



Compton College Curriculum Handbook

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The handbook provides College Curriculum Committee (CCC) representatives with information to assist them in understanding and fulfilling their responsibilities. The Curriculum Committee exists for the purpose of advising the Chief Instructional Officer and Board of Trustees on recommendations pertaining to the programs and courses offered by the college. It evaluates and makes recommendations on matters related to the credit and noncredit curriculum. The committee must act upon course and program additions, deletions, or significant changes in program requirements or in course outlines. It also serves to guide Curriculum Committee members so they can review and approve curriculum in accordance with state regulations as well as local policies and procedures.

With adherence to the guidelines and procedures contained in this handbook, Compton College will continually develop curriculum which is consistent with its mission to meet the educational needs of its diverse community and ensure student success by offering quality comprehensive educational opportunities.

Compton Community College

Mission

Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce, and provides clear pathways for transfer, completion, and lifelong learning.”

Vision

Compton College will be the leading institution of student learning and success in higher education.

Values

Compton College values are grounded on the following principles:

- Student Centeredness in the focus of providing students the opportunities for success.
- Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.
- Support and Nurture in providing guidance in a professional and caring environment.
- Dedication in our commitment to our diverse community through partnerships with local K-12 schools, universities, and businesses.
- Innovation in adapting new ideas, methods, and techniques to further student learning and achievement.

- Fiscal Integrity in the transparent and efficient use of financial resources to support student success.

Strategic Initiatives

In order to fulfill the mission and make progress toward the vision, Compton College will focus on the following Strategic initiatives:

- GOAL 1: Improve recruitment, enrollment, retention, and completion rates for our students.
- GOAL 2: Support the success of all students to meet their education and career goals.
- GOAL 3: Support the success of students through the use of technology.
- GOAL 4: Offer excellent programs that lead to degrees and certificates in allied health and technical fields.
- GOAL 5: Establish partnerships in the community and with the K-12 schools.

Institutional Learning Outcomes (ILOs)

Upon transfer or graduation, Compton College students will have the following skills:

Critical Thinking

Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

Communication

Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

Community and Personal Development

Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

Information Literacy

Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Chapter One: Policies

Board Policy BP 2520 Academic Senate

Issued: May 19, 2015

Reference: Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq Accreditation Standard IV.A Board Policy 2510 Participation in Local Decision Making

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement. The “academic and professional matters” means the policy development and implementation matters listed in this policy.

The Board or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in accreditation process, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senates’ organization, membership functions and committee structure shall be developed by the Academic Senate.

Board Policy BP 4020 Program, Curriculum, and Course Development

Issued: November 21, 2016

References: Education Code Sections 70901(b), 70902(b), and 78016; Title 5 Sections 51000, 51022, 55100, 55130 and 55150; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8; ACCJC Accreditation Standards II.A and II.A.9

The programs and curricula of the District shall be of high quality, relevant to our mission, community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chief Executive Officer (CEO) shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

The CEO delegates to the Chief Instructional Officer (CIO) the development of procedures to initiate and review curriculum and program development. These procedures are developed jointly by the Academic Senate and the CIO or designee. The procedures are located in the College Curriculum Handbook.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- Opportunities for training for persons involved in aspects of curriculum development.
- Consideration of job market and other related information for vocational and occupational programs.

All new programs and program deletions shall be approved by the Board.

All new programs shall be submitted to the California Community Colleges Chancellors Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

The CEO will establish procedures which prescribe the definition of “credit hour” consistent with applicable federal regulations, as they apply to community college districts.

The CEO shall establish procedures to assure that curriculum at the District complies with the definition of “credit hour” or “clock hour,” where applicable. The CEO shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

The CEO delegates to CIO the development of procedures regarding the “credit hour” and “clock hour”. These procedures are developed jointly by the Academic Senate and the CIO. The procedures are located in the College Curriculum Handbook.

Chapter Two: Role and Responsibilities in the curriculum Review Process

Composition of the College Curriculum Committee

Voting representatives shall be two full-time tenured or probationary faculty members from each academic division, one dean, one division chair, one full-time faculty counselor, one Student Learning Outcomes (SLO) coordinator, one Distance Education Faculty Coordinator (DEFC) and one full-time librarian. Representatives who serve on the College Curriculum Committee (CCC) who are non-voting members shall include, but are not limited to, the Articulation Officer, Chief Instructional Officer (CIO)/Vice President of Academic Affairs (VPAA), curriculum analyst, evaluator and student representative. The CCC chair is a non-voting member, except to break a tie vote.

- The CCC faculty members shall be appointed accordance with the Constitution and Bylaws of the Academic Senate of the Compton Community College District in Article VIII: Committees, Section 1. Sub-Committees. See appendix II.
- CCC faculty member shall serve 3-year terms and all CCC faculty members, with the exception of the division chairs and deans, have the option of serving another 3-year term. Their tenure shall not exceed two consecutive terms.
- Deans shall be appointed by the VPAA or district designee for a term of 3-years.
- In the event that a CCC faculty member is unable to fulfill their term for one semester, the Academic respective division chair shall assign a proxy. If the CCC faculty member is unable to fulfill their second consecutive term, they will be replaced using the process defined within the Bylaws of the Academic Senate of the Compton Community College District in Article VIII: Committees, Section 1. Sub-Committees. See appendix II.

Faculty

Curriculum development is faculty driven within their area of expertise and teaching discipline. With guidelines from Title 5 and local standards, faculty develop a Course Outline of Record (COR), which includes items such as: (e.g. course title and description, course objectives, outline

of subject matter) and provides representative textbooks, assignments and modes of assessment. The COR provides the community, students, and faculty information on the course outline, objectives and goals regarding content and rigor. Faculty who propose a distance education version of an existing course or a new distance education course should consult with the Distance Education Advisory Committee. Consultation with program directors and deans is necessary for faculty selection and course scheduling.

Faculty responsibilities for new course or program proposals must:

1. Propose course or program revisions including special topics.
2. Make courses or program proposals for inactive status.
3. Ensure that course outlines (and the conditions on enrollment, if they apply) are updated at least once every six years or two years for CTE courses.
4. Ensure that the division reviews and verifies the accuracy of all course and program information listed in the catalog and in CurricUNET META prior to the spring catalog publication date.
5. Archive courses that the division has not been able to offer at least once every two years.
6. Ensure appropriate discipline assignments for every proposal.
7. Review all proposals for accuracy.

Division Chair

1. In consultation with the dean, recommends scheduling and assigning and/or canceling classes after faculty consultation in conformance with the college's standards and practices.
2. Recommends curriculum development, modification and deletions, and supervise the selection and development of course materials in accordance with student learning outcomes and other objectives approved by the CCC.
3. Consults with faculty in the various disciplines, appropriate experts, and others to coordinate curriculum development or service improvement efforts within the Division and with other Divisions.

Student Learning Outcomes and Assessment (SLO) Coordinator

1. Conducts SLO review to ensure compliance with program and institutional SLOs for every course and program reviewed by the Curriculum Committee.
2. Acts as a liaison between the Curriculum Committee and the SLO and Assessment Committee.
3. Provides input and expertise on all issues related to SLOs.

Librarian

1. The CCC librarian representative serves as a liaison between the CCC and the Library.
2. The representative is responsible for thorough study and review of all curriculum proposals to assess stated course needs for textbooks, periodicals, or new library resources or acquisitions.
3. In addition, the librarian may recommend additional information resources to faculty authors.

Distance Education Faculty Coordinator

1. Reviews all curriculum proposals with Distance Education components and conducts DE subcommittee review.
2. Reviews all curriculum proposals for technical accuracy and compliance with current regulatory, writing, and content standards related to Distance Education.
3. Functions as a liaison between the curriculum committee and the Distance Education faculty subcommittee.

Division Dean

Each Division Dean in conjunction with the Division Chair is responsible for coordinating the development of all division curriculum. They serve as a part of the technical review committee and are responsible for the thorough review and approval of all division curriculum. The Division Dean submits the proposed course or program to the Chief Instructional Officer.

Curriculum Analyst

1. Maintains all curriculum files.
2. Submits curriculum materials for local and state approval.
3. Maintains the curriculum database and forms in CurricUNET META.
4. Facilitates CurricUNET META and related technology training for all committee members and faculty authors.
5. Provides advice and guidance to the Chief Instructional Officer and to the College Curriculum Committee on curriculum related issues, such as: Education Code regulations, Title 5 compliance, course numbering sequence, and prerequisite regulations.
6. Maintains the curriculum handbook and develops recommended procedures and forms for the processing of curriculum materials.
7. Prepares and submits an annual report of committee activities for the Academic Senate.
8. Records College Curriculum Committee meeting minutes.
9. Distributes minutes to all committee members within two weeks following a meeting, but no later than two days before the next scheduled meeting.

10. Compiles agendas and materials and posts them, preferably by the Friday prior to the scheduled meeting but no later than three days prior to the scheduled meeting.
11. Works with the Curriculum Committee chair to prepare and distribute committee documents and reports.
12. Works with the Chief Instructional Officer to prepare the curriculum items to submit to the Board of Trustees.

Chief Instructional Officer

1. Provides leadership in developing and maintaining curriculum.
2. Reviews all curriculum proposals to ensure congruence with the mission, need, quality, feasibility and compliance requirements of Title 5.
3. Approves all changes in academic courses and curricula.
4. Authorizes courses and/or programs to be offered.
5. Approves all selected topics.
6. Works with Curriculum Chair to carry out committee responsibilities.
7. Prepares the necessary board items to ensure that all curriculum is board approved in a timely manner.

College Curriculum Committee Chair

The College Curriculum Committee (Curriculum Committee) chair is a faculty member who is responsible for overseeing all curriculum proposals through the curriculum review process, including review of courses and programs. The chair also acts as the liaison between the Curriculum Committee and the Academic Senate (both at the college and statewide). The chair works closely with the Curriculum Analyst and the Articulation Officer to make sure curriculum

The Curriculum Committee Chair shall be elected according to the Constitution and Bylaws of the Academic Senate of the Compton Community College District in Article VI, sections 1 – 6. See appendix I.

The curriculum chair receives reassigned time and secretarial support to complete the following duties and responsibilities:

1. Serves as a resource person to assist faculty in the development of curriculum proposals.
2. Reviews all curriculum proposals for technical accuracy and discipline assignment.
3. Works with department chairs and course authors to make necessary corrections.
4. Develops a recommended curriculum committee schedule for the year.
5. Schedules and conducts the pre-curriculum review meetings.
6. Prepares curriculum committee agendas and conducts committee meetings.

7. Works with the Curriculum Analyst.
8. Reports at the regular Academic Senate meetings on actions of the Curriculum Committee and curriculum issues.
9. Attends meetings with the VPAA or designee, Curriculum Analyst and others as appropriate.
10. Functions as a liaison with the Distance Education Advisory Committee and other committees as appropriate.
11. Attends curriculum workshops at the local, regional, and state levels.
12. Participates in developing the annual curriculum calendar.
13. Performs additional duties as mutually agreed upon by the Curriculum Committee and Chief Instructional Officer or designee.

College Curriculum Committee (CCC)

1. The Curriculum Committee is responsible for the development and review of the college's curriculum and for ensuring that all curriculum meets local and state standards as outlined in the Chancellor's Office's Program and Course Approval Handbook (PCAH). The Curriculum Committee is a standing committee of the Academic Senate as provided by the California Code of Regulations, Title 5, Section 55002. Review of curriculum proposals is based upon state regulations, local requirements, and the mission and objectives of the college.
2. The Curriculum Committee will operate under its bylaws, relevant board policies, and the Academic Senate constitution. The chair will regularly report the committee's activities to the Senate.
3. The Curriculum Committee chair may convene ad hoc committees to formulate specific curriculum procedures or address specific curriculum concerns. Ad hoc committees will report their findings to the Curriculum Committee. If a report to the Senate is deemed advisable, the chair shall provide a report and any recommendations. The Senate may also recommend that the chair form ad hoc committees to address Senate curricular issues.

Articulation Officer

1. Facilitates articulation with public and independent colleges, universities, and other community colleges.
2. Develops, updates, and maintains all articulation agreements and related materials used to advise students on academic majors, degrees, and transfer requirements.
3. Serves as a consultant to counselors and instructional faculty on issues related to articulation.
4. Facilitates participation in the Course Identification (C-ID) Numbering System.
5. Participates in statewide meetings pertaining to articulation and transfer.
6. Keeps counselors and instructional faculty informed on matters related to articulation.

7. Serves as a consultant to Admissions and Records staff in evaluating transcripts and certifying students for graduation.
8. Assists the curriculum analyst with editing the transfer and graduation information in the schedule of classes, the college catalog, and the catalog supplements.
9. Works with the appropriate college personnel to maintain an accurate Master Course File database.
10. Maintains and regularly updates the ASSIST database.
11. Ensures that required ASSIST reports are filed accurately and on time.

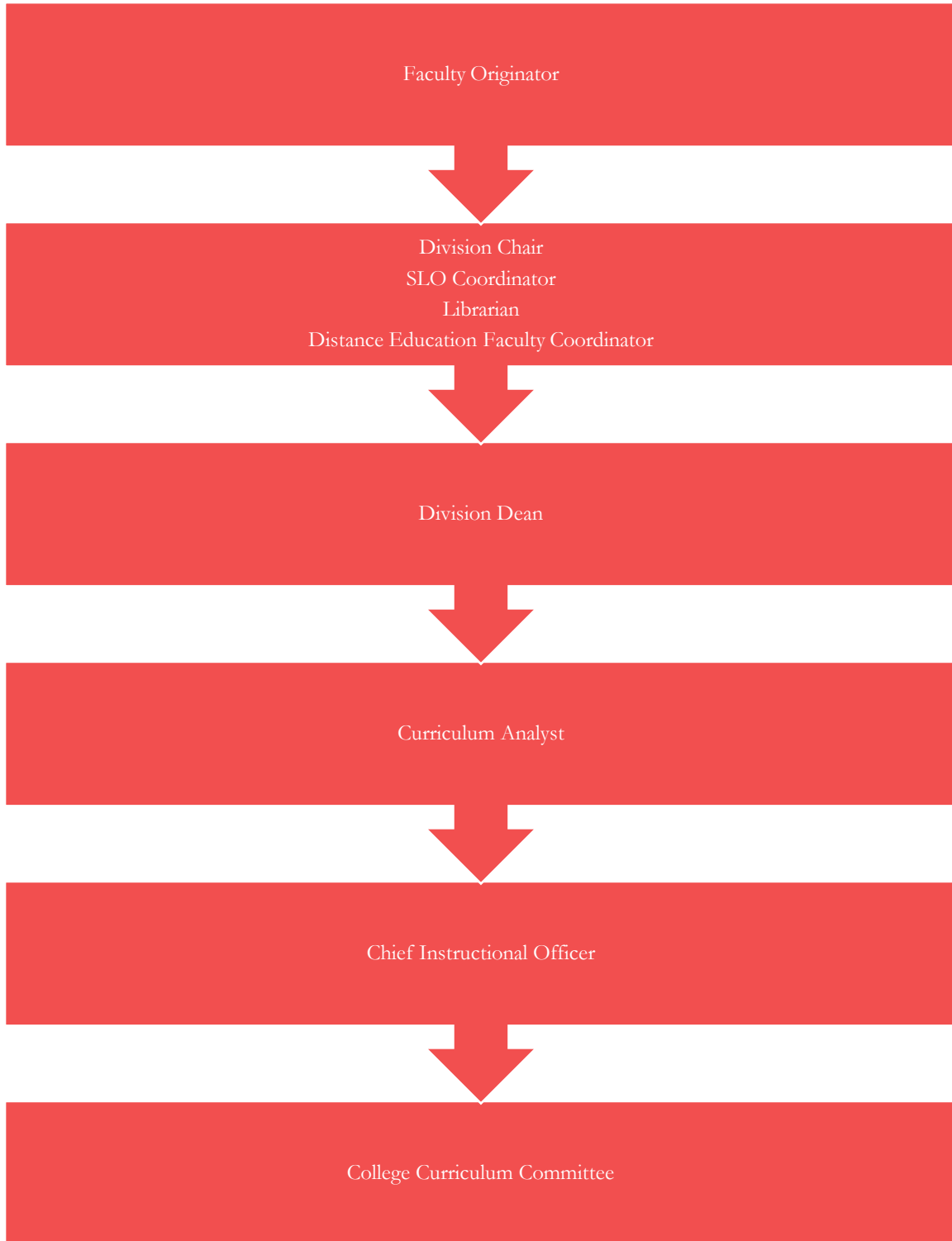
Academic Senate Secretary

1. Checks for all recording of Curriculum Committee minutes.
2. Works with the Curriculum Chair to prepare and distribute committee documents and reports.

Counselor

1. Serves as a resource person for the department in such matters as transfer, associate degree, certificates, and student needs.

Curriculum Review Flowchart



Chapter Three: Standards and Criteria

Overview

The regulatory and statutory criteria for curriculum approval is contained in the Title 5 California Code of Regulations and the State Education Code. The Course Outline of Record (COR) should contain sufficient information to permit the curriculum committee to correctly determine whether the course should be recommended for approval and classified as degree applicable credit, non-degree applicable credit, non-credit or community services offering under title 5 section 55002.

Curriculum Committee

As described in title 5 section 55002(a)(1), the Compton College Curriculum Committee (Curriculum Committee) recommending the course shall be established by the mutual agreement of the Curriculum Committee and the academic senate. The Curriculum Committee is a committee of the academic senate that includes faculty and is otherwise comprised in a way that is mutually agreeable to Compton College District and the academic senate.

Standards and Criteria for Courses

(Adapted from title 5 section 55002)

These standards and criteria guide the work of the curriculum committee in creating local curriculum forms and approval processes for:

- Degree applicable credit course
- Non-degree applicable credit course
- Non-credit courses
- Community services offering

Degree Applicable Credit Courses

A. A degree applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of Title 5 Section 55062, has been recommended by the Curriculum Committee and has been approved by the district governing board as a collegiate course meeting the needs of the students.

(1) Standards for Approval. The 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 Title 5 Section 55023. The grade is based on demonstrated

proficiency in 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 demonstrated by students.

- (B) Units. The course grants units of credit in a manner consistent with the provisions of Title 5 Section 55002. The Course Outline of Record (COR) shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.
- (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 Curriculum Committee determines, based on a review of the COR, 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 this article.
- (E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, prerequisites or corequisites that are eligible for associate degree for credit courses in English and/or mathematics, respectively.
- (F) Difficulty. The course work calls for critical thinking and the understanding and application 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.

(2) Course Outline of Record. The course is described in a COR that shall be maintained in the official college files and made available to each instructor. The COR shall specify the unit value, the expected number of contact hours, outside of class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the

catalog description, objectives, and content in terms of a specific body of knowledge. The COR shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation. required/recommended textbooks/supplements/ laboratory manual and/or other resource material, content in terms of a specific body of knowledge, and student learning outcomes (SLOs).

(3) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the COR.

(4) Repetition. Repeated enrollment is allowed only in accordance with the provisions of Title 5 section 58161.

Non-degree Applicable Credit Courses

A. 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 Curriculum Committee and is approved by the district governing board.

(1) Non-degree applicable credit courses are:

(A) Non-degree applicable basic skills courses as defined in Subdivision (b) of Title 5 Section 55002;

(B) Courses designed to enable students to succeed in degree applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;

(C) Pre-collegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree applicable credit career technical courses or programs;

(D) Essential career technical instruction for which meeting the standards of Subdivision (a) in Title 5 section 55002 is neither necessary nor required.

(2) Standards for Approval. Curriculum Committee shall recommend approval of the course on the basis of the standards which follow.

(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 Title 5 Section 55023. 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 demonstrations by students.

(B) Units. The course grants units of credit in a manner consistent with the provisions of Title 5 Section 55002.5. The COR shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside of class hours, and the total student learning hours used to calculate the award of credit.

(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that 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 successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree applicable work.

(D) Prerequisites and corequisites. When the Curriculum Committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with this article.

(3) Course Outline of Record. The course is described in a COR that shall be maintained in the official college files and made available to each instructor. The COR shall specify the unit value, the expected number of contact hours, outside of class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, required/recommended textbooks/supplements/ laboratory manual and/or other resource material, content

in terms of a specific body of knowledge, and student learning outcomes (SLOs). The COR shall also specify types or provide examples of required reading and writing assignments, other outside of class assignments, instructional methodology, and methods of evaluation.

- (4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the COR.
- (5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of Title 5 Section 58161.

Non-credit Courses

A. A non-credit course is a course which, at a minimum, is recommended by the Curriculum Committee (the committee described and established under subdivision (a)(1) of section 55002 of title 5 and approved by the district governing board as a course meeting the needs of enrolled students.

- (1) Standards for Approval. The 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 must be approved pursuant to sections 5502 and 55150 of Title 5 and fall into one of the statutory categories under Title 5 section 58160(a).
- (2) Course Outline of Record. The course described in a COR that shall be maintained in the official college files and made available to each instructor. The COR shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation.
- (3) 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 COR.
- (4) Repetition. Repeated enrollment is allowed only in accordance with provisions of Title 5 Section 58161.

Community Services Offering

A. Community Services Offering. A community services offering must meet the following minimum requirements:

- (1) is approved by the district governing board;
- (2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;
- (3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;
- (4) is conducted in accordance with a predetermined strategy or plan;
- (5) is open to all members of the community willing to pay fees to cover the cost of the offering; and
- (6) may not be claimed for apportionment purposes.

Note: Authority cited: Education Code EDC Sections 66700 and 7090.1.

Degree Programs and Certificates

New degree and certificate programs must conform to the following standards as set forth in Title 5: Course Outlines of Record (COR)

- The content and scope of each course in a degree or certificate program proposal must be recorded in an official COR in compliance with all relevant state and local policies. The connection between the course and program level objectives must be clear.
- The objectives in the COR for each required course should clearly show how they support the objectives of the program. Further, the objectives in each course must demonstrate why the course is required and why the program course is sequenced as proposed. If this relationship is not evident for a given course, its relationship should be fully explained in the rationale.
- The course content and set of requirements in any associate degree program should emphasize principles, providing not only the skill to engage in current practices but also the critical perspective to evaluate and improve upon these practices.

Mission

The objectives of the proposed program must be consistent with the mission of the community college.

Need

There must be a demonstrable need at the time and in the region the college proposes to serve with the program in order for a program to meet the objectives as stated.

Quality

The objectives of each required course should be clearly necessary and sufficient to meet the stated goals and objective of the program. Successful completion of the work as laid out in the outlines of record submitted for each course required in the program, and in the required sequence, must be sufficient to enable students to fulfill the program goals and meet the stated program objectives. The CORs for each course must be complete, rigorous, current, and effective.

Completeness

The standard format for CORs used by the college should encourage complete information, as required by Title 5 Section 55002(A)(3) with specific examples of textbooks, teaching methods, assignments and evaluation of sufficient substance.

Rigor

The stated objectives of the constituent courses must meet the standards of Title 5 Section 55002(A) regarding critical thinking, writing, evaluation and grading at the college level. The course objectives must include critical thinking and should be linked to subsequent areas of the COR to make clear how critical thinking will be taught and evaluated.

Currency

The content, textbooks, software, and other materials, including library assignments, for each constituent course must represent current or emerging knowledge and practice for that subject or occupation.

Effectiveness

The course objectives should be comprehensive enough that it is possible to trace the reason for each of the course specifications by reference to at least one course objective.

Feasibility

The college must be able to commit the resources necessary to support the program at the level of quality presupposed in the program design, for the proposed numbers of students, and offer it with sufficient frequency to meet the program objectives and enrollment projections.

Compliance

Programs must comply with any other applicable laws, including federal regulations, licensing requirements, and the particular legal requirements.

Non-credit Courses

The Course Outline of Record (COR) should contain sufficient information to permit the Curriculum Committee to correctly determine whether the course should be recommended for approval and classified as Degree Credit, Non- Degree Credit, or Non-Credit under Title 5 of the California Administrative Code.

Criteria

A Non-Credit course must fall under one of the nine areas covered by the Education Code, Section 84757(a) items 1 through 9. These courses may or may not be designed to prepare students to succeed in degree applicable courses.

Standards

In addition to meeting the criteria above, a Non-Credit course must conform to the following standards specified in Title 5 Section 55002(c):

(a) A Non-Credit course is a course which, at a minimum, is recommended by the Compton College Curriculum Committee and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The 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 must be approved by the Chancellor pursuant to Article 2 (commencing with Title 5 Section 55150) of Subchapter 2 and satisfy the requirements of Title 5 Section 58160 and other applicable provisions of Chapter 9 (commencing with Title 5 Section 58000) of this division.

(2) Course Outline of Record. The course is described in a COR that shall be maintained in the official college files and made available to each instructor. The COR shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

(3) 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 COR.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of Title 5 Section 58161.

Chapter Four: The Curriculum Process

The following section provides a broad overview of the curriculum proposal, submission, and approval process, detailing specific timelines and procedures for:

- Credit Course Development and Revision
- Non-credit Course Development and Revision
- Credit Program Development and Revision

Committee Timelines

The section establishes a standard timeline and procedure for curriculum submission. The Curriculum Committee will broadly adhere to the following schedules, but may alter it in response to each year's workload or emerging needs.

Standard Meeting Schedule

The Curriculum Committee typically meets from 2:30pm to 4:00 pm on the first and third Tuesday of each month during the Fall and Spring terms. Meetings for each academic year will begin on the third Tuesday of the first month and continue through the first Tuesday of the last month of the Academic year. The Committee Chair may schedule additional meetings when needed.

Quorum

To transact business at a committee or subcommittee meeting, a quorum shall consist of 50% plus one (1) of the faculty membership of that committee or subcommittee.

Agenda

Agendas will be distributed to each member of the committee at least three days prior to the day the committee is scheduled to meet.

Minutes

The Curriculum Analyst will see that minutes are kept at all meetings. The Academic Senate Secretary will be the backup of taking the notes. The minutes will include all actions taken and make note of all significant discussions. Minutes will be distributed to all members of the committee, within two weeks of the meeting. In addition, minutes must be distributed at least two days before the next meeting of the committee.

Proposal Submission Timeline

Course proposals are considered on a rolling basis. The Curriculum Committee reviews and approves proposals for new courses and changes to existing ones on an ongoing basis during the academic year.

Proposals for new course or programs, and course or program revisions that are submitted in the Fall term will be implemented in Fall of the following academic year after publication in either the Catalog or Catalog Supplement. The Curriculum Committee reserves the right to implement changes on an expedited time- scale in exigent circumstances by special vote and subsequent approval of the Academic Senate and BOT.

Proposals for new courses or programs will require two readings and approval votes from the Curriculum Committee prior to submission for approval to the BOT. Course or program revisions require one reading and vote of approval from the committee.

Selected Topics courses must be submitted for approval with the first draft of the schedule for the semester for which they are being proposed.

Expedited Approvals

Expedited approval of curriculum proposals will be considered for the following reasons:

- Demonstrated Emergent Community Need
- Response to changes in Title 5 or the Education Code
- Response to Regional or Vocational accrediting agencies
- Error correction for catalog publication
- Response to recommendations from ACCJC
- Response to grant mandates or other time-sensitive Funding
- Other circumstances as approved by both the Faculty and Administrative Chairs

Implementation of Approved Proposals

Proposals approved by the Curriculum Committee are forwarded to the Academic Senate. Academic Senate is required to conduct solely a first read and vote to approve each course proposal (e.g. new courses, course review, discontinued courses, distance education course offerings, etc.). After the Academic Senate's approval, the courses are sent to the Board of Trustees for final approval.

Distance Education Addendum Approval Process

The Distance Education Curriculum Subcommittee (DECS) representatives notify the faculty member (designated as the "originator") in their division that they are the responsible party for

reviewing the course outline of record in Curriquet AND completing the DE Addendum. Faculty will attend the Distance Education Open Lab Workshops where the DEFC will explain how to fill out the addendum and the faculty member will receive one-on-one assistance in Curriquet. The faculty members addendum will be placed on the subcommittee agenda for review upon completion by the DEFC. The course will not move forward in the Curriquet approval process until this technical review has been completed and the subcommittee has voted to approve sending the course forward.

Credit Courses

Credit course proposals that are approved by the Curriculum Committee are presented by the Curriculum Chair to the Academic Senate. The Curriculum Analyst drafts the board agenda and submits to the Chief Instructional Officers. The Chief Instructional Officers submits the board agenda for approval by the BOT. Approved courses are entered into the Chancellor's Office Curriculum Inventory database for approval by the Curriculum Analyst. The Curriculum Analyst receives notification of approval in Curriculum Inventory and notifies the division; course gets put into the registration system, class schedules and college catalog.

Credit Programs

All credit degrees and certificates must be approved through the regular curriculum process described in this handbook. All new or substantive changes to degrees and most certificates must first be submitted to the Curriculum Analyst for review to determine if the course meets requirements as outlined in the document from the Chancellor's Office for review and approval along with all requisite state documents. Once approved by the Chancellor's Office, all programs and certificates must be published in the catalog or catalog supplement prior to offering.

Non-Credit Courses

All non-credit course proposals must be approved by the Curriculum Committee, the Academic Senate, the BOT prior to being scheduled; however, they do not need to be published prior to offering.

Selected Topics Courses

Selected Topic courses approved may be scheduled the semester after they are approved. These courses cover topics not offered by the established curriculum and are not intended to meet program or general education requirements (AA/AS, CSU or IGETC) or to provide for course repetition beyond Education Code regulations. Selected topics courses must receive approval from the Curriculum Committee.

Selected Topics Course Submission and Approval Process

Approved Selected Topics courses may be offered two times. Selected Topics courses successfully offered twice can then be submitted through the regular credit course submission process for approval as permanent credit courses.

Course Change Approval Process

Courses submitted to the Curriculum Committee for review will be placed on the agenda in one of the following categories depending on the nature of the changes or proposal:

Course modifications must undergo the 9 step approval process (see chart below) for all changes, including, but not limited to the following:

- Catalog description
- Objectives or content
- Units or hours
- Number of repetitions
- Course number
- Credit/no credit status
- Prerequisites
- Course title
- Length in term
- Text and/or instructional material
- Methods of instruction, assignments or methods of evaluation,
- Addition of distance education mode or addition of SLOs,
- Adding or dropping from an AA/AS degree or certificate program, AA/AS degree GE list, CSU GE, IGETC or TCA lists.

Chapter 5: Course Outline of Record

Overview

The components and standards for the Course Outline of Record for all credit courses:

Reference Program and Course Approval Handbook, fifth edition, September 2013, published by the Chancellor's Office

- The Purpose of the Course Outline of Record
- Course Discipline Assignment
- Required Components of the Credit Course Outline of Record
- Standards for the Major Components of the Course Outline of Record

The Purpose of the Course Outline of Record

The Course Outline of Record (COR) is a document with defined legal standing that plays a central role in the curriculum of all California community colleges. The COR has both internal and external influences, detailing expected course content and learning objectives as well as

providing guidance for faculty. The COR offers students, the community, and other educational institutions information about courses and programs, playing an integral role in program evaluation and accreditation review. The COR is also the primary vehicle for individual programs and departments to outline the scope, rigor and direction of their curriculum.

Function of the Course Outline of Record

The COR clearly identifies course standards and content, playing a critical role in the ongoing process of program review, by which a college seeks to keep its curriculum relevant and to allocate its resources effectively. New programs are evaluated to ensure they meet specific student needs through the selection of courses and construction of course outlines.

The COR and a class syllabus are not the same. While the COR is a contract between the college and the student containing the requirements and components of a course, whereas the syllabus describes how an individual instructor will carry out the terms of that contract through specific assignments. Syllabi can provide specific dates, grading standards, and other guidelines required by the individual instructor. The COR outlines the universal components of a specific course, whereas a syllabus includes instructional methods and topics which go beyond the COR. (California State Academic Senate Curriculum Committee, *Stylistic Considerations in Writing Course Outlines of Record / Purposes of the Course Outline of Record* 1999).

Course Double Coding

If a course covers material common to more than one subject area, it may be appropriate to list the course under both subjects. An example is Psychology 9A (Introduction to Elementary Statistical Methods for the Study of Behavior) and Sociology 109 (Introduction to Elementary Statistical Methods for the Study of Behavior). This practice is referred to as double-coding. Courses proposed for double-coding must meet the following criteria for consideration by the Curriculum Committee:

- The course must be recorded in two separate, but identical CORs.
- To ensure collaboration and agreement between departments on all proposed courses, faculty members from the proposed subject areas must author the COR for their area. Using the example above, this means that a Psychology faculty member will write and propose the PSYC 9A COR and a Sociology faculty member will write and propose the SOCI 109 COR. In cases where the subject-area faculty cannot agree to identical CORs, the Curriculum Committee Faculty Chair may be called upon to arbitrate the disagreement. If faculty authors are still unable to reach consensus after arbitration, the course will not be considered for double-coding.
- Double-coded courses must also be cross-listed in both disciplines or designated as interdisciplinary.

- Cross-listed example: PSYC 9A – Psychology must list both Psychology 9A and SOCI 109 must list both Sociology and Psychology in the same section. This enables faculty from either discipline to teach the course under both subject codes.
- Interdisciplinary example: Both PSYC 9A and SOCI 109 ~Psychology lists the following in Section A2 of their CORs: “Interdisciplinary: Psychology and Sociology.” This requires faculty to meet minimum qualifications for both Psychology and Sociology as described on the Board of Governors (BOG) Disciplines List under Interdisciplinary Studies.

Course Discipline Assignment

Each course reviewed and recommended for approval by the Curriculum Committee must be assigned to the appropriate discipline(s) from the BOG Disciplines List, indicating that the minimum qualifications for service on the list provide appropriate academic or vocational training to teach a particular course. This information is recorded in Section A2 of the Compton College COR. While Title 5 does not specify that course disciplines be listed on the Course Outline of Record, this is the logical repository for discipline data as it allows review and approval through the regular curriculum process and provides easy access to this information. The process of placing courses within disciplines is a local Academic Senate responsibility spelled out in Title 5 §53200.

Courses may be assigned to disciplines as follows:

- Single Discipline
- Cross-listed (Multiple Disciplines): Course content is common to all listed disciplines
- Interdisciplinary: Course content requires preparation in two or more of the listed disciplines

Courses assigned to more than one discipline or assigned as Interdisciplinary may be considered for double-coding as previously described. Double-coding cross-listed courses is not required. The Curriculum Committee will consider the professional judgment of the originating faculty author on this matter.

The following text, taken from the “COR: Curriculum Reference Guide” published by the ASCCC in 2008, clarifies the process and recommends that discipline assignment be a stated duty of the Curriculum Committee as it is functionally related to other CC decisions.

Components of the Credit Course Outline of Record

Required Components

Title 5, §55002(a)(3) requires that specific course information be contained in a Course Outline of Record. All CORs shall be maintained in the official college files and made available to each instructor. The COR shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The COR shall also specify types or provide examples of required reading and writing assignments, other assignments required outside of class, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met.

This is true for all credit courses, degree-applicable, non-degree-applicable, and stand-alone courses. Items to be included are:

- Taxonomy of Programs (TOP) code
- Course Identification Number
- Course Title
- Credit status
- Transfer status
- Basic skills status
- SAM code (occupational status)
- Course classification code (CB11 – required by SB361 and AB1943)
- Special class status (CB13 – for disabled students Title 5 §56029)
- Prior to college level (CB21 – English/ESL courses prior to college level)
- Funding agency category (CB23 – funding for course development was an Economic Development Grant)
- Program status (CB24 – stand alone or in a program, AB1943)

Course Repeatability

Some courses may be repeated for credit up to three times provided that the COR contains a clear explanation for repeatability. Courses may be designated as repeatable under the following specific conditions described in Title 5 § 55041.

The college policy and procedures on course repetition adopted pursuant to Titles section 55040 may designate as repeatable courses only those courses described in this section.

If a district permits repetition of courses regardless of whether substandard academic work has been recorded, repetition shall be permitted without petition. For instances, when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment, such courses must conform to all attendance

accounting, course approval, and other requirements imposed by applicable provisions of law. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies and procedures requiring students to certify or document that course repetition is necessary to complete legally mandated training pursuant to this subdivision.

The district policy adopted pursuant to Title 5 section 55040 may also designate courses of the types described in this subdivision as repeatable courses, subject to the following conditions:

- The district must identify the courses which are to be repeatable and designate such courses in its catalog.
- The district must determine and certify that each identified course is one in which either:
 1. The course content differs each time it is offered or
 2. The course is an activity course where the student meets course objectives by repeating a similar primary educational activity and the student gains an expanded educational experience each time the course is repeated for one of the 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.

Courses which may qualify as repeatable include but are not limited to the following:

- Physical education courses; or
- Visual or performing arts courses in music, fine arts, theater or dance.

Foreign language courses, ESL courses and non-degree-applicable basic skills courses are not considered "activity courses" for purposes of repeatability. The district must develop and implement a mechanism for the proper monitoring of such repetition.

Students may repeat a course pursuant to this section for not more than three semesters including summer and winter intersessions.

When a college establishes several levels of courses which consist of similar educational activities, the repetition limitation applies to all levels of courses that involve a similar primary

educational activity regardless of whether the repetitions reflect multiple enrollments in a single course or in multiple courses involving the same primary activity.

When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student's grade point average (GPA).

Conditions on Enrollment

Courses with prerequisites, co-requisites, recommended preparations, or any other limitations on enrollment are required to have Form A attached to the COR explaining and documenting the data supporting the condition on enrollment. The following text from the State Academic Senate Handbook explains the regulatory and practical considerations for this form.

Standards

All courses with requisites and/or advisories must document those requisite skills which have been developed through content review in a separate section of the course outline. The primary goal of identifying requisites and providing advisories is to facilitate student success. Content review should document that pathway by showing how the skills achieved in the requisite courses are fundamental to success for most students taking the “required” course. The writing style of the prerequisite skills section is the same as that for the objectives. The section usually begins with a phrase such as "Upon entering this course the student should be able to" with a list of those entry skills following, expressed using active learning verbs following Bloom's taxonomy. In its simplest form a content review consists of comparing the entry skills list with the exiting skills of one or more courses to identify courses which would be appropriate requisites. This list of entry skills is also very useful in determining articulation pathways for students coming from other institutions or life experiences.

Justification of prerequisites requires documentation and colleges have generally developed forms for the various types of evidence. This evidence can take many forms: equivalent prerequisites at UC and/or CSU, content review, legal codes mandating the requisite, or data collection and analysis. While these forms are not required to be part of the course outline they are often attached as documentation of the process having been completed. Subdivision I.C.3, A, 2(a) VII of the Model District Policy on Requisites (CCCCO, 1993) strongly advises that districts “maintain documentation that the above steps were taken.” A simple method for achieving this is to retain the content skills scrutiny documents for each requisite course Title 5 §55003(b) & (e), which require requisites be based upon “data collected using sound research practices” for the skills of communication and computation when they are being required outside of those respective programs. This requirement does not affect the general requisite “content review” requirement for those programs specializing in communication and computation. An English course having a prerequisite of a lower level English course must validate this need

through content review, but a business course requiring that same lower level English course is additionally required to base this need upon “data collected using sound research practices.”

Some common limitations on enrollment are: a requirement to pass a tryout prior to being enrolled in an athletic course or team, or physical requirement where the student’s safety would be compromised by an inability to meet specific physical capabilities. While the specific criteria of the limitation does not have to be in the COR, such should be well defined and be as measurably objective as possible. A sight acuity limitation might include specific vision parameters and list any medical conditions that impose or exacerbate the limitation. If it is a tryout for athletics, the criteria should be very specific and realistic to the needs. For instance, be able to swim ten laps in a standard competition pool in under eight minutes” would be reasonable for a water polo tryout, but requiring this to be done in less than one minute would be considered extreme.

Regulatory Requirements – Title 5 Prerequisites and Co-requisites §55002(a)2D

When the college and/or district Curriculum Committee determines, based on a review of the COR, 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 co-requisites that are established, reviewed, and applied in accordance with the requirements of this article.

Title 5 provides the rules for requisites to be implemented and enforced in any credit courses, degree applicable or non-degree applicable, and specifically gives the determination for this need to the college Curriculum Committee. In integrating an outline, the objectives, content, learning materials, methods of instruction and evaluation should all reflect the need for the required entry skills. The relationship is in that an objective may or may not have an entry requirement, but every entry requirement must be reflected by at least one of the objectives, content, learning materials, methods of instruction or methods of evaluation.

Basic Skills Requirements §55002(a) 2E

If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or co-requisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

This standard mandates the requisites of communication and computation skills if the likelihood for success is dependent upon them. It sets the level at that which is required for eligibility into degree- applicable credit courses. This does not, however, eliminate the need for requisite validation as provided for in §55003 in the communication and computation areas.

Distance Education Status

Courses proposed for fully online or hybrid status, must undergo separate course approval process and be attached to the course outline of record according to Title 5 § 55206 Separate Course Approval. A hybrid course is one in which, any percent of instruction is moved online in lieu of face-to-face interaction. A course that is approved for 100% online instruction is also approved for any hybrid configuration.

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

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

The Curriculum Committee adheres to all Title 5 regulations and Chancellor's Office regulations relative to Distance Education offerings.

Writing and Review Standards for the Major Components

This section establishes the content and writing standards for the major components of the Course Outline of Record.

These elements of the COR express both the particulars of a given course and the broader instructional mission of the college. With this in mind, it is essential that faculty authors develop courses and programs consistent with the mission, values, institutional Student Learning Outcomes, and the academic freedom policy of Compton College. The Curriculum Committee will honor the discipline expertise of course authors and other discipline faculty by remaining open to multiple approaches and perspectives in all areas of curriculum development. The committee will work collegially with faculty authors in all discussions of course content or pedagogy while ensuring the high quality and rigor of curricula.

Developing Inclusive Curricula

Where appropriate, faculty authors will provide specific evidence of how cultural diversity is addressed through course content, assignments, Student Learning Outcomes, course assessments, or teaching methods. While the language and extent to which these elements are included in individual courses will vary to reflect theories and practices particular to each discipline, faculty authors are expected to develop inclusive curricula in a manner consistent with current and emerging in their field.

Course Description

The course description is a summary of the major topics covered in a course and should accurately reflect course content and objectives. Because they address a broad audience that includes students and the general public, course descriptions should be written in clear language and provide a summary of the course, including how it meets major, degree, certificate, or transfer requirements. For example, "Meets general education laboratory science requirement."

Prerequisites, Co-requisites, and/or Advisories

Indicate if the course is graded using Credit/No Credit grading, varies as to teaching method, or is repeatable.

Student Learning Outcomes

Student Learning Outcomes are defined as the knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences (Accrediting Commission for Community and Junior Colleges, 2002). Student Learning Outcomes have the following characteristics:

- Represent culminating performances
- Express an integration of knowledge/concepts/skills/abilities/attitudes
- Describe performances that are essential
- Refer to learning that transfers beyond the classroom
- Stress the application of knowledge and skills
- State clear expectation in terms students can understand
- Have sufficient substance to drive decision about what students should learn
- Are realistic and achievable within a reasonable time frame
- Are verifiable/measurable using qualitative or quantitative methods

Course Objectives

Course objectives define the skills and knowledge a student gains upon successful completion of a course and should integrate course content, methods of instruction, methods of assessment, and typical assignments. All instructors who teach these courses are contractually bound to fulfill the objectives as stated. It is recommended that objectives be broad and introductory in scope as to preclude individual instructors from interpreting the course according to their own expertise or the needs of the class.

Course Objectives:

- Contain more than five and fewer than 10 objectives for most three-unit courses

- Broadly state the expectations for the course while adequately covering theory, principles, and concepts
- Use skills and applications to reinforce and develop concepts, rather than adding concepts to supplement skills
- Are expressed in measurable terms
- Indicate higher-level performance, critical thinking and developmental complexity commensurate with a college-level course by utilizing course-level-appropriate critical thinking and performance verbs
- Not all objectives need to reflect critical thinking; recognizing, describing, and comprehension are valuable skills. It should be clear that higher thinking skills are an essential component of the course.

Course Content

Course content outlines the major concepts and topics of the course. When writing or reviewing content, keep in mind that the COR will be the basis for all sections of the course, which may be taught by any discipline faculty. Consequently, this outline should focus on major topics of study that would be covered by any instructor teaching this course while providing enough detail to take out the broad scope of the course. Remember that while all faculty are obligated to teach every point of content contained in this section of the COR, an individual instructor may go beyond this list in any given section of the course.

- Outline the main topics and subtopics commonly included in a course, with enough detail to allow for consistency of instruction whenever new faculty are assigned to this course
- Present in outline format with major topics and sub-headings.
- Provide a detailed-enough list of content to give direction to a new instructor but leave some room for individual instructors to interpret the subject matter according to their area of expertise.
- Adequately support and reflect the course objectives.

Methods of Instruction

The Methods of Instruction section should provide a detailed description of all instructional methods that may be used in the course, drawing clear and specific connections between the methods and the course content. When considering the writing style of this section, keep in mind that the assignments and methods of instruction should support the stated objectives. In particular, because the learning experiences must either include critical thinking or experiences leading to this capability, the methods of instruction must effectively teach critical thinking appropriate to the nature and academic level of the course.

Methods of Instruction may include: lab, demonstrations, group discussion, critique, lecture, in-class student performances or reading, simulations, experiments, collaborative group work, project or portfolio presentations, multimedia presentations, guest lecturers, case study reviews, field trips, student presentations, or peer teaching and review.

Chapter Six: Course Review Guidelines and Checklist

COMPTON COLLEGE
COURSE REVIEW GUIDELINES & CHECKLIST

This worksheet assists faculty in course review and is not submitted for approval.

Instead this document should be filed in course file in the Division Office.

Division/Department: _____ *Date:* _____
Date Course Submitted to CCC

Course: _____
Subject & Number
Descriptive Title

Originator: _____
Faculty in Charge of Course Review

Course review has four steps. We recommend a read-through of the entire process below before beginning. Systematically undergoing the first two steps will simplify the last two steps considerably.

Step 1: Discuss the course and review course materials	Before using CurricUNET META
Step 2: Decide on necessary modifications and the review type	Before using CurricUNET META
Step 3: Modify course documents (in CurricUNET META)	Using CurricUNET META
Step 4: Obtain CCC approval	Using CurricUNET META

Step 1: Discuss the course and review course materials

Proposal originates from discipline faculty author. Course review should be done by an appropriate group of faculty (not an individual faculty member), in consultation with the dean and division CCC representative. In course review, step back and think about the course holistically. Examine SLO assessment reports, program review documents, the current Course Outline of Record, sample syllabi, examinations, course schedules, and instructional material. There is no particular order to discussion points listed below and changes may not be necessary. Questions should be directed to the division CCC Representative, the Curriculum Analyst, or the Dean.

A checked box indicates completion.

Examine recent course offerings and delivery methods. Consider inactivating any course that has not been offered in two or more years. If a distance education version exists, it must be updated. If a distance education version is appropriate, it should be developed.

Estimate the independent work hours outside of class and ask if there are sufficient contact hours (lecture and laboratory) to ensure that the course units accurately reflect the hours of work the average successful student requires to succeed. Changes here may affect faculty load.

Contact the articulation officer for recommendations regarding the general education and transfer status of the course. Contact the curriculum advisor with questions about the discipline or credit status of the course (degree-applicable credit, non-degree-applicable credit, or noncredit). Credit status rarely changes.

Reconsider the justification for any conditions of enrollment the course may have, in order to ensure that these conditions are justified in accordance with Title 5 regulations.

In the current course outline of record:

Reconsider the descriptive title and catalog description in order to ensure that the descriptive title is current and appropriate and that the catalog description reflects the content and purpose of the course. In most cases changes are not necessary.

Reexamine the course objectives in order to ensure that the outcomes and objectives are appropriate and attainable, and that a representative assessment type has been identified for each one.

Revisit the outline of subject matter in order to ensure that the content is current and appropriate, that each course topic is given sufficient time, and that sufficient detail is provided for each. When the course has both lecture and laboratory hours, major topics in the outline of subject matter must be separated by lecture and laboratory.

Review the methods of evaluation, typical assignment, critical thinking assignments, work outside of class, and instructional methods, in order to ensure that these are current and appropriate.

Update the materials for the course, including textbooks, in order to ensure that all materials are as current as possible and appropriate. For courses that satisfy CSU Breadth GE or IGETC, a textbook with a publication date within 5 years or open stacks is necessary. However, this does not mean that the textbook listed must be used for the course.

Step 2: Decide on necessary modifications

Create a list of proposed changes. Based on the type and extent of the changes proposed, the review will be classified as either Standard Review or a Full Review, in order to streamline the approval process. The only substantive difference between a standard and a full review is the number of members of the CCC who will examine the proposed changes. Use your expertise and best judgment to check the nature of the changes needed in each area. If any of the changes fall in the Full Review column, the course review will undergo Full Review in the CCC; otherwise it will undergo Standard Review. The Curriculum Analyst and the College Curriculum Committee Chair make the final decision of the review type. In each row of the table below, if nothing is checked, then no changes are being proposed.

Proposed Changes	Standard Review	Full Review
Contacts	<input type="checkbox"/> Faculty Contact/Originator/Author	<input type="checkbox"/> Faculty contact/originator/Author <input type="checkbox"/> Curriculum Chair and Curriculum Analyst
Inactivation or Reactivation	<input type="checkbox"/> Inactivation	<input type="checkbox"/> Reactivation
Distance Education	<input type="checkbox"/> Update Existing DE version	<input type="checkbox"/> New DE version proposed
Discipline	<input type="checkbox"/> Changes proposed	
General Education		<input type="checkbox"/> Changes proposed
Transfer Status		<input type="checkbox"/> Changes proposed

Proposed Changes	Standard Review	Full Review
Credit Status		<input type="checkbox"/> Changes proposed
Lecture, Lab and Independent Work Hours Course Units	<input type="checkbox"/> Proposed changes with no change in course units	<input type="checkbox"/> Changes to course units
Faculty Load	<input type="checkbox"/> No changes or decrease in faculty load	<input type="checkbox"/> Any increase in faculty load (prior administrative approval required)
Grading Method	<input type="checkbox"/> Changes proposed	
Descriptive Title	<input type="checkbox"/> Changes proposed	
Subject		<input type="checkbox"/> Changes proposed
Course Number	<input type="checkbox"/> Changes needed	
Catalog Description	<input type="checkbox"/> Changes needed	
Course Objectives	<input type="checkbox"/> Changes needed	
Outline of Subject Matter	<input type="checkbox"/> Changes needed	
Required Texts and Materials	<input type="checkbox"/> Updated current representative textbook <input type="checkbox"/> Other changes to required material	
Primary Method of Evaluation	<input type="checkbox"/> Changes needed	
Assignments	<input type="checkbox"/> Changes needed	
Conditions of Enrollment	<input type="checkbox"/> Only minor editorial changes needed	<input type="checkbox"/> Substantive changes requiring new justifications

Step 3: Modify course documents (in CurricUNET META)

One faculty member serves as the Faculty Contact Person (or *Originator or Course Author*), who is responsible for creating the course review proposal in CurricUNET META. Contact the Division CCC Representative with any questions.

Step 4: Obtain DCC and CCC approval

After a final review of the material, the *Originator* launches the course review proposal approval process. The *Originator* must be available for consultation throughout the approval process and will make requested changes in CurricUNET META, contacting fellow faculty about any requested changes, if appropriate.

Additional Information:

Course Units, Contact Hours, Faculty Load, and Independent Work Hours Outside of Class

Course units are intended to award students for the hours they spend mastering the knowledge and skills of the target course. At Compton College, we define one *course unit* as 54 hours of student work hours, including the *total contact hours* and the *total independent work hours*.

Weekly contact hours include both weekly lecture and lab hours.

Total contact hours are based on weekly lecture hours and weekly lab hours and the number of weeks a course has in a regular term.

Independent work hours are the hours successful students spend learning outside of contact hours.

Total independent work hours are an estimate of an unknowable average and should be determined using the best judgment of instructors and any data which may be collected.

In order to calculate the course units, you need the number of weeks the course lasts in a regular semester, the weekly contact hours, and the weekly independent study hours. Compton College will utilize a full term 18 weeks in length. Most transfer-level lecture courses assume that a successful student needs two hours of independent work for every hour of lecture. Consider the example below:

Example:	Math 120		
Regular Semester Course Weeks:	18 weeks		
Course Units:	3 units	x 54 hours = 162	total hours
Weekly Lecture Hours:	3 hours	x 18 weeks = 54	total lecture hours

Weekly Laboratory Hours:	0 hours	x 18 weeks = 0	total lab hours
Weekly Independent Work Hours:	6 hours	x 18 weeks = 108	total independent work hours
Justification: The sum of total lecture and total independent work hours is 162. 162 hours ÷ 54 hours/unit = 3 course units.			

Some believe this 2-to-1 ratio originated in date with the standardization of the 1910 definition of the “Carnegie unit” used by secondary institutions. However, the Title 5 definition of the course unit is much more flexible. The examples below illustrate this flexibility:

Example:	ATEC 33		
Regular Semester Course Weeks:	18 weeks		
Course Units:	8 units	x 54 hours = 432	total hours
Weekly Lecture Hours:	5 hours	x 18 weeks = 90	total lecture hours
Weekly Laboratory Hours:	10 hours	x 18 weeks = 180	total lab hours
Weekly Independent Work Hours:	9 hours	x 18 weeks = 162	total independent work hours
Justification: With 8 course units assigned to this course, there is an expectation that the student needs an average of 432 total hours in an 18-week semester in order to succeed. The 270 total contact hours leaves 162 total independent work hours. This works out to 9 weekly independent work hours.			
Example:	French 1		
Regular Semester Course Weeks:	18 weeks		
Course Units:	4 units	x 54 hours = 216	total hours

Weekly Lecture Hours:	5 hours	x 18 weeks = 90	total lecture hours
Weekly Laboratory Hours:	0 hours	x 18 weeks = 0	total lab hours
Weekly Independent Work Hours:	7 hours	x 18 weeks = 126	total independent work hours
Justification: The set up for this course suggests that the student needs an average of 126 total independent work hours, or 7 weekly independent work hours, in order to succeed.			

Common practice has dictated that faculty decide weekly lecture hours, weekly lab hours, and course units. They then calculate the total and weekly independent work hours and ask if the results are reasonable estimates of the average time a successful student needs to complete the necessary work.

Occasionally, course review reveals a course that is no longer in compliance with Title 5 regulations, as we see in the example below. Courses no longer in compliance, need to be identified and corrected.

Example:	PE 80abc		
Regular Semester Course Weeks:	18 weeks		
Course Units:	3 units	x 54 hours = 162	total hours
Weekly Lecture Hours:	0 hours	x 18 weeks = 0	total lecture hours
Weekly Laboratory Hours:	10 hours	x 18 weeks = 180	total lab hours
Weekly Independent Work Hours:	0 hours	x 18 weeks = 0	total independent work hours
Problem: As described, this course is out of compliance with Title 5 regulations. Dividing the 180 total student work hours by 54 hours/unit suggests the course should be assigned 3.33 course units. Title 5 requires that units be awarded in half-unit increments, but allows local standards to determine rounding rules. This course is a 3-unit course.			

Changes to weekly lecture and lab hours can affect *faculty load*, which is based on total contact hours. In general, any increase in total contact hours increases faculty load. In order to determine faculty load, use the following formula:

$$\text{faculty load} = \frac{\text{lecture hours/week}}{15} + \frac{\text{laboratory hours/week}}{20} + \frac{\text{activity lab hours/week}}{22}$$

□ For example, a course with 2 lecture hours and 2 laboratory hours per week yields a faculty load of 0.2333, or 23.33% of a full load. A course with 4 lecture hours per week class yields a faculty load of 0.2667 or 26.67% of a full load. If the faculty load is increased, *written* approval from the Vice President of Academic Affairs is required before the course review approval process begins. Faculty and deans should consider the possibility of far-reaching effects of making changes to lecture and laboratory hours for a course. Hence, decreases in faculty load would be inadvisable from a scheduling perspective.

1. Conditions of Enrollment:

Establishing and *justifying* conditions of enrollment are two of the most important responsibilities the state has assigned faculty. We are required to review the justifications for conditions of enrollment every six years. There are three classes of enrollment conditions (prerequisites and co-requisites, recommended preparations, and enrollment limitations).

Categories:						
Type of Requisite or Recommended Preparation:	Sequential	Other Knowledge	Communication / Computational	Health and Safety	Statute or Regulation	Standard Requisite
						Program Requirement

1. Enrollment limitations are allowed for courses like orchestra or school newspaper, and are not subject to the same justification procedures as other enrollment conditions. More information is available below.

2. Prerequisite and co-requisite courses, knowledge or skills are those without which a student is highly unlikely to succeed in the target course. These are required.

3. Recommended preparation courses, knowledge or skills are those which greatly enhance a student's ability to succeed in the target course. These are advisory.

Prerequisite Course	✓	✓	✓	✓	✓	✓	✓
Co-requisite Course	✓		✓		✓	✓	✓
Non-Course Prerequisite				✓	✓		✓
Non-Course Co-requisite					✓		✓
Recommended Preparation Course	✓		✓				
Non-Course Recommended Preparation		✓		✓			

There are multiple types and categories of prerequisites, co-requisites, and recommended preparations. The category of the condition determines how it is justified and what documentation is needed. Common categories for each type of requisite or recommended preparation are checked in the table above. If a box is left unchecked, such a combination is rare.

CATEGORIES

CATEGORY 1:

Sequential – Any course in the same department as the target course

CATEGORY 2:

Other Knowledge or Skills – Any course not in the department of the target course

CATEGORY 3:

Communication / Computational – Any reading, writing, mathematics, or ESL course not in the department of the target course

JUSTIFICATION and DOCUMENTATION: For these categories, *content review* (as defined in Title 5) is the process used to determine whether or not a proposed prerequisite, co-requisite, or recommended preparation course is appropriate. Here are the steps to *content review*:

- A. Faculty members with appropriate expertise participates in the entire content review process.
- B. The course Student Learning Outcomes and course objectives of the target course are established according to accreditation standards, Title 5, and local standards.
- C. Course review resources and other data are considered in establishing the body of required or recommended knowledge or skills for student success in the target course.
 - For a prerequisite or co-requisite: The knowledge or skills required *prior to* enrollment in (or developed *concurrent with* the progress of) the target course are entered in the entry skills page of the target course's CurricUNET META file as required skills. Write a short paragraph explaining why a student would be *highly unlikely to succeed* (minimum grade of "C" or "Pass") without this set of knowledge or skills.
 - For a recommended preparation: The knowledge or skills recommended *prior to* enrollment in (or developed *concurrent with* the progress of) the target course have been entered in the entry skills page of the target course's CurricUNET META file as recommended skills. Write a short paragraph explaining why a student's chances of success (minimum grade of "C" or "Pass") would be *greatly enhanced* with this set of knowledge or skills.
- D. For a prerequisite, co-requisite, or recommended preparation course, the knowledge and skills listed in the entry skills page of target course's CurricUNET META file are matched to the course Student Learning Outcomes and course objectives of the prerequisite, co-requisite or recommended course. This may be done on the CurricUNET META entry skills page.
- E. CurricUNET META will automatically include the matching skills and content review information in the Course Outline of Record.

CATEGORY 4:

Communication / Computational – Any reading, writing, mathematics, or ESL course not in the department of the target course

JUSTIFICATION and DOCUMENTATION: Currently, data must be gathered to justify this category of requisite. Complete an Entrance Requirements Needing Data Collection (Form B) and place it on file in the division office. This is not available online.

CATEGORY 5:

Health and Safety

JUSTIFICATION and DOCUMENTATION: In CurricUNET META, justify health or safety requisites by listing the skills which students should have in order to avoid creating hazards to themselves or others. No additional documentation is necessary.

CATEGORY 6:

Statute or Regulation

Program Requirement

JUSTIFICATION and DOCUMENTATION: In CurricUNET META, cite the appropriate statute or regulation, or program requirement. No additional documentation is needed.

CATEGORY 7:

Standard Requisite

JUSTIFICATION and DOCUMENTATION: In CurricUNET META, list at least three UC or CSU examples of equivalent courses and requisite courses. Copies of the appropriate catalog pages of the UC or CSU examples should be uploaded on the attached files page in CurricUNET META.

3. Enrollment Limitations: Title 5 allows enrollment limitations in nine categories: Band/Orchestra, Theatre, Speech, Chorus, Journalism, Dance, Intercollegiate Athletics, Honors Courses, and Blocks of Courses. In CurricUNET META, provide details about how the enrollment limitation can be met. For example, an audition may be required, in which a student performs a solo on an instrument at an intermediate difficulty level. Consult the Curriculum Analyst for guidance writing these conditions. In addition, describe any degree or certificate requirements the target course satisfies. If they exist, alternate courses that satisfy

the same requirements, but do not have enrollment limitations, should be listed in CurricUNET META.

4. Course Student Learning Outcomes and Course Objectives

Enter course student learning outcomes and their assessment methods in the CurricUNET META SLOs & Assessments Module. This information will be incorporated automatically into the Complete Course Outline of Record, the Brief Course Outline of Record, and the Course Syllabus Information Report. Course Student Learning Outcomes are NOT subject to CCC approval and can be changed at any time. Student Learning Outcomes should meet minimum standards for quality and must be assessable. All courses submitted for course review must have a complete set of Student Learning Outcomes.

Enter course objectives and their assessment methods in the CurricUNET META Curriculum Module. Course objectives are subject to CCC approval and can only be changed through the process of course review. Course objectives must be behaviorally measurable and some course objectives must expect students to conduct critical thinking.

5. Methods of Evaluation and the Typical Assignment

The typical assignment must be evaluated using the primary method of evaluation for the course. The typical assignment should address students directly and should clearly indicate the product the instructor will evaluate, such as a paper or an oral presentation of a specific length, an art object or performance, or a quiz. The list of methods of evaluation should consist of those methods that are highly likely to be used by all instructors of the course. Instructors are not required to use the methods listed.

6. Critical Thinking Assignments

The critical thinking assignments must have clear products and must clearly involve critical thinking skills. The critical thinking assignments should address students directly and should clearly indicate the product the instructor will evaluate, such as a paper or an oral presentation of a specific length, an art object or performance, or a quiz. Critical thinking assignments are now required by Title 5 for all credit courses, whether degree applicable or not. Local standards encourage noncredit courses to include critical thinking assignments.

7. Work Outside of Class and Instructional Methods

For both of these areas, the lists should include everything that is highly likely to occur in all course offerings. Occasionally, faculty confuse instructional methods with work outside of class,

so double-check these. Finally, only check “Field Trips” under instructional methods if these are trips that must receive prior Board of Trustees approval. (For more information about field trips and alternate class sites, contact your dean.)

8. Textbooks/Materials

Textbooks/Material should only include items that students may be asked to purchase. If there is doubt about a particular item, please contact the Curriculum Analyst.

Articulation is greatly facilitated when a course has at least one representative textbook with a recent publication date. When the appropriate textbook has no recent edition or printing, the faculty can justify the textbook by indicating that it is an “industry standard” or “discipline standard” or the “most recent edition available”. Textbooks are inappropriate for some courses. There is no requirement that a course must have a textbook. However, faculty should consult with the Articulation Officer regarding any articulation issues that may arise as a result of requiring no textbook.

In CurricUNET META, textbooks and alternate texts should be entered under texts only if the title, edition, author, publisher, and date of publication are available. Otherwise, list other required readings under supplemental readings or materials. Using these other options allows faculty to list more general items, such as “Six Shakespeare plays, any version”, “The Iliad, any translation”, or “Students select four plays written in the last five years”.

Proposal Submission Timeline

Curriculum proposals for each academic year must be submitted to the Curriculum Analyst for initial review no later than the third week in October. Exceptions will be made for exigent circumstances. Proposals will be reviewed through the stated curriculum process in the Fall term and submitted for Academic Senate and Board of Trustees (BOT) approval in December.

Proposals may be carried over for review and approval into the Spring term depending on the proposal load of any given academic year.

Proposals for new courses or programs, and course or program revisions that are submitted in the Fall term will be implemented in Fall of the following academic year after publication in either the Catalog or Catalog Supplement. The Curriculum Committee reserves the right to implement changes on an expedited time-scale in exigent circumstances by special vote and subsequent approval of the Academic Senate and BOT.

Proposals for new courses or programs will require two readings and approval votes from the Curriculum Committee prior to submission for approval to the BOT. Course or program revisions require one reading and vote of approval from the committee.

Selected Topics Courses must be submitted for approval with the first draft of the schedule for the semester for which they are being proposed.

Expedited Approvals

Expedited approval of curriculum proposals will be considered for the following reasons:

- Demonstrated Emergent Community Need
- Response to changes in Title 5 or the Education Code
- Response to Regional or Vocational accrediting agencies
- Error correction for catalog publication
- Response to recommendations from ACCJC
- Response to Grant mandates or other time-sensitive funding
- Other circumstances as approved by both the Faculty and Administrative Chairs

Implementation of Approved Proposals

Proposals approved by the Curriculum Committee are forwarded to the Academic Senate and then to the Board of Trustees (BOT) for final review and approval in December and May of each academic year. The implementation policies for all proposals is as follows:

Credit Courses

Credit course proposals approved by the Curriculum Committee are presented by the Curriculum chair at the December and May meetings of the Academic Senate. The Curriculum Analyst drafts the board agenda and submits to the Chief Instructional Officer. The Chief Instructional Officer submits the board agenda for approval by the BOT. Approved courses are entered into the Chancellor's Office Curriculum Inventory Database for approval by the Curriculum Analyst. The Curriculum Analyst receives notification of approval in Curriculum Inventory and notifies the division; course gets put into the registration system, class schedules and college catalog.

Credit Programs

All credit degrees and certificates must be approved through the regular curriculum process described in this handbook. All new or substantive changes to degrees and most certificates must first be submitted to the Curriculum Analyst for review to determine if the course meets requirements as outlined in the document from the Chancellor's Office for review and approval along with all requisite state documents. Once approved by the Chancellor's Office, all programs and certificates must be published in the catalog or catalog supplement prior to offering.

Non-Credit Courses

All non-credit course proposals must be approved by the Curriculum Committee, the Academic Senate, and the BOT and the Chancellor's Office prior to being scheduled; however, they do not need to be published prior to offering.

Selected Topics Courses

Selected Topics Courses approved may be scheduled the semester after they are approved. These courses cover topics not offered by the established curriculum and are not intended to meet program, or general education requirements (AA/AS, CSU or IGETC) or to provide for course repetition beyond Education Code regulations. Selected Topics Courses must receive approval from the Curriculum Committee.

Credit Course Proposal Submission and Approval Process

Step 1: Proposal originates from discipline faculty author

Step 2: Review by division chair, SLO Coordinator, Librarian, and Distance Education Faculty Coordinator

Step 3: Division Dean reviews proposal to ensure compliance with all curricular and institutional standards and ensures Division-level review of all proposals

Step 4: Curriculum Analyst reviews for:

- Compliance with writing standards.
- Completeness
- Course discipline assignment(s)
- Correct Supplemental Forms
- Chancellor's Office compliance

Step 5: Chief Instructional Officer reviews the course proposal

Step 6: Curriculum Committee review and approval

Step 7: Curriculum Analyst drafts the Board agenda and submits to Chief Instructional Officer

Step 8: Chief Instructional Officer represents the Curriculum Committee at the monthly Board meeting and Board approves curricular actions as recommended by the Curriculum Committee

Step 9: Curriculum Analyst submits course into Chancellor's Office Curriculum Inventory database for approval

Step 10: Upon notification of approval in Curriculum Inventory, the course is published in the catalog and schedule of classes

Selected Topics Course Submission and Approval Process

Selected Topics Courses cover topics not offered by the established curriculum. As they are experimental in nature, these courses are not intended to meet program, or general education requirements (AA/AS, CSU or IGETC) or to provide for course repetition beyond Education Code regulations.

Approved Selected Topics Courses may be offered two times. Selected Topics Courses successfully offered twice can then be submitted through the regular credit course submission process for approval as permanent credit courses.

Agenda Format

Courses submitted to the Curriculum Committee for review will be placed on the agenda in one of the following categories depending on the nature of the changes or proposal:

Full review for substantive changes

- Major changes in catalog description, objectives or content
- Changes in units or hours
- Changes in the number of repetitions
- Changes in Credit/No Credit status
- Changes to Prerequisites
- Major changes in the sections on Methods of Instruction, Assignments or Methods of Evaluation
- Addition of Distance Education mode
- Determination of imminent need to initiate expedited approval

Consent Agenda for minor changes

- Non-substantive changes in catalog description, objectives or content
- Changes in course number
- Changes in course title
- Minor changes in the sections on Methods of Instruction, Assignments or Methods of Evaluation
- Added or dropped from an AA/AS degree or certificate program
- Added or dropped from AA/AS degree GE list
- Added or dropped from CSU GE, IGETC or TCA lists
- Addition of SLOs

Information items for minor technical changes to courses or the approval of Selected Topics courses

- Changes in term length
- Changes in the text and/or instructional material
- Addition of a focus area to a special topics list for the next letter in the sequence
- Notification of approval of Selected Topics Courses by the Vice President of Instruction

Chapter Seven: General Education Requirements

Overview

A student has three options to complete the General Education Requirements:

- Option 1 is designed for students completing the Associate degree major.
- Option 2 is designed for students completing the CSU GE Breadth transfer requirements.
- Option 3 is designed for students completing CSU/UC (IGETC) transfer requirements.

Option 1: Associate Degree Requirements

Complete the specified number of units in categories 1-6 or 7.

Definition of Associate Degree

The associate degree leads students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think critically and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; to find, evaluate, use, and communicate information in various formats; 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.

An Associate of Arts degree is granted in a discipline in which behavioral sciences, fine arts, human movement, humanities, public affairs, or social sciences are integral within the academic area.

An Associate of Science degree is granted in a discipline in which scientific thought and investigation are integral within the academic area or where there is emphasis on the application of mathematics, science, or technology.

1. Natural Sciences

Courses in natural science 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 methods, 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 that emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts.

2. Social and Behavioral Sciences

Courses in the social and behavioral sciences promote an appreciation and understanding of how members of diverse societies operate or have operated as individuals and social groups. To satisfy the general education requirement in social and behavioral sciences, a course shall develop an awareness of the methods 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.

3. 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 humanities, a course shall be designed to help the student develop an awareness of the ways in which people through 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 language, literature, philosophy, and religion.

4. Language and Rationality

Courses in language and rationality are those that 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.

A. English Composition

Courses that fulfill the written composition requirement shall focus primarily on both expository and argumentative writing.

B. Communication and Analytical Thinking

Courses fulfilling the communication and analytical thinking requirement include oral communication, logic, computer languages and programming, and related disciplines.

5. Health Education and Physical Education Course

Courses in Health Education or Physical Education promote lifelong understanding of the basic human need for development and maintenance of good personal health and fitness. To satisfy the general education requirement in health education, a course shall help the student develop knowledge of personal health through the examination of health-related social problems, potential preventative strategies, and medicating actions. A physical education course shall establish a foundation for regular life-long physical activity and provide opportunities for a student to develop competencies in activities that promote movement, reduce disease risk, and improve overall quality of life.

6. Mathematics Competency

A course satisfies the Mathematics Competency requirement if it integrates numeric, symbolic, functional, and spatial reasoning concepts, and enables students to apply their knowledge of mathematics to solve mathematical problems and to judge the reasonableness of their results in meaningful and authentic applications. A course satisfying the Mathematics Competency must have the same rigor and be at or above the level of difficulty of intermediate algebra.

7. American Institutions and California Government

A course in American Institutions and California government is required for Associate of Arts degrees but not Associate of Science degrees. A course proposed to meet American

Institution and California government requirement must satisfy the requirements CSU executive order # 167 if the course is intended to meet the California State University graduation requirement as well as the Associate Degree requirement.

Associate Degrees for Transfer

California Community Colleges offer associate degrees for transfer to the CSU. These may include Associate of Arts (AA-T) or Associate of Science (AS-T) transfer degrees. These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an AA-T or AS-T degree are given priority admission consideration to a CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses. If the AA-T or AS-T is deemed a similar degree by the CSU, students will be able to complete their remaining units for the bachelor's degree within 60 units.

Option 2. California State University (CSU) General Education

If a course is proposed for areas of CSU GE (Executive Order No. 595) (Title 5, Sections 40405.1), it must satisfy the following criteria:

Area A. Communication in the English Language and Critical Thinking

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Instruction in critical thinking is designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

- A1. Oral Communication

- A2. Written Communication
- A3. Critical Thinking

Area B. Physical Universe and its Life Forms

Instruction approved for the fulfillment of this requirement is intended to impact knowledge of the facts and principles that form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors; namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world's civilizations, not only as expressed in the past but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

- B1. Physical Science
- B2. Life Science
- B3. Laboratory Activity
- B4. Mathematics/Quantitative Reasoning

Area C. Arts, Literature, Philosophy and Foreign Languages

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative experience.

Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student's better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses. Campus provisions for fulfillment of this

requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.

- C1. Arts
- C2. Humanities

Area D. Social, Political, and Economic Institutions and Behavior, Historical Background

Instruction approved for the fulfillment of this requirement should reflect the fact that human social, political, and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to completion of the entire number of units required in one category.

- D1. Anthropology and archeology
- D2. Economics
- D3. Ethnic Studies
- D4. Gender Studies
- D5. Geography
- D6. History
- D7. Interdisciplinary Social or Behavioral Science
- D8. Political Science, Government, and Legal Institutions
- D9. Psychology
- D10. Sociology and Criminology

Area E. Lifelong Understanding and Self Development

Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that it is an integral part of the study.

Option 3. Intersegmental General Education Transfer Curriculum (IGETC)

If a course is proposed for IGETC (Title 5, Section 40405.2), it must satisfy the following criteria:

- Requirements prior to submission for IGETC
- Course must be listed on the UC Transfer Course Agreement (TCA) list and
- Course must be transferable for CSU baccalaureate elective credit/baccalaureate list
- Course complies with Intersegmental General Education Transfer Curriculum requirements in Title 5, Section 40405.2.

Area 1. English Communication

English as a Second Language courses cannot be used to fulfill the English composition requirement. Writing courses designed to meet the needs of a particular major, e.g., Writing for Accountants, cannot be used to meet the composition requirement.

The English Communication subject area includes a requirement for a combined course in critical thinking-English composition. The IGETC curriculum states that the course must have a prerequisite of a first-semester reading and composition course. The course must provide “as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays.” Written work shall be evaluated for both composition and critical thinking.

- Group A: English Communication
- Group B: Critical Thinking-English Composition

Area 2. Mathematical Concepts and Quantitative Reasoning

Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments. Symbolic Logic, Computer Programming, and survey math/quantitative reasoning requirement.

Area 3: Arts and Humanities

Arts - The IGETC requires that courses meeting this requirement have as their major emphasis the integration of history, theory, aesthetics, and criticism. Courses which focus on technique or performance were not approved to meet this requirement (e.g., Beginning Drawing, Beginning Painting, and Readers Theatre and Oral Interpretation courses focusing primarily on performance.)

Humanities - Acceptable humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. The faculty of the two segments determined that courses such as English composition, Logic, Speech, Creative Writing, Oral Interpretation, Readers Theatre, Spanish for Spanish Speakers, and all other elementary foreign language courses were skills or performance courses that do not meet the specifications for IGETC. Advanced foreign language courses were approved if they were

taught with emphasis on historical, literary, or cultural aspects. The segments will also accept Logic courses as long as the focus is not solely on technique but includes the role of logic in humanities disciplines.

- Arts
- Humanities

Area 4: Social and Behavioral Sciences

Only courses which are taught from the perspective of a social or behavioral science were approved. Consequently, courses such as Physical Geography and Statistics did not meet the IGETC specifications for this area and were not approved. Community colleges may resubmit these courses in a more appropriate area. Courses with a practical, personal, or applied focus were not approved.

Administration of Justice courses may be approved on an individual basis if they focus on core concepts of the social and behavioral sciences.

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

Area 5: Physical and Biological Sciences

Biological Sciences - Acceptable courses must focus on teaching the basic concepts of biological sciences. Human Nutrition, Horticulture, Forestry, Health, and Human Environment courses were determined to have a narrow or applied focus and therefore unacceptable for this area. Courses which emphasize the major concepts of the discipline, including biochemical and physiological principles, will be considered.

Physical Sciences - Courses which do not focus on the core concepts of a physical science discipline, such as Energy and the Way we live, are not acceptable.

- Physical Science with lab or Physical Science lab only (non-sequence)

- Physical Science lecture only (non-sequence)
- Physical Science lecture course
- Physical Science with lab or Biological Science lab only (non-sequence)
- Biological Science lecture only (non-sequence)
- Biological Science lecture course
- Biological Science lab course
- First Science course is a special sequence
- Second Science course in a special sequence

Appendix

Appendix I.

ARTICLE VI: OFFICERS

SECTION 1.

The Academic Senate shall choose its President, Vice President, President-Elect, Secretary, Board Representative, Treasurer, from among the members of the Academic Senate. Senate sub-committee chairs shall be officers of the Senate Executive Board. All Senate officers must be tenured members of the full-time faculty when they take office.

SECTION 2.

Nominations: At the second meeting in April, the Vice President shall issue a call for nominations. The Vice President is responsible for processing nominations and for verifying the eligibility of each nominee. Nominees must be members of the Senate. Nominations for office are made from the floor by Senators. At the time of nomination, the nominees must indicate whether they wish to be considered for the position nominated. The order of nomination of offices shall be President, President-Elect when applicable, Vice President,

Secretary, Treasurer, Board Representative. Presentation of Candidates: At the first meeting in May, the nominees shall

be presented to the Senate. A statement of candidacy shall be distributed.

Elections: The Vice President shall be responsible for conducting the election by secret

ballot vote. To be elected, a candidate must receive a vote from a plurality of those senators voting. If election voting should be deemed necessary due to campus closure because of an Executive Order, the voting process shall follow the guidelines laid out in Article IIV,

SECTION 2: Electronic Voting.

Announcement of Election Results: The Vice President shall report the election results to the Senate President immediately and to the body of the Senate at the next scheduled meeting.

SECTION 3.

The Academic Senate shall elect its Senate Subcommittee Chairs from tenured members of the full-time faculty. The Vice President shall issue a call for nominations. The Vice President is responsible for processing nominations and for verifying the eligibility of each nominee. Nominations for chair positions are made from the floor by Senators. At the time of nomination, the nominees must indicate whether they wish to be considered for the position nominated. The Vice President shall be responsible for conducting the election by secret ballot vote. To be elected, a candidate must receive a vote from a plurality of those senators voting.

When applicable, the elected Subcommittee Chair will subsequently apply for the chair position through the District application process.

SECTION 4.

The term of officers, with the exception of the President-Elect which is one year, shall be 2 years from July 1 to June 30. Officers shall assume responsibilities on July 1 of his/her

election.

SECTION 5.

The term of each officer shall be for two years, with the exception of the President-Elect, who will serve for one year as President-Elect and two years as President which is cumulatively three years. This shall not preclude an individual holding a given office at another point in time. Officers may be elected to subsequent terms. The President may be elected to a subsequent term with a term limit of two terms consecutively. The President may run again following two consecutive terms after there is a minimum of a one term break.

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SECTION 6.

If the President cannot or does not complete the term of office, the Vice President shall serve as President. The Executive Board shall meet to determine if an election needs to be held.

If an officer, other than the President, cannot or does not complete the term of office, the Executive Board may appoint a replacement for the remainder of the term.

Appendix II.

ARTICLE VIII: COMMITTEES SECTION 1. SUB-COMMITTEES

a. The Senate shall have the power to create such standing or temporary committees as it deems necessary. Such committees shall be known as "Senate Sub-Committees." Faculty Senate Committee members shall be appointed by the Senate President in consultation with the Executive Board. The membership of any Faculty Senate Committee may be changed by majority vote of the Senate Sub-Committee.

b. Standing Senate Sub-Committees shall adopt a Constitution which includes a mission and purpose statement, roles and responsibilities, and goals.

