time the course is reviewed/modified.

Top Codes:

Each course is assigned a TOP code by the faculty initiator. The Taxonomy of Programs (TOP) code should be assigned which best indicates the subject matter of the course. The Taxonomy of Programs (TOP) is a system of numerical codes used at the system level to collect and report system wide information on programs and courses that have similar outcomes. Although the TOP was originally designed to aggregate information about programs, the use of TOP codes has been extended to courses as well. Each course must be assigned a TOP code that is consistent with course content. For assistance with the TOP code, the faculty initiator should contact the Curriculum Technician and consult with their Dean.

Elements of the COR

Please refer to the *Course Outline of Record- A Curriculum Reference Guide-Revisited 2017* on curriculum webpage https://www.mendocino.edu/academics/curriculum/general-resources.

Course Integration

The different elements of the COR should be in harmony with one another. Material mentioned in the objectives should clearly connect to the Topics and Scope. Assignments and Methods of Instruction and Methods of Evaluation should logically build on the course material. As stated in the Program and Course Approval Handbook, "Taken together, the content of the course, methods of instruction, assignments, and methods of evaluation must be described in the COR in a manner that is integrated and leads to the achievement of the course objectives." The following table provides an example.

Students will be able to succeed in this course by mastering the following COURSE OBJECTIVES:	The course objectives are composed of the following TOPICS and SCOPE elements:	Students will master these objectives by the following METHODS OF INSTRUCTION:	Students will complete the following types or examples of ASSIGNMENTS	Students will be EVALUATED by:
• be able to research, assess and determine the proper handling of fuels and combustible materials, • be able to research and apply testing techniques and data to familiar and unfamiliar diagnosis scenarios.	• proper tool usage, • characteristics of petroleum products, • technical reading, • interpolating data in diagnostic process charts and schematics.	• engage in activities using laboratory simulators and test equipment, • participate in classroom demonstrations of fuel flammability, • conduct research on computer based repair and service information, • complete various in-class practice exercises to develop student diagnostic and analytical skills.	• read assignments from the course primary textbook to become familiar with basic tools and common test equipment, • research National Fire Protection Agency combustible liquids data sheets to determine flash and flame points, and fire suppression techniques for selected fuel oils and solvents, • review and complete responses in course workbooks to develop student troubleshooting skills.	• practical assessments where the student safely operates various test equipment and hand tools, • oral and practical assessments where the student safely handles various fuels and other hazardous materials, • written assessments in which the student completes research questionnaires • practical assessment in which the student successfully completes several diagnostic scenarios.

Critical Thinking/Rigor

Each COR should make evident, through assignments and methods of evaluation, the appropriate level of rigor. This may require some detail on the types of assignments in the course. Degree applicable courses require demonstrable critical thinking. The incorporation of critical thinking must be evident throughout the course outline, but particularly in the SLOs, Assignments, and Methods of Evaluation.

Course Description

- All course descriptions must begin with "**This course will….**"
- Course descriptions should be in complete sentences and accurately and clearly describe the course. The purpose of the description is to inform students of course content, not to market the course.
- Course descriptions should **not** include transfer information, prerequisite information, suggest meeting with a counselor, or make promises such as "Students will pass the CCNA exam after taking this course."

Credit Hour

Program and Curriculum Development AP 4020.1 explains the Credit Hour. One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work which may include inside and/or outside-of-class hours. A course requiring 96 hours or more total student work shall provide at least 2 units of credit. Cooperative work experience courses shall adhere to the formula for credit hour calculations identified in Title 5 Section 55256.5. Credit for clock hour designated programs shall be awarded consistent with 34 Code of Federal Regulations Part 600.2.

Mendocino College calculates credit based on a 17-week semester. Total Student Learning Hours are divided by 51 to determine the units of credit, in increments of .5 units. Classes that deviate from the full term are still required to meet the same number of hours per unit and are calculated the same way. Compliance is monitored by the Instruction Office and Admissions and Records. The standard ratio of in class to outside of class hours as outlined in Title 5 are used here.

Academic Activity	In-Class	Outside-of-Class
Lecture	1	2
Activity	2	1
Lab	3	0

For purposes of federal financial aid eligibility, a "credit hour" shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time; or

- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Prerequisites

See Section Four for information on Prerequisites

Objectives

- The ACCJC describes objectives as….

"Generally, objectives specify discrete steps taken within an educational program to achieve an outcome. They are the means, not the ends. So the "course" objectives specified by the California public college system's Academic Senate, for example, are defined as follows: "Objectives are the key elements which must be taught each time the course is taught." Course SLOs are the intended learning outcomes; objectives are the things that must be taught/covered in order to achieve those learning outcomes. Sometimes, these things are very close; often, they are quite distinct."

Objectives	Outcomes
Include numerous skills or content to explain what is taught	Identify 2-3 overarching results, what the student can do after learning
Detail content coverage which make up a course curriculum	Based on Core Competency skills that require higher level thinking abilities that integrate content and activities
Objectives can be numerous, specific, and detailed to direct the daily activities of class.	SLOs are limited in number and focus on what student learned and can do.
Objectives do not necessarily result in a product.	Outcomes result in a product that can be measured and assessed.

Student Learning Outcomes

SLOs should be written using assessable verbs such as "describe, analyze, evaluate…." While it may be appropriate to have many objectives, there is no need to have more than three or four SLOs. You may want to consult the following taxonomy for assessable verbs.

For example, an SLO of "Know the significant art achievements of Renaissance through Modern Europe" could be rewritten as "Compare and contrast the art works of the Renaissance with those of the Modern period."

The selected verbs should reflect the rigor of the course and demonstrate critical thinking. For more information, see the SLO Handbook on the curriculum webpage https://www.mendocino.edu/academics/curriculum/general-resources.

Topics and Scope

- The Topics and Scope section is organized using a multi-level outline format, and is called Course Outline in eLumen.

- The outline is detailed enough to fully convey the topics covered but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. Compile a complete list of all topics taught in the course, major topics, sub-topics, and supporting detail. Arranging the list by topic with sub-headings; one page is not enough.

- Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline.

- A one-unit course might have one or one and a half pages of content outline. A two or more-unit course may require two or more pages of content outline.

- Do not include syllabus items, such as course introduction or explanation of grading policy. Do not include details of student assignments or evaluation – these can be included in the Assignments or Methods of Evaluation section.

Lab Content

If there are lab hours, you need to have a statement under lab content. For UC transferable courses, some detailed information is expected about what will occur in lab, including examples of actual lab activities.

Assignments

- Please be sure that the assignments information is broken out (reading, writing, outside) in the assignment field in eLumen. You will need to create the headings of reading, writing and outside.
- If the course is UC transferable, more information is required. Please provide specific examples of the types of assignments, even examples of essay questions that might be used.
- Be sure that the assignments reflect appropriate rigor.

Textbook

Textbooks must be recent editions – within the past five years. Remember that these textbooks are examples of the type of text that will be used, not a commitment to use that particular text. If no recent edition is available, you must write a rationale for why an older edition is preferable. Please write the rational in the Other Instructional Materials box in eLumen. The textbook plays a large role in articulation and should be clearly recognized by those in the discipline at other institutions as a major work that presents the fundamental theories and practices of the subject.

GE status:

To propose a course for GE, consult the GE forms on the Curriculum forms webpage.
https://www.mendocino.edu/academics/curriculum/curriculum-forms. Contact our Articulation Officer for more assistance. See Section Five for more information.

Methods of Instruction

Choose lecture, lab, cooperative work experience or other. Give a rational for these choices.

Methods of Evaluation

Title 5 does not mandate a comprehensive list of methods for evaluation. Rather, the outline must "specify types or provide examples." The methods used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the methods of evaluation should be presented in a manner that reflects integration with the stated objectives and methods of instruction, and demonstrates a likelihood that they will lead to students achieving those objectives.

- College level or pre-collegiate essays, written homework, critiques, guided/unguided journals, portfolios, etc.
- Term or research papers
- Laboratory projects
- Field/physical activity observations
- Computational/problem solving evaluations
- Presentations/student demonstration observations
- Group activity participation/observation
- Product/project development evaluation
- Self/peer assessment and portfolio evaluation
- True/false/multiple choice, daily quizzes, mid-term and final evaluations, poor attendance/repetitive tardiness, student participation/ contribution, student preparation, etc.
- Oral and practical examination, behavioral assessment, organizational/timeliness assessment, etc….

Example: In this course, students will be evaluated on weekly unit quizzes, a mid-term exam, and final exam; group oral presentation involving a demonstration of one technique covered in the lecture; written report in assigned research topics; attendance; participation, and group collaboration.

Method of delivery

Title 5 regulations specify that course quality standards apply to distance education in the same manner as for traditionally delivered courses and that each course designed for delivery via distance education must be separately approved by the college curriculum committee (Section 55206). For more information on the Distance Education approval process, see the Distance Education handbook on the Curriculum resources page. https://www.mendocino.edu/academics/curriculum/general-resources The DE addendum form is also available in the appendix and on the curriculum form webpage https://www.mendocino.edu/academics/curriculum/curriculum-forms.

Section Four: Advisory, Prerequisite and Corequisite Approval

Title 5, section 55000, defines prerequisites as a "condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program." Because unnecessary prerequisites will impede student progress, the Curriculum Committee must scrutinize prerequisite and corequisite proposals. In accordance with section 55003, prerequisites and corequisites can only be established if they are determined to be necessary, appropriate, and non-discriminatory, or required by regulation or statute. Further, Title 5 requires that the content review process be repeated at least once every six years, except for CTE course which must be reviewed every two years.

Definitions

Content Review
is defined in Title 5, section 55000(c) as a "rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course." It is more than reviewing the exit and entrance skills and involves examining how the course is taught and all components of the Course Outline of Record

Advisories
signify that acquisition of a body of knowledge or course skills will be of great advantage to a student prior to   enrollment in a specific course. However, enrollment in a course to acquire this knowledge or skills is not required, merely recommended.

Prerequisites
are conditions of enrollment that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established.

Corequisites
also signify that a body of knowledge or course skills is essential to the success of a student in a course. However, this body of knowledge or course skills can be

acquired or developed simultaneously with the primary course. Therefore, a student is required to enroll in a corequisite simultaneously with (or, in some cases, may be allowed to enroll in the corequisite prior to) the primary course.

Title 5, section 55003(d) delineates the four purposes for which prerequisites and corequisites may be established:

1. The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation;
2. The prerequisite or corequisite is required by four year institutions;
3. The prerequisite or corequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established;
4. The prerequisite or corequisite is needed to protect the health or safety of the student or others.

The curriculum committee is charged with the responsibility for establishing advisories, prerequisites, and corequisites on recommended preparation to courses offered by the community college during the approval process. It further requires that a content review be conducted in order to determine whether the prerequisite and/or corequisite courses are appropriate for the proposed course.

Prerequisite process:

- Each prerequisite, corequisite or advisory will be reviewed during the regular six-year review cycle.
- Every two years, CTE faculty will review their prerequisites, corequisites and advisories in the Program Review Process. If there are changes, faculty will submit the courses to the Curriculum Committee with a completed content review form for approval by the committee.
- Faculty will submit a Content Review Form to the curriculum chair when any course with a new or modified prerequisite, corequisite or advisory.
- The approval or rejection of the advisory, prerequisite, or corequisite will be voted on by the committee as a separate action.

Levels of Scrutiny

Different prerequisites and advisories require different levels of scrutiny. In all cases, it is the expectation of the Curriculum Committee that the initiating faculty has studied the relevant CORs, considered assignments, and spoken with faculty in the relevant disciplines, if necessary. Most advisories, prerequisites and corequisites must go through a process known as content review before being approved by the Curriculum Committee.

Advisories

The initiating faculty will submit a Content Review Form in which they provide a brief statement of one to two sentences explaining how the recommended preparation will facilitate student success in the proposed course.

A prerequisite or corequisite within the same discipline (including sequences)

The initiating faculty will submit a Content Review Form in which they identify the skills and knowledge learned in the prerequisite or corequisite class and match them to the appropriate work required in the proposed course.

A prerequisite or corequisite from outside the discipline

The initiating faculty will

- Confer with the faculty in their own discipline
- Seek the advice of faculty within the prerequisite or corequisite discipline, if necessary
- Scrutinize the relevant CORs
- Submit a content review that matches skills/knowledge from the prerequisite or corequisite course with those needed in the proposed course
  - This content review must include specific details about course content, objectives, assignments, and/or SLOs.
- May provide an additional written or verbal explanation for why this prerequisite or corequisite is needed such as
  - C-ID descriptor
  - Evidence from institutional research

Content Review Form

- Faculty will complete a Content Review Form for all courses with an advisory, prerequisite and/or corequisite
- The Content Review section is completed for prerequisites and corequisites which will assure that student had the skills, concepts, and/or information needed to succeed for the course it is established; which is needed to protect the health and safety of the student and others; or which is requited for C-ID approval.
- Prerequisite and corequisites which are required by four-year institutions; which baccalaureate Institutions will not grant credit unless it has the particular communication or computation skill prerequisite; or which is expressly is required by statue or regulation will have a specific section to complete on the Content Review Form.
- Advisories will be included on the form and faculty will need to give a brief explanation as to why the course will be a great advantage to a student prior to enrollment in the course.

- Only closely related lecture/lab course pairing within a discipline are exempt from additional review. combinations, federally or state mandated prerequisites or corequisites, or courses required for safety within in a CTE discipline are also exempt from the content review process.

Prerequisite Uniformity

Work with the Curriculum Technician for proper and consistent language.

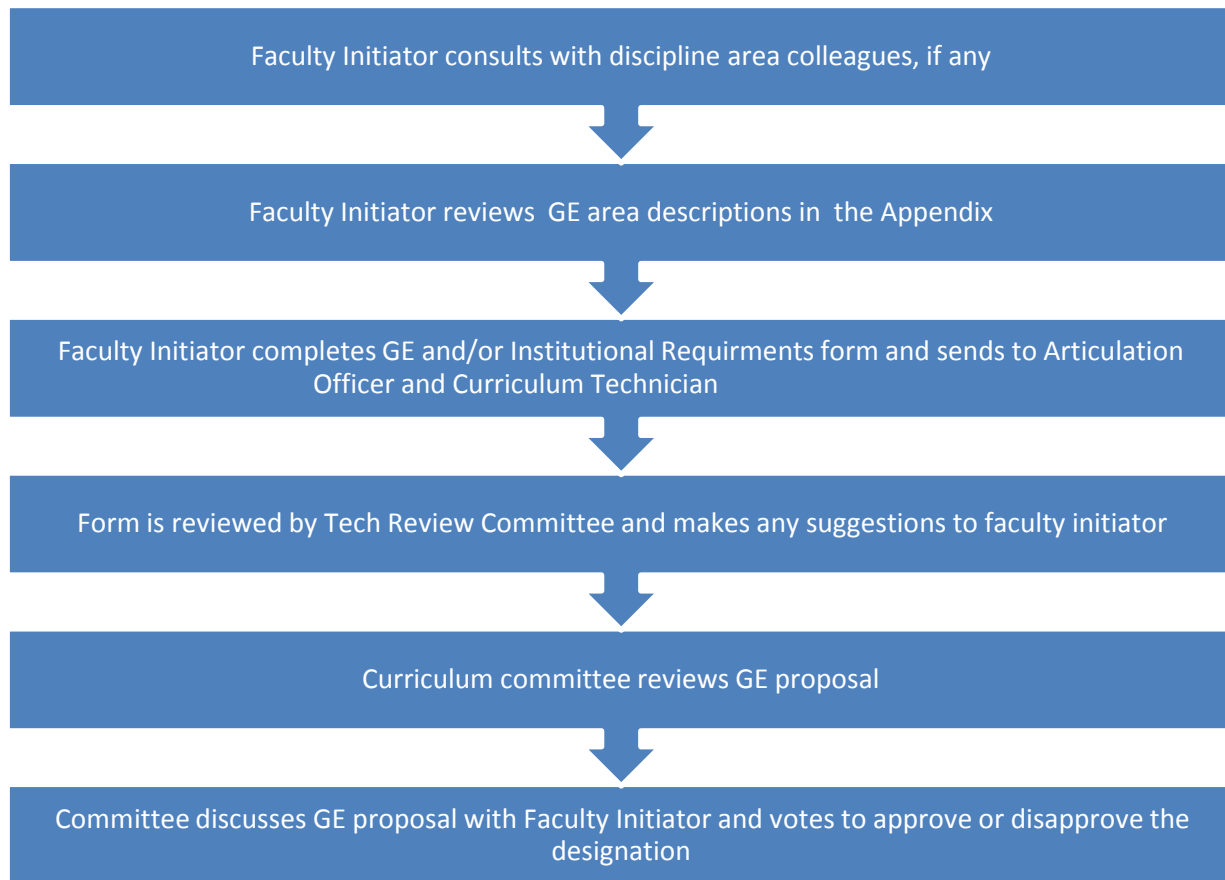See the Appendix and the Curriculum forms webpage for content review forms.
https://www.mendocino.edu/academics/curriculum/curriculum-forms

Section Five: General Education Policy and Procedure

AP 4025.1 Philosophy and Criteria for Associate Degree and General Education is grounded in Title 5 section 55061. General Education (GE) is intended to introduce students to the variety of academic disciplines and ways of knowing the contemporary intellectual world. GE courses are intended to encompass the widest spectrum of key concepts and methods of the sciences, the arts and humanities, and the social sciences. GE requirements reflect the conviction of the College that those who attain an academic degree should possess in common certain basic abilities, skills and attitudes representative of an educated person.

All GE courses are offered at a post-secondary level and do not include basic skills courses. GE courses should be broad enough in scope to expose students to the nature of the discipline. They should provide a generalizing, rather than specializing experience within the subject matter of the discipline and seek to provide broad connections to related areas of knowledge.

Faculty may propose their courses to be included in the GE Areas for Mendocino College, the CSU GE pattern and the Intersegmental General Education Transfer Curriculum (IGETC) pattern either when proposing a new course or through the course modification process. Mendocino College Curriculum Committee can only vote on GE Areas for Mendocino College. CSU GE and IGETC patterns are determined by the 4-year colleges and universities.

Faculty Initiator consults with discipline area colleagues, if any

↓

Faculty Initiator reviews GE area descriptions in the Appendix

↓

Faculty Initiator completes GE and/or Institutional Requirments form and sends to Articulation Officer and Curriculum Technician

↓

Form is reviewed by Tech Review Committee and makes any suggestions to faculty initiator

↓

Curriculum committee reviews GE proposal

↓

Committee discusses GE proposal with Faculty Initiator and votes to approve or disapprove the designation

General Education Areas

The Mendocino College GE Areas are

- Area A: Natural Science
- Area B: Social Science
    - o 1. American Institutions
    - o 2. Social and Behavioral Sciences
- Area C: Humanities
- Area D: Language and Rationality
    - o 1. English Composition
    - o 2. Communication and Rationality

In addition, Mendocino College requires that all graduates meet the following Institutional Requirements (state legislation exempts AA-T and AS-T students from these requirements):

- Studies in Culture
- Studies in Wellness

CSU GE Areas are:

- Area A: Communication Skills and Critical Thinking
    - o 1. Oral Communication
    - o 2. Written Communication
    - o 3. Critical Thinking / Common Fallacies in Reasoning
- Area B: Physical and Life Science/ Math Concepts and Reasoning
    - o 1. Physical Science
    - o 2. Life Sciences
    - o 3. Laboratory
    - o 4. Math Concepts and Reasoning
- Area C: Art, Literature, Philosophy, Foreign Language
- Area D: Human, Social, Political and Economic Institutions
- Area E: Lifelong Understanding and Self-Development

In addition, the CSU requires two courses in US History, Constitution and American Ideals

CSU/ UC IGETC Areas are:

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

For definitions and criteria for these GE and Institutional Requirement Areas, please see the GE forms on the Curriculum webpage. https://www.mendocino.edu/academics/curriculum/curriculum-forms

Section Six: Types of Courses

Courses Related in Content / Families:

Activity courses that are related in content (such as Ballet I, II, and III) must be grouped into families. Students are limited to taking four classes per family. The Curriculum Committee approves the "families" of courses.

Stand-Alone Courses

When a course is not a part of an approved program as defined above, it is referred to as a "stand-alone course." Stand-alone courses are identified in CB24, where it has been coded using the number "2." This term also refers to credit courses that are required for a certificate of fewer than 18 semester or 27 quarter units that has not been approved by the Chancellor's Office as a Certificate of Achievement. All stand-alone courses including experimental courses and selected topics courses as described below, must have a control number prior to being offered and claimed for apportionment. The CORs for stand-alone courses must contain all required elements and adhere to the same standards as other credit courses. A community college district may approve and offer nondegree-applicable credit courses and degree-applicable credit courses that are not part of an approved educational program without separate approval by the Chancellor. However, stand-alone credit courses still need to be submitted to the Chancellor's Office for chaptering and to receive a control number. The Chancellor will conduct a periodic review to ensure that districts are in compliance. Please refer to title 5, section 55100(b) for full language.

Cross-Listed Courses

As of January, 2014, all cross-listed courses were eliminated and the Curriculum Committee no longer will approve cross listing.

Experimental Courses (48s, 98s and 198s) Check PCAH EDITION 6

- According to the Program and Course Approval Handbook, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a pilot basis.
- Curriculum Committee approval is required prior to the course being taught. A minimum of one reading is required. Recommendations for substantive revisions made by the committee may result in postponement of action by the committee.
- After an experimental course may be offered twice, it must be submitted to the Curriculum Committee for approval as a regular course, or the college must discontinue offering the course as experimental.
- An experimental course proposed as a permanent course is considered a new course thus requiring a minimum of two readings. However, if there are no substantial changes, the Chair may decide to allow approval in one reading.
- An experimental course at the #198 level will require review by the Articulation Specialist

for transferability.
- No more than six (6) units of #98 or #198-courses may be counted as elective credit towards an Associate Degree.

Independent Study Courses (199s)

- Independent Study courses are intended for one-on-one or small group instruction, research, or activities beyond the scope of currently offered courses.
- "Currently Offered Courses" are those reviewed and approved through the Curriculum Committee and the governing board.
- They must meet Title V regulations, Board Policies and practices regarding standards instructor-student contact, Carnegie unit, reporting of grades etc.
- The student and faculty member must agree to the guidelines outlined on the *Independent Studies Proposal* and it must be submitted to the appropriate Dean, Director of Admissions and Records and Vice President of Academic Affairs for approval. The proposal form may be obtained from the Instruction Office.
- Typically, Independent Study Courses are <u>not</u> published in the Catalog. Only when faculty plan to use Independent Study courses often, within their discipline, should a generic course description be developed, reviewed and approved by the Curriculum Committee and published in the Catalog.
- These courses may be used for elective credit for the Associate Degree and are transferable to the CSU.
- Required Information:
  - Independent Studies Proposal (available from the Instruction Office) submitted to the appropriate Dean, Director of Admissions and Records and Vice President of Academic Affairs for approval.

Special Topics Courses (18s, 88s and 188s)

- Special Topic courses are those with consistent pedagogy described in the Course Outline of Record, but with a *focus area* that changes from term to term. The goals and structure of the course must remain consistent. The outcomes/objectives, assignments, methods of instruction, evaluation must be specified and consistently adhered to.
- If a particular *focus area* is addressed regularly it must be proposed as a regular course.
- A Special Topic course proposed as a permanent course is considered a new course thus requiring a minimum of two readings. Recommendations for substantive revisions made by the Committee may result in postponement of action by the committee.
- A change in *focus area* requires one reading, typically on consent agenda.
- A Special Topic course, at the transfer level (#188), will require review by the Articulation Officer for transferability.
- The *focus area* and reading list for each iteration of the course will be filed with the master Course Outline of Record in the Instruction Office.
- Each iteration of the course will be listed in the Class Schedule with a different decimal number (e.g., 188.1) and a notation identifying the specific *focus area* that will be studied to distinguish it from other courses.
- No more than eight (8) units of #88 or #188 courses may be counted as elective credit towards an Associate Degree or certificate of achievement.

Non Credit courses

Approval of non-credit courses follows the same procedure as for credit courses. Non-credit courses can be offered in the following ten categories.

- Elementary and Secondary Basic Skills
- English as a Second Language
- Home Economics
- Parenting
- Health and Safety
- Short-term Vocational
- Substantial Disabilities
- Older Adults
- Immigrant Education
- Workforce Preparation

The categories of ESL, Elementary and Secondary Basic Skills, Short-term Vocational with High Employment Potential and Workforce Preparation are eligible for (CDCP) enhanced funding if a part of a Chancellor's Office approved program, in accordance with Education Code 84760.5 and CCR title 5 section 55151. The Course Outline of Records for courses intended for special populations must clearly demonstrate that the course meets the needs for those populations. Apportionment is based on positive attendance rather than census. Please refer to the Curriculum resource webpage for the PCAH and other noncredit resources.

https://www.mendocino.edu/academics/curriculum/general-resources

Section Seven: Program and Certificate Approval

Process:

New Degree and Certificate proposals must begin with the Educational Action Plan Committee. After being approved by EAP according to Program Management Guidelines, then proposals can be submitted to the Curriculum Committee. New program proposals require two readings.

Proposals for new programs must be consistent with the mission of the college. The Chancellor's Office considers the following points in determining mission appropriateness:

- A program or course must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the associate degree or the first two years of college.

- A program or course must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program course must not be primarily avocational or recreational.

- A program or course must also be congruent with the mission statement and master plan of the college and district.

Program Level SLOs

An important initial step in creating a new program or certificate is to identify the student learning outcomes for that major. The student learning outcomes should be broad and should drive the decision as to which courses to include in the program.

Consider the following when creating learning outcomes:

- Learning outcomes should be *assessable.* As part of the student learning outcome process you will need to assess these learning outcomes, evaluate the results, and plan and implement changes to the program as a result of this assessment.

- Learning outcomes should be *level-appropriate*.

- Learning outcomes should be *outcomes*. Avoid phrases like "develop" or "learn"; again, use verbs from Bloom's Taxonomy or the Depth of Knowledge Levels.

Before finalizing the list of courses to be included in the program it is useful to map the individual learning outcomes into the courses that are included in the program, to demonstrate alignment of course and program learning outcomes.

As you complete this mapping process you may find that certain learning outcomes you think are important are not directly covered in any of your courses or are only covered in an optional elective. You may decide that it is necessary to adjust the outlines of some of your courses so that the proposed courses fully address your desired program-level learning outcomes.

See the SLO handbook for more information about Program Level SLOs.
https://www.mendocino.edu/academics/curriculum/general-resources

Catalog description

According to the Program and Course Approval Handbook, the catalog description for an associate degree must provide an overview of the knowledge and skills that students who complete the requirements must demonstrate. If the degree is designed for students who intend to transfer, then the appropriate baccalaureate major or related majors or areas of emphasis must be identified. If the degree is designed for employment preparation, a list of potential careers must be included. In addition, all prerequisite skills or enrollment limitations must be described.

Program Requirements

Clearly define the required and optional courses for the major. Do not use phrases like "or equivalent course."

When determining the list of courses to include in a program or certificate, it is imperative to verify that the required courses are regularly offered. For courses outside one's own discipline, it may be necessary to do research to verify this.

Master Planning

Using the program goals and objectives, describe how the program fits into the mission, curriculum and master planning of the college.

Enrollment and Completer Projections

Use college data to project the number of courses offered as well as sections and the annual enrollment data of the courses

Place of Program in Curriculum and similar programs

Discuss if the new program will replace an existing program within the college. If so, give details on how another program will be scaled down or terminated. Describe any related programs within the college. If the new program is not related to any other college program, summarize the justification of the new program.

Similar programs at other colleges in service area

Describe all similar programs within commuting distance to our college. Provide a brief description of the other programs and justify the need of our college to create the new program.

Transfer preparation information (if applicable)

If transfer preparation is a component of the program, give details and explanation.

Section Eight: Curriculum Committee Member Information and Duties

The Tech Review Sub-Committee

Tech review meets two to three weeks in advance of the Curriculum Committee meeting. The Tech Review Committee is responsible for reviewing the proposal and seeing that the course outline conforms to the requirements and guidelines for content, form and style as well as state and college rules and regulations. The Tech Review Sub-Committee may consist of the Chair, Vice-Chair, Dean of Instruction, Dean of Applied Academics, Articulation Officer, representative of the SLO committee, DE Coordinator, and the Curriculum Technician. The chair may include faculty members to assist in the review.

Preparation for Curriculum Committee meetings

The committee has to be prepared in order to act responsibly at meetings. It is very important that all members come prepared to discuss and act upon the proposals. The proposals are distributed in advance of the meeting. All members shall review the proposals and be aware of the content of each before coming to the meeting.

Scope of Review

The committee must always be concerned with the academic merit of a proposal and should avoid consideration of course cost and/or faculty load. These issues need be decided elsewhere; the committee decides only on the merit of the course

Criteria for Course Outline Approval

In accordance with Title 5 regulations and Mendocino College policy, the following basic criteria have been established for new courses:

- ••The course shall be part of a recognized discipline,

- ••The course shall be properly of a lower division nature,

- ••There shall be reasonable prospective class enrollment,

- ••There shall be a qualified instructor available,

- ••There shall be documented department approval.

Tools for course reviews

Several tools and resources are available on the Curriculum resource page to help in reviewing courses as well as writing courses. https://www.mendocino.edu/academics/curriculum/general-resources

- Grading policy, based on uniform standards pursuant to Title 5, section 55023, that demonstrates proficiency in subject matter by means of written communication, problem solving, and/or skills demonstrations, as appropriate to the course content.
- Units, based on a relationship specified by the governing board in compliance with Title 5, section 55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for one unit of credit. For each hour of lecture required, the course requires two hours of study and/or laboratory and/or assigned activity. Laboratory courses, however, may require minimal work outside of class scheduled meeting time.
- Intensity and rigor, as evidenced by the outline of course topics, course objectives, assignments, assessments, and reading materials identified in the COR. Achieving the objectives of degree-applicable credit courses must require students to study independently outside of class time. There is an expectation that students will spend two hours outside of class for each hour of lecture required.
- Basic skills prerequisites for success in the degree-applicable course that is dependent on communication and/or computation skills. These requirements may include eligibility to enroll in specific English and/or mathematics courses which are no lower than one level below transfer level with the goal of students completing transfer level math and English within a one-year time frame.
- Difficulty and level, as determined by the curriculum committee, which ensure that the course requires critical thinking, learning skills, and vocabulary appropriate for a college-level course.
- Required preparation for success in the course, such as prerequisite or corequisite courses, as determined by the curriculum committee in compliance with Title 5, section 55003.

Criteria for Program Approval
- A program or course must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the associate degree or the first two years of college.
- A program or course must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program course must not be primarily avocational or recreational.
- A program or course must also be congruent with the mission statement and master plan of the college and district.

Program Approval Review Components
• Does the structure of core and elective courses support the stated learning outcomes of the program? • Are elective options clearly constructed, so that students and counselors can create educational plans, and Admissions and Records staff can evaluate student achievement of program requirements? • Are course numbers, titles, and unit/hour values correct? • Is the total number of units/hours correct?

Specific Member Duties:

Curriculum Technician: primarily works with the technical side of curriculum

- Review all submitted proposals for completeness. Return incomplete proposals to the initiator for completion.
- Prepare a draft agenda, based on submitted proposals for Chair to review and finalize.
- Send electronic version of agenda to Curriculum Committee members once approved for distribution by the Chair.
- Maintain all official documentation related to Curriculum Committee actions.
- Track committee membership.
- Maintain Curriculum database and online Catalog files.
- Submit CCC Curriculum Inventory Program Course Proposal Signature Page along with Curriculum Committee's recommendation to the Chair, Vice President of Academic Affairs and Superintendent/President for signature.
- Submit proposals to the Chancellor's office.
- Take minutes at the Committee meetings.
- Post past agendas and approved minutes on the staff portal site.
- Maintain Content Review forms and DE addendum forms in Curriculum Technician file cabinet.
- Working with Chair, track all courses affected by the Sunset Policy.
- Provide assistance for Faculty as they prepare their proposals.

Chair: primarily works with the content side of curriculum

- Manage Curriculum webpages, including posting Curriculum Committee agenda.
- Review all submitted documentation.
- Working with Curriculum Technician, create the agenda by determining which items will be placed on consent agenda and regular agenda.
- Once agenda is prepared, communicate with faculty about changes/proposal readiness/issues.
- Attend and preside over Curriculum Committee meetings.
- Assist faculty with writing narratives for new programs and program modifications.
- Orient new committee members.
- Working with Curriculum Technician, track all courses affected by the Sunset Policy, and courses with prerequisites requiring review.
- Annually review (Aug/Sept) "families" for any needed updates with the assistance of Curriculum Technician.
- Chair the Tech Review Committee.

- Coordinate the Six Year Review of Curriculum. Set deadlines that will spread out the work over the year and inform faculty of deadlines.
- Monitor Two Year Review by CTE faculty through program review.
- Follow up on information provided by Articulation Officer in relation to transfer degrees.
- Create subcommittees when necessary.
- Train Curriculum Committee on current state and local procedures and regulations.
- Assist Faculty in preparing proposals and meeting changing state guidelines.
- Attend and be a member of the EAP committee
- Review catalog for accuracy

Vice Chair
- Review all submitted documentation.
- Provide administrative support to the Chair.
- Attend Curriculum Committee meetings.
- Serve as Chair of the Committee if the Chair is unable to do so (e.g., illness, conflict of interest).

Committee Members
- Review curriculum matters brought before the committee.
- Review each new course to see that it meets the standards of Title 5 regulations.
- In the circumstance where there is not a transferable course to compare to, the Curriculum Committee will review the document contained in the CC Organization & Procedures Handbook entitled "Considerations involved in Determining What Constitutes a Baccalaureate Level Course" in making a determination whether to approve a course for transferability. See appendix,
- Take action on curriculum proposals which can include approve, disapprove, table.
- Serve on subcommittees as needed.

Articulation Officer
- Provides information to the committee about articulation requirements
- Works with faculty to create course outlines which will meet articulation requirements
- Maintains information on GE approvals
- Maintains information on UC approvals
- Maintains information on C-ID approvals
- Works with Chair to facilitate creation and maintenance of transfer degrees

Distance Education Coordinator and Student Learning Outcome Team Representative

- Provides information to the committee about DE and SLO requirements
- Assists faculty to create course outlines which meet the DE and SLO requirements
- DE Coordinator is the initial reviewer of submitted DE Addendum and gives feedback to faculty, if needed
- DE Coordinator updates DE Addendum form as needed

Appendix

Definition of Associate Degree Level

In 1986, the Board of Governors of the California Community Colleges instituted a policy defining an "Associate Degree Credit" level of course work and required that only such a course be counted toward a degree. The Board's intent was translated into Section 55002a of Title 5, California Administrative Code. Operationally, the definition of college level reflects the following three (3) criteria:

1. The **Quality of Instructional Preparation** is reflected in the standing of the instructor as a credentialed person with appropriate academic background and experience to provide the instructional service. All college level courses are taught by persons with the equivalent of Master's Degree subject matter preparation in the field.

2**.** **Relationship to Degree Requirement Patterns** refers to the relationship of courses to prescribed sequences of courses designed to prepare students for various academic and/or vocational goals.

3. Professional documents prepared at the state level with regard to **Quality of Content** identify and describe five key factors: 1) Intensity; 2) Critical Thinking 3) Independence, 4) Rigor; and 5) Materials. This document provides a framework for judging the content and manner of instruction of any proposed course at college level with particular focus on the issues of "ability to think critically" and "understand and apply concepts at a level determined by the Curriculum Committee to be college level." The following demonstrates quality of content:

The Course Outline Will Demonstrate:	Evaluators May Look For:
1. Intensity a. Emphasis on understanding and applying principles which will enable students to adapt to new situations.	a. Course requirements such as: (1) demonstrations/recitals (2) clinical/laboratory experiences (3) case studies/problem solving
2. Critical Thinking a. Evidence that students are asked to apply critical thinking techniques in recognizing concepts, perceiving relationships, presenting contrasting viewpoints and critiquing subject matter.	a. Assignments/tests such as: (1) term papers (2) essay examinations (3) group discussions/debates (4) presentations/projects (5) other classroom assignments requiring critical thinking

3. Independence

    a. Evidence that students are asked to define

        work independently in completing complex assignments that require planning, organizing and implementing strategies.

    a. Assignments that require students to

        problems for themselves, organize their own tasks, generate strategies and find information. Work requires judgment by students. Assignments include a term paper, project, or case study

4. Rigor

    a. Requirements for students to demonstrate mastery of certain predetermined tasks or disciplines reflecting skills and vocabulary consistent with higher levels of education.

    a. Assignments such as:

    Essays, research papers, and other complex products or performances intended to show one or more of the following:

(1) ability to recognize and define problems or to understand or pose good questions.

(2) knowledge or the ability to obtain the information or resources necessary.

(3) awareness of at least the obvious alternatives or ability to generate creative solutions.

5. Materials (Assigned Textbooks)

    a. Materials should be certifiable at the same level of reading competency required for exit.

    b. Currently being used by other colleges in college level classes.

    c. State mandated standard materials.

Adopted by Curriculum Committee - October 16, 1987. *Revised May 12, 2006*

CONSIDERATIONS IN DETERMINING WHAT CONSTITUTES A BACCALAUREATE LEVEL COURSE

Because baccalaureate level course work is intended to contribute to the student's attainment of the objectives embodied in the baccalaureate degree, courses which are designated as baccalaureate level will meet, as one of several standards, the criterion of having a "bridging" function, helping to move the student from the skills and knowledge expected at entrance toward the competencies expected at graduation.

In areas of the curriculum for which the Academic Senates have identified expected entry-level competencies (e.g., English, mathematics, natural sciences), baccalaureate courses shall not replicate the skills and knowledge which are entry expectations but instead will require for satisfactory completion the prior attainment of such skills and knowledge. As comparable statements are developed in other areas of the curriculum reference to entry-level expectations will be useful in helping to define baccalaureate level.

Various graduation expectations, such as those expressed in the goals of general education, the objectives of the various majors, in the standards for competency, and those expressed in such generalized expectations as "intellectual growth," also will influence the judgment as to what constitutes baccalaureate level course work. Courses designed by qualified faculty to help qualified students move toward the attainment of those expectations generally will be of baccalaureate level. In such courses faculty judged by their peers to be qualified to teach the course shall have the determining voice in the decisions as to content, instructional methodology, instructional support resources, methods and standards for assessing performance. Qualified faculty shall construct and teach baccalaureate courses in ways which assure that the level is appropriate for enhancing the knowledge and skills of the adequately prepared student, and appropriate faculty entities shall have primary responsibility for making course level determinations.

CRITERIA FOR DETERMINING BACCALAUREATE LEVEL COURSES

The significant elements involved in this determination include the institution, the course, and the pedagogy. Course content alone will not determine acceptability for baccalaureate credit. The criteria are phrased in terms of expectations from each of the parties. These expectations shall not be construed as, by themselves, defining a baccalaureate-level course; rather they are designed as aids to the process of making that determination. Thus, they attempt to suggest the kinds of considerations that must underlie a determination of course level but they do not define a rigid and objective standard. The use of this document requires informed judgment as to the extent to which the course in question meets the expectations embodied in each of these criteria. These criteria have been developed primarily to guide community college faculty and administrators in determining appropriate baccalaureate course designations, but they should also be useful in university curricula review processes.

1. Institution
   a. The course shall be taught by a qualified instructor, judged by peers to be competent in the subject matter.
   b. Qualified faculty, as judged by their peers, shall make the decisions as to course content, instructional methodology, instructional support requirements, methods and standards for

assessing student performance.

    c. The institution shall provide adequate assessment and advising to ensure that students enrolling in baccalaureate courses are adequately prepared.

    d. Adequate instructional support resources shall be available to all students who enroll in the course, including facilities, library materials, and access to qualified faculty outside of class meeting times.

2. Course Expectations
    a. The course is presented in a manner that requires of students:
        i. A level of intellect, skill, prior knowledge, and maturity consistent with entry-level collegiate expectations and the stated prerequisite(s); if any, for that course.
        ii. Learning skills and a vocabulary necessary to master the subject matter of a baccalaureate-level course.
        iii. The capacity to think critically and to understand and apply concepts.
    b. The course shall:
        i. Treat subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level.
        ii. Require the student to continue development of communication skills appropriate for higher education.

    c. Course work that:
        i. Enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions generally shall be considered baccalaureate level.
        ii. Enhances understanding of occupational and professional fields usually requiring experience in higher education as prerequisite to employment in such fields may be considered baccalaureate level if it includes attention to appropriate theories and concepts.
        iii. Provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such fields may be considered baccalaureate level if the primary emphasis is upon understanding the theories and concepts that underlie practice rather than only upon the development of technical skills required for immediate employment.

        iv. Is remedial or college preparatory shall not be considered baccalaureate level.

3. Pedagogy
    a. There shall be opportunity for student-faculty interaction of a kind and variety commensurate with achievement of course objectives.
    b. The method of evaluation of student performance in courses shall discriminate among levels of attainment as appropriate to both entry and exit expectations.

Policy for Offering Classes before their Addition to the Catalog

Under certain circumstances, classes may be offered even if they do not appear in the catalog (No program can be introduced except through publication in the catalog).

All such courses must appear in the printed schedule.

The following courses can generally be offered in this manner:

- Courses that are noncredit or non-transferable.
- Courses that are CSU transferable but do not include one of the attributes below:

Courses that should not be scheduled

- Courses awaiting UC, GE, or C-ID approval.
- Courses awaiting Chancellor's office approval.
- Courses with specific articulation requirements – such as a major's biology course – which would create difficulties for students upon transfer.
- Courses that have undergone a substantial change. No class can be offered in a different form in the same academic year, ie. 3 units in fall, 4 units in spring.

-All efforts must be made to inform veterans that they cannot use VA funds for these classes. This information should appear on the course syllabus.

-All advertising of the course must be documented. Emails reporting this advertisement should be sent to the director of Admissions and Records.

Title 5 requirement:

§ 55005. Publication of Course Standards.

For each course offered, a community college shall make available to students through college publications all of the following facts before they enroll in the course:

(a) The designation of the course as a degree-applicable credit course, a non-degree-applicable credit course, a noncredit course, or a community services offering.

(b) Whether the course is transferable to baccalaureate institutions.

(c) Whether the course fulfills a major/area of emphasis or general education requirement.

(d) Whether the course is offered on the "pass-no pass" basis.

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

Presented to Curriculum Committee 11/2/16 from Office of the Vice President

GLOSSARY

- **"Advisory on Recommended Preparation**" means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program. (Title 5, Section 55200)

- **"Audit Courses**" are courses in which a student may benefit from and help facilitate a class after they have   exhausted their repeatability. Faculty will have the opportunity to change the audit status of any class only by way of requesting a Course Modification Proposal beginning August, 2005.

- **"Assessment"** means the process of gathering information about individual students to facilitate student success. Assessment may include, but is not limited to, information regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, special services. Assessment involves the collection of such information at any time, before or after enrollment, except that the process of assigning a grade by an instructor shall not be considered part of the assessment process. Once a grade has been assigned and recorded in a student's transcript it can be used in the assessment process. (Title 5, Section 55502)

- **"Assessment Instruments, Methods or Procedures"** means one or more assessment instruments, assessment methods, or assessment procedures, or any combination thereof. These include, but are not limited to, interview, standardized tests, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, educational histories and other measures of performance.   The term "assessment instruments, methods of procedures" also includes assessment procedures such as the identification of test scores which measure particular skill levels, the administrative process by which students are referred for assessment, the manner in which assessment sessions are conducted, the manner in which assessment results are made available, and the length of time required before such results are available. (Title 5, Section 55502)

- **"Basis for Grading"** section of the course outline of record shall include the following statement: *The assignment of a grade is based on the level of achievement of the outcomes and objectives of the course outline and is reflected in quantifiable terms in the course syllabus.*

- **"Content Review"** is a rigorous, systematic process developed in accordance with Section 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under Section 55510, and is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through concurrent enrollment in a corequisite course. (Title 5, Section 55200)

- **"Corequisite"** means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course. (Title 5, Section 55200)

- **"Course**" means an organized pattern of instruction on a specified subject offered by a community college. (Title 5, Section 55000)

- **"Course Numbers"** Faculty contacts Curriculum Technician to obtain available numbers prior to submission of course proposals.

    · Pre-Collegiate Non-Associate Degree = 1 - 14
    · Non-Associate Degree Credit = 15 – 49
    · Associate Degree Credit / Non-Transferable = 50 – 99
    · Associate Degree Credit / CSU Transferable = 100 – 199
    · Associate Degree Credit / UC Transferable = 200 – 299
    · Non-Credit = 500 – 599

- **"Credit by Examination"** allows students to use acquired knowledge, abilities and competencies to challenge certain courses. Faculty will have the opportunity to change the credit by exam status of any class only by way of requesting a Course Modification Proposal as of August 2005.

- **"Cross-Listed Course**" means there are two separate courses with a separate course outline of record that are listed by discipline in the schedule (with different section numbers), and are taught concurrently.

- **"Discipline"** is a grouping of academically related courses.

- **"Disproportionate Impact**" occurs when the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method or procedure is significantly different than the representation of that group in the population of persons being assessed and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting. (Title 5, Section 55502)

- **"Distance Education"** means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. (Title 5, Section 55370).

- **"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, Section 55000)

- **"Equivalency"** means academic comparability of course scope and content. It may be established by: equivalent course, assessment process, or demonstration through challenge process.

- **"Highly Unlikely to Receive a Satisfactory Grade"** refers to the instructors' professional judgment that the student lacks prerequisite or corequisite skills essential to receiving a satisfactory grade in the course. The basis for this determination is the professional judgment of the instructors in the discipline.

- **"Independent Study**" are those courses that are intended for advanced "one-on-one or small group instruction, research, or activities beyond the scope of currently offered courses. "Currently offered courses" are those reviewed and approved by the Curriculum Committee and the governing board.

They must meet Title V regulations, Board Policies and practices regarding standards instructor-student contact, Carnegie unit, reporting of grades etc.

- **"IGETC"-** Intersegmental General Education Transfer Curriculum. It is an educational plan for California community college students designed to facilitate transferring to a four-year public university.

- **"Laboratory Hours"** provide one unit of credit for every three hours of lab work per week with no additional outside homework.

- **"Lecture Hours"** scheduled per week are equal to units assigned. For each hour of lecture, a student is expected to do two additional hours of work completing outside assignments.

- **"Major Requirement**" means at least 18 semester units of study taken in a single discipline or related disciplines as listed in the community colleges, Taxonomy of Programs, is required (Title 5, Section 55806(A).

- **"Necessary and Appropriate"** means that a strong rational basis exists for concluding that a prerequisite or corequisite is reasonably needed to achieve the purpose that it purports to serve. This standard does not require absolute necessity. (Title 5, Section 55200)

- **"Outcome Course"** means a course for which a prerequisite or corequisite is necessary.

- **"Out-of-Discipline"** Course Prerequisite Equivalent to those at Transfer Institutions. A course that provides knowledge or skills essential to the entry level (e.g., Biology 250) of an equivalent transfer course in another academic discipline. Example: Chemistry 250 for Biology 250.

- **"Prerequisite"** means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. (Title 5, Section 55200)

- **"Prerequisite Course"** provides the skills and knowledge essential to assure success in the outcome course.

- **"Reactivated Courses"** are considered new and will *follow the procedures for a new course.*

- **"Repeatable for Credit"** means the student may enroll in the course more than once, with a limited number of times (maximum of three repetitions), even if he/she earned a satisfactory grade (e.g., C or Credit) the first time (Title V, section 55763).

- **"Satisfactory Grade"** means that, for the course in question, the students' academic record has been annotated with the symbol A, B, C or "CR": as those symbols are defined in Section 55758 of this Division. (Title 5, Section 55200)

- "**SAM Codes"** Student Accountability Model numbers (SAM Codes) are part of the course proposal process.

- **"Taxonomy of Programs"** (TOP) is a coding system, which categorizes degree and certificate programs and courses. It is used by the state to identify approved programs. Each degree or

certificate awarded to a student is reported in the Management Information System (MIS) with a TOP Code.

- **"Unit of Credit"** specifies the amount of credit granted based on the relationship between the number of units assigned to the course and the number of lecture and/or laboratory hours indicated on the course outline. Combination lecture and laboratory classes may be proposed when the course outline clearly reflects the division of units assigned to lecture and laboratory and/or activity. The outline must specifically address how the units of credit are earned in terms of the course scope, objectives and content. Typically, one lecture hour requires at least two hours of work outside the classroom to equal one unit.   Three hours of laboratory or activity is commonly equated to one unit of credit. (Title V, section 55002.a.1.B.)

- **"Variable Unit Courses"** may be proposed when the course outline clearly reflects how the different unit values will be granted in terms of the course scope, objectives, and content. Variable unit courses are acceptable for skill and/or performance based instruction, but is not appropriate when the method of instruction is primarily recitation (lecture). Variable unit course must be in accordance with Title V (section 55002.a.1.B) in terms of the credit hours earned.