SADDLEBACK COLLEGE

CURRICULUM PROCEDURES

AND RESOURCES

Approved
November 21, 2002

Foreward

This first major revision of the *Curriculum Procedures Manual* was begun in Fall of 2000 by Bob Jacobsen, Chair of the Curriculum Committee and Linda Bashor, Curriculum Publications Specialist at Saddleback College. The prior manual was developed in 1998. Since 1998 there have been several changes to both Title 5 and to the Curriculum Maintenance System at the South Orange County Community College District.

The current revision of the manual now includes many additional resources for use by faculty in developing courses and programs and more detailed instructions for division curriculum support staff who input curriculum into the system. This document will be available on-line at the Saddleback College Academic Senate website: www/saddleback.edu/gov/senate/acsen/

This revision is based on the *Program and Course Approval Handbook*, Chancellor's Office, California Community Colleges September 2001. Saddleback College faculty are very grateful to Bob Jacobsen for his many years of service to the students and faculty, and to Linda Bashor, whose continued service as Curriculum Publication Specialist helps to assure that Saddleback College is one of California's finest community colleges.

Howard Adams
Chair, Curriculum Committee
2001-2002 Academic Year

2002-2003 Academic Year

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CURRICULUM PROCEDURES AND RESOURCES

1. Curriculum Development and Approval Criteria

1.1 Approval Process
All courses will be presented two (2) times before being approved.
a. First reading (Information)
b. Second reading (Action)
c. Separate approval required for prerequisites/corequisites/limitations/rec preps
d. Separate approval required for DE/TMI and Special Topics each time offered

1.2 General Criteria for Curriculum Approval
The Chancellor's Office applies the following five general criteria to all programs or courses to be offered in a California Community College and claimed for state apportionment from the general fund:

a. Appropriateness to the Mission
The objectives of the proposed program, as stated in the application for a new program or the outline of record for a proposed course, are consistent with the mission of the community colleges as formulated in the *Board of Governor's Basic Agenda Policy - Directions and Priorities for the Nineties, July 1992.*

Community college districts are authorized by AB 1725 to offer collegiate courses for transfer, vocational and technical courses, and community services programs and classes.
Priorities within this mission are established as follows:
1. Degree and certificate programs in lower division arts and sciences and in vocational and occupational fields are the "primary mission" of the colleges.

2. Remedial instruction, English as a second language, and support services that help students succeed at the postsecondary level are "important and essential functions."

3. Adult noncredit education curricula in areas defined as being in the state's interest also are an "essential and important function." As further clarification, State-funded noncredit courses are listed in the *Education Code.*

b. Need
There must be a documented need for a program or course designed to fulfill the objectives stated in the application for a new program or the course outline of record. Need may be demonstrated by student demand data, matriculation data, transfer agreements, and/or labor market information, as appropriate, including statistical data, employer surveys, and trend analyses. Documentation of need for transferable courses is certified if a course is equivalent in scope and objectives to a lower division course offered at a CSU or UC campus. Courses may be certified for CSU elective credit, but such "stand alone" courses must be approved by the CCC Chancellor's Office.

c. Quality
Courses and programs are integrated, with courses designed to effectively meet the objectives and the goals and objectives of the programs for which they are required. Outlines of Record for each course meet Title 5 standards.

d. Feasibility
The application indicates that the college has available appropriately qualified faculty; that the facilities, equipment, library resources, and other instructional support services necessary to support the program as designed at the level of quality defined in the proposal; and that the college will be able to offer the course required by the program at least once every two years. Moreover, the resources necessary to initiate and maintain the proposed course or program at this level can be made available without jeopardizing the fiscal stability, the quality of other programs, or the overall curricular balance of the college.

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e. Compliance
The proposed program or course is in accord with other applicable state and federal laws including, where relevant, the requirements of licensing bodies or in special funding provisions.

f. Title 9
Courses must also be reviewed against the standards for Title 9 to eliminate use of language, activities or objectives that discriminate against either sex.

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1.3 Curriculum Review Summary

All college curriculum is reviewed on a scheduled basis. A summary of the review of curriculum is listed here. The details and sources of review requirements are described throughout this document.

What is reviewed	How often reviewed	Source
Any course with a prerequisite, corequisite, limitation, or rec prep.	Every 6 years	Title 5 requires review and approval as separate and apart from course approval process
All college curriculum	Every 5 years	Accreditation Standard 4, requires regular review of all courses
Vocational Courses	Every 2 years	Title 5 requires that vocational courses be reviewed every 2 years
Certificates and Degrees	Every year	College curriculum policy
Distance Education (TMI)	Every semester or year a course is offered	Title 5 requires separate approval for DE/TMI Courses using regularly certified approval process. College curriculum policy requires approval for each semester a course is offered.
Special Topics Courses	Each time offered	College curriculum policy requires approval of new special topics courses prior to offering the first time
All new courses	The academic year prior to scheduling	Title 5 and College curriculum policy require approval by Curriculum Committee prior to offering new courses
Courses not offered	Every 3 years	College curriculum policy

2. Approval of Credit Hours: The Carnegie Unit

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

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

> *Title 5, 55002.5. Credit Hour; Allowance for Shorter Term-One credit hour of community college work is approximately three hours of recitation, study, or laboratory work per week throughout a term of 16 weeks. Where a term is more or less than 16 weeks, more or less than one credit hour shall be allowed in the same ratio that the length of the term is to 16 weeks.*

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

The Carnegie unit relationship determines student units or "load;" however, faculty load is not exclusively determined by the Carnegie unit or the system's MIS classification categories, which are based on the Carnegie unit. Faculty load issues (e.g. regarding unit credit for lecture, laboratory, studio, composition, et .al.) are governed separately by agreement between the faculty's collective bargaining representative and the college district. Good practice suggests that when disputes regarding faculty load arise, the issue should be redirected to the faulty bargaining agent to be resolved apart from the curriculum committee. The curriculum committee's main role is to assign units accurately and appropriately as a function of student load.

> *It was moved, seconded and passed unanimously that due to the fact that SOCCCD curriculum and workload employ only two (2) of the seven (7) Carnegie categories, that the Saddleback College Academic Senate all the Curriculum Committee to approve curriculum that is out of compliance with the Carnegie Lecture/Lab configuration if the long-time past practice within a subject area indicates that such a configuration best serves our student population, especially in consideration of external accreditation, transfer or other issues. May 2002*

> [See Appendix M Carnegie Unit Standards]

3. Approval of Prerequisites, Corequisites, Limitations, and Recommended Preparations

Curriculum committees must approve prerequisites, corequisites, limitations, and recommended preparations and must do so by separate action from that used in approving the course. Title 5 §55200-202 covers prerequisite requirements, as does the 'Model District Policy', endorsed by the Academic Senate Spring 1993, and adopted by the Board of Governors in September of 1993. In the fall of 1994 the Academic Senate issued a compilation of the prerequisite requirements and sample college implementation documents in the paper 'Curriculum Orientation Package III, Prerequisites, Corequisites, and Advisories'. [See Appendix A for the model district policy followed by the Saddleback College Curriculum Committee.]

§55201. Policies for Prerequisites, Corequisites, and Advisories on Recommended Preparation.

(b)(3) The process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and corequisites established by the district shall be reviewed. These processes shall also provide for the periodic review of advisories on recommended preparation.

4. Approval of Distance Education Courses

Courses delivered by distance education must be separately reviewed and approved by the curriculum committee. Title 5 regulations for distance education appear in Section 55205-58007. Requirements and good practices are discussed in the Academic Senate paper 'Curriculum Review of Distance Learning Courses and Section' adopted by the Fall 1995 Plenary Session. [Refer to Appendix C TMI Handbook approved by the Academic Senate in October 2001.]

§55213. Separate Course Approval.

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to the district's certified course approval procedures.

NOTE

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

HISTORY

1. New section filed 5-20-2002; operative 6-19-2002. Submitted to OAL for printing only (Register 2002, No. 26).

5. Approval of Associate Degree Requirements

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

§55805. Philosophy and Criteria for Associate Degree and General Education.

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

The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; 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 all its 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.

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

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that

general education programs involve students actively in examining values inherent in proposed solutions to major social problems.
(b)The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education.
(c)The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subsections (a) and (b) of this section.

NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Sections 66701, 70901 and 70902, Education Code.

§55805.5. Types of Courses Appropriate to the Associate Degree.
The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall permit only courses that conform to the standards specified in section 55002(a) and that fall into the following categories to be offered for associate degree credit:
(a) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.
(b) Courses that apply to the major in non-baccalaureate occupational fields.
(c) English courses not more than one level below the first transfer level composition course, typically known as English 1A. Each student may count only one such course as credit toward the associate degree.
(d) All mathematics courses above and including Elementary Algebra.
(e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board require entrance skills at a level equivalent to those necessary for the courses specified in subsections (c) and (d) above.

§55806. Minimum Requirements for the Associate Degree (Applicable July 1, 1983).
The governing board of a community college district shall confer the degree of Associate in Arts or Associate in Science upon a student who has demonstrated information competency and competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of college work. This course work requirement must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in General Education and at least 18 semester or 27 quarter units in a major as prescribed in this section. Of the required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the Associate Degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.
(a) Major Requirements. At least 18 semester or 27 quarter units of study taken in a single discipline or related disciplines, as listed in the Community Colleges "Taxonomy of Programs," shall be required.
(b) General Education Requirements.
(1) Students receiving an Associate Degree shall complete a minimum of 18 semester or 27 quarter units of general education, including a minimum of three semester or four quarter units in each of the areas (A), (B) and (C) and the same minimum in each part of (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

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

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

(C) Humanities.
Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

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

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

2. Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.
(2) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the Associate Degree and to partially satisfy a general education requirement at the California State University, if such course is eligible under the provisions of section 40405 of this title.
(3) Ethnic Studies will be offered in at least one of the required areas.
(c) The provisions of this section shall be applicable to all students who enter a community college on or after July 1, 1983, provided that a governing board may specify an earlier implementation date pursuant to subsection (b) of Section 55810. [See Appendix E for criteria in determining appropriateness of courses for general education at Saddleback College]

E. ASSOCIATE DEGREE TRANSFER OPTION
Students completing a minimum of sixty units including all requirements of either the California State University General Education Certification pattern of the Intersegmental General Education Transfer Curriculum (IGETC) will satisfy graduation requirements with a major in General Studies. Completion of either CSU General Education Certification or IGETC may substitute for the Saddleback College core and general education requirements with an alternative major.

A Student who has completed a bachelor's degree or higher at a regionally accredited college or university, or its equivalent as determined by approved credentials evaluation service, has met the Saddleback College General Education requirements for the associate

degree; however, transcript evaluation must verify completion of a course conducted in English equivalent to a course applicable to the American Institutions requirement. [Refer to Appendix E Board Policy 5600 Associate Degree Requirements]

5.1 55801. Definitions

For the purpose of this chapter, the following definitions shall apply:
(a)"Satisfactorily completed" means either credit earned on a "credit-no credit" basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.
(b)"Information competency" means the ability to recognize the need for information and to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications of information use and requires the application of both critical thinking and communication skills.

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

6. Course Repetition

A Course may be repeated as many as three times in addition to the initial enrollment if the course content differs each time the student repeats it. Course repetition requires that the student gains an added education experience in which particular skills are enhanced or for which individual study or group assignments are primary modes of instruction each time the course is taken. The curriculum committee must assure that the course outline of record clearly states the enhanced educational experience gained with each repetition or that the method of instruction is individual study or group assignments. The catalog description of the course must include the repeatability limitation, e.g., "this course may be repeated three times," "this course may be repeated for a total of 6 units earned," or "may be taken four times."

Title 5, §58161(c) Course Repetition
State apportionment for repetition of course not expressly authorized by this section may be claimed upon approval of the Chancellor in accordance with the following procedure:
(1) The district must identify the course, which are to be repeatable, and designate such courses in it its catalog;
2) The district must determine and certify that each identified course is one in which the course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the two following reasons:
(A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or
(B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.
(3) The district must develop and implement a mechanism for the proper monitoring of such repetition.
(4) The attendance of students repeating a course pursuant to this subsection when approved by the Chancellor may be claimed for state apportionment for more than three semesters or five quarters.

7. Repeatable Courses

Courses that develop similar skills but (a) at increasingly sophisticated levels of practice, and/or (b) that are applied to different content (such as a drama course in which students master increasingly demanding roles in different plays) may be offered as repeatable courses, if approved for that purpose by the Chancellor's Office.

Each such repetition of a course must be designed to create a discernibly higher level of achievement such that the academic progress is clearly defined and the grading standards increase substantially with each repetition. A given student may take the repeatable course for credit, and for state apportionment, for up to the number of times the college has specified, but for no more than a total of four times altogether.

A college may indicate the sequence of repeatable courses with differing letters or numbers or course titles, such as 101 A-D, or 101-4, or "Beginning", "Intermediate", and "Advanced". Or the college may simply permit a student to enroll up to three additional times after completion of the course in question for the first time. But the college may 'not' do both: it cannot both designate a series of courses of increasingly advanced work in the same subject area, and then permit repeated enrollment at each of those levels. [Refer to Appendix F Repeatable Courses]

8. Approval of CSU-GE and IGETC Courses

Approval of the curriculum committee and sign-off by the curriculum committee chair and Academic Senate President are required for the annual submission of courses for the California State University General Education-Breadth (CSU GE-Breadth) and the Intersegmental General Education Transfer Curriculum (IGETC) requirements. In the fall of 1994 the Academic Senate issued a compilation of the CSU GE-Breadth and IGETC requirements and sample college implementation documents in the paper 'Curriculum Orientation Package II, Transfer General Education'.[Refer to Appendix G CSU GE/Breadth Guidelines and Appendix H IGETC approval guidelines].

9. Approval of New Degree and Certificate Programs

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

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

Occupational programs must be approved by the Chancellor before being offered [Title 5 §55130(a). State approval is also required for a transfer associate degree major.

The approval process for new occupational programs is described in Title 5 §55130 and in Chapter 5 of 'The Curriculum Standards Handbook'. Submission of a New Program Application requires the signature of both the curriculum committee chair and the academic senate president. The Academic Senate is also preparing a separate paper on good practices in developing, reviewing, and approving new occupational programs and a separate paper on good practices in articulation.

§55808. Certificate of Achievement.

The governing board of a community college district shall issue a certificate of achievement to any student whom the governing board determines has completed successfully any course of study or curriculum for which a certificate of achievement is offered. Certificates of achievement of 18 units or more shall include the information competency requirement established by the local curriculum process. (Pending state approval)

Discussions are pending regarding proposed Title 5 changes to include Information Competency as part of a certificate.

10. Discontinuation of Existing Programs – Program Review

Every District should have an agreed-upon process for discontinuing programs on the basis of criteria established in the Education Code §78016. In addition, the Chancellor's Office, as authorized in Title 5 §55130(d), may evaluate programs and determine that an educational program should no longer be offered. 'The Curriculum Standards Handbook' does not yet address such criteria or processes, but guidelines are planned for the near future and will specify a key role for the curriculum committee.

Title 5, §55130(d)
An approval is effective until the program or implementation of the program is discontinued or modified in any substantial way. From time to time the Chancellor may evaluate an educational program, after its approval, on the basis of factors listed in this section. If on the basis of such an evaluation the Chancellor determines that an educational program should no longer be offered, the Chancellor may terminate the approval and determine the effective date of termination.

Ed. Code. §78016 Review of program: termination
(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to assure that each program, as demonstrated by the California Occupational Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

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

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

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

(d) The provisions of this section shall apply to each program commenced subsequent to July 18, 1983.

As a general rule, in accordance with WASC Accreditation Standards, every course outline should be reviewed by faculty for relevance and currency at least every six years.

The Curriculum Committee will conduct an annual review of courses that have not been offered at least once in a three-year period [Refer to Appendix I Courses not offered]

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11. Curriculum Approval Process

All proposed courses or substantive course revisions (course id, title, catalog description, units, hours, repeatability, prerequisite/coreq/limitation/rec prep), course applicability must be prepared for approval by the Technical Review Committee prior to being placed on the agenda for review and approved by the Curriculum Committee. Following are guidelines for preparation of the Curriculum action form [Appendix J – available on the college website] and the blank course outline form [Appendix K – which is available through the Curriculum Maintenance System]. Some data elements dealing with the coding of courses are accessible only to the Curriculum Publication Specialist as indicated in the Course Proposal Instructions which follow.

Below are some of the features, which would cause a proposed course to fail approval by the Technical Review/Curriculum Committee
1. Spelling errors.
2. Grammatical errors.
3. Incomplete sentences.
4. Gender/Sexist or Racist language.
5. Incomplete proposals or uncorrected proposals.
6. Learning Objectives which are not measurable
7. Methods of Evaluation inconsistent with Learning Objectives.
8. Inconsistency between hours of Instruction and Carnegie Units
9. Insufficient documentation of transferability for transfer courses - not required in approval of occupational programs

12. Course Proposal Instructions

Curriculum Action Form (Appendix J)
Course Outline (Appendix K)

> THE FOLLOWING PAGES DESCRIBE ALL OF THE ITEMS FOUND ON THE CURRICULUM ACTION FORM. THIS INFORMATION IS PROVIDED IN THE SAME BASIC ORDER AS LISTED ON THE CURRICULUM ACTION FORM.

Course Action to be taken:
Refers to the type of course action the Division is requesting.

I. Course Revisions, Course Deletion, and New Courses

All actions require completion of Section I of the Curriculum Action Form [Appendix J]. **All actions (except new courses) also require a copy of the existing AND proposed course outline.**

Course Revision:
A course which appears in the current printed catalog of courses, and which requires *some updating of a portion(s) of the current course outline*. Requires completion of Section I of the Curriculum Action Form (Appendix J), *attach a copy of the proposed course outline and the existing course outline with changes highlighted*.

Course Deletion:
A course that a Division does not plan to offer again requires completion of Section I of the Curriculum Action Form [Appendix J], attached to a copy of the *proposed and official* course outlines.

New Course Request:
 A course which does not currently exist within the computer catalog of courses, requires completion of the entire Curriculum Action Form [Appendix J] attached to a copy of the proposed course outline

I - 1 Current Course ID

Refers to the abbreviated department and number of the approved course. (course id): Use adopted course abbreviation (Appendix L) or suggest a four letter abbreviation for new course.

For example, ENG 1A, rather than English 1A.

In the case of a course revision, the course identification listed on page 1, Section I-1 of the Curriculum Action Form should be the current course ID, not the proposed course ID (CRSID).

I - 2 Initiated by:

Refers to Division Dean or Faculty member initiating action.

I - 3 Existing Course Title:
Refers to the **complete title** of the course.
The course title MUST be in capital letters and may be a maximum of 60 characters long.

For example, PRINCIPLES OF COMPOSITION I

Note - This field is referred to as 'Full Title' on screen 1 of the 'Curriculum Management System' and on page 1 of the 'Course Outline.'

I - 4 Existing Computer Catalog ID#:

For all course proposals, list the catalog ID number assigned to the course. This number is found in the upper right-hand corner of the existing course outline and is referred to as the Cat ID.

In the case of a new course, the catalog id is assigned by the Curriculum Management System when the new course is input.)

If a course is to be a version (family member) of an existing course give Parent Cat ID:
Refers to family related courses, please give parent Cat ID number in this space. Examples of a version would be a mediated (TV, DE, radio, etc.) course, a course with more or fewer units or hours, or separating lectures from labs.

Note: If a course has multiple versions (mediated, different units, cross-listed) all versions must be brought through Tech Review and Curriculum at the same time!!

I - 5 Cross Listed:

Refers to cross listed/cross referenced courses. If a course is cross-listed ***both courses*** must be brought through curriculum for any changes. These courses will remain the same in all respects except for CATID and Course ID.

I - 6 Repeatable:

Refers to the repeatability of a course and the repeat model A, B, C, D and E and the number of repeats.

Repeat Model:
This field, 'Repeat Model' on screen 5 of the 'Curriculum Management System' and as 'Repeatability Model: on page 3 of the 'course outline'.
Refers to the repeat model for the course, if the course is repeatable. [See Appendix F for a complete description of each repeat model.]

For example: ENG 300 is repeatable, with a repeat model of E.

Note: If the course is repeatable, the user should enter an 'R' along with the repeat model for the course, and the number of times the course can be repeated. If the course is not repeatable, place "N" in the repeatable field

Valid Repeat Models:
- (A) Repeatable using Model A
- (B) Repeatable using Model B
- (C) Repeatable using Model C
- (D) Repeatable using Model D
- (E) Repeatable using Model E
- (I) Independent Study, CWE, Special Study Workshop

Note: If you have any questions and/or need assistance in this area, please call the Curriculum Publication Specialist/Office of Instruction.

Number of Repeats:
Note: This field is referred to as 'Repeat Limit' on screen 5 of the 'Curriculum Management System' and as 'Repeatability Limit' on page 2 of the 'course outline'.

Refers to the maximum number of times a <u>repeatable</u> course may be repeated.
If the course is not repeatable, leave this area blank.

For example: ENG 300 is repeatable a maximum of two times, and is listed on the course outline as R-E 1. In other words, the original completion is counted as 1, and then one more repeat is allowed, for a total of 2 times.)

Note: If you have any questions and/or need assistance in this area, please call the Curriculum Publication Specialist/Office of Instruction.

I - 7 Prerequisite/Limitation on Enrollment/Corequisite/Recommended Preparation:

If yes, complete validation form

Validation refers to the process of reviewing and verifying learning outcomes from a prereq, Coreq, rec prep or limitation course. Those learning outcomes are listed in the official course outlines as prerequisite skills and knowledge. This validation process occurs every 6 years per Title 5 §55201(b)(3).

I - 8 Desired Date:

Refers to the first semester and academic year the course action will be scheduled. (This date is usually the fall semester of the next academic year.)

I - 9 Reason for Action:

Refers to a brief summary of changes or evidence of need for new courses.

II.   Proposed Course Revision (From and To)

Course & No:
 Refers to the APPROVED Course ID and the PROPOSED Course ID. This field is on screen 1 of the 'Curriculum Management System' and is on page 1 of the course outline.

Title:
Refers to the APPROVED Title and the PROPOSED Title. This field is on screen 1 of the 'Curriculum Management System' and is on page 1 of the course outline.

Units:

Refers to the number of APPROVED Units and the number of PROPOSED Units. Refer to Carnegie Unit Standards (Appendix M). This field is on screen 4 of the 'Curriculum Management System' and is on page 3 of the course outline.

Hours:
Refers to the APPROVED Hours and the PROPOSED Hours. This field is on screen 4 of the 'Curriculum Management System' and is on page 3 of the course outline.

Repeatable model:
Refers to the APPROVED repeat model and number of repeats. This field is on screen 5 of the 'Curriculum Management System' and is on page 3 of the course outline.

Catalog Description:
Refers to a brief overview of the course and its contents. This is used to describe the course in the current printed catalog of courses. This field is on screen 10 of the 'Curriculum Management System' and is on page 2 of the course outline.

Note: The catalog description may be up to a <u>maximum</u> of 13 lines/60 characters each (for a total of 780 characters).

The catalog description must include the following: (please do not start the descriptions with 'the course' or 'this course'.)
a. A grammatical, concise summary of course content.
b. Open-entry/Open-exit statement
c. Cross-listed statement
d. Mediated statement
(See Appendix O for examples)

Prerequisite:
Refers to whether there are any conditions that are required prior to enrollment in the course. This field is on screen 6 of the 'Curriculum Management System' and is on page 2 of the course outline.

For example: ENG 1A has a prerequisite of "Satisfactory score on the English Placement Examination or completion of ENG 200 with a grade of 'C' or better".

Note: If the course has a prerequisite, the user should enter an Y, otherwise, the user should enter an N.

Corequisite:
Refers to whether there is a course that is required to be taken concurrently. This field is on screen 7 of the Curriculum Management System" and is on page 2 of the course outline.

For example, MATH 10 has a corequisite of "MATH 999".

Note: If the course has a corequisite, the user should enter an Y, otherwise, the user should enter an N.

Limitation:
Refers to any conditions that are required for enrollment in the course, such as auditions, physical exam, and admission into certain programs.

This field is on screen 8 of the 'Curriculum Management System' and is on page 2 of the course outline.

For example, MUS 31 has a Limitation of "Audition with college staff".

Recommended Preparation:
Refers to whether there are any conditions that are recommended prior to enrollment in the course.

    This field is on screen 8 of the 'Curriculum Management System' and is on page 2 of the course outline.
    For example, HSC 226 has a recommended preparation of "Current BLS Healthcare Provider completion card or equivalent".

III.   **Deletion**
A course, which a Division does not plan to offer again, should be deleted. You must fill in Section I areas 1, 2, 3, 4 and 5.

IV.   **Course Applicability**
[See Appendices D & E]

    Purpose of Course:
    AA/AS Degree Applicable
    SC General Education
    Transfer
    Skill Upgrading
    Stand-alone
    Certificate Program
    License Preparation

    General Education Category
        SC AA/AS
        CSU
        IGETC
The Curriculum action form provides the opportunity to propose approval of courses on one or more general education lists. See Curriculum Maintenance help screen 3 for codes for AA/AS (SCCD), for California State University (CSUS); and Intersegmental General Education Transfer Curriculum (IGETC). The codes will be entered on the outline in the appropriate field by the Curriculum Publication Specialist, following approval by appropriate review committees.

    Does course require approval of licensure board?   Yes/No

    Does course conform to the State Plan for Vocational Education? Yes /No

    Is this course to be part of an existing program?   Yes/No
                If yes, which program?
                TOP code

(Note: TOP codes are assigned by the system when the Division, Department, Program and Subject are entered.)

                If no, will it be part of a future program? Yes/No
                If yes, which program?   Enter TOP code

Taxonomy of Programs (TOP Code) (Appendix Y)

When selecting Division, Department, Program, and Subject, please keep in mind that these fields exist as a defined organizational structure also known as taxonomy.

In other words, by definition, every course should be part of a subject, which is in turn part of a program, which is in turn part of a department, which is in turn part of a division.
For example: The subject Accounting is part of the program Accounting, which is part of the department Accounting, which is part of the division of Business Science.

If you cannot find a valid taxonomy structure (Appendix Y) in which to place a specific course, please see the Curriculum Publication Specialist/Office of Instruction for guidance.

Division:
Refers to the DIVISION that is responsible for the course [Refer to Appendix Y for valid Divisions]

Department:
Refers to the DEPARTMENT a course belongs to [Refer to Appendix Y for valid Departments]

Program:
Refers to the PROGRAM a course belongs to [Refer to Appendix Y for valid Programs].

Subject:
Refers to the SUBJECT a course belongs to [Refer to Appendix Y for valid Subjects]

V. New Course Cost Estimates (New or Revised Courses)
This information is required to assure that consideration is given to the Chancellor's office general criteria for curriculum approval.

VI. Major Purpose of Course
A. Transfer Articulation:
List the comparable from UC or CSU curriculum
Course & No:
Campus:
Course Title:
Semester/Quarter Units:
Major/GE category: Indicate whether course is applicable toward major, General Education function or both.

B. Non-transferable course:
Indicate occupational certificate program for which course is applicable.

C. Non-degree credit:
Check appropriate category. These are considered stand-alone courses and must go to the state for approval. (available on our website at saddleback.edu/serv/forms/curriculum/curriculum_main.htm)

Approvals Signatures and Dates:
Refers to when and by whom the course proposal was reviewed and recommended for approval at the various college levels.

Note: If you are actually inputting the dates into the Curriculum Management System the following rules apply:

Department Approval (same date as Course Originator's signature on the Curriculum Action Form).

Division Approval (same date as Division Dean's signature on the Curriculum Action Form).

The following dates are input only by the Curriculum Publication Specialist/Office of Instruction:
   Curriculum Committee Approval
   Board of Trustees Approval
   State Approval (If required, e.g., new program, or, course not part of a program or "stand alone"

12.   Course Outline

DIRECTIONS FOR SCREEN 1 IN THE CURRICULUM MANAGEMENT SYSTEM AND PAGE 1 IN THE COURSE OUTLINE

COURSE STATUS:

Status Refers to:
   D - Proposed (Departmental Draft)
   C - Proposed (College approved - Curriculum Committee approved)
   S - Proposed Deletion (in process)
   P - Pending (Locally approved - Board of Trustees approved)
   A - Approved (State approved)
   O- Obsolete (Deleted)
   N - Not Approved

Proposed Action:
   Refers to new, revision or deletion of a course.

Committee Action:
   Refers to the Curriculum Committee's approval or disapproval (input by the Curriculum Publication Specialist/Office of Instruction).

Originator:
   Refers to either Division Dean or Faculty Member originating action.

Comment:
   Refers to a brief description of the action being taken this is very helpful when looking at curriculum at a later date. Please indicate why curriculum changes are being made. Please be as brief as possible, e.g.; title, CRS ID, desc., etc.

Approvals:
   Input the Departmental Approval date on the date you enter the course into the proposal file so that we can track it in the system. The Divisional Approval date should be input after the Division has reviewed and approved the proposal.

COURSE NAME AND LOCATION

Course ID:
   Refers to the course identification, course prefix and number.
Full Title:
   Refers to the complete title of the course.

   The full title MUST BE in ALL CAPS and may be a maximum of 60 characters long.

   For example, PRINCIPLES OF COMPOSITION I

   In the case of a course revision or reactivation, the course title listed on the Curriculum Action Form Section 2 (Title) on the "TO" side if the title has been revised.

Short Title:
> Refers to the abbreviated title of the course. APPEARS ON OFFICIAL TRANSCRIPTS.
> The short title **MUST be in all caps** and may be up to a **maximum of 21** characters long.
>
> For example, 'PRIN OF COMPOSITION 1.'

Taxonomy:
> **Division:**
> Refers to the DIVISION that is responsible for the course (refer to Appendix Y for valid Divisions).
>
> **Department:**
> Refers to the DEPARTMENT a course belongs to (refer to Appendix Y for valid Departments).
>
> **Program:**
> Refers to the PROGRAM a course belongs to (refer to Appendix Y for valid Program).
>
> **Subject:**
> Refers to the SUBJECT a course belongs to (refer to Appendix Y for valid Subject).
>
> **Program Type**:
> Refers to degree or non-degree granting function of a course within the approved taxonomy of programs of the college. No input is required by the user, this field is automatically input by the Curriculum Management System.

Valid Program Types:
> Applied Arts and Sciences (Voc/Occ.) [degree granting]
> Academic Support and Guidance [non-degree granting]
> Athletics [non-degree granting]
> Community, Education or Extended [non-degree granting]
> English as a Second Language [non-degree granting]
> Liberal Arts and Sciences [degree granting]
> Learning Center [non-degree granting]
> Remedial Education [non-degree granting]
> Handicapped/Disabled Learners [non-degree granting]
> Training or Apprenticeship [non-degree granting]

DIRECTIONS FOR SCREEN 2 IN CURRICULUM MANAGEMENT SYSTEM, PAGE 2 IN OUTLINE:

COURSE FUNCTIONS
> Please fill in all fields. If you are unsure, please do not fill in without checking first with your Dean/Curriculum Publications Specialist/Office of Instruction.
>
> **Credit Status:**
> > C - credit course
> > N - non-credit course
>
> **Non-credit Category**
> > Y – Not Applicable, Credit Course
> > N – Applicable
> > > A – English as a Second Language
> > > B – Citizenship for Immigrants
> > > C – Elementary and Secondary Basic Skills
> > > D – Health and Safety
> > > E – Crs for Persons with Subst Disabilities
> > > F – Parenting
> > > G – Home Economics
> > > H – Courses for Older Adults
> > > I – Short-term Vocational

College Level:

Y – college-level course

N – non-college-level course.

Course Level:

A - 1 level below the transferable course

B - 2 levels below the transferable course

C - 3 levels below the transferable course

N - Not Applicable

Transfer Status:

T - transferrable course (Must be either 2 or 3 transfer code)

N - non-transferrable course (Must be either 0 or 1 transfer code)

Transfer Code:

0 - Not Transferable, Not Degree Applicable

(Does not apply to any of SC Associate degree, e.g.: ENG 300 or COS 400*)*

1 - Not Transferable, AA-AS Degree Only

(Typically such a course is numbered in the 200 range e.g.: MATH 251 or ACCT 203)

2 - Acceptable to CSU, UC or Private College

(Typically such a course is numbered in the 100 to 199 range, eg: BUS 14 or ID 110)

3 - Acceptable to CSU, UC, or Private

(Typically such a course is numbered in the 1 to 99 range, e.g.: ENG 1A)

PBS Status:

Precollegiate basic skills courses are those courses which have been designated as such by the district, pursuant to the provisions of Title 5, Section 55002(5)(b) which defines non-degree credit courses, and Section 55502(d) which defines precollegiate basic skills courses. Accumulation of units from precollegiate basic skills course is limited by Title 5, Section 55756.5(b). Other basic skills courses include noncredit courses, such as Adult Basic Education and Parenting, and non-degree credit courses such as technical vocabulary. (Appendix D)

B - Basic Skills Course but not Precollegiate Basic Skills

N - Not Precollegiate/Basic Skills Course

P - Precollegiate Basic Skills Course

Basic Skills:

Refers to developmental courses numbered 200 and 300.

1 - Basic Reading Skills

2 - Basic Writing Skills

3 - Basic Computational Skills

4 - Basic/Developmental ESL

5 - Not Basic Skills (College-Level)

SAM Code:

This code is used to indicate the degree to which a course is occupational, and to assist in identifying course sequence in occupational programs. (Data Element Dictionary - CB09)

A   Apprentice (offered to apprentices only).
The course is designed for an indentured apprentice and must have the approval of the State of California, Department of Industrial Relations, and Division of Apprenticeship Standards. Some examples of apprenticeship courses are: carpentry, plumbing and machine tool.

B   Advanced Occupational (not limited to apprentices)
Courses are those taken by students in the advanced stages of their occupational programs. A "B" course is offered in one specific occupational area only and clearly labels its taker as a major in this area. Priority letter "B" should be assigned sparingly; in most cases no more than two courses in any one program should be labeled "B". Each "B" level course must have a "C" level prerequisite in the same program area. Some examples of "S" level courses are: Dental Pathology, Advanced Video Tape, Advanced Applied Acting, Legal Secretarial Procedures, Contact Lens Laboratory, Advanced Radiology Technology, Fire Hydraulics, Livestock and Dairy Selections, Real Estate Finance, Cost Accounting.

Enrollment in the course is open only to majors in this area. In most cases, no more that two courses in any one program should be labeled "B". Courses with two or three prerequisites or advisories on recommended preparation are typically coded in this area.

C   Clearly Occupational (but not advanced)
Course will generally be taken by students in the middle stages of their programs and should be of difficulty level sufficient to detract "drop-ins." A "C" level course may be offered in several specific occupational programs within a broad area such as business or agriculture. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C" level course should provide the student with entry-level job skills. Some examples of "C" level courses are: Soils, Credit and Collections, Principles of Advertising, Air Transportation, Clinical Techniques, Principles of Patient Care, Food and Nutrition, Sanitation/Safety, Shorthand, Small Business Management, Advanced Typing, Technical Engineering.

Courses with one or two prerequisites or advisories on recommended preparation are typically coded in this area.

D   Possibly Occupational
D" courses are those taken by students in the beginning stages of their occupational program. The "D" priority can also be used for service (or survey) courses for other occupational programs. Some examples of "D" level courses are: Technical Mathematics, Graphic Communications, Elementary Mechanical Principles, Fundamentals of Electronics, Typing (Beginning or Intermediate), Accounting (Beginning).

For borderline courses (between C and D), it is suggested that the deciding factor should be an estimate (based on judgment and experience) of the number of students taking the course whose major is judged to be occupational. If the number is estimated to be 75% or more of the total, the course should be identified as Priority "C", otherwise priority "D". Courses with no prerequisite are typically coded in this area.

E   Non-occupational
Although offered by occupational departments, "E" course are designed for non-occupational major who desire acquaintance with the field as part of their general education.

This information is automatically input by the Curriculum Management System when the course is non-vocational or if the course is cloned from another vocational course it will input the original courses Sam Code. If this information is not automatically input by the Curriculum Management System, then the user must enter the information.

Course Class:
No input is required by the user. This field is currently maintained by District IT/Curriculum Publication Specialist/Office of Instruction.

Course Type:
No input is required by the user. This field is currently maintained by District IT/Curriculum Publication Specialist/Office of Instruction.

TOP Code:
TOP is a six-digit code assigned to each individual course. The TOP code is set by the system when you choose the division, department, program and subject areas.

No input is required by the user. This field is automatically input by the Curriculum Management System.

DIRECTIONS FOR SCREEN 3 IN THE CURRICULUM MANAGEMENT SYSTEM AND PAGE 2 OF THE COURSE OUTLINE

COURSE ARTICULATION
[Refer to Appendix P]
Please fill in all fields, if you are unsure, please do not fill in without checking first with your Dean/Curriculum Publication Specialist/Office of Instruction or Articulation Coordinator.

CAN Number:
California Articulation Number. This number is assigned by the Curriculum Publication Specialist consultation with the Articulation office (See Appendix Q)

SC/IVC Comparable Course:
Refers to the courses which are articulated between Saddleback and Irvine Valley College

CSU Comparable Course:
Campus:
016178	CSU Hayward
TBA	CSU Channel Islands
046244	CSU Chico
106260	CSU Fresno
126450	CSU Humboldt
136700	CSU San Diego (off campus)
15620	CSU Bakersfield
196131	CSU Long Beach
196133	CSU Los Angeles
196135	CSU Dominguez Hills
196140	CSU Pomona,Polytechnic
TBA	CSU Monterey Bay
196770	CSU Northridge
306106	CSU Fullerton
306106	CSU Sacramento
366184	CSU San Bernardino

```
276720    CSU San Diego
386796    CSU San Francisco
406145    CSU San Luis Obispo, Polytechnic
436727    CSU San Jose
TBA       CSU San Marcos
496710    CSU Sonoma
506730    CSU Stanislaus
```

Course ID:
Enter the course ID for the CSU course. This will not be validated so please verify for accuracy.

Course Title:
Enter the short title for the CSU course.

UC Comparable Course:
```
Campus:   017846   UC Berkeley
197887    UC Los Angeles
307781    UC Irvine
337797    UC Riverside
377837    UC San Diego
427677    UC Santa Barbara
447765    UC Santa Cruz
577750    UC Davis
```

Course ID:
Enter the course ID for the UC course. This will not be validated so please verify the accuracy.

Course Title:
Enter the short title for the UC course.

SC/IVC GE Code:
Refers to the appropriate General Education category for a course that is listed Approved by the GE Committee as applicable to General Education Requirements (see Appendix D)

No input is required by the user. This field is currently maintained by the Curriculum Publication Specialist. (The GE Codes were changed in 1999 and a change in the Curriculum Maintenance System was requested on November 5, 1999. As of October 2001, the system still includes the outdated GE Codes listed below)

SC GE Code:
```
A1     Core - Written Communication
A1#    Core – Written Comm & Computer Competency
A2     Core - Oral Communication & Computer Competency
A2#    Core - Oral Communication
A3     Math Competency
A3#    Math Competency & Computer Competency
A4     Reading Competency
A4#    Reading Competency & Computer Competency
A5#    Computer Competency
B      Humanities
B*     Humanities and Cultural Diversity
B*#    Humanities and Cultural Diversity & Computer Competency
C      Fine Arts
C*     Fine Arts and Cultural Diversity
C*#    Fine Arts and Cultural Diversity & Computer Competency
D      Natural Sciences
D#     Natural Sciences & Computer Competency
D*     Natural Sciences and Cultural Diversity
D*#    Natural Sciences and Cultural Diversity & Computer Competency
```

E*   Social and Behavioral Sciences and Cultural Diversity
E*#   Social and Behavioral Sciences and Cultural Diversity & Computer Competency
E1   Social and Behavioral Sciences
E1#   Social and Behavioral Sciences & Computer Competency
E2   American Institutions
E2#   American Institutions & Computer Competency
F1   Life Skills
F1#   Life Skills & Computer Competency
F2   Critical Thinking
F2#   Critical Thinking & Computer Competency
F3   Critical Thinking and Reading Competency
F3#   Critical Thinking and Reading Competency & Computer Competency
G   Physical Education Assessment
G   Physical Education Assessment & Computer Competency
NA   Not Applicable, does not meet GE requirement

Note: If you have any questions and/or need assistance in this area, please see the Curriculum Publication Specialist/Office of Instruction or the Faculty Articulation Officer for assistance.

CSU GE Code:

Refers to the appropriate CSU general education category that is approved by the CSU System General Education breadth certification.

No input is required by the user. This field is currently maintained by the Curriculum Publication Specialist. Strike out listings are those changes effective 1999 which were forwarded to SOCCCD on November 5, 1999. As of October 2001, the district system still included the outdated CSU GE codes listed here as strikeouts.

CSUC GE :
A1   Oral Communication
A2   Written Communication
A3   Critical Thinking
B1   Physical Sciences
B1*   Physical Sciences with laboratory
B2   Life Forms
B2*   Life Forms with laboratory
B3   Laboratory / Activity *only*
B4   Mathematics/Quantitative Reasoning
C1   Art (Art, Dance, Music, Theatre)
C2   Humanities (Literature, Philosophy, Foreign Languages)
*C3   ~~Philosophy~~
~~C4   Foreign Language~~
~~C5   Active Participation~~
~~C6   World Cultures~~
~~D   Social Sciences~~
~~D0   Sociology & Criminology~~
~~D1   Anthropology & 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
E   Lifelong Understanding and Self-Development
TR   Does not fit CSU GE Pattern

Note: If you have any questions and/or need assistance in this area, please see the Curriculum Publication Specialist/Office of Instruction or the Faculty Articulation Coordinator for assistance.

*Strikeout areas are those that exist in the Saddleback College Curriculum Maintenance System but are inactive due to realignment of IGETC designations in 1997.

IGETC Code:

Refers to Intersegmental General Education Transfer Curriculum Code.

No input is required by the user. This field is currently maintained by the Curriculum Publication Specialist.

IGETC Codes

Area 1: English Composition
- 1A — English Composition
- 1B — Critical Thinking-English Composition
- 1C — Oral Communication

Area 2: Mathematical Concepts & Quantitative Reasoning
- 2A — Math

Area 3: Arts & Humanities
- 3A — Art
- 3B — Humanities

Area 4: Social and Behavioral Sciences
- 4A — Anthropology & Archaeology
- 4B — Economics
- 4C — Ethnic Studies
- 4D — Gender Studies
- 4E — Geography
- 4F — History
- 4G — Interdisciplinary, Social & Behavioral Science
- 4H — Political Science, Government & Legal Institutions
- 4I — Psychology
- 4J — Sociology & Criminology

Area 5: Physical & Biological Sciences
- *5A — ~~Phys Sci w/Lab or Lab only Non Sequence~~
- 5B — ~~Physical Sci Lec only (Non-Sequence)~~
- 5C — ~~Physcial Science Lec Course (Sequence)~~
- 5D — ~~Physical Science Lab Course (Sequence)~~
- 5E — ~~Biolgical Sci w/Lab or Lab only Non-Seq~~
- 5F — ~~Biological Science lec only non-sequence~~
- 5G — ~~Biological Science Lec Course (Sequence)~~
- 5H — ~~Biological Science Lab Course (Sequence)~~
- 5I — ~~First Science Course in Special Sequence~~
- 5J — ~~Second Science Course in Special Sequenc~~

- 5A — Physical Sciences Lecture Only (Non-sequence)
- 5A* — Physical Sciences Lecture Course (with Lab)
- 5A# — Physical Sciences Lab Course (Lab course only)
- 5B — Biological Science Lecture Only
- 5B* — Biological Science Lecture Course (with Lab)
- 5B# — Biological Science Lab Course (Lab only)

Area 6: Language Other Than English
- 6A — Language Other Than English

Area 7: CSU Graduation Requirements in US History/Constitution/American Ideals.
    7A   Group 1 (Political Science)
    7B   Group 2 (History/Economics)
~~Area 8: Critical Thinking/English Composition Interim Courses~~
    8A   Critical Thinking Courses (CSU GE CERT)
    ~~8B   English Composition Courses UC Transfer~~
    ~~8C   English Composition Courses-2nd Quarter~~

    NA   Not Applicable

*Strikeout areas are those that exist in the Saddleback College Curriculum Maintenance
   System but are inactive due to realignment of IGETC designations in 1997.

Note: If you have any questions and/or need assistance in this area, please see the
Curriculum   Publication Specialist/Office of Instruction or the Faculty Articulation Coordinator
for assistance.

UC Transfer Status:
Refers to listing on the University of California Office of the President (UCOP) Course List for
Saddleback College.

*No input is required by the user. This field is currently maintained by the Curriculum
Publication Specialist.*

UC   Transfer Status Codes:
    L   UC credit limitations (see UC list)
    N   No UC credit
    P   UC credit Pending
    Y   UC Credit

DIRECTIONS FOR SCREEN 4 IN CURRICULUM MANAGEMENT SYSTEM AND PAGE 2 IN
  COURSE OUTLINE:

COURSE VALUES
Method of Instruction:
Refers to the teaching method of the course.

For example: ENG 1A is taught as 'lecture only' and BIO 2 is taught as 'lecture/lab'.

Valid Method of Instruction Codes:
CAI	Computer Assisted Instruction
D-S	Discussion/Seminar (No lecture)
DIR	Directed/Individual Study
FLD	Field Trip, Excursion, Observation
L-D	Lecture/Discussion Combination
L-L	Lecture/Lab Combination
LAB	Laboratory Instruction (No lecture)
LEC	Lecture Instruction only
LRN	Learning Center Instruction
MED	Mediated Instruction
NPR	Newspaper Instruction
OIS	Other Independent Study
OTH	Other Method
RAD	Radio Course
TV	Primarily Television Instruction
WE	Work Experience Course

Unit Types
F	Fixed Units
O	Optional
V	Variable

All courses are F-Fixed Units

Maximum Enrollment:
Enter the maximum number of students allowed to enroll in this course.(VAX)

Refers to the maximum enrollment capacity anticipated for the course, in numbers of students,
independent of facility limitations.

Average Enrollment:
Enter the approximate number of students you anticipate would enroll in this course. (VAX)

Refers to the actual enrollment estimated for the course over a range of offerings. A best
guess based on experience and intention

For example, the maximum (or anticipated) enrollment for the course may be 45, but the
actual (or average) enrollment you think will be obtained for the course may be 29.

Lecture Hours/Week:
Enter the number of Weekly Faculty Contact Hours the instructor will be engaged in lecture
instruction. (VAX)
Refers to the number of lecture hours (if any) per week (on a full-term basis) for the course.

Lab Hours/Week:
Enter the number of Weekly Faculty Contact Hours the instructor will be engaged in lab
instruction. (VAX)

Refers to the number of lab hours (if any) per week (on a full-term basis) for the course.

30

Learning Center:
Enter the number of Weekly Faculty Contact Hours the instructor will be engaged in learning center instruction. (VAX)

Refers to the number of learning center hours (if any) per week (on a full-term basis) for the course.

Examples of learning center hours include:
Computer Access Lab Courses (CS 10 and 125, etc.)
Reading Courses (ENG 238)
Math Tutorial Courses (MATH 3A and 10)

Total Hours/Week:
Refers to the total number of hours per week (on a full-term basis) for the course.

No input is required by the user. This field is automatically input by the Curriculum Management System.

Lecture Units:
Refers to the number of lecture units (if any) for the course. [Refer to Carnegie Units Appendix M]

Typically speaking, one unit should be assigned to the course for every one hour per week of lecture.

Lab Units:
Refers to the number of lab units (if any) for the course. Refer to Carnegie Units (Appendix M)

Typically speaking, one unit should be assigned to the course for every three hours per week of laboratory.

Learning Center Units:
Refers to the number of learning center units (if any) for the course. Refer to Carnegie Units (Appendix M)

Typically speaking, one unit should be assigned to the course for every three learning center hours per week.

Total Units:
Refers to the total number of units for the course. Refer to Carnegie Units (Appendix M)

No input is required by the user. This field is automatically input by the Curriculum Management System.

DIRECTIONS FOR SCREEN 5 IN CURRICULUM MANAGEMENT SYSTEM AND PAGE 2 IN THE COURSE OUTLINE

COURSE OPTIONS

Grading Option:
Refers to the grading method for the course.
CR   Credit/Noncredit Grades only
FC   Fee Course
GN   Letter Grade only
GR   Letter Grade or Cr/Ncr Grade
NC   Noncredit
NG   Not Graded

31

Open Entry:
  Refers to the type of enrollment for a course.

  For example, a course that has open enrollment allows credit to be given for completion of a specific body of work; therefore allowing the student to enter and exit the course at any time during a given semester.

     Y   Yes, it is open entry
     N   No, it is not open entry

  If a course is to be listed as an open entry course, include this information in the catalog description. (For example: This course may be offered as open-entry/open-exit.)

Repeatable:
  Refers to repeatability of the course
  N Not repeatable
  R Repeatable

Repeat Model:
  Refers to the repeat model for the course, if the course is repeatable. [See Appendix F for definitions]

    A Repeatable using model A
    B Repeatable using model B
    C Repeatable using model C
    D Repeatable using model D
    E Repeatable using model E
    I Independent Study, CWE, Special Study Workshop
    M Multi versions of non-repeat/zero unit

Repeat Limit:
  Refers to the maximum number of times a student would be allowed to repeat.

  For example: PM 230 is repeatable a maximum number of three times in addition to the first enrollment, and is listed on the course outline as **R-E-3**. In other words, the original completion is counted as 1, and then a total of 3 more completions are allowed, for a total of 4 completions.

  Note: If the course is not repeatable, leave this area blank. **A credit course may be repeatable up to 3 times. A non-credit course may be repeatable up to 99 times.**

Cross List:
  Refers to whether or not the course is also listed under a second or third discipline. The rationale for cross listing courses is to avoid unnecessary duplication to "market" courses.

  For example: ACCT 110 is also listed as BUS 110.

  If the course is cross-listed, then please include the following statement in the catalog description of both courses:

  Also listed as ACCT 110; credit given in either area, not both.

Cross-Listed Course #1 and #2
  Refers to the course identification number of the cross-listed course(s). This information is required on the Curriculum Action Form.

  Enter the course prefix of the course you want to enter. Press Num Lock asterik(*) if you would like to enter it by CATID.

If the cross-listed course is not an existing course but a new course proposal, then the user may not be able to input the information. Contact the Curriculum Publication Specialist/Office of Instruction if you need assistance.

Cross-Listed Parent (Y/N)?
Refers to the parent course of cross-listed courses.

Is this course the "parent" (original) course?
Y   Yes
N   No

DIRECTIONS FOR SCREEN 6 IN THE CURRICULUM MANAGEMENT SYSTEM AND PAGES 2 AND 7 OF THE COURSE OUTLINE.

PREREQUISITE
Refers to whether the course has a prerequisite or not.

A prerequisite is:
Mastery of a certain body of knowledge is necessary if students are to be successful in the target course (the course that has the prerequisite). Most commonly, such knowledge is measured by successful completion of the prerequisite course listed in the class schedule. "Successful completion" is defined by a grade of "A, " "B," "C," or "CR" in the prerequisite course. Grades that are not acceptable are "D," "F," or "NC." (Saddleback College Catalog page 12)

"Prerequisite" means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. (Article 2.5 §55200)

All courses shall be open for enrollment to any student who has been admitted to the college, except those students may be required to meet necessary and valid prerequisites. The term "prerequisite" also includes **"corequisites,"** which require a student to concurrently enroll in one course as a condition of enrollment in another course.

Recent state laws require the enforcement of prerequisites. Beginning Fall 1995 any student enrolling in a designated course with a prerequisite must show evidence of completion of the prerequisite course or the equivalent with a satisfactory grade or complete the appeals process. For further information, contact the Matriculation Office. The curriculum committee validates prerequisites every 6 years.

"Limitation on enrollment" includes auditions, physical examination, and admission to a particular program.

"Recommended preparation," means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or education program. (Article 2.5 §55200)

"Advisories" are indicated in the catalog description as "recommended preparation." Students who have had training or experience, which they feel is equivalent to an advisory course, may enroll in the course level appropriate with their experience. Concerns about enrolling in courses with advisories should be discussed with the instructor, dean, or a counselor. (Saddleback College Catalog).

Required Prerequisite (Y/N)?
Please Enter   Y   Yes
                N   No

Prerequisite Information:

If you answered yes to prerequisite, validate the course or required skills or knowledge the student must have prior to enrolling.

Prerequisite Code:
Refers to code input in the system that will be used when scheduling classes.
　　No input is required by the user. This field is currently maintained by the Curriculum Publication Specialist.

Prereq Earned Code:
Refers to next level of prerequisite allowed after completion of ENG 200 would be ENG 1A.

Free Form Text--Prerequisite Content Review:
Indicates skills student should have mastered from prerequisite course. Refer to learning objectives in the prerequisite course and enter them here.

DIRECTIONS FOR SCREEN 7 OF THE CURRICULUM MANAGEMENT SYSTEM AND PAGES 2 AND 7 OF THE COURSE OUTLINE

Corequsite
Refers to concurrent enrollment in other courses at the same time as this course

A corequisite is a course that the student is required to concurrently enroll in.

All courses shall be open for enrollment to any student who has been admitted to the college, except that students may be required to meet necessary and valid prerequisites. The term "prerequisite" also includes "corequisites," which require a student to concurrently enroll in one course as a condition of enrollment in another course.

Required Corequisite (Y/N)?
Please Enter   Y   Yes
               N   No

Corequisite Information:
If you answered yes to corequisite, list the course ID the student must also enroll in.

Corequisite Course:
List the course the student must concurrently enroll into by CRS ID and CAT ID.

　　New Course: If the corequisite course is not an existing course but a new course proposal, then the user may not be able to input the information. Contact the Curriculum Publication Specialist.

Corequisite Key:
Refers to a code input in the system that will be used when scheduling classes.

　　No input is required by the user. The Curriculum Publication Specialist currently maintains this field.

Coreq Tag Code:
　　No input is required by the user. The Curriculum Publication Specialist currently maintains this field.
Coreq Lrncr Hrs:
　　No input is required by the user. The Curriculum Publication Specialist currently maintains this field.

Free Form Text--Corequisite Content Review:
Indicates skills student should have mastered from corequisite course. Refer to learning objectives in the corequisite course.

DIRECTIONS FOR SCREEN 8 OF THE CURRICULUM MANAGEMENT SYSTEM AND PAGES 2 AND 7 OF THE COURSE OUTLINE

LIMITATION ENROLLMENT
Refers to non-coursework required for enrollment.

Examples of limitation on Enrollment include auditions for fine arts and physical examinations for athletics.

Required Limitation Enrollment (Y/N)?
Please Enter   Y   Yes
                 N   No

Limitation Enrollment Information:
If you answered yes, list the limitation (e.g. audition, physical examination)

Free Form Text—Limitation Enrollment Content Review:
Indicates skills student should have mastered.

DIRECTIONS FOR SCREEN 9 IN THE CURRICULUM MANAGEMENT SYSTEM AND PAGES 2 AND 7 OF THE COURSE OUTLINE

Recommended Preparation
Refers to faculty-recommended courses to be completed prior to enrollment in this course

Recommended Preparation (Y/N)?
Y   Yes
N   No

Recommended Preparation Information:
If you answered yes to recommended preparation, list the course or required skills or knowledge you would like recommended the student have prior to enrolling.

Free Form Text;
Recommended Preparation Content Review:
Indicates skills student should have mastered from recommended course. Refer to learning objectives in the recommended course.

Other Validation:
UC/CSU Comparable Courses
If a UC or a CSU campus requires a prerequisite for a similar course, this may be used as validation.

For example, CSU Fullerton requires completion of English 1A prior to enrollment in BUS 104, Business Communication. ENG 1A is validated as a prerequisite for BUS 104.

DIRECTIONS FOR SCREEN 10 IN CURRICULUM MANAGEMENT SYSTEM AND PAGES 2 AND 3 OF
THE COURSE OUTLINE:

Catalog Description:
Refers to a brief overview of the course and its contents. This is used to describe the course
in the current printed catalog of courses.

Note: The catalog description may be up to a maximum of 13 lines/60 characters each for a
total of 780 characters.

The catalog description must include the following:
Please do not start with "This course…"
1. A brief introductory phrase followed by complete sentences OR ALL COMPLETE
SENTENCES.
2. Open-entry/Open-exit statement
3. Cross-listed statement
4. Mediated statement

Schedule Description:
Refers to a very brief overview of the course and its contents. This is used to describe the course
in the schedule of classes when the course is offered.

Typically the schedule description is a repeat of the first and/or second sentence of the catalog
description.

Note: 240 Character Limit! The schedule description may be up to a maximum of
4 lines/60 characters each (for a total of 240 characters).

DIRECTIONS FOR SCREENS 11AND 12 IN CURRICULUM MANAGEMENT SYSTEM AND PAGE 5 OF
THE COURSE OUTLINE:

Course Content/Assignments
Reading, writing, and oral assignments are required in all college level courses.
Reading Assignments
Refers to the typical type(s) of reading assignments that may be required for the course.

Writing Assignments
Refers to the typical type(s) of writing assignments that may be required for the course.

Substantial writing assignments are inappropriate for this course because the course is primarily
computational in nature ( ) the course primarily involves skill demonstrations or problem solving.

Oral Assignments
Refers to the typical type(s) of oral assignments that may be required for the course.

Other Assignments:
Assignments may be written in the form of a list, but should emphasize critical thinking
requirements (see Appendix S Critical Thinking)

Input this as a list OR as COMPLETE SENTENCES

DIRECTIONS FOR SCREEN 6 IN CURRICULUM MANAGEMENT SYSTEM AND PAGES 3 AND 4 OF THE COURSE OUTLINE:

Course Content/Topics, Learning Objectives, and Methods of Evaluation

Topical outline (topics covered):

The adopted text book table of contents is a good place to start in developing the course content, but faculty should stress the major topics covered, any that are emphasized, and those areas students will need to master to successfully complete the course.

Please enter these using initial capital letters for each topic and proper name rather than entering as a series of titles as commonly seen in a table of contents from a textbook.

If this item is being revised for an existing course, please attach the following:
Attach the revised course outline with changes underlined.
Attach a copy of the current topics covered (for course revisions only).

This section must be in standard outline form with Roman numerals. The information should be generic, yet should include concise and specific statements describing the topics covered in the course.

Methods of Evaluation:
Refers to the methods that may typically be required by an instructor in order to evaluate a student's progress and/or success in the course. (See Appendices U and V for examples)

If this item is being revised for an existing course, please attach the following:
Attach the revised course outline with changes underlined.
Attach a copy of the current methods of evaluation (for course revisions only).

This section must begin with the following statement:
"Evaluation of the student is based upon the following items:

Methods of evaluation must be written in the form of a list, and should reflect higher order critical thinking by the student. (See Critical thinking Appendices T, U)

Learning Objectives:
Refers to the knowledge and/or skills the student is should in develop as a result of completing the course.(see Appendix T for examples)

If this item is being revised for an existing course, please attach the following:
Attach the revised course outline with changes underlined.
Attach a copy of the current learning objectives (for course revisions only).

This section must begin with the following statement:
"Upon completion of this course, the student will be able to:"

DIRECTIONS FOR SCREEN 9 IN CURRICULUM MANAGEMENT SYSTEM AND PAGE 5 OF THE
COURSE OUTLINE:

Other Content

Text/Supplies:
Refers to the type(s) of textbooks and/or supplies required for the course.
   This section should begin with the following or similar statement (dependent upon the course):
   Either college texts of at least 10th grade level or other texts and materials deemed
   appropriate by instructor.

Text/Supplies:Enter representative text books and/or supplies that will be required for this course.
   This field must be filled in for transferable courses to be reviewed by faculty at four-year
   institutions. Be sure that texts are current for articulation/transfer course approvals.

Course Fee:
Refers to a required fee for use of equipment and/or supplies.

   Example: ART 10 requires a $21.00 lab fee.

General Review:
 Refers to the whether the resources for the course have been reviewed or not reviewed.

   Valid Codes:
      A   Available resources reviewed
      B   Available resources not reviewed

Library/Media:
Refers to the whether the learning resources and/or media equipment for the course are
   adequate or inadequate.

   Valid Codes:
      A   Available learning resources adequate
      B   Available learning resources inadequate

Equipment:
Refers to the whether the instructional equipment for the course is adequate or inadequate.

   Valid Codes:
      A   Available instructional equipment adequate
      B   Available instructional equipment inadequate

Model District Policy

The Saddleback Community College District adopts the following <u>Administrative regulations</u> in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The board recognizes if these Academic Standards are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the board adopts this policy calling for caution and careful scrutiny in establishing prerequisites, corequisites, advisories on recommended preparation and limitations. Nonetheless, the board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the board has sought to establish a policy that fosters the appropriate balance between these two concerns.

I. College Policies and Procedures

    A. Information in the Catalog and Schedule of Classes

        Each college shall provide the following explanations both in the college catalog and in the schedule of classes:

        1. Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established.

        2. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.

        3. Define advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.

    B. Challenge Process

    Each college shall establish a process by which any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the class as follows:

    1. If space is available in a course where a student files a challenge to the prerequisite or corequisite, the district shall reserve a seat for the student and resolve the challenge within 'five (5) working days. If the challenge is upheld or district fails to resolve the challenge within the five {5) working-day period, the student shall be allowed to enroll in the course. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent term.

2. Grounds for challenge shall include the following:

    a. Those grounds for challenge specified in Section 5520l(e) of Title 5.

    b. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her Student Educational Plan.

    c. The student seeks to enroll in a course which has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.

3. The college shall formally establish a challenge process including:

    a. Who makes the determination of whether the challenge is valid. For challenges concerning academic qualifications, the initial determination should be made by someone who is knowledgeable about the discipline, preferably someone qualified to teach in the discipline, but not the person 'W' who is the instructor of the section in which the student wishes to enroll.

    b. What possibility of appeal exists. If the validity of the challenge is determined by one person and not a committee, there must be an opportunity to appear.

    c. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own record, then the college has the obligation to produce that information.

C. Curriculum Review Process

The curriculum review process at each college shall at a minimum be in accordance with all the following:

1. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.

2. Establish prerequisites, corequisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Section 53200-53204 of Title 5. Certain limitations on enrollment must be established in the same manner. See II.C. below.

3. Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment only if:

    a. The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:

        (1) Approve the course, and,

        (2) As a separate action, approve any prerequisite or corequisite, only if:

(a) The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program, as demonstrated by a content review including at a minimum all of the following:

    i. involvement of faculty with appropriate expertise;

    ii. consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.

    iii. be based On a detailed course syllabus and Outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;

    iv. specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;

    v. identification and review Of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under iv.

    vi. Matching of the knowledge and Skills in the targeted course (identified under iv.) and those developed Or measured by the prerequisite Or corequisite (i.e., the course or assessment identified under V.); and

(b) The prerequisite or corequisite meets the scrutiny Specified in one of the following: II.A.I.a. through II.A.I.g. and specify which.

(3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort or students will be enrolled in two or more courses, and, in a separate action, specify which.

(4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.

(a) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in. the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.

(b) Review the course outline to 'W' determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if ail requirements have been met for establishing a prerequisite or corequisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.

(c) A course which should have a prerequisite or corequisite as provided in (a) or (b) but for which one or more of the requirements for establishing a prerequisite have not been met may only:

    i. Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; (Section 55002) or

ii Be revised and reviewed as required td meet the criteria for establishing the necessary prerequisites or corequisites.

b. The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified in I.C.3.a. (1)- (4).

D. Program Review

As a regular part of the Program Review Process or at least every six years, the college shall review each prerequisite, corequisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions or this policy and with the law. Prerequisites or corequisites established between July 6, 1990, and October 31, 1993, shall be reviewed by July 1, 1996. Any prerequisite or corequisite which is successfully challenged under subsections (1), (2) or {3} of Section 55201 (f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

E. Implementing Prerequisites, Corequisites, and I Limitations on Enrollment

Implementation of prerequisites, Corequisites, and limitations on enrollment must be done in some consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the class through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for. which further information is needed before final determination is possible of whether the student has met the condition.

F. Instructor's Formal Agreement to Teach the Course as Described

Each college shall establish a procedure so that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite. The process shall be established by consulting collegially with the local academic senate and, if appropriate, the local bargaining unit

II. Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or corequisite(s), then such a prerequisite or corequisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or corequisite but, rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps. (See II.B below)

A. Prerequisites and Corequisites

1. Levels of Scrutiny

Prerequisites and corequisites must meet the requirements of a least one of the following subsections.

a. The Standard Prerequisites or Corequisites

Each college may establish satisfactory completion of a course as prerequisite or corequisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provide above, the college specifies as part of the

course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or corequisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

b. Sequential Courses Within and Across Disciplines

A course may be established as a prerequisite or corequisite for another course provided that, in addition to the review by faculty in the department or discipline and by the curriculum committee as described above, skills, concepts, and/or information taught in the first course *are* presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.

c. Courses in Communication or Computations Skills

Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:

(1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline or recorded; and

(2) Research is conducted as provided in II.A.I.g.

(3) The prerequisite or corequisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline as provided in I.C.3.a. and by the curriculum committee as provided in I.C.3.b and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.

d. Cut Scores and Prerequisites

Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of this data shall be done in the manner prescribed in II.A.I.g of this policy in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.

e. Programs

In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.

f. Health and Safety

A prerequisite or corequisite may be established provided that, in addition to the review by faculty in the department or division and by the curriculum committee as provided above:

(1) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health ahd safety or the health and safety of others; and

(2) The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.

g. Recency and Other Measures of Readiness

Recency and other measures of readiness may be established as a prerequisite or corequisite only if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:

(1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.

(2) Data are gathered according to sound ~ research practices in at least one of the following areas:

(a) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite to corequisite is necessary.

(b) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or corequisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.

(c) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or corequisite.

(d) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described in II.A.l.d.

(3) The standard for any comparison done pursuant to II .A. 2. (A) -(D) shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or corequisite. The research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the academic senate. If the evidence fails to meet the standard established, each college may establish the proposed prerequisite or corequisite as a recommended preparation. and may seek to establish it as a prequisite or corequisite only by following the process described in this policy and any applicable college policies.

(4) If the curriculum committee has determined as provided in I.C.3.A. (4) (a) or (b) that a new course needs to have a prerequisite or corequisite, then the prerequisite or corequisite may be established for a single period of not more than two years while research is being conducted and a determination is being made, provided that:

(a) All other requirements for establishing the prerequisite or corequisite have already been met; and

(b) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.

(c) Prerequisites and corequisites which are exempt from review at the time they are, or were, established, as provided in Section 55201(d), are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed. (See I.D. above.)

2. Additional Rules

Title 5, Section 55202 specifies additional rules which are to be considered part of this document as though reproduced here.

B. Advisories on Recommended Preparation

Each college may recommend that a student meet a standard of readiness at entry 'only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in I.C. above. This process is required whether the college used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

C. Limitations on Enrollment

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above including the requirement to review them again a least every six years, for example, as part of the program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

1. Performance Courses

Each college may establish audition or try- outs as a limitation on enrollment for courses that include public performances or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

a. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and'

b. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

c. Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically underrepresented group and, if so, a plan shall

be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment' may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect. (See also Sections 55502(e) and 55512.)

2. Honors Courses

A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

3. Blocks of Course of Sections

Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses which satisfy the same requirement. If the cohort 1S created through llm1tat1ons on enrollment in the courses rather than limitations on specific sections of course, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

GOOD PRACTICES FOR COURSE APPROVAL PROCESSES
Prepared by the Curriculum Committee of
the Academic Senate for California Community Colleges, Spring 1998

INTRODUCTION

Curriculum committees continually face challenges to balance deliberate review–and its emphasis on quality--with responsiveness to quickly emerging curriculum needs. Likewise, curriculum committees must weigh the need for a well-structured college curriculum with the advantages of flexibility in covering disciplines-specific topics. All of this has to be maintained within a reasonable workload for the faculty and the committee. This paper addresses several strategies that are recommended to discipline faculty and curriculum committees to allow flexibility while maintaining high standards.

- Many departments offer special topics courses whose content changes from semester to semester. While such courses add valuable depth and breadth to the curriculum, the review of the content and appropriateness of these courses must remain rigorous.

- Particularly in fields experiencing rapid change, faculty need to experiment to develop appropriate and effective ways to convey new material. Similarly, the diversity of backgrounds and learning styles of today's students calls for the development of new pedagogues that may take some time to work out. While the ability to offer experimental courses is critical to this process, such courses must still be completely described and must meet required standards.

- The Academic Senate's previous paper, "The Curriculum Committee: Role, Structure and Function," stressed the importance of an annual cycle of curriculum development, review, and approval. Circumstances arise that require quick response or a review at times not prescribed by this cycle. The curriculum processes should accommodate such imminent needs but set criteria to assure that such requests are appropriate.

- Independent study provides a valuable avenue for individual instruction beyond the scope of the regular curriculum. Many colleges list such courses as part of the departmental curriculum. While regulations provide some guidance for the use of independent study, the experience of faculty has led to some good practices that are important to share with others.

- The relationship that three hours of student work per week over the term of a full semester equates to one Carnegie Unit of student credit is established in regulation. Translation of these weekly hours to in-class lecture/lab/studio/activity/discussion and out-of-class homework/study/activities is left to local governing board policy. The expansion of modes of delivery, short-term courses, and open-entry/open-exit designs has generated some new issues worthy of discussion.

SPECIAL TOPIC COURSES

Special topic courses, as specified in this document, are those with a consistent pedagogy-- as described by a complete course outline of record -- but with a focus area which changes from term to term. One example is a course on Latin American History for which the objectives, assignments, and methods of instruction and evaluation are specified and consistently used, but the focus shifts each semester, perhaps from Argentina to Bolivia to Columbia and so on. The reading list would change as well but be sufficient to support the content: political history, social history, economic history, etc. Another example is an English Literature course in which the author of the works studied is different with each offering. The goals and structure of the course remain consistent: critical analysis, a certain amount of reading and writing, a research paper with specified parameters, and so on.

This degree of specificity for the special topics course outline of record gives the curriculum committee the essential information to review the appropriateness, need, quality, feasibility, and compliance with state and local standards, including articulation. Special topics courses are not a carte blanche to offer "current topics" or whatever subject the discipline faculty may desire: history of the French Revolution one

term and of the Boers in South Africa the next. Special topics courses should be differentiated from experimental courses. They have a stable, well-defined form and purpose within the program, rather than requiring experimentation to resolve design or other features of the course. As can be seen, allowing for a separate category of experimental courses will meet that need. Blanket approval of a special topics course is not a way to avoid cumbersome course approval processes. If there truly is a justifiable imminent need for a new course, the curriculum process can be responsive to that need in a an expedited manner to be described shortly.

It is recommended that colleges adopt a policy specifying that special topics courses require full course design and pedagogy, changing only the focus area each term. The change in focus area and reading list need not require curriculum committee action but rather should be reported as an information item. It is recommend that the committee specify a uniform course number for special topics courses. In this way, students, faculty and others will know that Biology 96 or Sociology 96 at your college will be on special topics. It is recommended that each iteration of the course be given a unique letter: History 96A on Argentina, 96B on Bolivia, etc. The focus area and reading list for each letter used can be appended to the overall course outline. Only the generic outline of record needs to be approved by the Board of Trustees.

The use of multiple letters for the course is preferable to a single course number specified as repeatable. Because each lettered iteration is a separate course, the number of offerings is not subject to the limit of four repetitions (in regulation for a single course designation), multiple letters also provide unique transcript entries to keep track of the focus area taught in a given term. This will facilitate articulation. The catalog listing can be limited to just the number designation, History 96 for example, with a notation that the focus area will be different each term as listed in the schedule of classes.

In reviewing courses proposed as special topics, curriculum committees should apply all relevant standards. Special attention should be paid to the range of focus areas planned. They should be closely related and effectively taught using the standard course design in the outline of record.

EXPERIMENTAL COURSES

Circumstances arise in which all aspects of a course cannot be anticipated without offering the course on a trial basis. Such experimental courses are still required to have a complete course outline and go through the regular college curriculum review process. They must meet all Title 5 requirements, and they must be recommended by the curriculum committee and approved by the local governing board.

Curriculum committees can grant some latitude, however, in the extent to which the course meets the five criteria for course approval published in the *Curriculum Standards Handbook.* Some examples will illustrate the point.

- Appropriateness to mission may be in doubt for a course intended to be transferable that has not yet been articulated. It may be that the curriculum committee would recommend approval contingent on that articulation and a review of any changes that might be needed to secure that status.

- Need may be questionable if student demand seems marginal. The only way to ascertain that response may be to offer the course on a trial basis.

- Assessment of quality for an experimental approach, such as collaborative instruction or service learning, may await actual evaluation during the course itself.

- Feasibility may be uncertain if cost and enrollment factors are unknown.

- Compliance with laws and regulations always should be ascertained and not be a basis for experimentation unless waivers of those laws or regulations have been obtained (for example, as allowed for CalWORKs if faculty senate concurrence is obtained).

It is recommended that colleges adopt policies and procedures for experimental courses that clearly state that statutory and regulatory standards are to be upheld but granting latitude to proposed courses for which the *Handbook* criteria are in doubt. Such proposals should be accompanied by a written rationale stating the area in need of experimentation, the plan to resolve the uncertainties, and an appropriate time line. The rationale must show that needed information is dependent on trial offering of the course, not just that the originator has not done the work to address the criteria. Approval should be recommended by the curriculum committee for a limited period of time, typically not more than a year. Approval should be contingent upon resubmission of the course, with unresolved areas addressed, at the end of this period.

As with special topics courses, it is recommend that the college use a consistent number for experimental courses. In this way everyone will know that Anthropology 55 or Photography 55 is an experimental course. A notation should be placed in the catalog that these courses are experimental. Such courses must be approved by the local governing board but are listed generally, not separately, in the catalog. Experimental courses are not accepted to meet general education or program major requirements for associate degrees or certificates nor are they to be submitted for IGETC approval. They may be accepted for elective credit for the Associate degree or for elective credit at CSU.

EXPEDITED COURSE APPROVAL: IMMINENT NEED

Curriculum committees hear time and again that curriculum review processes are slow, cumbersome, and a hindrance to the ability of the college to be responsive to the rapidly changing needs of business and the community. At the same time curriculum committees continually fend off challenges to the quality of community college curriculum, with recent occurrences being questions from four-year receiving institutions about the appropriateness of some of our telecourses and the CalWORKs requirement that community college educational programs be approved as eligible for placement of students by county welfare departments.

Curriculum processes can balance responsiveness with quality assurance by establishing an expedited process when imminent need for a course is established. One example of an imminent need might arise from an accreditation visit to a nursing program from which an immediate curriculum change is required by the Board of Registered Nursing. Another example arose when CalWORKs required integration of basic skills and program major instruction as a condition of approval for programs to receive client referrals by a stated deadline. Imminent need should not be invoked just because the course originator did not prepare adequately to meet the established curriculum review timeline.

It is recommended that colleges adopt imminent need criteria which, if met, would qualify a course for expedited approval. Upon presentation of a complete course proposal, the curriculum committee would accept, review, and approve or disapprove the course at its next regularly scheduled meeting, regardless of the adopted annual timeline. Faculty originators would be expected to submit a written rationale addressing the imminent need criteria and the committee would, as a first order of business, accept or reject the rationale.

Courses accepted for expedited approval must still meet all state and local standards, including submission of all required forms. It is expected that the faculty originator(s) would be present to address any issues raised by the committee. It is essential that expedited approval not lower standards or submit to pressure from special interest groups to establish curriculum which has not been well thought out.

The expedited process still requires that the course be recommended by the curriculum committee and approved by the Board of Trustees before it is offered. Some colleges have local policies that require courses to be included in the catalog before they can be offered. However, Title 5 §58104 permits courses which are approved after the publication of the catalog or schedule of classes to be offered if they are "reasonably well publicized." The Chancellor's Office has traditionally interpreted this to mean that every course must be publicized via a printed announcement with general distribution. Thus courses approved through the expedited process can be offered, even after the deadline for catalog publication has passed, by listing the course in the schedule of classes. Even in the rare case that a course would be

approved after the schedule is prepared, the course may still be given if the college has a well-designed process for publicizing these courses to the general population. Faculty should realize, however, that the catalog is extensively used by other institutions to evaluate transcripts. Many four-year college and universities require transferable courses to be listed in the catalog as a condition of articulation. It is recommended that, as good practice, newly approved courses be listed in the schedule of classes and as a catalog addendum. If expedited courses meet the relevant standards, they may be approved for Associate degree and certificate requirements and be submitted for UC transferability, CSU GE-Breadth, and IGETC approval.

INDEPENDENT STUDY

Independent study courses are intended for one-on-one or small group instruction, research, or activities beyond the scope of currently offered courses. Independent study course structure is based on a contract among the college, faculty member, and student. The same standards apply as for other courses: a qualified instructor, course quality, adequate instructor-student contact, and evaluation and grading of student performance.

It is recommended that colleges adopt policies and practices assuring the appropriateness and quality of independent study. Independent study should require minimum qualifications within that discipline for faculty delivery of the course. Curriculum committee review of the independent study contract is not required or expected. It is recommended that the proposed contract undergo administrative review to assure that Title 5 regulations and local board policies are followed, not to assess the pedagogy or relevance of the course content itself. Local policies and practices should set standards for adequate instructor-student contact, for reporting of grades, and to meet regulatory reporting requirements for the college to obtain apportionment funding. Units awarded should continue to follow the Carnegie relationship. Compensation for faculty is a matter for negotiation for districts with the bargaining agent. Independent study courses are not assigned to individual faculty but rather are elected voluntarily by faculty on the basis of their own interests or needs.

For disciplines whose faculty regularly make use of independent study, it is recommended that a generic description be published in the catalog. It is recommended that colleges adopt a standard number so that all who see such a listing know that Electronics 96 or Anthropology 96 is an independent study course. Independent study courses should be accepted as elective units for the associate degree and designated as transferable to CSU for elective credit.

CARNEGIE UNIT

The relationship between hours of student work and units earned is known as the Carnegie formula. As specified in Title 5 § 55002 (b)(1)(B), it is:

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

Notice that the regulation requires the Board of Trustees to adopt a policy specifying the relationship between units and lecture and/or lab hours or performance criteria. The total is to be three hours of student work per week over a full semester to earn one unit, but those "hours of work" can be in the classroom or outside. It is that division which the local board policy should address. This section will discuss some good practices for that task.

The relationship between hours and units is further delineated in Title 5 §55002.5:

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

For work experience courses, the relationship is that one unit of credit is earned for each 75 hours (paid) or 60 hours (unpaid) of work experience activity within a semester, as stated in Title 5 §55256.5:

> **(a) One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55256.5.**
>
> **(b) The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.**
>
> **(c) The following formula will be used to determine the number of units to be awarded:**
>
> **(1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.**
>
> **(2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.**

It is important to immediately recognize the relationship between categories of student time spent in lecture/lab/discussion etc., and the faculty load earned for compensation purposes. These two issues, student hours and faculty load, are distinct, and colleges are cautioned against applying a single standard to meet both needs. An example will help to illustrate the point. A semester- based course is offered with a three-hour lecture and three-hour lab each week. The faculty determine that two hours of outside study are needed for each lecture hour but not a substantial amount of outside work is needed each week for students to keep up with the lab. The Carnegie relationship thus determines that students will earn one unit for each lecture hour and one unit for the three lab hours for a total of four units. Suppose that the bargaining agreement has specified how faculty load is determined. This means that the number of class hours, as lecture or laboratory, will affect such load. However, there might be variations in load considerations that not only include lecture and lab hours, but also preparation time and/or evaluation of student work (e.g., composition classes). The decision for student units is an instructional consideration, i.e. an academic and professional matter, and should not be connected to the decision on faculty load, which is a bargaining issue. The point is that the decision for student units is not and should not be connected to the decision on faculty load. The curriculum approval process and the determination of faculty compensation should follow distinctly separate processes. Curriculum committees must not become involved in faculty load issues!

In evaluating a course for purposes of awarding student units, curriculum committees should consider both the specified in-class hours and the expected out-of-class hours. Note that Title 5, § 55002, requires substantial student assignments to be performed outside of class. It must be clear upon review of the course outline of record that the total of in-class and out-of-class work totals three hours per week for each semester unit. If that level of work is not apparent, originating faculty should be asked to provide further information.

Recall that Title 5 allows for the granting of units based on performance criteria specified in the course outline rather than hours of student work. This method is most appropriate for open entry/open exit, independent study, and distance education courses due to the fact that these types of courses do not have regular weekly meeting hours. It is recommended that curriculum committees require a written rationale for such courses specifically detailing the expected hours of student work. Note also that funding of such courses follows different standards. For the most part, open entry/open exit courses

require positive attendance accounting while independent study and most distance education courses follow an apportionment formula based on equating units to hours (see Title 5 § 58051 in Appendix A).

It is recommended that the local board policy required by Title 5, § 55002, not be overly prescriptive. The policy should require that each course outline of record contain sufficient information to ascertain that students must perform three hours of work each week for each semester unit of credit. It is recommended that the policy specify that the normal expectation of the Board is that, for a semester-length course for each week:

· one hour of lecture = one unit of credit,
· three hours of lab/studio/shop/activity = one unit of credit,
· one, two, or three hours of quiz/discussion = one unit of credit as specifically justified in the course outline,
· study and homework do not generate credit units, and
· open-entry/open-exit, independent study, distance education and other courses based on performance criteria require a written rationale specifying the expected hours of student work to earn the proposed units of credit.

Units for courses with term lengths other than a full semester will be prorated based on the above relationships. Proposals for units not following the above relationships must be accompanied by a written rationale. A possible format for the rationale might be for the instructor to estimate the typical number of hours that a student would spend to work on each content area. Recommendations for student units for each credit course will be made by the curriculum committee.

CHANGES WHICH TRIGGER COURSE OUTLINE REVIEW

To streamline the course approval process, it should be recognized that not all changes in the course outline of record are of equal impact. Full curriculum committee review should apply only to those changes which require re-evaluation of criteria to assure that standards in Title 5 and the *Curriculum Standards Handbook* continue to be met. To that end, the Academic Senate proposes the following guidelines for curriculum committee action on proposed course changes.

Full Review by the Curriculum Committee: Substantive Changes

"Full review" means a complete analysis of the entire course outline of record by the complete curriculum committee and a motion for approval by the full committee. The following substantive changes should trigger a full review:

· major change in Catalog Description, Objectives, or Content which
  ➢ alters the need or justification for the course
  ➢ calls into question the ability of the course to meet standards in Title 5 or the *Curriculum Standards Handbook*.
· change in units and hours
· number of repetitions
· credit/no credit status
· prerequisites (separate review required by Title 5 §55200)
· distance education mode (separate review required by Title 5 §55376)
· offering a course in experimental status
· determination of imminent need to initiate expedited approval

All proposals should be submitted with the written rationale for the change.

Approved on the Consent Agenda: Minor Changes

Changes which do not affect statutory or regulatory curriculum standards, but require judgment of the extent to which this is true, can be placed on the consent agenda for full committee vote. It is

recommended that a prior review take place to recommend that the course changes are such that standards are not affected. At most colleges this review can be done by division faculty or a technical review subcommittee of the curriculum committee, but should not be just an administrative review. Members of the full curriculum committee are expected to read the revised and previous course outlines and the accompanying rationale. They may pull the item from the consent agenda for discussion if necessary. Otherwise, no comment is needed prior to a full committee vote.

It is recommended that the following minor changes to the course outline of record be approved on the consent agenda as recommended either by vote of the division faculty or the technical review subcommittee:

· minor, non-substantive changes in Catalog Description, Objectives, or Content (see above "full review"),
· change in course number (within college policy),
· change in course title,
· add/drop from an Associate degree or certificate program (must continue to be of two year or less duration), and
· add/drop from the Associate degree general education list.

Again, a written rationale should accompany all proposed changes.

Information Item Only/No Action: Technical Changes

Some changes are technical in nature and require no review. Others are within the areas of the course outline for which a variety of methods are permissible, provided that the course objectives are met and the course content covered.

It is recommended that the following changes be accepted as information items only, with no action required, upon the advice of the division/departmental faculty or technical review committee. Revised course outlines should be transmitted so that the course file can be kept up to date. Technical changes include:

· changes in term length (as long as the Carnegie relationship is maintained),[i]
· changes in the Text and/or Instructional Materials,
· changes in the sections on Methods of Instruction, Assignments, or Methods of Evaluation (as long as these changes are minor and continue to enable students to meet objectives and fully cover the stated content), and
· addition of a focus area to a special topics course list for the next letter in the sequence.

ACADEMIC SENATE RECOMMENDATIONS ON CHANGES IN CURRICULUM POLICY AND PROCEDURES

The changes that are suggested in this paper fall within the scope of the academic and professional matters on curriculum. As such, recommendations to the local governing board or its designee should be made by written resolution of the academic senate. The academic senate may charge the curriculum committee or some other academic policy committee with the task of developing a proposal for these changes, but final recommending authority rests with the academic senate. The extent of the changes suggested here would have a substantial effect on staff and students. Therefore, the academic senate must take steps to assure the effective participation of staff and students, as determined by their recognized representative bodies.

Curriculum Committee Guidelines for DE and Hybrid Course Approval

Purpose and Scope

The purpose of this document is to describe the approval process for Distance Education and Hybrid courses at Saddleback College. This policy applies to courses for credit only. Distance Education and Hybrid versions of courses are approved only after the course is developed for traditional classroom delivery. DE and Hybrid versions of courses with labs may be approved only if laboratory activities are computer-based such as courses in CIM and CS.

A DE course is defined as a course in which 51% or more of the instruction is mediated, a Hybrid course is defined as a course in which 50% or less of the instruction is mediated.

This document is a combination of recommendation from Title 5, Distance Education Regulations of May 2004, and the Saddleback College Academic Senate recommendations of May 2005.

Definitions and Application

> *55205. Definitions and Application.*
> *Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d).*
> ***Note**: Authority cited: Sections 70901 and 66700, Education Code.*
> *Reference: Sections 70901 and 70902, Education Code.*

A DE version is defined as a version of a regular course in which technology is utilized 51 percent or more of the time to deliver instruction during the course term and where the student and instructor are separated by distance.

A Hybrid version is defined as a version of a regular course in which technology is used less than 51 percent of the time to deliver instruction during the course term and where the student and instructor are separated by distance.

Quality Standards and Determinations

> *55207. Course Quality Standards.*
> *The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of section 55002 of this part, and in regard to any local course quality determination or review process.*
> ***Note:** Authority cited: Sections 70901 and 66700, Education Code.*
> *Reference: Sections 70901 and 70902, Education Code.*

> *55209. Course Quality Determinations.*
> *Determinations and judgments about the quality of distance education under the course quality standards referred to in section 55207 shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2 of division 4 of this part.*
> ***Note:** Authority cited: Sections 70901 and 66700, Education Code.*
> *Reference: Sections 70901 and 70902, Education Code.*

DE and Hybrid versions must match the quality and standards of the parent course on which they are built.

Instructor Contact

> *55211. Instructor Contact.*
> *In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district-governing boards shall ensure that: (a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. (b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. Regular effective contact is an academic and professional matter pursuant to title 5, section 53200.*
> ***Note:*** *Authority cited: Sections 70901 and 66700, Education Code.*
> *Reference: Sections 70901 and 70902, Education Code.*

This section defines what contact must be maintained between instructor and student: Subsection (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term "regular effective contact" in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

Subsection (b) honors the principle that for DE and Hybrid courses, there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Faculty shall define "effective contact," including how often, and in what manner instructor-student interaction is achieved. Faculty shall document how regular "effective contact" is a achieved on the "Distance Education/ Hybrid Course Request for Curriculum Approval" Appendix C-2

Separate Course Approval

> *55213. Separate Course Approval.*
> *Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to the district's certified course approval procedures.*
> ***Note:*** *Authority cited: Sections 70901 and 66700, Education Code.*
> *Reference: Sections 70901 and 70902, Education Code.*

DE and Hybrid versions must be approved by the Curriculum Committee prior to the first offering or when substantial changes are made to the method of delivery.

Faculty Selection

> *55215. Faculty Selection.*
> *Instructors of sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 of chapter 4 of division 4 of this part (commencing with section 53410), and with the list of disciplinary definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.*
> ***Note:*** *Authority cited: Sections 70901 and 66700, Education Code.*
> *Reference: Sections 70901 and 70902, Education Code.*

The Curriculum Committee does not review or approve faculty selection for any courses.

Ongoing Responsibility of Districts

> *55219. Ongoing Responsibility of Districts.*
> *Any district conducting courses under section 55316.5 shall: (a) Maintain records and report data through the Chancellor's Office Management Information System on the number of students and faculty participating in new courses or sections of established courses, (b) Provide to the local governing board, no later than August 31st of each year, a report on all distance education activity, (c) Provide other information consistent with reporting guidelines developed by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.*
> ***Note:*** *Authority cited: Sections 66700 and 70901, Education Code.*
> *Reference: Sections 70901 and 70902, Education Code.*

Districts offering DE courses/sections and sessions or beginning new ones are required to regularly report all management information system (MIS) elements to the Chancellor's Office Management Information System Division. To fulfill this MIS reporting requirement, districts will need to assure that data, now regularly reported within data element XFO1 on each session's method of instruction, to reliably differentiate DE from non-DE activities. The data element XF01 Session-Instruction-Method has been revised to better reflect the types of DE instructional methods currently taking place.

XF01 SESSION-INSTRUCTION-METHOD X(02)
Lecture
02 = Lecture and/or discussion
A session conducted under immediate supervision (line of sight) of the instructor of record using lecture, discussion, collaborative or experiential learning, that may also include incidental use of visual aids, various media, site visits, etc. at the instructor's discretion.
Laboratory
04 = Laboratory/Studio/Activity
A session conducted under immediate supervision (line of sight) of the instructor of record in a laboratory, computer-laboratory, studio, shop, or other activity setting with students engaged in various scientific, technical, artistic, athletic, vocational, or other instructional activities.
Tutoring
11 = Noncredit session where the course outline of record specifies that instruction is to be carried out by a tutor, as defined in Title 5, Section 58168 in accordance with the conditions specified in Section 58170.
Work Experience
20 = Session where students enroll for work experience credits as defined in Title 5, Section 55256.5 for learning that occurs at a job learning station as defined in Section 55257.
Directed Study [Independent Study
40 = Session conducted with a student or group of students working with an instructor on a special topic or project, with hours of instructor contact, student responsibilities, number of units, and evaluation methods specified in a contract.
Distance Education, Delayed Interaction
50 = Session under supervision of instructor not available by line of sight using medium where the content varies depending upon student response without the immediate involvement of the instructor (e.g. various types of instructional software, computer assisted instruction (CAI); digitized visual, audio or text selected in response to student input; or specially structured audio tapes, web enhanced television, etc.)

Distance Education, Simultaneous Interaction
Session under supervision of instructor not available by line of sight using medium, which provides an immediate opportunity for exchange between participants, (any technology that allows immediate two-way interaction e.g. satellite, video conferencing)
51 = Two-way interactive video and audio
52 = One-way interactive video and two-way interactive audio
53 = Two-way interactive audio only
54 = Other simultaneous interactive medium not coded above

Distance Education, Passive Medium
Session under supervision of instructor not available by line of sight using one-way medium where the medium used precludes simultaneous interaction.
61 = Text one-way (e.g. newspaper, correspondence, etc.)
62 = Audio one-way (e.g. audio cassette, radio, etc.)
63 = Video one-way (e.g. ITV, video cassette, etc.)
64 = Other passive medium not coded above
Distance Education, Internet-based
71 = Simultaneous Interaction: Session under supervision of instructor not available by line of sight using the Internet with immediate opportunity for exchange between participants.
72 = Delayed Interaction: Session under supervision of instructor not available by line of sight using the Internet without the immediate involvement of the instructor.
73 = *Internet Hybrid- Local Number Only*
Field Experience
90 = Session consisting primarily of field trip, excursion, or field observation.
Other Independent Study
98 = Other independent study
Other Instruction Method
XX = Other method of instruction or unspecified

Access by Students with Disabilities
>DE and Hybrid courses must meet the requirements set forth in the accessibility checklist and universal design grid provided by Special Services. The Web pages, video presentations, textbooks and class materials used in De/Hybrid courses are accessible to students with disabilities.

Use of District Supported Platform
>DE courses must use the District Server and Blackboard at soccccd.blackboard.com

Curriculum Committee Approval and Scheduling
>Submit this request for approval for the <u>first offering</u> of a distance education or Hybrid course, or if there are <u>substantial changes</u> in the methods of delivery of instruction in a previously approved DE or Hybrid course
>*Credit courses only* may be offered as DE

For offering in Fall	Submit by March
For offering in Spring	Submit by April
For offering in Summer	Submit by January

SADDLEBACK COLLEGE
DISTANCE EDUCATION / HYBRID COURSE
CURRICULUM COMMITTEE APPROVAL FORM

Title 5 of the California Code of Regulations, Section 55206, states that "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."

Each course, therefore, whether hybrid or fully online, shall be approved by the Curriculum Committee and must include a description of how regular effective contact will be met. Given the variety of ways in which regular effective contact can be met and hybrid courses can be designed, **approval shall only pertain to the individual faculty member listed on this form**.

How to Complete this Form:
> Submit this approval form for the **first offering** by an instructor of a distance education or hybrid course, or if there are **substantial changes** in the methods of instructional delivery or regular effective contact from a previously approved DE or hybrid course. If the course will be team taught, each instructor should fill out a separate form.

> **All sections (1-12 and 15-16) must be complete and a complete course syllabus for this offering must be attached.**

Due Dates:

Semester	Session	Due Date
Fall	Full semester /1st 8-week	2nd Friday in April
Fall	2nd 8-week (DE Only)	1st Friday in September (will not be in printed schedule)
Spring	Full semester/1st 8-week	First Due Date: 1st Friday in May Final Due Date: 4th Friday in August* *will not be included in first proof
Spring	2nd 8-week (DE Only)	1st Friday of February (will not be in printed schedule)
Summer	All sessions	4th Friday of January

Terminology:
> **Distance Education (DE) course** – Any course in which 100% of the course is taught through mediated instruction in lieu of face-to-face interaction between instructor and student.

> **DE Hybrid Course** – Any course in which more than 51% but less than 100% of the course is taught through mediated instruction in lieu of face-to-face interaction between instructor and student.

> **Hybrid Course** – Any course in which less than 51% but more than 5% of the course is taught through mediated instruction in lieu of face-to-face interaction between instructor and student. No course may have less than 5% mediated instruction.

Method of Instruction Codes (for information purposes only):
> M51 – DE, Two-Way Interactive (SMART classroom)
> M62 – DE and DE Hybrid, Audio (radio and classroom, or radio and online)
> M63 – DE, Video Only (Telecourses) – NO LONGER AVAILABLE FOR SCHEDULING
> M64 – DE and DE Hybrid (video and classroom; audio and classroom; video and online; audio and online)
> M72 – DE and DE Hybrid (all online; online and classroom in which 51% or more is online)
> M73 – Hybrid (online and classroom in which 50% or less is online, including classes in which the learning center labs are considered their classroom portion such as all CIM courses)

> **Important Note:** All courses coded as M62, M63, M64 and M72 are considered to be independent studies courses and do not require positive attendance reporting, unless the hours of classroom time are not scheduled. M73, or hybrid, courses, with the exception of those with learning center labs, require positive attendance reporting at the end of the semester. M72 courses without scheduled classroom hours (TBA) will also require positive attendance reporting.

Ticket # _____ & Method of Instruction Code M__ (OOI only)

1.   **Faculty requestor:** _____
2.   **Is this a team taught course?** _____   **If so, name of the other instructor(s):** _____
3.   **Semester for DE version to start:** _____
4.   **How many ticket numbers do you need?** _____
5.   **Course ID:** _____   **Course Title:** _____
6.   **Catalog ID:** _____
7.   **Units:** _____
8.   **Total number of faculty contact hours* for this course (see chart below):** _____
9.   **What hours and percentage of time is spent in each of the following areas:**

	Hours	%
Classroom	_____	_____
Lab	_____	_____
Learning Center	_____	_____
Online	_____	_____
SMART Classroom	_____	_____
Video	_____	_____
Radio	_____	_____
TOTAL		100%

WFCH	TFCH*
.5	8.3
.75	12.45
1	16.6
1.5	24.9
2	33.2
2.5	41.5
3	49.8
3.5	58.1
4	66.4
4.5	74.7
5	83.0
6	99.6
7	116.20
7.5	124.5
8	132.8
9	149.4
10	166.0

10.   **Content Delivery:** How do you plan to deliver the course content via distance education (e.g. online written lectures, podcasts, video clips)? _____
11.   **Regular Effective Contact:** How do you plan to provide for regular effective contact between the instructor and the students in this DE course? Describe both the nature and frequency of instructor-student interactions. _____
12.   **Assignments:** Describe any changes in the reading, writing, oral and other assignments made necessary as a result of offering this course by DE (for example, all internet courses should have a threaded discussion requirement in lieu of oral assignments). _____
13.   **Accommodations for Students with Disabilities (add this section to the student syllabus for your DE course):**
      "This course meets the requirements set forth in the accessibility checklist and universal design grid provided by Special Services. The Web pages, video presentations, textbooks and class materials used in this course are accessible to students with disabilities." If you have questions on how to make accommodations, please contact Mike Sauter, the Alternate Media Specialist.
14.   **Notifications:**
      Please send copies of the signed form to the following:
      - Center for Instructional Design and Distance Education (Sheri Nelson)
      - DE Librarian (Elizabeth Horan)
      - Alternate Media Specialist (Mike Sauter)

15.   **Dean Review/Signature:**
      Division Dean:_____   Date:_____

16.   **Signatures:**
      Faculty Requestor: _____   Date:_____

      Department Chair:_____   Date:_____

      Distance Ed Chair:_____   Date:_____

      Curriculum Chair:_____   Date:_____

SADDLEBACK COLLEGE
DISTANCE EDUCATION / HYBRID COURSE
PLACEHOLDER REPLACEMENT FORM

All Distance Education and hybrid courses are approved for <u>individual faculty members only</u>.

☐ In order to get a course placed in the schedule of classes before a faculty member is approved to teach online, check this box and follow the steps below:

1. Notify the Curriculum office by e-mail that you will be generating a ticket number using a placeholder faculty member.
2. Generate a ticket number in the name of a faculty member who is currently approved to teach the course as DE or hybrid, preferably the Chair of the department. This person will serve as the placeholder for the course.
3. List the course in the schedule of classes as STAFF.
4. Complete the Distance Education (C-2) form for the faculty member to teach the course as DE or hybrid as soon as he or she is assigned.

5. Complete this form and submit it along with the C-2 form.
6. Once the course is approved by the Curriculum Committee you will receive a notification. STAFF can then be replaced by the name of the assigned faculty member.

☐ If a course has already been scheduled with an approved faculty member and it is necessary to change to a non-approved faculty member, check this box, complete this form, and submit along with the C-2 form once a new faculty member is assigned to the course.

NOTE: These procedures apply to *emergency situations only*. Final approval must occur before the new instructor begins teaching.

1. **Semester for DE version to start:** _____

2. **Course ID:** _____ **Course Title:** _____

3. **Catalog ID:** _____

4. **Units:** _____

5. **Placeholder Faculty Member's Name:** _____

6. **Name of Faculty Member Who Will Teach the Course:** _____

7. **Date C-2 Form Submitted:** _____

8. **Signatures:**

   Department Chair:_____ Date:_____

   Division Dean:_____ Date:_____

9. **Recorded by:**

   Administrative Assistant:_____ Date:_____

<u>FOR OFFICE USE ONLY</u>:

   Signatures:
   Distance Education Chair: _____ Date:_____

   Curriculum Chair:_____ Date:_____

Courses Appropriate for Associate Degree and Non-Degree Courses

Associate Degree Credit Course
Title 5 Standards and Criteria Worksheet

Below is a list of the standards and criteria specified in Title V, Part IV, of the California Administrative Code for <u>Associate Degree Credit Courses</u>

1. Is recommended by the colleges curriculum committee as meeting the requirements of this subsection and has been approved by the local district governing board as a collegiate course meeting the needs of the students eligible for admission.

2. Is either university transferable to an occupational program or is one level below university parallel. English or sequences algebraic computation.

3. Is offered as described in an outline and/or curriculum guide in official college files. That outline and/or curriculum guide shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge, required reading and writing assignments, and other outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.

4. Is taught in accordance with a set of instructional objects common to all students enrolled in the course.

5. a) Provides for measurement of student performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with student performance.

   b) Bases grades on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses in which the instructor deems them to be appropriate, problem solving exercises or skills demonstrations by students.

6. a) Grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline.

   b) Requires a minimum of three hours of work per week, including class time, for each unit of credit, prorated for short-term laboratory, and activity courses.

7. Treats subject matter with a scope and intensity, which requires students to study independently outside of class.

8. Requires, when the college's curriculum committee deems them appropriate, entrance skills and/or consequent prerequisites for the course before students can enroll.

9. Requires a pre- or co-requisite to enrollment in another course throughout the degree and certificate curricula, and eligibility for enrollment in associate degree credit courses in English and/or mathematics when language and/or computational skills at the associate degree level are deemed by the college's curriculum committee to be necessary for success in such courses.
10. Requires, in order to participate in the course, the ability to think critically and to understand and apply concepts at levels determined by the college's curriculum committee to be college level.

11. Requires learning skills and a vocabulary, which the college's curriculum committee deems appropriate for a college course.

12. Requires that educational materials used be judged by the college's curriculum committee to be college level.

13. Allows repeated enrollment only as permitted by provisions of Division 2 (commencing with Section 51000), Sections 55761-55763 and 58161 of this part.

14. (b)"Information competency" means the ability to recognize the need for information and to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications of information use and requires the application of both critical thinking and communication skills.

Non-Associate Degree Credit Course
Title 5 Standards and Criteria Worksheet

Below is a list of the standards and criteria specified in Title V, Part IV, of the California Administrative Code for <u>Non-Associate Degree Credit Courses</u>

1. A credit course, designated by the governing board of a district as not applicable to the associate degree, is a course which at a minimum is recommended by the college's curriculum committee and has been approved by the local district governing board as a course meeting the needs of the students eligible for admission.

2. Provides precollegiate basic skills, either courses designed to enable students to succeed in degree credit courses, precollegiate occupational preparation courses, other occupational courses defined as precollegiate on level.

3. Is offered as described in an outline and/or curriculum guide in official college files. That outline and/or curriculum guide shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge, required reading and writing assignments, and other outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.

4. Is taught in accordance with a set of instructional objec<u>tives</u> common to all students enrolled in the course.

5. Provides for measurement of student performance in terms of the stated course objectives and culminates in a formal recorded grade which is based upon uniform standards in accordance with Section 55758 of this part, and which is permanently recorded as an evaluation of the student's performance

6. Grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. [see Appendix N Carnegie Unit Standards]

7. Requires, when the college's curriculum committee deems it appropriate, the completions of prerequisites for the course before students can enroll.

8. Allows repeated enrollment only as permitted by provisions of Division 2 (commencing with Section 51000), Sections 55761-55763 and 58161 of this part.

Non-Credit Course
Title 5 Standards and Criteria Worksheet

Below is a list of the standards and criteria specified in Title V, Part IV, of the California Administrative Code for <u>Non-Credit Courses</u>

1. Is recommended by the college's curriculum committee and has been approved by the local district governing board as a course meeting the educational needs of the enrolled students.

2. Criteria in one of following more categories: (Non credit courses)
   1) Parenting, including parent c-operative preschools, classes in child growth and development and parent-child relationships, and classes in parenting
   2) Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts
   3) English as a second language
   4) Citizenship for immigrants
   5) Education programs for substantially handicapped persons
   6) Short-term vocational programs with high employment potential
   7) Education programs for older adults
   8) Education programs in home economics
   9) Health and safety education

3. Treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement, which the college's curriculum committee deems appropriate for the enrolled students.

4. Is conducted in accordance with a course outline and/or curriculum guide in official college files. That outline and/or curriculum guide shall specify the unit value, scope, objectives, and content, instructional methodology and methods of evaluation for determining whether course objectives have been met.

5. Grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline.

6. Requires, when the college's curriculum committee deems it appropriate, the completions of requisites for the course before students can enroll.

7 Allows repeated enrollment only as permitted by provisions of Division 2 (commencing with Section 51000), Sections 55761-55763 and 58161 of this part.

Objectives and Methods of Evaluation

1. See Appendix U to construct learning objectives, which describe measurable outcomes.
2. Include how you will measure the objective as a part of Method of Evaluation.
   Example:
   > *Incorrect: Compile a daily record of food intake and differentiate between fats, carbohydrates, and protein foods.*

   > *Correct: Differentiate between fats, carbohydrates, and protein foods.*

   Method of Evaluation: Compiling a daily record of food intake in a journal, differentiating between fats, carbohydrates, and protein foods.

3. The objectives must be a blend of low-level and high-level thinking skills. Do not use a low-level descriptor (explain, define, list) by itself if you expect more from the student (analyze, defend, evaluate, justify). Both may be used in one objective.
   Example:
   > *Describe the various theories on the stages of grief and dying and evaluate the credibility of each.*

4. Consult your course content to find objectives. Each area of study should be reflected in the objectives.

Methods of Evaluation

1. Look back at objectives.

2. Decide which will be included on tests.

   a. Decide which will be tested using objective tests.
      Example:
      > *…identifying and defining the common psychological difficulties and the more serious mental disorders on an objective test.*

   b. Decide which will be tested using essays or short answers.
      Example:
      > *…comparing and contrasting the effectiveness and side effects of various forms of contraceptive methods in an essay test.*
      >
      > or
      >
      > *…evaluating the effectiveness and side effects of various forms of contraceptive methods in an essay test using a compare and contrast format.*

3. Decide which objectives will be evaluated by a product (research paper, set of guidelines, journal, chart, survey, model, role playing, etc.).
   Example:
   > *…identifying personal health needs and analyzing and evaluating possible strategies for health improvement in a journal.*

4. Check over your methods of evaluation to make sure they reflect <u>both</u> low-level thinking skills (define, list, summarize, name) and high-level thinking skills (analyze, synthesize, evaluate, debate, diagnose, justify, solve).

5. Avoid statements that bring us back to the old form of checking the boxes.
   Example:
   > *…taking objective tests, essay tests, and short answer tests commensurate with the stated objectives.*

6. Not every objective must have a matching method of evaluation, one for one; however, every objective <u>must be reflected</u> in section 13, Method of Evaluation. Therefore it is possible to combine several objectives and indicate one method of evaluation (journal, essay test, objective test, or combination of formats

BOARD POLICY   5600

ASSOCIATE DEGREE REQUIREMENTS

Upon completion of the graduation requirements as approved by the South Orange County Community College District Board of Trustees and stated in either the Irvine Valley College or Saddleback College catalog, and filed with the State chancellor's Office, the Board of Trustees will confer the Associate in Arts or Associate in Science Degree per Title 5, California Code of Regulations, Sections 55060 et seq.

I.   The South Orange County Community College District Board of Trustees shall confer the degree of Associate in Arts or Associate in Science upon a student who has demonstrated competence in reading, written expression and mathematics, and who has satisfactorily completed at least 60 semester units of college work. This course work requirement must be fulfilled in a curriculum accepted toward the degree by either college in the district (as shown in its catalog). It must include at least 18 semester units in general education and at least 18 semester units in a major as prescribed in this section. Of the required units, at least 12 semester units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the South Orange County Community College District Board of Trustees when it determines that an injustice or undue hardship would be placed on the student.

    A.   <u>Major Requirements</u>. At least 18 semester units of study taken in a single discipline or related disciplines, as listed in the California Community Colleges "Taxonomy of Programs" shall be required.

    B.   <u>General Education Requirements</u>. Students receiving an associate degree shall complete a minimum of 18 semester units of general education, including a minimum of three semester units in each of the areas (1), (2), and (3) and the same minimum in each part of (4). The remainder of the unit requirement is also to be selected from among these four divisions of learning:

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

2.   <u>Social and Behavioral Sciences</u>. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the 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.   <u>Humanities.</u> Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people 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 an aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

4.   <u>Language and Rationality</u>. Courses in language that cover 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.   <u>English Composition</u>. Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshmen Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by completing an assessment conducted pursuant to the subchapter 6 of this chapter (commencing with Section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified English course. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirements and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section. The competency requirements for written expression may also be met by obtaining a satisfactory grade in courses in English taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman

composition. Requirements for demonstrating competency in reading shall be locally determined.

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

5.   Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with Section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section. The competency requirements for mathematics may also be met by obtaining a satisfactory grade in courses in mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Intermediate Algebra.

C.   While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major requirement.

D.   Ethnic studies will be offered in at least one of the required areas as listed in Section I-B.

II.   PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION

As specified in Title 5, Section 55061, the South Orange County Community College District Board of Trustees adopts the following as its philosophy on general education consistent with the policy of the California Community Colleges Board of Governors.

General education requirements are at the heart of what is broadly acknowledged as the fundamental foundation for higher education. These requirements are ambitious and

designed to develop a breadth and depth of knowledge, understanding, insights and skills. They include competencies in reading, critical thinking, writing and basic mathematics. The courses that meet the general education requirements are designed to help students:

A. Develop and refine the skills needed to acquire knowledge and communicate effectively;

B. Employ science as a dynamic method of observation;

C. Appreciate individuals as members of society or components of society;

D. Study culture for increased aesthetic enlightenment and appreciation of creative contributions;

E.   Expand their understandings of American institutions and ideals; and

F. Gain experiences leading to a better self-understanding.

III.   TYPES OF COURSES APPROPRIATE TO THE ASSOCIATE DEGREE (TITLE 5, SECTION 55805.5)

The criteria established by the South Orange County Community College District Board of Trustees to implement its philosophy on the associate degree shall permit only courses that conform to the standards specified in Section 55002(a) and that fall into the following categories to be offered for associate degree credit:

A.   All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.

B.   Courses that apply to the major in non-baccalaureate occupational fields.

C.   English courses not more than one level below the first transfer level composition courses.

D.   All mathematical courses above and including elementary algebra.

IV.   Each college shall review, define and publish its general education philosophy statement and graduation requirements consistent with Title V and this board policy. Any revisions to the general education philosophy statement and graduation requirements shall be subject to approval by the South Orange County Community College District Board of Trustees.

REPEATABLE COURSES

A completed course may be repeated with the following provisions:

1. Previous grades and credits for repeated courses will be disregarded in the computation of the student's grade point average.
2. When courses are repeated, credit will be given only once and previously recorded coursework shall remain on the student's transcript. The transcript will show which courses were excluded for purposes of grade-point calculation, insuring a true and complete academic history.
3. Courses in which skill development may require more than one semester may be repeated. These classes involve skill progression and often require intensive individual instruction in specific areas. The model under which a course may be repeated is presented by a code which includes R- and the model for repeating, for example, R-A. This code indicated by the (R-) following the course description in the "Announcement of Courses" section of this catalog.
4. When counting the number of times a course can be taken, begin with Fall 1983. Thus, courses taken in Fall Semester 1983 or later may have already used up some of the "takes" of that course.
5. Once a student has taken a more advanced course they cannot go back and repeat a lower-level course.
6. Courses without a Repeat (R) Code cannot be repeated.
7. A course previously completed with a satisfactory grade may not be repeated except by approval of the Admissions Office, by a student petition reflecting unusual circumstance.

> **Models for repeating courses are:**
> ***Model A courses:*** *These are separate and distinct courses in a skill-building sequence. Any combination of courses within the sequence (beginning, intermediate, advanced) may be taken a maximum of four times combined.*
> ***Model B courses:*** *These courses have one course number and title but more than one course outline. Each time it is offered, a separate and distinct course outline will be used.*
> ***Model C courses:*** *These courses have one course number and title but more than one course outline. A student enrolling for the first time follows outline No. 1 and is graded on achievements of the objectives therein. Subsequent enrollments require the student to follow course outlines 2, 3 or 4 in progressive order. These course outlines reveal a clear progression of skills development.*
> ***Model D courses:*** *These courses are offered several times with the same course number and title but with a different theme. These will be labeled 1, 2, or 3 with a theme subtitle. A student may enroll in 1, 2, or 3 and thereby repeat the course but may be enrolled twice in either 1, 2, or 3.*
> ***Model E courses:*** *This course has one course number and title but has a different syllabus each time it is offered. The course may be taken a total of four times to afford development through supervised practice or group assignments.*

> Courses not identified as repeatable by one of the above models may not be repeated.

> **Note: Students who have earned a substandard grade, that is, D, F and/or NC, in a course are allowed to repeat the course one more time regardless of whether it is repeatable or not.**
> **All courses designated as repeatable afford the student the opportunity to develop skills; and, all such repetitions count, where applicable, to the associate degree. Transfer students, however, should be aware that limitations on transfer credit for course repetitions are generally placed by most universities.**

> > ***Model I:*** (no longer in use)
> > These courses are strictly independent study, cooperative work experience, or special study courses.

> > ***Model M:*** (no longer in use)
> > These are non-repeatable type courses that may have multiple versions or are zero unit courses.

Authority and Guidelines for CSU General Education/Breadth Certification

Executive Order No: 595

Title: General Education Breadth Requirements

Effective Date: January 1, 1993

Supersedes: Executive Order No. 338,342

This Executive Order is issued pursuant to Title 5, California Code of Regulations, Section 40402.1,40405, 40405.1, and 40405.4, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of the California State University.

The requirements, policies, and procedures adopted pursuant to this Executive Order shall apply to student enrolling in fall 1981 and subsequent terms who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges and who have not satisfied lower-division general education requirements according to the provisions of Sections 40405.2 or 40405.3 of Title 5.

I. Scope and Purpose

This Executive Order is intended to establish a common understanding about CSU General Education Breadth Requirements (pathway A below) and to provide for certification by regionally accredited institutions of the extent to which transfer students have met these requirements. Reciprocity among the CSU campuses for full and subject-area completion of lower-division General Education-Breadth

Requirements is also addressed in this Executive Order.

Policies adopted by the Board of Trustees in July 1991 provide for three ways for undergraduate students to fulfil general education requirements to the CSU:

A. Fulfillment of CSU General Education-Breadth Requirements (Title 5, Section 40405.1), including a minimum of nine semester units or twelve quarter units at the CSU campus granting the baccalaureate degree.

B. Completion of the Intersegmental General Education Curriculum(Title 5, Section 40405.2) as certified by a California community college, plus a minimum of nine-upper division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree.

Authorithy and Guidelines for CSU General Education/Breadth Certification

II. Campus Responsibility

A. The faculty of a CSU campus has primary responsibility for developing and revising the institution's particular General Education- Breadth program. Trustee policy broad areas of inquiry, which may be viewed from various disciplinary and interdisciplinary perspectives. Within the framework provided, each CSU campus is to establish its own requirements and exercise its creativity in identifying courses and disciplines to be included within General Education-Breadth program. In undertaking this task, participants should give careful attention to the following:

1. Assuring that General Education-Breadth Requirements are planned and organized so that their objectives are perceived as interrelated elements, not as isolate fragments.

2. Considering the organization of approved courses into a variety of "core" or "themes," each with an underlying unifying rationale, among which students may choose.

3. Evaluating all courses approved as meeting current General Education- Breadth Requirements to determine which continue to meet the objectives and particular requirements contained herein.

4. Considering development of new courses, as they may be necessary to meet the objectives and particular requirements contained herein.

5. Considering the possibility of incorporating integrative courses, especially at the upper-division level, which feature the interrelationships among disciplines within and across traditional general education.

6. Providing for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and integrative experiences, relatively later.

7. Developing programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.

8. Considering possibilities for activity as well as observation in all program subdivisions.

B. The effectiveness of a General Education-Breadth program is dependent upon the adequacy of curricular supervision, its internal integrity and its overall fiscal and academic support. Toward this end, each campus shall have a broadly representative standing committee, a majority of which shall be instructional faculty, and which shall also include student membership, to provide for appropriate oversight and to make appropriate recommendations concerning the implementation, conduct and evaluation of these requirements.

C. Each campus shall provide for regular reviews of general education policies and practices in a manner comparable to those of major programs. The review should include an off-campus component.

D. Each campus shall provide for regular periodic reviews of general education and practices

E. A minimum of twelve semester units or eighteen quarter units dealing with human social, political, and economic institutions and behavior and their historical background.

Instruction approved for 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.

E. A minimum of three semester units or four units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities.

Instructional 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 relationship of humankind to the social and physical environment, and implication of death and dying. Physical activity could be included, provided that it is an integral part of the study described herein.

Campuses may permit "double counting" of courses for General Education-Breadth and major requirements and prerequisites only after giving careful consideration to the impact of such actions on General Education-Breadth programs. Decisions to permit double counting in General Education-Breadth and a degree major may be made only after an approval is provided through campus-wide curricular processes.

Up to six semester units taken to meet the United States History, Constitution, and American Ideals Requirements (Title 5 of the *California of Regulations*, Section 40404) may be credited toward satisfying General Education-Breadth Requirements at the option of the campus.

IGETC Criteria

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

All courses offered toward satisfaction of the requirements of the Intersegmental General Education Transfer Curriculum (IGETC) must be baccalaureate level and must be acceptable for transfer among all segments of public postsecondary education. Advanced Placement credit that is considered equivalent to a course accepted for credit toward the Transfer Curriculum should also be acceptable. Except for the American Institutions requirements, double counting of courses (i.e., using one course to meet more than one university requirement) is not limited by the IGETC.

The following requirements are listed in terms of the number of courses specified for each designated area and the minimum number of semester and quarter units so represented.

Subject Area: English Communication
(3 courses; 9 semester or 12-15 quarter units)*

The English Communication requirement shall be fulfilled by completion of three semesters, or nine units, of lower-division courses in English Reading and Written Composition (1 course), Critical Thinking-English Composition (1 course), and Oral Communication* (1 course). Successful completion of the course in Reading and Written Composition shall be prerequisite to the course in Critical Thinking-English Composition. The second semester of English Composition required by the University of California may be met by those courses in Critical Thinking taught in a variety of disciplines which 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. Texts chosen in this area should reflect an awareness of cultural diversity. Courses designed exclusively for the satisfaction of remedial composition cannot be counted towards fulfillment of the English Composition requirement.

* Students transferring to UC do not have to meet the Oral Communication requirement.

Subject Area: Mathematical Concepts and Quantitative Reasoning

(1 course; 3 semester or 4-5 quarter units)

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester course in Mathematics or Statistics above the level of Intermediate Algebra, with a stated course prerequisite of Intermediate Algebra. Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in
Statistics must emphasize the mathematical bases of Statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Subject Area: Arts and Humanities

(at least 3 courses; 9 semester or 12-15 quarter units)

The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to develop a historical understanding of major civilizations and cultures, both Western and non-Western, and an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities. In the Arts, students should also learn to develop an independent and critical aesthetic perspective. At least one course shall be completed in the Arts and

one in the Humanities. Within the Arts area, performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

Subject Area: Social and Behavioral Sciences

(at least 3 courses; 9 semester or 12-15 quarter units)

The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with human social, political, and economic institutions and behavior in a minimum of two disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall ensure opportunities for students to develop an understanding of the perspectives and methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities, and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

Subject Area: Physical and Biological Sciences:

(at least 2 courses; 7-9 semester or 9-12 quarter units)

The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science and one in Biological Science, at least one of which incorporates a laboratory. Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

OTHER:

Language Other Than English**

Students shall demonstrate proficiency in a language other than English equal to two years of high school study. Those students who have satisfied the CSU or UC freshman entrance requirement in a language other than English will have fulfilled this requirement. This requirement may also be satisfied by demonstration of equivalent proficiency prior to transfer.

** Students transferring to CSU do not have to meet the requirement of proficiency in a language other than English.

Courses Not Offered

Q & A from Chancellor's office 9/01

8. Q: We stopped offering a certain stand-alone course for a few years, but we kept it on our "inactive" list. Does this course need Chancellor's Office approval?

    A: As noted in the August 28, 2000 administrative memo, "If a course has been discontinued and is then re-established, it is considered new." For this purpose, we consider "discontinued" to mean "has not been offered for more than one year." If it has been more than one year since the course was offered, regardless of what list it may have been kept on locally, it must be submitted for stand-alone approval it does not fit into one of the blanket approval categories.

SADDLEBACK COLLEGE
CURRICULUM ACTION FORM

PLEASE CHECK THE APPROPRIATE CURRICULULM ACTION:

☐ New Course   ☐ Course Reactivation   ☐ Course Revision & Sch Review   ☐ Deletion
(Complete I, IV, V, VI)   (Complete I, II, III, V, VI)   (Complete I, II, III)   (Complete I)

I. NEW COURSE, REACTIVATION, REVISION, OR DELETION

1. Current Course ID _____   **2. Faculty Requestor** _____

3. Current Course Title _____   **4. Existing Cat ID(s)** _____
                                                      List parent Cat ID and all versions

                                                OOI Assigned Cat ID _____

5. Crosslisted ☐ YES ☐ NO   (If yes, the division with the parent course should *attach 2 separate Curriculum Action Forms and course outlines*)

6. Repeatable ☐ YES ☐ NO   Model: **R-** _____   Number of Repeats _____

7. Prerequisite/Corequisite/Limitation/Rec Prep ☐ YES ☐ NO   **(If yes, complete validation on course outline)**

8. Desired Date for Initiating Action   Semester **Fall**   Year ____   Always Fall of the following year

II. PROPOSED COURSE REVISION-- A substantive change in course content should be presented as a new course. For courses numbered 1-199 contact the Articulation Office for consultation prior to Tech Review.

CHANGE FROM	CHANGE TO
☐ **Course ID** _____	_____
☐ **Title** _____	_____
☐ **Units** _____	_____
☐ **Hours** Lecture/Week _____	Lecture/Week _____
Lab/Week _____	Lab/Week _____
Learn Ctr/Week _____	Learn Ctr/Week _____
☐ **Repeatable model** _____	_____
☐ **Catalog Description**	
☐ **Prerequisite**	
☐ **Corequisite** _____	_____
☐ **Limitation** _____	_____
☐ **Rec. Prep** _____	_____

III. TECH CHANGES: sch desc ☐   crs functions (screen 3) ☐   tps ☐   obj ☐   moe ☐   txt ☐   assign ☐   validation ☐

                    open-entry/open-exit ☐   grading option ☐

IV. NEW COURSE NEEDS ASSESSMENT. What evidence of need exists for this course? _____

V. NEW COURSE APPLICABILITY. Purpose of Course **(Select one or more of the following)**

☐ AA/AS Degree Applicable   ☐ Transfer   ☐ Certificate Program
☐ SC General Education   ☐ Skill Upgrading   ☐ License Preparation
☐ Stand-alone

General Education Category   ☐ SC AA/AS   ☐ CSU   ☐ IGETC

Saddleback College Librarian contacted ☐ YES ☐ NO   SC Library resources are: sufficient ☐ not adequate ☐

recommended estimated cost to be budgeted at $_____.

Library Faculty _____ Date _____

VI. TRANSFER, CERTIFICATE, OCCUPATIONAL SKILLS AWARD, NON-DEGREE CREDIT.

☐   **TRANSFER** **(List comparable lower-division course from UC or CSU.)**

Course & No. _____ Campus _____

Course Title _____ Applicable Major _____

Semester/Quarter _____ GE Category (if Applicable) _____

☐   **CERTIFICATE** **(Please list the certificate for which this course is applicable.)**

_____

☐   **OCCUPATIONAL SKILLS AWARDS**

_____

☐   **NON-DEGREE CREDIT**
☐ DSPS ☐ Communication ☐ Composition ☐ ESL ☐ Guidance ☐ Discipline-Based ☐ Occupationally-Based

TECHNICAL REVIEW COMMENTS

Faculty Requestor _____ Date _____

Department Chair _____ Date _____

Articulation Officer _____ Date _____
     For New Courses #1-199 & crs id's changed to 1-199

APPROVALS

Division Dean _____ Date _____

Curriculum Chair _____ Date _____

Vice President for Instruction _____ Date _____

President _____ Date _____

Board of Trustees _____ Date _____

Course Outline of Record

Under Construction

List of abbreviated course ID's

4 spaces available for abbreviated name
6 spaces available for number

Please check with Division Dean/Curriculum Publication Specialist if you have any questions.

ACCT	GER	SP
ANTH	GERO	SPAN
APSY	GIS	SPS
ARAB	HD	SPSW
ARCH	HEBR	TA
ART	HIST	TM
ASTR	HLTH	TU
AUTO	HORT	VIET
AVIA	HOSP	WS
BIO	HS	
BUS	HSC	
CA	HUM	
CCS	IA	
CFR	ID	
CHEM	IDS	
CHI	IS	
CIM	ITA	
CLSS	JA	
CMT	JRN	
CON	KOR	
COS	LAT	
CS	LGL	
CT	LIB	
CWE	MA	
DANC	MATH	
DR	MCT	
ECOL	MS	
ECON	MST	
ED	MUS	
EE	N	
EMT	PE	
ENG	PESS	
ENGR	PHIL	
ENV	PHOT	
ERTH	PHYS	
ESL	PM	
EST	PORT	
ET	PPE	
FA	PRSN	
FASH	PS	
FCS	PSYC	
FN	PT	
FR	RE	
FRLG	REC	
GC	RUS	
GD	SE	
GEOG	SL	
GEOL	SOC	

Carnegie Unit Model

The following was the result of a question posed at a statewide curriculum meeting held at Saddleback College in 1993. This response was received from the State Chancellor's office on 9/23/93.

Please clarify the "Carnegie Unit" standard as it now applies to all credit courses.

The expectation is that a student will complete three hours of work per week for approximately 16 week, or the equivalent, for each unit of credit earned (a 3:1 ratio), and that this expectation will be clearly stated in the course outline of record and syllabus. There are various structures that meet the expectation:

*   ***<u>Lecture:</u>** 1 hour of lecture and 2 hours of independent work assigned;

*   ***<u>Laboratory:</u>** 3 hours of laboratory, or, preferred, 2 hours of laboratory and 1 hour of independent work assigned;

*   ***<u>Studio:</u>** 3 hours of studio, or, preferred, 2 hours of studio and 1 hour of independent work assigned;

*   ***<u>Learning Lab:</u>** see laboratory above;

*   ***<u>Self-paced:</u>** 3 hours of laboratory or independent work assigned or any combination thereof;

*   ***<u>Field work:</u>** 3 hours of instruction or homework (spread over as many working hours as are necessary);

*   ***<u>Activity/PE:</u>** 3 hours of activity, or 2 hours of activity and 1 hour of independent work assigned.

Carnegie Unit Resolution
SC Academic Senate

It was moved, seconded and passed unanimously that due to the fact that the SOCCCD curriculum and workload employ only two (2) of the seven (7) Carnegie categories, that the Saddleback College Academic Senate allow the Curriculum Committee to approve curriculum that is out of compliance with the Carnegie Lecture/Lab configuration if the long-time past practice within a subject area indicates that such a configuration best serves our student population, especially in consideration of external accreditation, transfer or other issues.

Approved by Academic Senate 4/3/02

Examples of Catalog Descriptions

A grammatical, concise summary of course content.

ENG   1A
PRINCIPLES OF COMPOSITION I
3 Units   3 hours lecture
Prerequisite: Satisfactory score on the English placement examination or completion of English
                         200 with a grade of "C" or better.
A course in expository writing. Instruction focuses on how to select and narrow a topic, frame a
thesis statement, and organize the content into a logical, coherent composition. Original essays,
increasing in level of difficulty and in length, are developed through a process approach, including
prewriting and peer-editing techniques.

   a.   Mediated statement

ESL 365A
BEGINNING PRONUNCIATION
1 Unit   2 hours lecture
Corequisite: ESL 999
Designed to enable students to recognize and reproduce the sounds and intonation patterns of
American English. Through intensive pronunciation drills, listening activities, free speaking, and
reading of selected simplified passages, students will develop confidence in speaking situations.
This course may be offered for zero units on an open-entry/open-exit basis. The unit version of
this course may be repeated three times and is not open-entry/open-exit. The units earned for
this course may not be applied toward the 60 units for graduation.

   b.   Open-entry/open-exit statement

HIST 75
INTRODUCTION TO THE CONTEMPORARY MIDDLE EAST
3 Units   3 hours lecture
A survey of the major political, economical, religious and social institutions and movements of the
Middle East from 1800 to the present, with special emphasis on the problems of developing
Middle Eastern nations, the Arab-Israeli conflicts, and the political and economic implications of
Middle Eastern oil. Includes a brief introduction to Islamic religious institutions, terrorism and
militarism, with special emphasis on the importance of these institutions to the contemporary
scene. Also listed as PS 75. Credit to be given in either area, not both.

   e.   Cross-listed statement

ARTICULATION

Criteria for Designing UC and CSU Transferable Courses
Course Numbering System

"The UC Transferable Course Agreements (TCA's) are developed in the University of California Office of the President in accordance with policies established by the Board of Admissions and Relations with Schools (BOARS), a committee of the UC Academic Senate charged with developing undergraduate admissions requirements. BOARS policies determine which courses can be accepted upon transfer for advanced standing elective credit toward a University degree. The basic principles used in determining the transferability of California community college courses are:

1. The courses should be comparable to one offered at the lower-division level on any of the UC campuses in scope, level, and prerequisite.

2. If the course is not comparable to any offered at US, it must be appropriate for a university degree in terms of its purpose, scope and depth.

Courses listed as transferable are accepted at the point of admission by all UC campuses for unit credit in partial satisfaction of the degree requirements of the University.

Since the determination of transferability is subject to constant review and revision in line with current offering on all campuses on the University, the goal of the UC Office of the President is to revise each TCA every year.

UC TCA's are updated on an annual basic. Each community college will receive general information regarding the UC/community college articulation process, a copy of their most recent TCA, and specific instructions for reviewing and updating the agreement including guidelines on the articulation of courses.

The University Office of the President (UCOP) Articulation updates each TCA, and during the review process uses UC and community college catalogs, expanded course outlines from both the community and UC, regulations established by BOARS governing the maximum amount of credit allowed in certain subjects areas (e.g. Physical education or English as a Second Language), and recommendations developed by UC faculty and deans in special areas such as Agriculture and Environmental Design. The review is also governed by the "Guidelines for Transfer Credit" used on every UC campus as part of the admission process.

If a community college wishes to appeal the denial of transfer credit for certain courses, the Articulation Analyst will ask the community college Articulation Officer to send expanded course outlines indicating such key items as: prerequisites, purpose of the course and detailed descriptions of the course content, method of evaluation, and reading lists. The Articulation Analyst is usually able to resolve routine appeals. Occasionally, however, course outlines are forwarded to appropriate University faculty to solicit an opinion as to the transferability of a given course. The final TCA is sent to the community college, as well as to both the Office of Admissions and the Office of Relations with Schools on all UC campuses". (Excerpt from "Handbook of California Articulation Policies and Procedures, 1995").

Criteria for Designing UC and CSU transferable Courses
Course Numbering System

As part of the Technical Review Committee process, proposed new courses which appear to be comparable to one offered at the lower division level at a UC campus can be given a course identification number between 1 and 99. If the course is offered prior to the UC TCA update, "UC credit pending" will be added to the courses descriptor appearing in the Schedule of Classes.

Should a course not be approved by the UCOP or lose its transferability because UC no longer offers a comparable course, the course can not be offered without a number change. If the course is comparable to one offered the California State University, course identification number shall be in the 100-199 range. If applicable only to the associate degree, the number shall be in the 200-299 range.

Saddleback College certifies courses numbered 1-199 as baccalaureate level therefore CSU transferable as allowed by CSU Executive order 167. Courses should parallel a lower division offering at least one CSU campus and should be applicable to a major, listed as preparation for a major, or be applicable for the CSU general education/breadth requirement. The Curriculum Committee may approve CSU transferable electives where sufficient purpose, scope and depth are presented. However, these "stand-alone" courses must also be approved by the CCC Chancellor's Office.

Courses numbered 300-399 are developmental and are not associate degree. Course numbered 400-499 are pre-vocational basic skills courses or as defined preposition for employment but precollegiate in level and are therefore not associate degree applicable.

CALIFORNIA ARTICULATION NUMBER (CAN) SYSTEM

The California Articulation Number (CAN) System is a cross-reference course numbering system designed to identify courses of comparable content, maintain standards of academic rigor for those courses, and insure their transfer between and among participating institutions. The System streamlines the articulation process by eliminating the need for every campus in the State to articulate their courses with every other campus in order to provide needed transfer and articulation information to prospective transfer students.

The CAN System is based on the development of formal, written faculty approved articulation agreements between campuses. In order to qualify to use a CAN identifier, **each course** at both two-and four campuses must be formally articulated with **four California public four-year institutions**. Once the articulation has been developed and bilaterally approved the course qualifies to carry a "CAN." Qualifying to carry a CAN identifier on a course 1) entitles the campus to automatic articulation with all other campuses who have also qualified to use that CAN, whether or not they have developed articulation directly with that campus, and 2) requires the campus to accept courses in transfer from all other campuses that have also qualified to use that CAN, whether or not they have developed articulation directly with that campus. The CAN Board in May, 2002 issued a draft report that would substantially change the CAN approval process. A major part is the creation of academic advising committees within the segments to approve courses to carry a CAN. The CAN Board is expected to vote on changes to the qualifying process during the 2002-2003 academic year.

CAN became an official intersegmental program on July 1, 1998 and remained a joint effort of the California Community Colleges and the California State University, with both systemwide offices providing joint administrative oversight for the program. The CAN Coordinating Council, comprised of Articulation Officers, faculty, and systemwide representatives from the California Community Colleges, the CSU, and the private/Independent sector, formulate policy and monitor the implementation of the program statewide. The University of California does not participate in the CAN process.

All courses included in the number system are **lower-division, transferable** courses commonly offered on most colleges' campuses. Upper-division and non-baccalaureate-level courses are not included in the system.

Definition of College Level/Prerequisite

College-level courses are those courses, which through the appropriate reading, writing, computational, critical thinking, and/or performance skills treat subject matter with a scope and intensity comparable to that of courses in four-year colleges and universities. In college-level courses dependent upon "language skills," either eligibility for enrollment in "College Writing 1" (or "Technical Writing", for students pursuing the A.S. degree) or co-enrollment in "Basic Writing 1" is recommended. Similarly, in courses dependent upon computational skills, eligibility for college level mathematics or co-enrollment in intermediate algebra is recommended. A minimum tenth-grade reading level or co-enrollment in the course "Reading for College Success" is recommended for students who are taking college level courses.

Definition of Critical Thinking

Although there is no single, unifying definition of critical thinking, one can broadly conceive of critical thinking as an activity, which involves the interpretation, analysis, or evaluation of "evidence" in accordance with reliable methods or criteria. Examples of critical thinking include, but are not limited to, the following: the evaluation of the strength of evidence which purports to support a given interpretive thesis; the evaluation of a given scientific theory; the analysis of presuppositions which ground sociological, psychological, or political perspectives; the analysis of historical events; the interpretation of geological data. In helping students to become better critical thinkers, instructors should teach students how to move beyond the merely passive collection of evidence or information, in an attempt to engage the students in reflective and active analytical or evaluative thinking. Though such instruction will most often involve teaching the methodology appropriate to the given course of study, at times the activity of critical thinking might involve the evaluation of that methodology itself. *Evidence of critical thinking should be reflected in typical course assignments.*

Writing Measurable Objectives

ACTIONS INDICATING MEASURABLE BEHAVIORAL OBJECTIVES

Alter	Analyze	Apply	Appraise
Arrange	Assemble	Assess	Calculate
Catalog	Categorize	Choose	Choreograph
Cite	Collect	Combine	Comment
Compare	Compile	Compose	Consider
Construct	Contrast	Create	Criticize
Debate	Decide	Define	Demonstrate
Describe	Design	Determine	Diagram
Dictate	Differentiate	Discover	Discriminate
Discuss	Distinguish	Dramatize	Employ
Estimate	Evaluate	Examine	Experiment
Explain	Explore	Express	Finalize
Follow	Formulate	Group	Identify
Illustrate	Imitate	Improvise	Inspect
Interpret	Inventory	Investigate	Involve
Isolate	Itemize	Judge	List
Listen	Locate	Manage	Match
Measure	Name	Notate	Operate
Orchestrate	Organize	Outline	Participate
Perform	Plan	Practice	Prepare
Present	Propose	Question	Rate
React	Recall	Recognize	Record
Recreate	Rehearse	Relate	Repeat
Report	Research	Restate	Review
Revise	Schedule	Select	Set-up
Sketch	Solve	State	Teach
Tell	Test	Translate	Underline
Use	Value	Vary	Verbalize
Write			

Bloom's Taxonomy – Action Verbs Requiring Cognitive Outcomes

Knowledge	*To recall and identify*
Comprehension	*To translate from one for to another*
Application	*To apply or use information in a new situation*
Analysis	*To examine a complex problem and break it down into its parts*
Synthesis	*To put together information in a unique or novel way to solve problem*
Evaluation	*To make a judgment about something in light of some criteria*

Six Examples of *Bloom's Taxonomy* and the Concept of Critical Thinking
*Critical Thinking Includes Analysis, Synthesis and Evaluation

Knowledge	Comprehension	Application	*Analysis	*Synthesis	*Evaluation
					Judge
					Appraise
					Estimate
				Design	Evaluate
			Compare	Plan	Revise
			Distinguish	Compose	Score
		Use	Differentiate	Propose	Select
		Employ	Diagram	Formulate	Rate
	Express	Interpret	Analyze	Arrange	Choose
	Restate	Dramatize	Categorize	Assemble	Measure
Define	Translate	Sketch	Appraise	Collect	Compare
Repeat	Identify	Illustrate	Experiment	Construct	Value
Name	Explain	Operate	Test	Create	Assess
Recall	Recognize	Demonstrate	Contrast	Setup	
List	Discuss	Apply	Inspect	Organize	
Relate	Tell	Schedule	Debate	Prepare	
Record	Locate	Shop	Inventory	Manage	
Underline	Report		Question		
	Review		Examine		
			Criticize		
			Relate		
			Solve		
			Calculate		

A Categorized List of Verbs That Are
Useful in Making Objectives Explicit

General Discriminative Behaviors

Choose	Describe	Discriminate	Indicate	Match	Place
Collect	Detect	Distinguish	Isolate	Omit	Point
Define	Differentiate	Identify	List	Order	Select

"Study" Behaviors

Arrange	Classify	Follow	Look	Organize	Sort
Categorize	Compile	Formulate	Map	Quote	Underline
Chart	Copy	Gather	Mark	Record	
Cite	Diagram	Itemize	Name	Reproduce	
Circle	Document	Label	Note	Search	
	Find	Locate			

Cognitive Behaviors

Analyze	Compare	Criticize	Defend	Formulate	Infer
Appraise	Conclude	Deduct	Evaluate	Generate	Plan
Combine	Contrast		Explain	Induce	Structure

Creative Behaviors

Alter	Generalize	Question	Regroup	Rephrase	Rewrite
Ask	Modify	Rearrange	Rename	Restate	Simplify
Change	Paraphrase	Recombine	Reorganize	Restructure	Synthesize
Design	Predict	Reconstruct	Reorder	Retell	Systematize

Mathematical Behaviors

Add	Count	Extract	Interpolate	Plot	Square
Bisect	Derive	Graph	Measure	Prove	Subtract
Calculate	Divide	Group	Multiply	Reduce	Tabulate
Check	Estimate	Integrate	Number	Solve	Tally

Laboratory Science Behaviors

Apply	Decrease	Increase	Manipulate	Replace	Straighten
Calibrate	Demonstrate	Insert	Operate	Report	Time
Conduct	Dissect	Keep	Plant	Reset	Transfer
Connect	Feed	Lengthen	Prepare	Set	Weigh
Convert	Grow	Limit	Remove	Specify	

Social Behaviors

Accept	Argue	Dance	Greet	Laugh	React
Agree	Communicate	Disagree	Help	Meet	Smile
Aid	Compliment	Discuss	Interact	Participate	Talk
Allow	Contribute	Excuse	Invite	Permit	Thank
Answer	Cooperate	Forgive	Join	Praise	Volunteer

Language Behaviors

Abbreviate	Capitalize	Print	Say	Summarize	Whisper
Accent	Edit	Pronounce	Sign	Syllabicate	Write
Alphabetize	Hyphenate	Punctuate	Speak	Tell	
Articulate	Indent	Read	Spell	Translate	
Call	Outline	Recite	State	Verbalize	

Arts Behaviors

Assemble	Cut	Frame	Mild	Roll	Stamp
Blend	Dab	Hammer	Nail	Rub	Stick
Brush	Dot	Handle	Paint	Sand	Stir
Build	Draw	Heat	Paste	Saw	Throw
Carve	Drill	Illustrate	Pat	Sculpt	Trace
Color	Fold	Melt	Pout	Shake	Trim
Construct	Form	Mix	Press	Sketch	Varnish
				Smooth	Wipe
					Wrap

Drama Behaviors

Act	Display	Express	Pantomime	Proceed	Sit
Clasp	Emit	Leave	Pass	Respond	Start
Cross	Enter	Move	Perform	Show	Turn
Direct	Exit				

Music Behaviors

Blow	Compose	Hum	Plich	Sing	Tap
Bow	Finger	Mute	Practice	Strum	Whistle
Clap	Harmonize	Play			

Physical Behaviors

Arch	Climb	Hit	March	Ski	Swim
Bat	Face	Hop	Pitch	Skip	Swing
Bend	Float	Jump	Pull	Somersault	Throw
Carry	Grab	Kick	Push	Stand	Toss
Catch	Grasp	Knock	Run	Step	Walk
Chase	Grip	Lift	Skate	Stretch	
				Surf	

Miscellaneous Behaviors

Attempt	End	Hold	Position	Send	Strike
Attend	Erase	Include	Present	Serve	Suggest
Begin	Expand	Inform	Produce	Sew	Supply
Bring	Extend	Lead	Propose	Share	Support
Buy	Find	Lend	Provide	Sharpen	Switch
Complete	Finish	Light	Put	Shorten	Take
Consider	Fit	Raise	Shut	Tear	Touch
Correct	Fix	Mend	Relate	Signify	Type
Crush	Get	Miss	Repeat	Start	Use
Designate	Give	Offer	Return	Store	Vote
Develop	Grind		Save		Watch

SPECIAL TOPICS PROCEDURES

1. To create a new offering, clone the generic version, usually 189 or 289. Modify the newly created version to meet the specific requirements for this offering – title, units, description (cat and sch), prereq/coreq/rec/limitation (please include validation if any prereq/coreq/rec prep/limitations included), topics covered.

2. Print the new outline (if course has been offered previously outline not required-please list cat id on cover sheet) and submit to the Curriculum Publication Specialist/Office of Instruction with the required Special Topics cover sheet.

Curriculum/Tech Review Results

To:_____

Course ID:_____**Title:**_____

	Today's Date
	Changes from faculty due in Division
	2nd Tech Review (changes due to Curriculum Office)

Listed below are the courses that need your attention. Please make corrections on the attached course outline and submit to your division curriculum assistant ASAP.

This course cannot be forwarded to the Curriculum Committee until these changes are completed.

Thank you for your help!

Courses needing work:

Course Specifications/Guidelines for a
Well-designed Course Outline

NOTE: Most of the characteristics described below for course specifications are listed on the Checklist for reviewing Course Outlines of Record used by Chancellor's Office staff in approving new courses. The following explanation is essentially the one provided to Chancellor's Office staff who are to use the Checklist.

The course specifications contained in the approved course Outline of Record, in effect, state the general conditions that all specific instructional designs (as reflected in individual course syllabi) must fulfill; they state the requirements and set the boundaries of permissibility, and, in their statement of the course objectives, provide the basic touchstone for evaluating proposed designs.

In the most general terms, in a well designed Outline of Record, the objectives and the course specifications provide a coherent whole, as follows:

(a) The *evaluation methods* adequately indicate fulfillment of the course objectives as stated; *and*

(b) The presentation by the instructor
      (i) of the required *content*
      (ii) in the required sequence (if any) and
      (iii) in the required amount
      (iv) with whatever *instructional methods* the instructor must employ; *and*

(c) The completion by the students
      (i) of the *assignments*
      (ii) to the required standard,
      (iii) using the required *materials,*
      (iv) in the specified instructional *setting*,
      (v) with the specified *equipment*

(d) Are sufficient to enable
      (i) those students who would originally have been unable to do so
      (ii) to *meet the course objectives*
      (iii) as indicated by the specified evaluation process
(iv) by the end of the course.

General Education Review Committee / Procedures

I. **Role**

The role of the Saddleback College General Education Review Committee is to evaluate proposals from any organizational division of the college according to the criteria stated in the adopted criteria statements for the core and breadth requirements. The GE Committee recommends that organizational divisions of the college work together with other divisions that might have an interest in presenting courses for a specific core or breadth area. The GE Review Committee will be guided by the language of the criteria statements in determining the appropriateness of specific courses for general education.

II. **Procedure for submission of classes for inclusion in the GE package from the divisions**

A. Divisions should review the criteria statements to evaluate appropriateness of courses for each category.

B. Divisions should then submit a list of courses that they recommend adding to the GE committee via the chair.

C. Since this is a new GE package, only the addition, not deletion of courses is required at this time.

D. Members from the divisions who wish to present courses to the committee will be given an appointment with the committee to make their presentation. The following materials should be submitted to the GE committee chair on or before the date of the presentation:

1. Written list of proposed courses including:
   a) course number
   b) full course title
      Note: If the list of courses is not delivered to the GE Committee Chair prior to the date of presentation, the presenters must have 16 copies available on the appointment date.
2. **One** Copy of the course outline for each of the proposed courses.
3. Course objectives or any additional information that will assist the committee in understanding how the proposed courses meet the criteria statements. (e.g., excerpts from syllabus, examples of testing, etc.)

E. Presentation of course proposals for GE will be agendized as **information items.** Divisions will be given ample time for presentation of course for consideration in the GE package with question and answer sessions for clarification to the committee. Presentation should be made by a division member (either faculty or administration or both) **other than the division representative to the general education committee.**

F. When courses come forward for **action**, all visitors and presenters to the GE committee shall be excused from the meeting so that the GE committee may caucus and reach a decision based on established criteria statements with as much freedom as possible from political pull.

III.   **Appeal Process**
        A. Following *initial* GE Committee decision regarding inclusion or exclusion of a course or courses to the package, the appeal should be made directly to the GE committee. The faculty member or administrator making the appeal should bring **NEW** information to the committee for consideration.
        B. The GE package as proposed by the committee for catalog printing will go to the curriculum committee for **final** review and approval.

IV.   **Criteria Statements** (**see attached**)

V.   **Working Definitions**
        A. "Introductory" - a course that provides an introduction to the broad area of study (as distinguished from a course that is merely introductory to the specific discipline).
        B. "Integrative" - this word means that the course includes instruction on how the subject of the course draws on other disciplines or areas of study and also on how the subject in turn influences other disciplines or areas of study; it interrelates concepts and issues.
        C. "Cultural" - refers to things that large groups of people, or "civilizations", create, not to the interests of small "sub-groups" of a society (as might be the concern of the sociologist). [Addendum: Webster's defines a culture as "the concepts, habits, skills, arts, instruments, institutions, etc. of a given people in a given period; civilization."]
        D. "Performance" – The concern is the amount of performance in proportion to the amount of time spent on history, theory, and criticism. The primary purpose of the course and its evaluation methods, etc. should not be on performance but on history, theory, and criticism (this within the breadth area of humanities and fine arts).

CRITERIA FOR DETERMINING APPROPRIATENESS OF COURSES FOR GENERAL EDUCATION

Language and Rationality

Courses which develop the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication.

A. WRITTEN COMMUNICATION

A.   Course emphasizes the content of communication as well as the form.

B.   Course provides an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations

C.   Course focuses on the communicative process from the rhetorical perspective:

1.   reasoning and advocacy,

2.   organization,

3.   accuracy;

4.   the discovery, critical evaluation and reporting of information;

5.   reading and listening effectively as well as speaking and writing.

D.   Course includes active participation and practice in written communication.

E.   Course is basic and fundamental in nature fulfilling the spirit of a "core" course.

F.   Course is not specialized or advanced.

CRITERIA FOR DETERMINING APPROPRIATENESS OF COURSES
FOR GENERAL EDUCATION

Language and Rationality

Courses which develop the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication.

B. ORAL COMMUNICATION

A. Course emphasizes the content of communication as well as the form.

B. Course provides an understanding of the psychological including how communication operates in various situations

C. Course focuses on the communicative process from the rhetorical perspective:

1. reasoning and advocacy,
2. organization,
3. accuracy,
4. the discovery, critical evaluation and reporting of information,
5. reading and listening effectively as well as speaking and writing.

D. Course includes active participation and practice in written communication.

E. Course is basic and fundamental in nature fulfilling the spirit of a "core" course.

F. Is not specialized or advanced.

CRITERIA FOR DETERMINING APPROPRIATENESS OF COURSES
FOR GENERAL EDUCATION

Mathematics Competency

Students should complete either option A or option B.

A. Completion with a grade of "C" or better of any mathematics course offered within

the Mathematics Department, other than Math 351.

B. Evidence of one of the following standardized examination scores:

1. 3 or above on the College Board Advanced Placement Exam

2. 530 or above on the Mathematics section of the SAT

3. 23 or above on the ACT Mathematics Test

4. 520 or above on the College Board Math Achievement Test

CRITERIA FOR DETERMINING APPROPRIATENESS OF COURSES
FOR GENERAL EDUCATION

Reading Competency

Students should complete either option A or option B.

A. Completion with a grade of "C" or better of English 220, 170, 180, or English 1B, or equivalent class. (English 1B and 170 also apply toward Critical Thinking.)

B. Evidence of one of the following standardized examination scores:

1. 400 or above on the Verbal section of the SAT

2. 19 or above on the ACT Verbal test

3. 35-39 percentile on the Comprehension section of the Nelson-Denny Reading Test, Form H, or on an equivalent test. The Nelson-Denny Reading Test may be repeated once only, starting with the semester in which the student will have completed a minimum of 45 units.

Information Competency Criteria

Information Competency is the ability to both recognize when information is needed, and to locate, evaluate, synthesize, use and communicate information in its various formats.

1.　**Recognize when information is necessary by:**

　　a.　identifying a topic, assignment or task that requires additional information modifying the scope of an initial question from one that might be too broad or narrow, to one that is manageable.

　　b.　demonstrating when it is appropriate to use a general and/or subject-specific information source for background to help develop a manageable question to research

2.　**Develop effective research strategies by:**

　　a.　creating a plan and timeline to acquire the information appropriate to the task by selecting from among available methods and resources.

　　b.　selecting the most appropriate methods and resources (e.g. books, reference materials, web sites, journals, data bases, interviews, experiments, etc.) to obtain needed information

　　c.　constructing and applying effective search strategies using search tool functions, key concepts and terminology

　　d.　evaluating the quantity, quality and relevance of research results and making necessary revisions to research methods

3.　**Locate, retrieve, and use information in a variety of formats by:**

　　a.　identifying and assessing the value of potential resource types (e.g. databases, web sites, research publications, texts, periodicals, multimedia and individuals) for appropriateness to the task

　　b.　describing the qualitative differences among the results of various search tools and methods such as a general web search engine and a library-provided subscription information service (e.g. full text electronic journal articles, subject directories, web-based catalog).

　　c.　understanding the purposes and audience of potential sources (e.g popular vs. scholarly, or current vs. historical, etc.)

　　d.　retrieving information in various formats (e.g. print or electronic, online or in person, etc.) using a variety of methods and applying effective methods to identify relevant information.

4. Critically evaluate and synthesize information by:

   a. evaluating, quantifying and assigning importance to retrieved data and information.

   b. distinguishing between main ideas or conclusions drawn from supporting facts and/or evidence.

   c. assessing the reliability and accuracy of information and determining the validity when dealing with contradictory or biased sources by comparing information from various sources and integrating it one's prior knowledge.

   d. integrating known information with new material by summarizing and paraphrasing information.

   e. documenting retrieved information in an organized fashion with appropriate citation data.

   f. determining when information satisfies the research question or other information need

5. Effectively create, present and communicate information by:

   a. developing outlines, drafts and versions of material to be communicated

   b. creating and presenting information effectively in a variety of formats appropriate to the subject, audience, and purpose.

   c. communicating information successfully to accomplish a specific purpose.

6. Competently use computers and other information technology tools by:

   a. access online information

   b. navigating various software programs such as the operating system, browser software, word processor and other productivity applications to locate, use and communicate information.

   c. recognizing the different information resource tools and the various information resources available with those tools.

7. Understand the social, legal and ethical issues relating to information and its use by:

   a. demonstrating that information use is limited by laws, regulations, policies and ethics pertaining to the acceptable use of technology, intellectual property, copyright and plagiarism.

   b. preserving the integrity of information resources, equipment, systems and facility and complying with institutional policies on access to information resources.

   c. identifying and properly attributing information elements from different formats (e.g. book, periodical article, web page, interview)

CRITERIA FOR DETERMINING APPROPRIATENESS OF COURSES FOR GENERAL EDUCATION

Fine Arts and Humanities

Courses which study the cultural activities and the artistic expressions of human beings.

Group A

Courses approved for Group A include courses in the arts, music, and theatre.

A. Course encourages students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance.

B. Course helps the student develop an awareness of the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation.

C. Course helps the student develop aesthetic understanding.

D. Course helps the student develop an ability to make value judgments.

E. Course is introductory or integrative.

F. Course has its major emphasis on the integration of history, theory, and criticism, <u>not</u> on performance.

Group B

Courses approved for Group B include courses in literature, philosophy, history, religion, and foreign language.

A. Course encourages students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance.

B. Course helps the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

C. Course helps the student develop aesthetic understanding.

D. Course helps the student develop an ability to make value judgments.

E. Course is introductory or integrative.

Course has its major emphasis on the integration of history, theory, and criticism, <u>not</u> on performance.

CRITERIA FOR DETERMINING APPROPRIATENESS OF COURSES
FOR GENERAL EDUCATION

<u>Natural Sciences</u>

Courses of study, which deals with matter and energy as it applies to physical and/or life sciences and their interrelations and transformations.

A.   Course includes a lab.

B.   Course examines the physical universe, its life forms, and its natural phenomena.

C.   Course develops an appreciation and understanding of the scientific method.

D.   Course does <u>not</u> rely only on the recall of facts.

Course is introductory, not advanced, and integrative, encouraging an understanding of the interdependency of the sciences and the relationships between science and other human activities.

CRITERIA FOR DETERMINING APPROPRIATENESS OF COURSES
FOR GENERAL EDUCATION

Social and Behavioral Sciences

Relates to the human being as a member of society or component of society, such as a state, family, or any systematized human institution.

Group A Social/Behavioral Science

A.   Course deals with individual behavior or with human social, political, and economic institutions and behavior.

B.   Course develops an awareness of the method of inquiry used by the social and behavioral sciences.

C.   Course stimulates critical thinking about the ways people act and have acted in response to their societies.

D.   Course promotes appreciation of how societies and social subgroups operate, including women and ethnic and other minorities.

E.   Course is introductory or integrative, focusing on core concepts and methods of the discipline.

F.   Course does not focus on personal, practical, or applied aspects.

CRITERIA FOR DETERMINING APPROPRIATENESS OF COURSES
FOR GENERAL EDUCATION

Social and Behavioral Sciences

Group B American Institutions

A. To ensure that students acquire knowledge and skills that will help them to comprehend the workings of American democracy and the society in which they live, thus enabling them to contribute to society as responsible and constructive citizens.

B. Course provides comprehensive study of American history and American government including:

>   The historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under that Constitution, and the process of state and local government.

CRITERIA FOR DETERMINING APPROPRIATENESS OF COURSES FOR GENERAL EDUCATION

Life Skills/Critical Thinking

A Life Skills

Courses to equip human beings for life long understanding and development of themselves as integrated physiological, social, and psychological entities.

A.   Course facilitates understanding of the human being as an integrated physiological, social, and psychological organism.

B.   Course includes selective consideration of such matters as:

1.   human behavior,

2.   sexuality,

3.   nutrition,

4.   health,

5.   stress,

6.   key relationships of humankind to the social and physical environment,

7.   implications of death and dying.

C.   Any physical activity in the course is an integral part of the study of the above topics.

CRITERIA FOR DETERMINING APPROPRIATENESS OF COURSES FOR GENERAL EDUCATION

Life Skills/Critical Thinking

B Critical Thinking

Critical thinking courses develop the principles and applications of language toward logical thought and critical evaluation of communication.

A.   Course is designed to lead to the ability to analyze, criticize, and advocate ideas.

B.   Course leads to the ability

  1. to distinguish fact from opinion,

  2. to recognize bias,

  3. to draw inferences and make conclusions,

  4. to recognize common fallacies or errors in reasoning when evaluating written and oral text.

C.   Course contains regular written work, which requires the student to demonstrate these skills.

Course has the majority of its content devoted to the above objectives.

CRITERIA FOR DETERMINING APPROPRIATENESS OF COURSES FOR GENERAL EDUCATION

Physical Education Assessment

Courses to assess physical fitness and develop an awareness about appropriate exercise.

A.   Course assesses the physical condition of each student.

B.   Course provides information necessary to develop a personal fitness program.

C.   Course identifies the rationale regarding the frequency, intensity, and duration of exercise.

D.   Course identifies the strengths and weaknesses of each category evaluated.

E.   Course critically analyzes the facts regarding diet and stress reduction.

Course is <u>not</u> an activity course.

**CRITERIA FOR DETERMINING APPROPRIATENESS OF COURSES
FOR GENERAL EDUCATION**

<u>**Cultures in the United States**</u>

Background and Definition
The Saddleback College *Cultures in the United States* requirement replaces the former Cultural Diversity requirement. The foundation of the new requirement is based on undergraduate requirements at UC Berkeley which has been active since 1989 based on the recommendations of the Simmons Report at that institution. Starting in 2005, the Saddleback College Cross Cultural Committee reviewed the then current cultural diversity requirement and recommended changes based on increasing graduates' understanding of cultures in the United States.

Courses which meet the *Cultures in the United States* requirement focus on major themes in United states history, society, and culture and address major conceptual issues relevant to understanding ethnicity, culture, race, and pluralism in the United States. These courses should provide the intellectual tools needed to better understand the concept of cultural identity. They should take substantial account of those minority groups such as African Americans, American Indians, Asian Americans, and Chicanas/os/Latina/os and other minorities in the United States that have been historically disadvantaged and/or excluded from mainstream society.
<u>Application for Approval of Courses to meet *Cultures in the United States* requirement</u>
There is no "template" for *Cultures in the United States* courses. Faculty should submit a completely developed course outline which includes a complete list of assignments, details regarding lecture/discussion topics and a reading list.
The GE Committee will review course with the submitting faculty member. The faculty member should address the following:

  1. How <u>does </u>the course address theoretical and analytical issues relevant to understanding race, culture, and ethnicity in the United States?
  2. How is the course integrative and comparative within the larger context of United States history, culture, economy, or environment?
  3. How does the course take substantial account (50% or more) of minority groups such as African Americans, American Indians, Asian Americans, and Chicanos/as/Latinos/as and other minorities in the United States?

Approved by GE Committee April 19, 2007
Approved by Curriculum Committee February 19, 2009

Occupational Skills Awards

Occupational Skills Awards are awards given to students who complete a specific, narrowly defined set of coursework, containing 6-17.9 units, which lead to employment in a specific field. The awards are requested by the student upon completion of the course(s) listed in a current in the current catalog and are awarded by the Office of Admissions and Records at Saddleback College which maintains records of students that complete the award. These awards *are not certificates of achievement.* Occupational Skills Awards do not appear on the student transcript, but do have the same degree of academic rigor as certificate programs.

Certificates of Achievement are awarded to students upon request to Admissions and Records. Certificates of Achievement are state-approved courses of study and include at least 18 units in an occupational or vocational area. Certificates of Achievement appear on the student transcript.

Procedure for Creating, Approving, Publishing and changing Occupational Skills Awards

[Note: This procedure is based upon Saddleback College Curriculum Committee discussions conducted in 2001-2002 and the Good Practices Recommendations of the Academic Senate for California Community Colleges, further advice was received from the Office of Instructional Affairs and Instructional Resources from the State Chancellor's Office]

- **Mission**
  - State the primary goals and objectivesof the occupational skills award
  - List a description of the award, which will appear in the catalog and on publications, information sheets.
  - List the program requirements – the specific courses and units which make up the award. *– This may not be fewer than 6 units and may not be more than 17.9. units. Because the award is intended for a specific job skill, cross-listing of courses is not permitted.*
  - List the competencies gained as an outcome in the courses*. – Give some background information and the rationale for the program including support from empoyers and the advisory committee*

- **Need**
  - Evidence of support from advisory committee/employers
  - Estimated annual completers
  - Labor market information if available
    - *Is there any local, not US, labor data?*
    - *Is there California Data?*
      - Under a contract with the California Community Colleges Chancellor's Office, the Labor Market Division of the Employment Development Department tabulates its projections of employment by occupation into the TOP code. These tabulations are available as Excel spreadsheets at http://www.calmis.ca.gov/htmlfile/programs/coccc/Intro.htm.

      - Other data may be available in California from the Employment Development Department. Or http://www.calmis.cahwnet.gov/htmlfile/projects.htm
    - *Include any employer or student survey results*
  - Minutes of key meetings and recommendations

- **Quality**
  - · List required courses and sequence
  - · Attach official course outlines
- **Feasibility**
  - · Discipline faculty, chair and dean signatures
  - · Library and Learning Resources signature

- **Compliance**
  - · Licensing or accreditation standards if applicable

- **Approvals:**
  - · Discipline faculty
  - · Chair and Dean
  - · Office of Instruction
  - · Curriculum Committee
  - · Academic Senate
  - · President
  - · Board of Trustees

- Placement in college catalog
  Occupational skills awards are included in the printed college along with degrees and certificates awarded by Saddleback College. Occupational skills awards are locally approved by the curriculum committee and the State Chancellor's Office and do not appear on the student transcript.

- Changes in Occupational Skills Awards
  Occupational skills awards shall follow the same process as certificates and degrees.

NEW OCCUPATIONAL SKILLS AWARD

_____   _____

PROPOSED AWARD TITLE   **CONTACT PERSON**

_____   _____

DIVISION/DEPARTMENT   **PHONE**

Recommended TOP Code_____

Total units of award_____

Number of required courses_____

Projected annual enrollments_____

Estimated cost library acquisitions_____

Please submit a summary of the following items:

MISSION
1. Statement of primary goals and objectives of this award
2. Text to be placed in the catalog
3. Number of units required for this award (6-17.9 units)
4. Competencies gained as an outcome

NEED
5. Evidence of support from advisory committee/employers
6. Estimated annual completers
7. Labor market information (optional)
8. Minutes of key meetings/recommendations

QUALITY
9. List of required course sequence
10. Outlines of record for all required courses

FEASIBILITY
11. Library faculty signatures
12. Discipline faculty, chair and dean

COMPLIANCE
13. Licensing or accrediting standards, if required

Division Faculty	_____	Date _____
Department Chair	_____	Date _____
Library Faculty	_____	Date _____
Division Dean	_____	Date _____
Curriculum Chair	_____	Date _____
Vice President for Instruction	_____	Date _____
President	_____	Date _____
Board of Trustees	_____	Date _____
Curriculum Office	Sent to the State Chancellor's Office	Date _____
	Approval from the State Chancellor's Office	Date _____