

9/10/10 Curriculum Handbook

Citrus College
2010-2011 Edition

We acknowledge the CCC Chancellor's Office, the state Academic Senate and our colleagues from other CCs around the state from whom we have borrowed liberally to compile this curriculum handbook and the template for our course outline of record.

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Curriculum Handbook Quick Finder

This list allows you to quickly find the answers to commonly asked questions about the curriculum process, especially using CurricUNET to edit and review course outlines.

How do I –

- Find my Curriculum Representative? - Part I, Section 2
- Log into CurricUNET? - Part III, Section 2A
- Report a problem with CurricUNET? - Part III, Section 2D
- Create or modify a Course? - Part IV, Section 2B
- Add SLO's to a Course Outline? - Part IV, Section 3
- Review and Comment on a Course, Degree, Certificate, or Skill Award? - Part IV, Section 5B
- Update the textbook in the Course Outline? – Part IV, Section 5C
- Use Assist to find comparable classes? - Part V, Section 6
- Create or modify a Degree, Certificate, or Skill Award? - Part VI, Section 3A
- Create or change the Course Blocks in a Degree, Certificate, or Skill Award? - Part VI, Section 3B

PART I: Introduction

1. The Mission of Citrus College

Citrus College delivers high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society.

We are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.

2. Curriculum Committee Members 2010 - 2011

Kathleen Bueno – Curriculum Assistant
Patrick Borja – Faculty / June 2012
Sarah Bosler – Librarian / June 2012
Dyane Duffly – Faculty / June 2012
Roberta Eisel – Academic Senate President
David Greene – Faculty / June 2013
Mark Gunderson – Faculty / June 2010
Julie Henderson – ASCC
Kim Holland – Director of Workforce Development
David Kary – Faculty /Chair – June 2013
Dennis Korn – Faculty / June 2013
James Lancaster – Dean of Career, Technical and Continuing Education
Stephen Lindsey – Dean of Business, CSIS, Distance Education and Library

Irene Malmgren – Vice President of Academic Affairs
Rachelle Mead – Faculty / June 2011
Ashley Melvin - ASCC
Jennifer McLeod – Faculty / June 2011
Gino Munoz – Faculty / June 2013
David Overly – Faculty / June 2011
Carolyn Perry – Faculty / June 2011
Michelle Plug – Articulation Officer
Gloria Ramos – Faculty / June 2012
Alfie Swan – Faculty / June 2011
John Vaughn – SLO and Assessment Coordinator
Gailynn White – Faculty / June 2013
Jody Wise – Dean / Athletic Director
Cliff Wurst – Faculty / June 2012

3. Technical Review Committee 2010 - 2011

David Kary / Faculty / Chair
James Lancaster / Dean
Steve Lindsey / Dean
Irene Malmgren / V.P. of Academic Affairs

David Overly / Faculty
Carolyn Perry / Faculty
Michelle Plug / Articulation Officer
Alfie Swan / Faculty
Cliff Wurst / Faculty

4. Technical Review and Curriculum Committee Meeting Schedule

Academic Year - Fall 2010 – Spring 2011

Curriculum: Thursdays 2:30 – 4:00 p.m. – Room IS 108

Technical Review: Thursdays 1:00 – 3:00 pm – Room IS 108

Date Meeting - Semester course changes become activated

Fall 2010

09-9-10 Curriculum **Training Meeting**
09-16-10 Technical Review - Summer/Fall 2011
09-23-10 Curriculum - Summer/Fall 2011
10-07-10 Technical Review - Summer/Fall 2011 Winter 2010 Textbook Deadline
10-21-10 Curriculum - Summer/Fall 2011
11-04-10 Technical Review - Summer/Fall 2011
11-18-10 Curriculum - Summer/Fall 2011 **Articulation Deadline CSUGE, IGETC, UC New Course Deadline 2010-2011**
12-02-10 Technical Review - Summer/Fall 2011
12-09-10 Curriculum - Summer/Fall 2011 **New Programs/Certificates/AA Degrees/2010-2011 Catalog Deadline/ CSU New Course Deadline**

Spring 2011

03-03-11 Technical Review - Winter/Spring 2012
03-17-11 Curriculum - Winter/Spring 2012
03-31-11 Technical Review - Winter/Spring 2012
04-14-11 Curriculum – Winter/Spring 2012
04-29-11 Technical Review - Winter/Spring 2012
05-12-11 Curriculum - Winter/Spring 2012
05-26-11 Technical Review – Summer/Fall 2012
06-09-11 Curriculum – Summer/Fall 2012

Explanations

Items for the Curriculum agenda must be submitted by Noon on the Monday prior to the meeting.
Items for the Tech Review agenda must be submitted by Noon on the Tuesday prior to the meeting.

Catalog Deadline: Any changes that will appear in the 2011-2012 catalog must be approved by this date.

Textbook Deadlines: Textbooks must be approved by the Tech Review by this date.

CSUGE/IGETC deadline: Any course that you would like to have listed as meeting CSUGE or IGETC requirements for Fall 2011 must be approved by this date.

UC New Course deadline: Any new course that you would like to have listed as UC transferable for Fall 2011 must be approved by this date.

CSU New Course deadline: Any new course that you would like to have listed as CSU transferable for Fall 2011 must be approved by this date.

New Programs/Certificates/Degrees: Any new program, degree, or certificate that you would like to have available for students in Fall 2011 should be approved by this time.

PART II: The Curriculum Committee

1. Introduction

The Curriculum Committee is a standing committee established by the Academic Senate. Its roles and responsibilities are defined in the Academic Senate Constitution and in Board Policy and Administrative Procedures (BP and AP 4020). It is responsible for ensuring the quality, currency, and planning of the curriculum of the College. The committee is responsible for reviewing and recommending for approval course proposals, general education/associate degree requirements, and course pre-requisites. The committee plays a leadership role in recommending the future direction of the educational program and curricular offerings of the College. Membership is designed to ensure representation across the College, including members representing all divisions as well as articulation, the library, the Academic Senate, and the Associated Students of Citrus College.

2. Selection and Composition of the Curriculum Committee

Composition of the Committee

The Curriculum Committee is composed of the following members:

Faculty Representatives	14
Faculty Chair	1
Administrators	5
Articulation Officer	1
Librarian	1
SLO Coordinator	1
Senate President	1
Student Representative	1
TOTAL	25

The term of service will be three years.

The voting members of the committee will be the Faculty Representatives and the Librarian. The Faculty Chair will vote in the event of a tie.

Distribution of Faculty Members

Faculty representatives will be elected by secret ballot and distributed by division as follows:

- Division of Fine and Performing Arts – 2 representatives
- Division of Career, Technical and Continuing Education – 2 representatives
- Division of Natural and Physical Sciences – 1 representative
- Division of Social and Behavioral Sciences – 2 representatives
- Division of Language Arts – 2 representatives
- Division of Business and CSIS – 1 representative
- Division of Counseling – 1 representative
- Division of Mathematics and Health Sciences – 2 representatives
- Division of Physical Education and Athletics – 1 representative

The Library representative will be elected by the librarians by secret ballot for a three year term.

Faculty members of the Curriculum Committee who resign mid-term will be replaced by appointment of the Curriculum Committee Chair with the approval of the Academic Senate President. In the case of a sabbatical or other leave replacement, the chair will appoint for the length of the sabbatical leave. A permanent replacement will serve until the completion of the original member's term. Replacement of administrators who resign mid-year will be appointed by the Vice President of Academic Affairs. Starting in Spring 2009, the rotation of elections for 3-year terms for Curriculum Chair, Librarian, and Division Representatives will be as follows:

Year 1

Library
Business and CSIS
Fine and Performing Arts - 1 representative
Natural and Physical Sciences
Physical Education and Athletics

Year 2

Curriculum Chair
Career, Technical and Continuing Education - 1 Representative
Fine and Performing Arts - 1 representative
Language Arts - 1 representative
Mathematics and Health Sciences – 1 representative
Social and Behavioral Sciences - 1 representative

Year 3

Career, Technical and Continuing Education - 1 Representative
Counseling
Language Arts - 1 representative
Mathematics and Health Sciences – 1 representative
Social and Behavioral Sciences - 1 representative

The Articulation Officer will be a permanent member of the committee.

3. Roles and Responsibilities in the Curriculum Process

Curriculum Committee

The Curriculum Committee is charged with ensuring that all courses and programs meet the standards for approval stated in Title 5 and the Chancellor's *Program and Course Approval Handbook*.

The specific responsibilities of the Curriculum Committee include:

1. Approving all new and revised courses
2. Approving programs for certificates, skill awards, and associate degree majors
3. Appointing curriculum members to serve on the Tech Review Committee
4. Interpreting and communicating clearly all curriculum standards and requirements to the college community

5. Consulting with faculty who are developing and revising courses and programs
6. Providing curriculum expertise in the Program Review process.
7. Facilitating discussion and decision-making regarding curriculum in this institution
8. Maintaining clear communication with the Academic Senate

Technical Review Committee

The Technical Review Committee is a subcommittee of the Curriculum Committee that provides editing, crafting recommendations, and resources to faculty Originators designed to achieve coherent, unified curriculum without subjecting every proposal to delays involving additional rounds of review by the full Curriculum Committee.

The technical review committee is chaired by the Curriculum Chair. The number of members will vary depending on need, but it will include at least the Articulation Officer, one other faculty member, and at least one Dean.

Specifically, this committee:

1. Ensures that courses and programs meet the standards spelled out in the *Curriculum Handbook* for format, compliance, content, clarity, completeness, and correctness.
2. Reviews the feasibility and alignment of the Student Learning Outcomes with the course objectives and content.
3. Ensures that the course demands critical thinking and, for CSU and UC transfer level courses, demonstrates appropriate rigor.
4. Records comments and recommendations for changes.

Ideally, the Originator or their representative will attend the meeting when the course is reviewed so they can receive feedback firsthand.

Office of Academic Affairs

With respect to curriculum, the responsibilities of the Office of Academic Affairs are:

1. Managing submission of proposed and revised course outlines through CurricUNET.
2. Keeping records of all agendas and minutes of the Curriculum and Tech Review Committee.
3. Identifying and communicating new information and laws from the State level to the Curriculum Committee and other college bodies.
4. Keeping record of Course and Program Outlines as required by the State.
5. Keep a permanent file of all course approval packets for each academic year.
6. Act as the primary contact with Governet, the company that provides CurricUNET.
7. Provide support and advice to faculty on curriculum matters.

Faculty Originator

Full-time faculty members have the primary responsibility for originating all curriculum changes. In certain cases when there are no full-time faculty members with the appropriate expertise the

curriculum chair may approve adjunct faculty or academic administrators to originate curriculum changes.

The faculty Originator's responsibilities include:

1. Initiating curriculum changes, additions, and drops.
2. Responding to comments and making changes to curriculum proposals as recommended through the approval process.
3. For certificate or degree programs, fill out state and accreditation mandated forms and provide needed documentation.

While writing curriculum proposals, faculty initiators are strongly encouraged to consult with their faculty colleagues, area Deans, and other curriculum specialists as needed, including their division Curriculum representative, Articulation Officer, Library Curriculum Representative, DE reviewer, and Curriculum Committee Chair.

Curriculum Committee Chair

The chair's responsibilities include:

1. Prepare agendas
2. Conduct the Curriculum Committee and Technical Review meetings
3. Edit minutes (typically taken by the Curriculum Assistant)
4. Set the calendar of committee meetings
5. Keep informed of curriculum standards including Title 5, the Course and Program Approval Handbook, and accreditation standards.
6. Supervise the orientation of new members and on-going training of continuing members
7. Assist discipline faculty in the curriculum development process (usually with faculty Curriculum Committee member from that division)
8. Assure that committee functions take place smoothly: technical review, prerequisite review, distance education review, general education review, library sign-off, articulation, and program review reports to the committee (see the appropriate sections of this handbook.)
9. Report regularly to the Academic Senate
10. Sign off on final version of curriculum recommendations to the Board of Trustees
11. Review catalog drafts for concurrence with approved changes

Division Curriculum Representative

The primary duties of a Division Curriculum Representative are to:

1. Provide advice, consultation, and explanation about curriculum proposal procedures to an Originator.
2. Act as liaison for the Division in matters concerning Curriculum Committee actions and procedures.
3. Represent the Division at Curriculum Committee meetings.
4. Verify that the curriculum proposal satisfies Curriculum Committee standards for format and supporting evidentiary documentation.
5. Represent the Curriculum Committee on any Program Reviews ongoing within their division.

6. Assist in training a successor for the position of Division representative.

Vice President of Academic Affairs

The Vice President of Academic Affairs oversees the administration of instruction and the curriculum development process.

The primary curricular responsibilities of the Vice President, Academic Affairs are to:

1. Seek to resolve inter-divisional curricular conflicts.
2. Evaluate the administrative, financial, and philosophical consequences and impact of new and changing curriculum proposals.
3. Determine if a curriculum proposal is consistent with the educational master plan of the district.
4. Consult with Division Deans and/or Originators regarding curriculum proposals and their implications for the college.
5. Ensure proper review by Division Dean, Curriculum Committee Chair, and Articulation Officer.
6. Attend Curriculum Committee meetings and assist with Curriculum Committee deliberations.
7. Select at least 4 other instructional administrators to sit on the Curriculum Committee.
8. Recommend approval or disapproval of curriculum proposals to Board of Trustees.
9. Submit new program Degree and Certificate proposals to the Educational Programs Committee (EPC).

Division Dean

The Division Dean oversees the administration of an entire instructional division. This responsibility includes making decisions concerning curriculum offered by the disciplines of a division, as well as facilitating curriculum innovation and responsiveness.

The primary curricular responsibilities of a Division Dean are to:

1. Seek to resolve conflicts within the division and with other divisions concerning curriculum issues.
2. Evaluate the administrative, financial, and philosophical consequences and impact of a curriculum proposal.
3. Determine if a curriculum proposal is consistent with the academic plan of the Division as well as the College.
4. Consult with the Vice President of Academic Affairs regarding curriculum proposals that have major programmatic implications or changes, as well as proposals where potential conflicts may arise.
5. Confer with the appropriate faculty about curriculum proposal implications.
6. Ensure that proper curriculum proposal review by the appropriate faculty occurs.

7. Provide curriculum Originators with timely feedback about the merits and feasibility of the curriculum proposal.
8. Ensure that appropriate course numbers and codes are assigned to newly proposed curriculum.
9. Review curriculum proposals in CurricUNET to ensure that these standards have been met.

Articulation and Duties of Articulation Officer

Articulation is a process whereby universities formally agree to accept community college courses in lieu of their own for lower division credit in specific majors or as general education. Articulation agreements ensure that a transferring student will be granted credit for community college work and thus progress efficiently toward earning a baccalaureate degree. Sound articulation practices are the foundation of a successful transfer program.

The Citrus College articulation officer is responsible for overseeing and coordinating the articulation process.

The primary curricular responsibilities of the Articulation Officer are to:

- Initiate, develop, and revise transfer course agreements, General Education and breadth agreements, major and departmental preparation agreements, and course-by-course agreements with other institutions of learning.
- Review all transfer and Associate Degree model programs to verify accuracy.
- Serve as the primary conduit and point of contact whenever articulation issues arise.
- Annually update lists of General Education transfer courses with CSU and UC.
- Analyze curriculum proposals for course transferability.
- Review curriculum proposals for GE requests and assist Originators with criteria and process for CSU General Education and IGETC requests.
- Update all General Education handouts and assure accuracy of information on transfer and GE status of courses in the Citrus College *Catalog* and *Schedule of Classes*.

Curriculum Assistant

1. Serves as a resource for the curriculum process for all faculty and Deans by maintaining the Curriculum Handbook and the calendar of Curriculum Committee meeting dates and due dates for agenda items.
2. Schedules the room for Curriculum Committee and Technical Review meetings and reminds Curriculum Committee members of meetings.
3. Prepares the agenda for Curriculum Committee and Technical Review meetings with the Curriculum Chair.
4. Records, prepares, and distributes minutes of Curriculum Committee and Technical Review meetings.
5. Maintains an annual file of Curriculum Committee and Technical Review minutes.
6. Takes action to activate courses that have been approved by the Curriculum Committee and

the Vice President of Academic Affairs.

7. Assists the Vice President of Academic Affairs in proofing the catalog to ensure that all curriculum changes approved within an academic year are correct.
8. Prepares curriculum items for the Board of Trustees.
9. Maintains a status log of State and ACCJC forms and approvals.
10. Is responsible for uploading new credit courses, degrees, and certificates to the California Community Colleges Curriculum Inventory.
11. Maintains official District course histories and outlines of record.
12. Holds Super Administrative responsibilities in CurricUNET, the curriculum processing application.
13. Maintains the Curriculum web page.

Library Representative

1. Assumes the same responsibilities as any other Curriculum Committee member.
2. Verifies that there are sufficient library resources to support proposed new courses or course modifications and that course outlines accurately describe the needed resources.
3. Informs members of the Library staff of the approved curriculum changes as a way to guide purchases of print and media resources.

Student Representative

1. Attends full curriculum meetings and represents the Associated Students of Citrus College (ASCC) in discussions of curriculum.
2. Reports on curriculum issues to the ASCC Governing Board.

Distance Education Reviewer

1. The Distance Education reviewer reviews the DE portions of all courses that will be offered in a DE format. The DE Reviewer shall ensure that all DE forms are correctly filled out.

Career, Technical and Continuing Education Division

1. Is responsible for uploading new non-credit courses, degrees, and certificates to the California Community Colleges Curriculum Inventory.

PART III: CurricUNET

1. Introduction to CurricUNET

CurricUNET is a curriculum management system produced privately by Governet. It has the following main purposes:

1. Provide a record of all courses, degrees, Certificates of Achievement, and Skill Awards that can be reviewed by any interested persons in or out of the college.
2. Provide a record of the links between elements of the curriculum, such as pre-requisite and corequisite courses.
3. Provide an electronic “approval process” for all curriculum, ensuring that all parties in the curriculum process have a chance to make comments and give approval.
4. Allow the development of reports on Citrus College curriculum that can be used for reporting to the state, producing the college Catalog, and for internal assessment of the curriculum process.

Citrus College’s CurricUNET data is stored and maintained by Governet on their servers, and users at Citrus College can access this through the CurricUNET web site: <http://www.curricunet.com/citrus>

2. Using CurricUNET

2A. Logging In

Enter your username and password in the given spaces in the top left corner of the screen. Your username is in the same format as your Citrus College username. Check with the Curriculum Assistant for information on the default password.

If the login fails you will be returned to the login screen. If it succeeds, login window will disappear and you will be able to see a page with a series of links on the left hand side.

When logged in to CurricUNET, remember that you can always get to the CurricUNET home page by clicking on the “CurricUNET Home” link in the top left corner of the screen.

To log out of CurricUNET, select the Log Out link on the top left part of the screen.

2B. Viewing Curriculum

The “active” versions of curriculum (*i.e.* the currently approved versions of each course, certificate, degree, or skill award) are available without using a login name. The best way to access this is from the Citrus College Curriculum web site: <http://www.citruscollege.edu/curriculum/Pages/default.aspx>

This page has a link directly to a portal in the CurricUNET site which allows users to search on the list of active curriculum and read the public (Word) version of each course.

Citrus College faculty and staff who can log into CurricUNET can view both active and historical versions of curriculum (versions that have been replaced or deactivated since the college started using CurricUNET in the fall of 2007) as well as curriculum that is in the approval process. This can be done with the “Search” – “Course” command on the left side of the screen. Users who are logged in can also get list of all courses in the approval process by selecting the “All Proposals” link on the left side of the screen.

2C. Originating and Reviewing Curriculum Changes

In addition to viewing curriculum, most users will have one or both of these two roles: originating curriculum and reviewing curriculum in the approval process.

All full-time faculty can originate curriculum in their departments. In certain circumstances, such as where there are no full-time faculty available in a department or discipline, adjunct faculty, Deans, or Directors have been given the right to originate courses. Only the Curriculum Chair in consultation with the Faculty Representative and Dean from a given area can authorize these origination rights for anyone who is not a full-time faculty member. Currently, no others have the right to originate new or modified curriculum. The process of originating new or modified curriculum is described in section IV.2.D of this guide.

Faculty, Deans, and the VP of Academic Affairs all have important reviewing roles in Curriculum. All faculty in a department have the opportunity to review and comment on curriculum changes in their department. Deans review all curriculum from their divisions. In certain cases, Directors have also been given review rights within their areas of responsibility. Faculty, Deans, and Directors who serve on the Curriculum Committee have additional reviewing responsibilities, as do certain individuals with key roles in the approval process, such as the Dean of Distance Education, the library representative on curriculum, the Articulation Officer, and the Curriculum Chair. The process of reviewing and commenting on curriculum is described in section IV.3.B b.

2D. Reporting Problems with CurricUNET

If CurricUNET is not working properly, this should be reported to the Curriculum Assistant and/or the curriculum chair as soon as possible. Anyone having questions about how to use CurricUNET can also contact either of these people or their division curriculum representative.

PART IV: Course Approval

1. California State Requirements for Course Approval

1A. Basic Criteria for Approval

All courses and programs must meet these five basic criteria for approval stated in Title 5, as summarized below by the Chancellor's Office:

- A. **Appropriateness to mission.** Course must be directed at the appropriate level for community colleges; must address a valid transfer, career and technical education, basic skills, civic education, or lifelong learning purpose; and must provide distinct instructional content and specific instructional objectives.
- B. **Need.** The outline must provide evidence of need for the course in college service area.
- C. **Quality** (Curriculum Standards). Must fulfill the requirements of the local curriculum approval process, which includes careful scrutiny by faculty and administrators at the originating college; approval within the local district as well as on a regional level (career and technical education); course should also be consistent with requirements of accrediting agencies.
- D. **Feasibility** (Adequate Resources). The college has the resources needed to offer the course at the level of quality described in the Outline of Record.
- E. **Compliance.** Design of the course or program is not in conflict with any law, including both state or federal laws, and both statutes and regulations.

1B. Standards for Associate Degree Credit Courses

All credit courses must meet the following standards, as outlined in Title 5, §55002:

- A. **Grading Policy.** The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or in courses where the Curriculum Committee deems them to be appropriate, by problem solving exercises or skill demonstrations by students.
- B. **Units.** The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline.
- C. **Intensity.** The course treats subject matter with a scope and intensity that require students to study independently outside of class time.
- D. **Prerequisites and Corequisites.** When a student is highly unlikely to receive a satisfactory grade unless the student has the knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites....
- E. **Basic Skills Requirements.** If success in the course is dependent upon communication or computation skills, then the course shall require as prerequisite or corequisite eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.
- F. **Difficulty.** The course work calls for critical thinking and the understanding and application of concepts... at college level.
- G. **Level.** The course requires learning skills and vocabulary... appropriate for a college course.

1C. Standards for Non-Credit Courses

Non-credit courses are intended to prepare students to achieve academic, career and lifelong learning goals, including preparing to succeed in college level work. These courses expected to emphasize critical thinking skills.

Non-credit courses must fall under one of 9 apportionment areas defined by the state. These are

1. Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships.
2. Elementary and secondary basic skills.
3. English as a second language.
4. Classes and courses for immigrants eligible for educational services.
5. Education programs for persons with substantial disabilities.
6. Short-term vocational programs with high employment potential (includes apprenticeships).
7. Education programs for older adults.
8. Education programs for home economics (known as Family and Consumer Sciences).
9. Health and safety education.

Note: All non-credit courses are required to have Chancellor's office approval.

1D. Standards for Stand-Alone Courses

Most courses at Citrus College are part of a program: a certificate of achievement, a Chancellor's Office-approved Skills Certificate of 12-17.5 units, an Associate degree major, or a General Education requirement for an AA. A *stand-alone course*, on the other hand, is a credit course that is *not* part of a Chancellor's Office approved program.

Citrus College does have various stand-alone courses that have been approved because they meet the standards defined and fulfill purposes within the college's mission.

In the past, stand-alone courses had to be approved by the Chancellor's Office. However, in 2007, the Chancellor's Office granted community college districts the authority to approve stand-alone courses as long as Curriculum Committee members and any staff and administrators directly involved in the approval process received annual training on the guidelines for approval.

2. The Course Outline

2A. The Course Outline of Record as a Legal Document

Title 5 requires that every course be represented by a Course Outline of Record (COR), an official public document approved by a Curriculum Committee, local Board of Trustees, and usually the Chancellor's Office (which must approve all courses associated with programs and all noncredit courses). It must be evident in the COR that all Title 5 standards are met.

Furthermore, the Course Outline of Record:

- States the **Student Learning Outcomes, Objectives, content, and level of rigor** for which students and faculty—across all sections of the course—will be held accountable.
- Provides the **basis for determining the degree of preparation** (prerequisites, corequisites, and/or advisories) that students need to advance successfully through a series of courses.
- Ensures **consistent, quality instruction** (from instructor to instructor, section to section, and year to year) in the classroom by clearly identifying standards and content of the course to be taught while still providing flexibility for individual instruction.
- Plays a critical role in the process of **program review** by which a college seeks to keep its curriculum relevant and to allocate its resources sufficiently to maintain its programs.
- Demonstrates that all of the **required components** are present in the course for the **required degree of rigor** as specified in Title 5.
- Serves as **documentation** of the college's high academic standards and quality for **accreditation** purposes.
- Also, the Course Outline of Record is an essential element in the transfer process. It is:
 - Submitted for approval as meeting **California State University General Education (CSU/GE)** breadth requirements and for inclusion in **the Intersegmental General Education Transfer Curriculum (IGETC)**.
 - The basis for **evaluation of the transferability** of courses and evidence of their equivalence to those courses offered at the four-year schools.

To document all courses, standardize the presentation, and demonstrate how they meet State regulations, all course outlines are entered through CurricUNET, Citrus Colleges' online Curriculum Database System.

2B. Components of the Course Outline of Record

As you draft the course outline, it's important to remember that the components should work together to reflect the integrity of the course as a whole. According to *Components of a Model Course Outline*, "An *integrated approach* is one in which each element appears throughout the objectives, is covered in course content, is reflected in comprehensive assignments, is taught using an effective methodology, and serves as an essential part of the evaluation of student performance." More specifically, this means:

- College level critical thinking and the basic theory and concepts of the discipline are evident throughout the course outline in the student learning outcomes (SLOs), objectives, level of content, rigor of assignments and how they are evaluated, and textbooks.
- SLOs are clearly supported by objectives.
- The content listed in the Course Content section relates to the SLOs and objectives; that is, it must be clear in the course outline that the information and skills essential to meeting the outcomes and objectives has been taught in the course.
- Assignments reflect and assess students' achievement of the SLOs and objectives.
- Textbooks and related materials support the content and level of the course.

When writing the course outline, it is important to recognize the multiple audiences of the document and how they will be interpreting and applying the information. Consider how these components are read by various groups:

- The list of **Student Learning Outcomes and course objectives** are important to the **general college community and public**—students, instructors, counselors, other community colleges, transfer institutions, career and technical education boards—who need to know the outcomes, expectations, rigor, and level of critical thinking of the course. It is essential that these sections be clear and accessible to the general reader; the language should be jargon-free and more global, not technical or overly detailed.
- The **Course content** section outlines the content of the course and is especially important to **instructors** who will be teaching the course or who teach related courses. Therefore, this section should include enough detail so a new instructor would know what to cover in the course; at the same time, it does not need to explain terms or concepts that would be evident to anyone who is expert enough in the field to be hired to teach the course.
- The **outside assignments and methods of assessment** sections answer two of **students'** main questions, which are, “What kind of work do I have to do, and how am I going to be graded?” At the same time, this section guides **instructors** about the latitude they have in selecting, designing, and grading assignments.

A well-written, integrated course outline provides for consistency across instructors, sections, and semesters to guarantee that the course offers the preparation students require to meet their educational and career goals.

2C. Stylistic Conventions for Writing the Course Outline of Record

For the sake of consistency and clarity, when inputting the material into CurricUNET, please remember to:

- **Spell out acronyms** (unless they are universally known) the first time they are used in the outline so that all readers will know what the letters are referring to.
- **Avoid ampersands (&)**. Spell out the word “and”
- **Be consistent** in capitalization and end punctuation for lists and outlines.
- **Use capitals and quotations as appropriate**, but avoid all caps as a formatting device.
- **Spell-check and proofread your document** before submitting.

2D. Initiating a New Course or Course Modification on CurricUNET

Creating a new Course

To create a new course you will need to first log into the system using your username and password. Click on the “Course” link under the Build area of the main menu on the left hand side of the screen. Then click the “Create Course” link under the courses menu. Remember you will only be able to create courses in your discipline area. After clicking on the “Create Course” link it will bring you to the Create Course entry screen.

The screenshot shows the Citrus College's CurricUNET interface. The main header includes the college logo and name. A navigation menu on the left lists 'CurricUNET Home', 'Build', and 'Courses'. The 'Courses' section is expanded, showing 'Create Course', 'Edit Courses', and 'Course Update'. The 'Create New Course' form is the central focus, with fields for Discipline (set to ACCT), Course Number, Course Title, Catalog Description, Schedule Description, and Proposal Type (set to New Course). A legend on the right explains the symbols: a question mark for help, an 'S' for spell check, and an asterisk for required fields. A help box on the right provides instructions for the Schedule Description field.

Create New Course	
Discipline*	ACCT
Course Number*	
Course Title*	
Catalog Description*	
Schedule Description	
Proposal Type	New Course

Legend

- ? Help
- S Spell Check
- * Indicates Required Field

Help

Schedule description does not have to be entered on this page. All other information must be added in order to continue.

[Edit](#) [More](#)

On this screen you will need to choose the correct Discipline, enter a course number and title as well as a catalog and schedule description of the course (see Course Outline below for more information on these). After entering this information click “OK”. You will then be taken to the Course Construction Main Menu. From here you will continue creating the course with Course Checklist on the right hand side of the screen.

The screenshot shows the Citrus College's CurricUNET interface. At the top, there is a navigation bar with the Citrus College logo and the text "Citrus College's CurricUNET". Below this, a welcome message says "Welcome, Steve" with a "Log Out" link. The main content area is divided into three sections:

- Left Sidebar:** Contains navigation links for "CurricUNET Home", "Build", "Courses", and "Edit Course". Below these are details for the current course: "Edit Course", "xxxxxx", "test", "ACCT-Accounting", "Thyberg, Steve", and a reminder to fill out requirements on the course checklist.
- Center Panel:** Titled "Course Construction Main Menu", it displays course details: "Course Number: xxxxxx", "Course Title: test", "Short Title", and "Co-Contributor(s): There are no Co-Contributors for this course." with a link to "Add a Co-Contributor".
- Right Panel:** Titled "Course Checklist", it lists various course components with checkboxes: "Cover", "Units/Hours", "Student Learning Outcomes", "Course Content", "Methods of Assessment", "Methods of Instruction", "Distributed Education", "Required Texts", "Additional Resources", "Entrance Skills", "Requisites", "Library", "General Ed", "Attached Files", and "Codes/Dates".

Course Revision

To make a revision to a course you first need to log into the system using your username and password. Click the "Course" link under the Build section of the main menu on the left side of the screen. Then click the "Course Update" link under the courses menu. This will bring you to a search screen where you will enter the criteria for the course you need to make changes to and click "OK".

The screenshot shows the Citrus College's CurricUNET interface with the "Course Search" screen active. The interface includes the same top navigation bar and welcome message as the previous screenshot. The main content area is divided into three sections:

- Left Sidebar:** Contains navigation links for "CurricUNET Home" and "Search". Below these are links for "Course", "Program", and "Users". There is also a "Links" section with "Governet", "Special Characters", "Taxonomy", and "User's Guide".
- Center Panel:** Titled "Course Search", it features a "Status" section with radio buttons for "All", "Active", "Approved", "Historical", "Launched", and "Pending". Below this is a "Discipline" dropdown menu set to "-All-". There are input fields for "Course Number" and "Course Title", and a checkbox for "include long title search". An "OK" button is at the bottom right.
- Right Panel:** Titled "Legend", it contains a "Help" section with a question mark icon. The text explains: "Search for course outlines. Active courses are those currently being offered. Historical courses are past course outlines which are no longer being offered. Pending are course outlines which have not been approved." There are "Edit" and "More" buttons at the bottom.

You will then be taken to a results screen where you will choose the course to make changes to by clicking the (📄) icon. This makes a copy of the existing active course for you to make changes to. **WARNING: You must make a copy of the course you wish to edit and then work on that course. Do not copy a different course outline and then change the course number to the one**

you want. This will result in deleting a course you copied and creating two active versions of the new one.

The screenshot shows the Citrus College's CurricUNET interface. At the top, there is a navigation bar with the college logo and name. Below the navigation bar, a user is logged in as "Steve" with a "Log Out" link. The main content area is divided into several sections:

- CurricUNET Home Search:** A sidebar menu with options for "Course", "Program", and "Users".
- Search:** A section with "Links" including "Governmet", "Special Characters", "Taxonomy", and "User's Guide".
- Course Search Results:** A table with the following data:

Actions	Discipline	Course Number	Title
WR [edit] [copy]	ACCT 120	Accounting 120	*Pending* **New Course** Audrey Abas
WR [edit] [copy]	ACCT 123	test	*Launched* **New Course** Jason Anderson
- Legend:** A section explaining icons: WR for Course Impact Report, WR for Course Outline Report, and C for Course Changes Report. It also includes "Edit" and "Copy" icons.
- Help:** A section providing instructions: "Click on the WR icon to view a course outline. Click on the Copy icon to copy a course to edit. Click More for Guidelines on Course Revision." It includes "Edit" and "More" buttons.

The screenshot shows the "Course Update" form. It contains the following fields:

- Course:** ACCT 123 test *Launched*
New Course
Jason Anderson
- Proposal Type:** Course Modification
- Rationale:** A large text area for entering the reason for changes.

At the bottom of the form, there are "OK" and "Cancel" buttons, along with a help icon (?) and a save icon (S).

You will then see an Update Course screen where you can enter the reason for making changes. After entering the information click "OK". You will then be taken to the Course Construction main menu where you will use the Course Checklist to edit the remainder of the course.

Welcome, Steve [Log Out](#)

Course Construction Main Menu

Course Number	123
Course Title	test
Short Title	test
Co-Contributor(s)	There are no Co-Contributors for this course. Add a Co-Contributor

Course Checklist

- Main
- Cover
- Units/Hours
- Student Learning Outcomes
- Course Content
- Methods of Assessment
- Methods of Instruction
 - Distributed Education
- Required Texts
- Additional Resources
- Entrance Skills
- Requisites
- Library
- General Ed
- Attached Files
- Codes/Dates

Links

- Governet
- Special Characters
- Taxonomy
- User's Guide

3. The CurricUNET Course Checklist – Credit Courses

Here are the details of what to put in all of the boxes on CurricUNET when you are working on a class. If you are creating a course from scratch you will have to fill everything in. Even if you are just editing an existing class, you will still need to check each of these. In many cases, the needed information was never included in CurricUNET or was done in an old format that no longer applies.

WARNING: Do not have two “course edit” windows open at the same time. Data will shift between the two courses in ways that you do not intend, even if you don’t have edit privileges on one of the courses.

Below each area I have added examples from a sample course.

The edit process works by clicking on each item in the checklist on the right side of the screen. When you make changes, select the Save button at the bottom to save the work you have done. When you are finished working on a checklist item, select Finish to close and lock that item. WARNING: The Finish button doesn’t always save changes, so it is good practice to Save your work first, and then hit Finish.

If you need to make further changes to a closed item, click on it then select Unlock or Edit at the bottom of the window.

Main

The primary thing you can change here is the co-contributor information. A co-contributor is someone who can also edit the course. To add a co-contributor, click on the Add a Co-Contributor link and select their name from the drop-down list.

When you select someone to be a co-contributor, you can also select what parts of the course they can work on: it can be just a few parts, or it could be the entire course. Use the check boxes to select the

areas the co-contributor can work on. If you later want to change this list, click on the **Edit** button by their name.

If you wish to remove someone as a co-contributor, click on the edit link beside their name and select the **DROP** button from the bottom of the page.

Note that the Originator (the person who initiated the course changes) is the person who has to take action to move the class through the approval process, and also the person who will receive the emails from CurricUNET. If you need to change the Originator, contact the Curriculum Assistant.

Cover

Course Cover
Page Last Saved on Thursday, Sep 2, 2010 at 1:12 PM
By David Kary

Discipline	ASTR-Astronomy
Course Number	215H
Course Title	Honors Planetary Construction
Short Title	HNRS plan const
Cross Listed Course	
Catalog Course Description	This hands-on course covers the basics of building both terrestrial and jovian planets. Students will be required to design and build a habitable planet using materials available in the immediate solar neighborhood. Students are expected to work and participate at an honors level which includes strong critical thinking skills, thorough analysis of astronomical readings, presentation and leadership skills demonstrated through class participation/presentation, and service learning in the community.
TOP Code	1911.00 - Astronomy
SAM Code	Non-Occupational

Proposed Start Year: 2015 Semester: Fall

Course Purpose
Basic Skills[] Certificate/Skill Award[] Non-Credit[]
Honors[X] Laboratory[X] Distance Ed[X] Degree Applicable[X] Non Degree Applicable[]

Transfer Options CSU Transferable
UC Transferable

Minimum Qualifications Physics and Astronomy [Chancellor's office discipline's list](#)

Is the Course Stand-Alone: No

Cover
 Units/Hours
 Material Fee
 Student Learning Outcomes
 Objectives
 Course Content
 Lab Content
 Methods of Assessment
 Methods of Instruction
 Honors Addendum
 Distance Education
 DE Methods of Instruction
 DE Methods of Communication
 DE Methods of Evaluation
 Assignments/Accessibility
 Required Texts
 Additional Resources
 Entrance Skills
 Requisites
 Library
 General Ed
 Outside Assignments
 Attached Files
 Codes/Dates

Legend
S Spell Check
? Help
✎ Edit

Here you give some of the basic information for the course. This is a very important page since much of it appears in the course catalog, schedule, and is included in Banner.

Discipline

This is the 2, 3 or 4 letter course designation. The drop-down list gives the disciplines for which you have origination rights (you can create or edit courses in these disciplines). If this list is not correct, please inform the Curriculum Assistant.

Course Number

For new courses, do not to reuse course numbers that have been used in the past, especially within the last 10 years. Similarly, if you are editing a class, you cannot change the course number to a number used by another class in recent years.

WARNING: Do not change the course number to that of a different course as way of “copying” material into that course.

Course numbers less than 100 should be listed with a leading “0” (e.g. 010).

In general, course numbers less than 100 are reserved for pre-college level classes, especially those related to basic skills (Reading, English, Math, and ESL). Classes in the 100-299 range are lower-division college-level courses. We do not use 300-599 as these are typically used for upper-division and graduate level classes.

The numbers 698 and 699 refer to a set of generic co-operative education classes. A 695 or 696 number refers to a special topics course.

Note that the newer non-credit courses (NC) courses do not follow the same course numbering system. Instead, the first digit of the course number is a reference to the categories described in section IV-1-C of this handbook.

Course Title

This is the official title of the course. It’s important that this not duplicate the title of another course. If you have several courses in a series that cover similar topics, use roman numerals, time periods, or “beginning”, “intermediate”, and “advanced” to distinguish them.

Short Title

This is a shortened version of the course title.

Cross Course and Cross Listed Course

If this course should be cross-listed with another course on campus, use this drop-down list to select first the discipline and then the specific course in that discipline.

In general, cross-listing means that a single course reasonably belongs in two different disciplines. It should not be used for two different courses that can be scheduled together: these should continue to be treated as separate courses.

Catalog Course Description

This is the description that appears in the Catalog and the Schedule of Classes. It should give a clear picture of the subject and academic level of the course.

Often the course description is the only material a student reads when making a decision about taking the course. To make sure that the description is complete, clear, and accurate, follow these best practices guidelines summarized from *Components of a Model Course Outline of Record and Stylistic Considerations in Writing Course Outlines of Record*:

- A. The course description should clearly state the scope of the course, its level, and

what kinds of student goals the course is designed to fulfill.

- B.** It should be evident from the catalog description that no two courses in the curriculum are redundant.
- C.** The description should be thorough enough to establish the comparability of the course to those at other colleges and to convey the role of the course in the curriculum, as well as to distinguish it from other courses at the college.
- D.** When applicable, the description should state how the course fits into a certain program.

Example: Auto 166: Intended for those seeking a career in the automotive service and repair industry, this NATEF certified course is one component of the T-TEN and TEC programs...”

- E.** When appropriate, the description should indicate for which students the course is intended.

Examples:

“first course in the graphics arts major”
“intended for students in allied health majors”
“meets UC foreign language requirement”

- F.** The description should mention any required equipment or student participation outside of the usual expectations.

Examples:

“Students must provide their own guitars”
“Students are required to have 25-30 high-quality photos to work with”
“Field trips required.”

- G.** The description is not a marketing piece; it is a means of concisely communicating what the course is about.
- H.** The description should be brief but readable. Complete sentences are preferable.

There are several pieces of information have been used here in the past that you can now remove. For example, you do not need to list whether the class is UC/CSU transferable or the number of hours per week or the number of times the course can be repeated (these are added in from another location).

Reason for Changes (only applies to course modifications)

Describe what you are changing about this class. You should especially note substantial updates (e.g. adding SLOs, DE information, rewriting course description) and any changes that could affect course articulation (e.g. number of units, hours, and prerequisites).

Proposed Start

This is the first term a new course is offered or the term the course changes come into effect. This must be in a future semester (not the semester the course is brought to curriculum). The deadlines for getting classes into the Catalog, class schedules, and for articulation with UC

and CSU will usually mean that you need to submit classes several months ahead of when you plan to offer them, especially for new classes or classes that are undergoing substantial changes to things like units and prerequisites. Consult with the curriculum calendar (Section I-4 of this handbook) for a list of which semester course activation will be discussed each meeting.

Existing courses can continue to be offered even if the proposed start date is one or more semesters in the future, but the descriptions, units, prerequisites, etc. given in the catalog and schedule will be the old ones until the new version takes effect.

In general, new classes need to be submitted early in the fall to articulate with UC and CSU for the following fall. Changes that will affect the schedule or catalog descriptions should be submitted by the end of fall term in order to take effect the following fall.

Course Purpose

Here are several check-boxes needed to help categorize the course. They include:

- **Basic Skills:** Applies to reading, math, English, and ESL classes with course numbers below 100. These classes cannot be degree applicable.
- **Certificate/Skill Award:** Select if a course is part of a certificate or skill award program. Note: If you are adding this class to a certificate/skill award, you do need to bring that certificate through the approval process as well.
- **Non-Credit:** Choose for “Non Credit” courses. All new non-credit courses should be in the NC discipline.
- **Honors:** If this is an honors class you should select this one. You will have to fill in the honors form as well. Note that honors classes must have a separate listing from the traditional course with the same number. Also, students cannot receive credit for both the honors and traditional versions of a course.
NOTE: The course outline for an honors course must be almost the same as for the traditional course that it mirrors. Except for the honors addendum, the only differences should be extra content, SLOs, methods of assessment etc. that reflect the extra rigor and depth of the honors course. The Curriculum Committee recommends that honors courses be brought through the approval process at the same time as their companion traditional course.
- **Distance Education:** If a course can be taught in a distance education format this should be selected. Selecting this box will make the Distance Education checklist items become available. These must also be filled out for all DE classes.
- **Degree Applicable:** Select if it is a college-level course and hence can be used for the 60-units a student requires to receive an associate’s degree. This does not necessarily mean that this course is part of the major preparation or GE requirements for a degree.

If you wish to add this class to a degree major, you must bring that major program through the approval process as well.

- **Non-Degree Applicable:** Select if the course cannot be applied to an AA/AS degree.

Transfer Options

You can select non-transferable or any combination of UC and CSU transferable options. Only highlighted items are selected. If you want to select both UC and CSU, use the shift or control keys while you are clicking on the choices.

TOP Code

The TOP code (Taxonomy of Programs) is a set of numerical codes that the state uses to collect information on programs and courses. The latest state listing and description of TOP codes is given at http://www.cccco.edu/Portals/4/TopTax6_rev0909.pdf

Add the code from the drop-down list. Consult with your Division Dean on the appropriate code here.

SAM Code

Add the SAM code (Student Accountability Model) from the drop-down menu. This indicates whether a course is part of a career and technical education program and where it fits in that program. The options here are:

- A=Apprenticeship
- B=Advanced Occupational
- C=Clearly Occupational
- D=Possibly Occupational
- E=Non-Occupational

In general, most occupational courses will be listed as “Clearly Occupational,” with only the final “capstone” class in a program listed as “Advanced Occupational.”

The “Possibly Occupational” designation should be used for the first course designed to introduce students to an occupational program. Currently, Citrus College doesn’t have any “Apprenticeship” level courses. Most courses in general education programs will be Non-Occupational.

Note that any code other than “non-occupational” requires that you also chose a Vocational (asterisked) TOP code. Consult with your Division Dean on the appropriate code here.

Minimum Qualifications (to Teach This Class)

The State Chancellor’s office maintains a list of qualified academic disciplines. Citrus College uses this list (with minor variations) to define who can teach specific classes. In this box you should list the disciplines that are qualified to teach this class. We have provided a link to the Chancellor’s Office Disciplines List.

You only need to list the discipline title, not the entire list of degrees associated with it. For example, you would list “Physics and Astronomy,” NOT “Master’s in physics, astronomy, or

astrophysics OR Bachelor's in physics or astronomy AND Master's in engineering, mathematics, meteorology, or geophysics OR The equivalent.”

Please remember that when you select a discipline, **anyone** with that set of degrees will be considered qualified to teach the course. The state Academic Senate recommends against choosing a discipline based on one or two individuals who might be qualified to teach a given course. They recommend using the equivalency process for this instead.

If the minimum qualifications for a class are not at the Master's degree level, then any bachelor's degree and two years of experience, or any associate degree and six years of related experience within the discipline will meet the minimum qualifications.

Stand Alone

A course that is not part of any degree or certificate (either as major preparation or GE) is considered a stand alone course. Select this box and give a justification for why this course is needed to benefit student success. The most common stand alone courses are Basic Skills courses (lower than 100 level) or courses that provide study skills, resume skills, etc.

Units/Hours

The screenshot shows the 'Edit Course' page for course 215H. The page is divided into several sections:

- Class Hours:** A table with the following fields:

Variable Hour Exist	NO
Credit:	Min: 4.00
Lecture Hours	Min: 54.00
Lab Hours	Min: 36.00
Hours Arranged	Min: 18.00
Content Hours	Min: 108.00
Student may receive credit for this course up to () time (s). Select from the following and save your selection.	4
Justification for awarding credit more than once:	Skills building course
Maximum Enrollment	45
Field Trips	Required
Grading Methods	GRD or PNP - Grade or Pass/No Pass
Course Fee	Yes
- Student Learning Outcomes:** A list of checkboxes for various outcomes, including Objectives, Course Content, Lab Content, Hours Arranged Content, Methods of Assessment, Methods of Instruction, Honors Addendum, Distance Education, DE Methods of Instruction, DE Methods of Communication, DE Methods of Evaluation, Assignments/Accessibility, Required Texts, Additional Resources, Entrance Skills, Requisites, and Library.
- Links:** Citrus College, Curriculum Handbook, Curriculum Committee, Web Site, Governet, Special Characters, Taxonomy, User's Guide.
- Submit:** A 'Submit' button is visible at the bottom of the form.

This page also has several very important items that affect how a course transfers and applies to degrees. They include:

Variable Hours Exist

This button lets you select whether or not this course has a variable number of credit hours (e.g. could be offered for 2 or 3 units with different numbers of class hours). If you select yes, then you will be given a range of units and hours. If you select no, then you will not have to enter a range. Note that our enrollment management programs are having some trouble with variable unit classes. Please consult with your Dean before selecting this option.

Credit

This is the total number of units for the course. In general, 1 unit is offered for every 18 hours of lecture or 54 hours of lab. We do have classes of 0.5 and 1.5 credits, though we rarely use half credits for courses of more than 2 units.

Lecture Hours

Total number of lecture hours for the term. Note that lecture credit usually implies roughly 2 hours of outside work for each hour spent in class, and this should be reflected in the outside assignments later in the outline.

Lab Hours

Total number of lab hours for the term. There is no requirement of outside assignments with lab hours.

Lab Hours Arranged

Total number of lab hours arranged for the term. Hours arranged are hours that do not have a weekly time listed in the class schedule. Instead, they are simply listed as “arranged”. Note that there are strict guidelines for how hours arranged can be used. Some of these include:

- The time must be supervised by an instructor who meets the minimum qualifications to teach the course
- There must be active interaction with the instructor (as in a lab environment). This is not just “homework” time.
- The hours arranged must be listed in the course outline and specific “hours arranged content” should be described as well (see below).
- There must be a mechanism for recording that the students have fulfilled the hours (e.g., signing in and out).
- In classes that report weekly attendance, students will be expected to sign up for the times that they will fulfill these hours.

Comment on calculating Units and Hours:

Statewide standards are not clear on the exact distinctions between lecture and lab in class. However, in general, we define “lecture” or “lab” by the **degree of out-of-class work required of the student**. While some disciplines will vary slightly from these guidelines, this is the standard we generally follow:

Lecture: Every unit of a lecture course requires 18 lecture hours per semester and 36 hours of outside work, totaling 54 hours for the semester. Note that in CurricUNET **you only list the lecture hours, not the outside work**. Instructors are encouraged to inform students in their syllabi and/or course homepages about the total number of hours students are required, or should expect to spend per week on class-related work.

Lab: Every unit of scheduled **Laboratory** or **Laboratory Hours Arranged** requires 54 hours in-class and limited outside work for a semester.

Content Hours

This is the sum of the lecture, lab, and arranged lab hours.

Student may receive credit for this course up to (___) time(s).

This is the total number of times a student can receive credit for the class. It does not include repeats allowed because a student fails or drops out of a course. The options are 1 through 4 and 99 (unlimited times). A “1” implies that the student can receive credit for the class just one time. In most cases this will be the choice.

Choosing “1” still allows a student to repeat a course if they get an unsatisfactory grade (D, F, NC, or W) the first time.

Degree applicable courses cannot award credit more than 4 times.

Title V allows students to repeat courses for credit provided it fits into one of these categories:

1. Courses for which repetition is required in order to meet licensing requirement.
2. Courses in which the content varies significantly each time it is offered.
In this case, the course outline must clearly indicate (in the course content section):
How the topics will differ from semester to semester for repeating students.
and
How skills and/or proficiencies will be enhanced by subsequent repeats.
3. Activity courses where the student gains additional experience each time the course is offered.
Title V specifically identifies physical education courses and visual and performing arts courses in music, fine arts, theatre, or dance as being eligible for this, while leaving open the option of other disciplines. Title V specifically mentions foreign language, ESL, and non-degree-applicable basic skills courses as not acceptable activity courses for this purpose.

Note that activity courses cannot be pure “lecture” courses. Also, when there are several activity courses in the same subject, these courses can only be taken for a total of 4 times between all classes in the same subject. For example, there may be a beginning, intermediate, and advanced swimming course. These classes may only be taken a total of 4 times.

For more information on repeatable classes, see the *Program and Course Approval Handbook, 3rd Edition, Module 2*.

Maximum Enrollment

List the maximum number of students who can be enrolled in a section. If a single course has both lab and lecture components, give the maximum enrollment for the lecture section.

Don't define the maximum enrollment on the basis of a room size or a specific set of equipment. Instead, give the maximum number of students it would be reasonable to teach. If there are space or equipment limitations for a course, this can be handled when class is scheduled.

Typical lecture sections have 45 students. In basic skills classes, the maximum is generally set to 30 students. Lab sections and other specialized areas often have different maximum enrollments.

Field Trips

Choose from the drop-down box whether or not students are expected to participate in field trips.

Grading Methods

The options here are Grade Only, Pass/No Pass Only, and Grade or Pass/No Pass. Please select only one of these. A degree applicable and/or transferable course cannot be listed as Pass/No Pass Only. However, a Pass/No Pass option is popular with students who are pursuing courses for life-long learning.

Course Fees

This is a check-box indicating that the College will charge students a fee for materials needed for the course. Selecting this box makes the Material Fee window available.

Material Fee

The screenshot shows a web browser window with the address bar displaying http://www.curricunet.com/CITRUS/build/courses/c_builder/e_material_fi. The page title is "Course Fee". The main content area is divided into several sections:

- PLEASE COMPLETE THE INFORMATION BELOW**
- Fee Amount**: 15000000
- List the materials covered by the fee and the approximate cost/student. Note that materials must have continuing value outside of the classroom, quantities should be consistent with what is required to meet course objectives.**
Re-usable launch vehicle, \$10,000,000 each Re-entry vehicle, \$5,000,000 each
- Describe how this material relates to the required objectives of the course.**
Required for students to perform field work on other planets.
- Reasons for charging the fee rather than allowing students to purchase items separately (select all that apply):**
The district can supply the material more cheaply than the material can be obtained elsewhere.

At the bottom right of the form is an **Edit** button. On the left side of the browser window, there is a sidebar with navigation links: CurricUNET Home, Build, Courses, Edit Course, Edit Course WK, 215H, Honors Planetary Construction, ESCI-Earth, Science/Astronomy, Kary, David, You may Submit your course now. Submit, Links, Curriculum Committee Web Site, Governet. On the right side, there is a sidebar with a list of checkboxes: Main, Cover, Units/Hours, Material Fee, Student Learning Outcomes, Objectives, Course Content, Lab Content, Hours Arranged Content, Methods of Assessment, Methods of Instruction, Honors Addendum, Distance Education, DE Methods of Instruction, DE Methods of Communication.

This window becomes available when the “Course Fees” box is checked on the Units/Hours page. There are 4 major areas that must be filled out here.

Fee amount

This is the total amount a student must pay.

List the materials

Give a list of all materials purchased with this fee. This list should include approximate costs. These materials must have continuing value outside of the classroom; quantities should be consistent with what is required to meet course objectives.

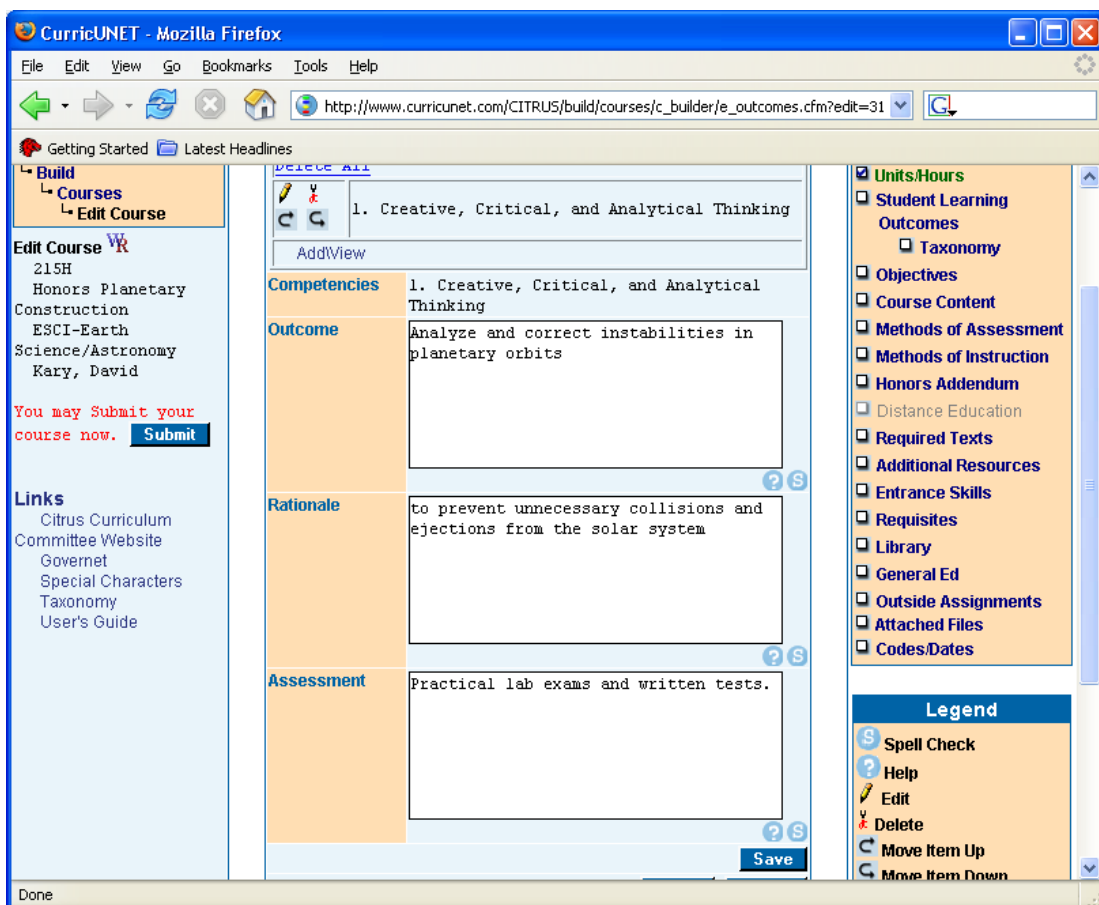
Relate to objectives

Here you describe how the student will use the materials to meet the course objectives.

Reasons

Title V gives only 3 options as reasons for charging a fee. One of these should be chosen, and if the “health and safety” option is selected, then this must be explained below.

Student Learning Outcomes



Student Learning Outcomes (SLOs) reflect broad, measurable learning done by a student in the course.

The college has several campus-wide Core Competencies, and any given SLO must fit into one or more of these. The Core Competencies help to show how your course connects to broader college goals for student learning. A given course does not have to list SLOs from all competencies; you should only choose the ones that are appropriate for your class.

Recent best practice recommendations list 1-7 SLOs per class. Note that the SLOs should give a sense of the broad competencies that a student develops in taking the course. For example, if a course develops a student's critical thinking skills and their communication skills, there should be SLOs that reflect both of these.

In some cases it may be preferable to have SLOs that reference 2 or more core competencies. In this case, the outcome and assessment sections should clearly indicate how these core competencies are addressed.

Each SLO is divided into 3 parts. These parts are:

Outcome: what the student learns. You can assume that the phrase "Upon successful completion of this class, students will be able to" will be added to the start of the outcomes, so you can begin with a verb. This verb should be tied to the core competency of the SLO. If more than one core competency is addressed, then there should be verbs addressing each of these.

Where appropriate, the starting verb should indicate the level of critical thinking expected. Note that there is a link titled "taxonomy" that lists commonly used verbs and their implied level of critical thinking in many disciplines. In general, college level courses should include outcomes that require students to demonstrate high levels of critical thinking, and this must be clearly shown in the course outline of record (see section IV.2.B above).

Remember that the outcome should be a broad learning goal of the course, not just a specific task (which would be better described as an objective).

Rationale: This is why the outcome is important. It could be that this gives the student needed skills for a future course or provide an important job skill. The outcome may give an important life skill or help students develop a new way of viewing the world. The rationale should not simply repeat the outcome.

Assessment: Here you give a list of the ways you are most likely to assess this outcome. The assessments can be generic (e.g. quizzes and exams, written papers), or a specific test or assignment. Note that in some fields learning outcome assessment will not always be based on a quantitative "score". Also, the same assessment tool may be used for more than one outcome.

To enter SLOs into CurricUNET, do the following:

1. Click Add Competency and select the competency(s) that applies to a given SLO. Then click ADD to add it to the list.
2. Click Add/View below that competency to add an SLO.
3. Click Add Outcome to open an SLO. Edit windows will appear at the bottom of the screen.
4. Click Save to save the SLO.
5. If you want to add another SLO under the same competency, select Add/View to add another outcome.
6. If you want to start on a new competency, select Add Competency.

Course Objectives

File Edit View History Bookmarks Tools Help

http://www.curricunet.com/CITRUS/build/courses/c_builder/e_objectives

Welcome, David Log Out

CurricUNET Home
Build
Courses
Edit Course

Edit Course **VR**
215H
Honors Planetary
Construction
ESCI-Earth
Science/Astronomy
Kary, David

Please Remember To Save Work Before Navigating Off Of Page.

Course Objectives
Page Last Saved on Saturday, May 9, 2009 at 3:47 PM
By David Kary

Unlock

Upon satisfactory completion of the course, students will be able to:

1. Predict long-term planetary orbits
2. Make small-scale corrections to a planet's orbit.
3. Prepare asteroids and comets for planetary impact.
4. Develop an active planetary atmosphere.

Course Checklist

- Main
- Cover
- Units/Hours
- Material Fee
- Student Learning Outcomes
- Objectives
- Course Content
- Lab Content
- Hours Arranged Content
- Methods of Assessment

Done

The course objectives are the detailed list of skills a student will have developed by successfully completing the course. In general, there will be several objectives for each SLO.

You should enter each objective into the system separately using the “Add” button to add each one to the list. This will allow other courses to reference individual objectives when justifying pre-requisites.

Course Content

CurricUNET - Mozilla Firefox

File Edit View Go Bookmarks Tools Help

http://www.curricunet.com/CITRUS/build/courses/c_builder/e_outline.cfm

Getting Started Latest Headlines

CurricUNET

Blackboard Academic Suite

Page Last Saved on Monday, Sep 8, 2008 at 2:15 PM
By David Kary

Course Content

- I. Collapse to a Disk
 - A. Gravity and Pressure
 - B. Magnetic Fields
 - C. Heating, Spinning, and Colliding
 - D. Protostars and Disks
- II. Condensation of Solids
 - A. Solar System Abundances
 - B. Condensation Temperatures
 - C. Condensation Zones in the Solar System
- III. Solid Body Accretion
 - A. Dust Grain Accretion
 - B. Planetesimals to Protoplanets
 - C. Planet Shapes
 - D. Giant Impact Effects
 1. The Earth's Moon
 2. Mercury
 3. Planetary Tilt
- IV. Gas Accretion and Moons
 - A. Accreting Large Planets
 - B. Runaway Gas Accretion
 - C. Accretion Disks and Moon Formation
 - D. Captured Moons
- V. Clean-Up and Migration
 - A. Removing Dust and Gas
 - B. Removing Planetesimals and Protoplanets
 - C. Planetary Migration
 1. Dynamical Scattering
 2. Disk Interactions

Course Checklist

- Cover
- Units/Hours
- Student Learning Outcomes
- Objectives
- Course Content
- Methods of Assessment
- Methods of Instruction
- Honors Addendum
 - Distance Education
- Required Texts
- Additional Resources
- Entrance Skills
- Requisites
- Library
- General Ed
- Outside Assignments
- Attached Files
- Codes/Dates

Legend

- Spell Check
- Help
- Edit
- Delete

Done

The Course content section lists the major topics covered in the course. It should be detailed enough to provide clear guidance for any instructor assigned to teach the course.

The material outlined in the Course Content section represents the fundamental *required* content and concepts to be delivered in the course. However, any instructor teaching the course may choose to enhance material with additional information, theoretical approaches, themes, or emphases, while ensuring that all required content and concepts are covered to the extent indicated in Course content.

CurricUNET provides a tool for making ordered lists labeled with Roman and Arabic numerals as well as other basic word-processing functions. If you are familiar with HTML coding, you can use that here as well. Cutting and pasting items from word processors (like MS Word) can cause problems with formatting. CurricUNET is better set up to take the straight text and do the formatting within the course content window.

Since this section is primarily for the instructor, list all that should be covered, but do not include definitions or details that the instructor in that field would already know. For instance, it is not necessary to identify historical figures, technical terms, or acronyms that are well-known in the discipline.

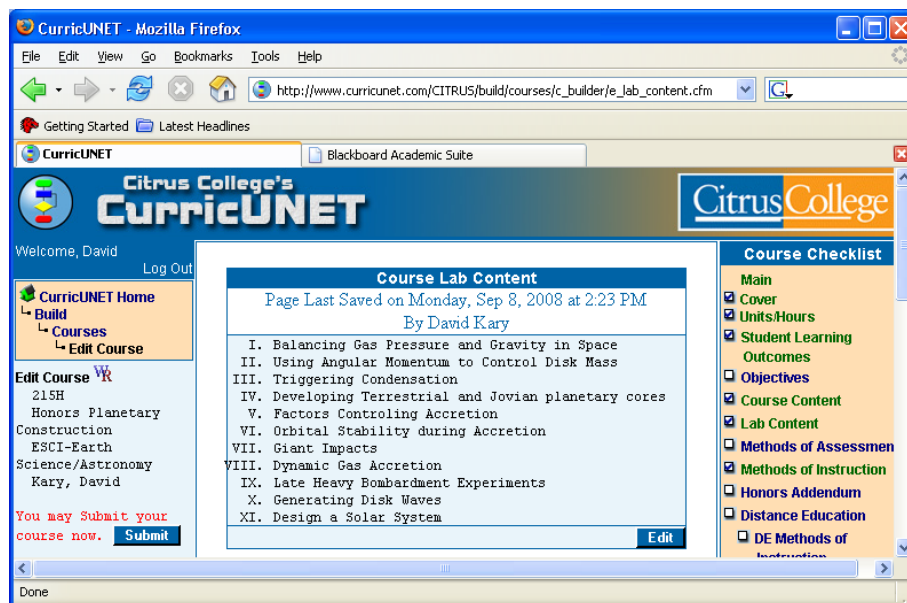
If the class is repeatable, specify the additional material that will be included for repeating students.

Example: XVII. With course repeat:

- A. Increasingly complex auto body repairs
- B. Enhanced skills and proficiencies in application of techniques

If a course has only lab hours (no lecture hours) then this does not need to be filled in. Instead, the content is covered in the Lab Content box.

Lab Content



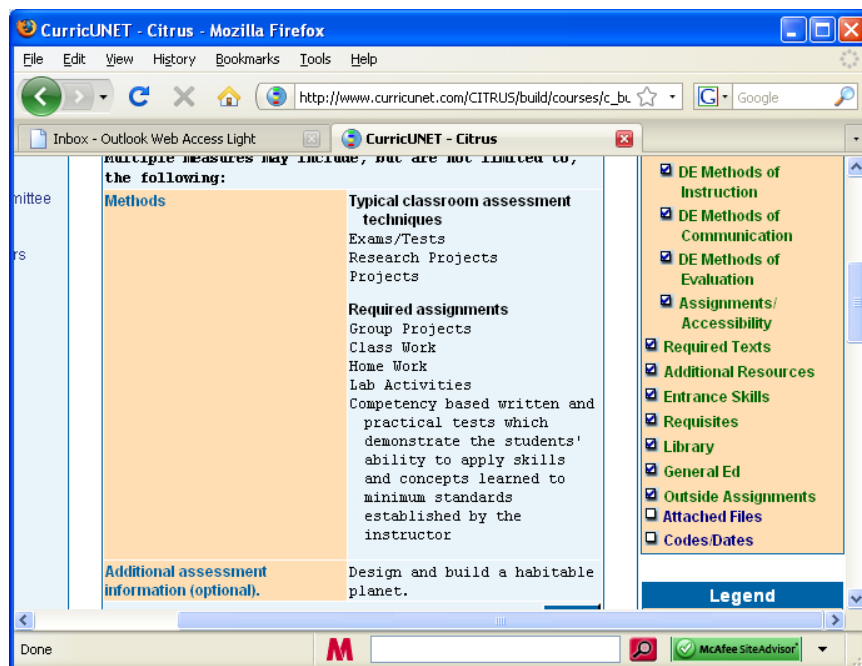
This is similar to Course Content, but specific to the laboratory portion of the class. If a course has no lab hours you do not need to fill in this box. If a course has lab content, then this must be filled in.

This window is only available if the hours arranged listed on the Units/Hours page is greater than 0.

Hours Arranged Content

If “Lab Hours” are not regularly scheduled and instead scheduled individually by arrangement, then the content covered should be listed here. This should only be filled in if there are hours arranged for the class. This window is only available if the hours arranged listed on the Units/Hours page is greater than 0.

Methods of Assessment



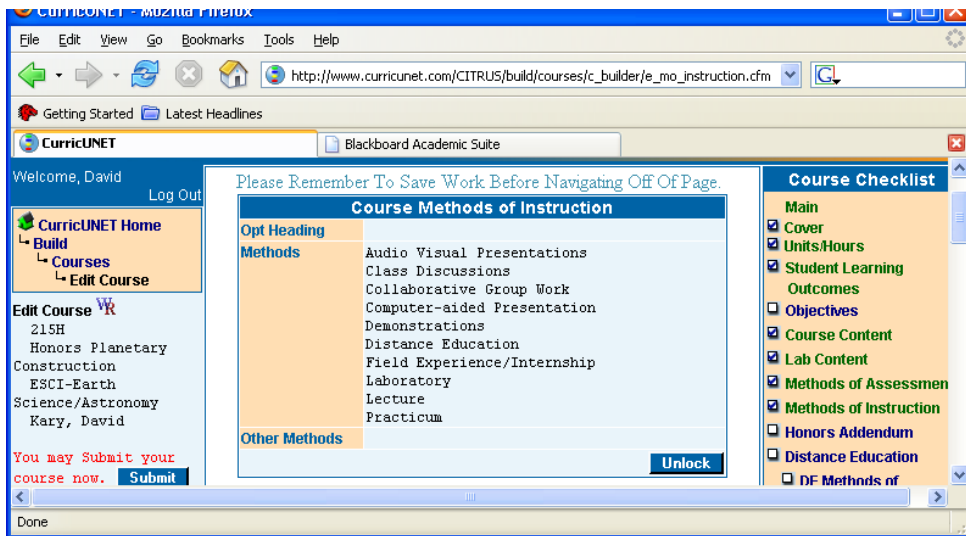
This is a list of things that you will typically use to assess how students are learning the material. This list is not intended to be the sole definitive list of assessments used in every section. Instead, it gives guidelines for the types of assessment that are most commonly used.

The methods are grouped into those using mainly in-class and those done most outside of class time. There is a box at the bottom to list things that are not included in the check boxes. There is a lot of old “boilerplate” language that appears in older classes here. This is not needed.

Note that you will have to give specific examples of “typical” assignments done outside of class in the “outside assignments” box later on.

Methods of Instruction

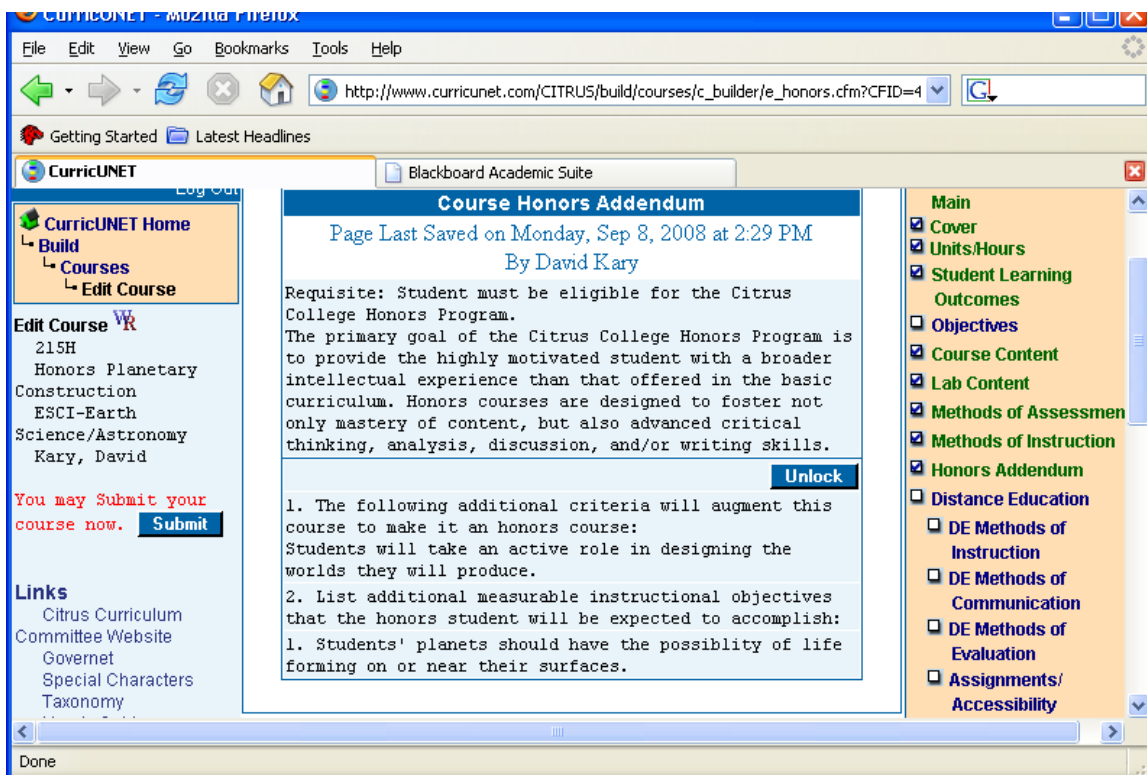
This is a list of techniques you will use to help students learn the material, both in and out of class. Once again, there is a box for additional items not included in the checklist. If a course will be taught in a DE format, then Distance Education should be selected. If the course has laboratory hours, then Laboratory must be selected.



Honors Addendum

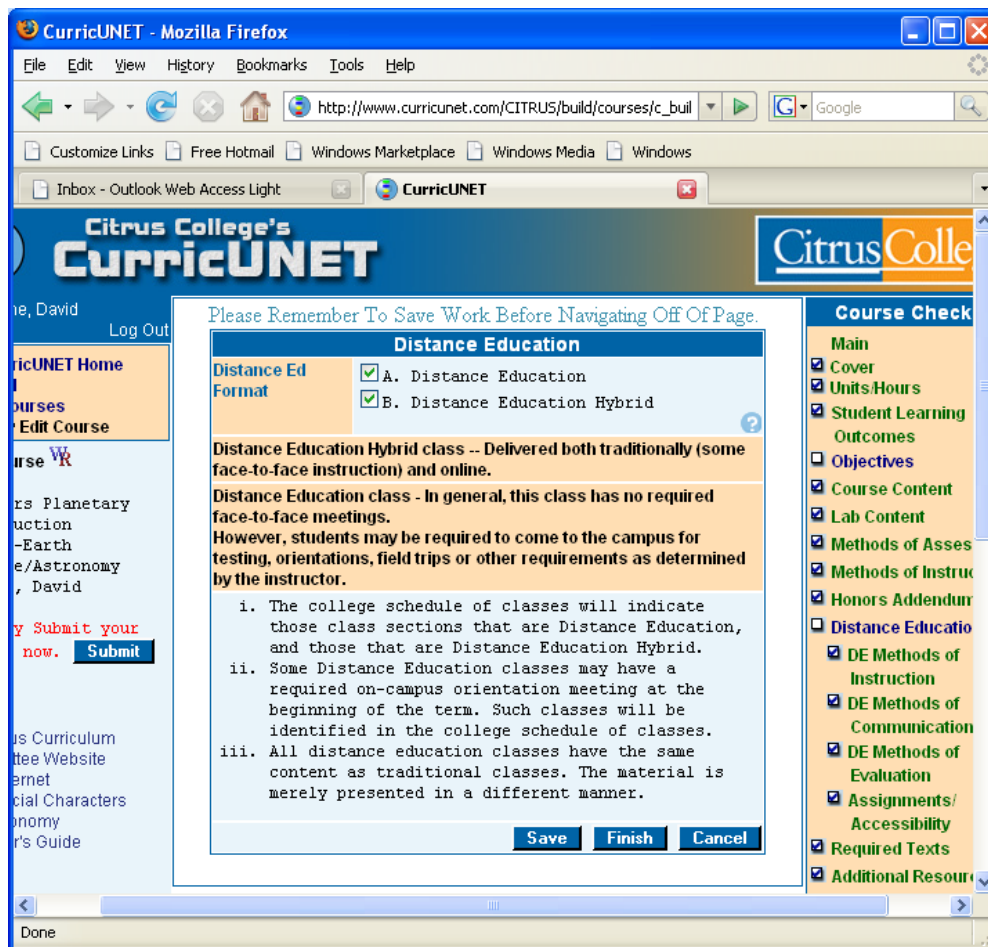
The honors page must be filled out for any honors course. Also, note that an honors class should have additional SLOs listed in the SLO section of the outline. The outcome for these SLOs will be listed in item 2 of the Honors addendum form.

This window is only available if the Honors box on the cover page has been selected.



Distance Education

The DE forms must be filled out for any DE course. They are divided into several sub-pages:



Distance Education

Select “distance education” or “distance education hybrid” or both.

- In a distance education course there are no regular face-to-face meetings, though students may be required to come to the campus for testing, orientations, field trips or other requirements as determined by the instructor.
- In a DE hybrid course, content is delivered both traditionally (some face-to-face instruction) and online.

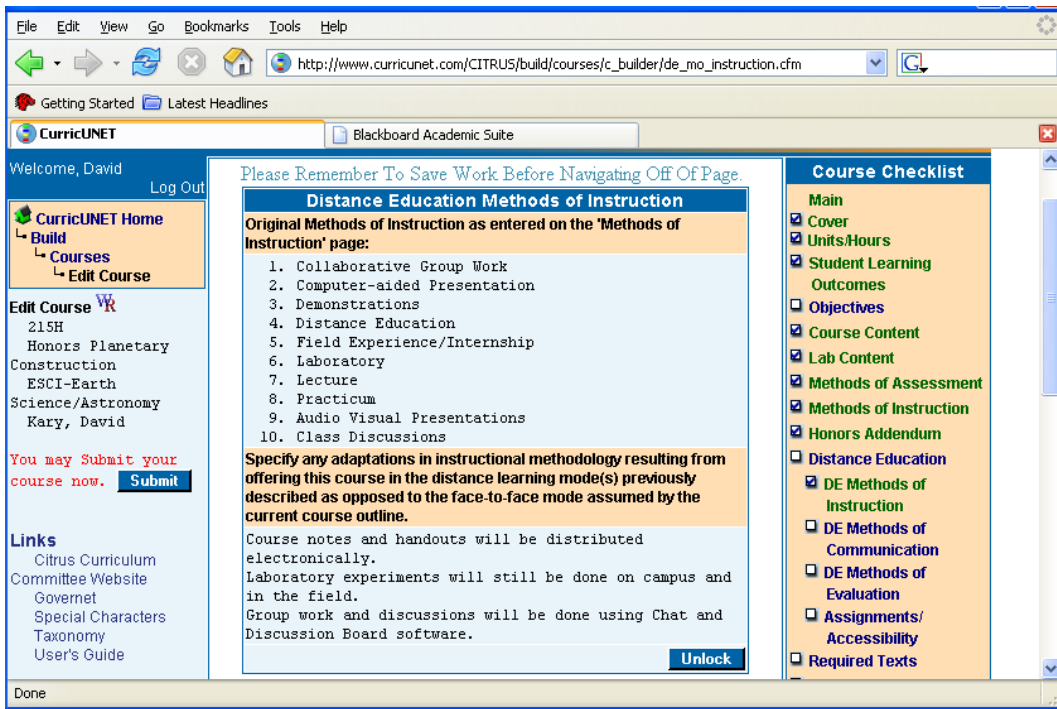
DE Methods of Instruction

The top area lists the methods of instruction given in the Methods of Instruction page. In the bottom window, you should add any information describing how these methods will be adapted to the DE format.

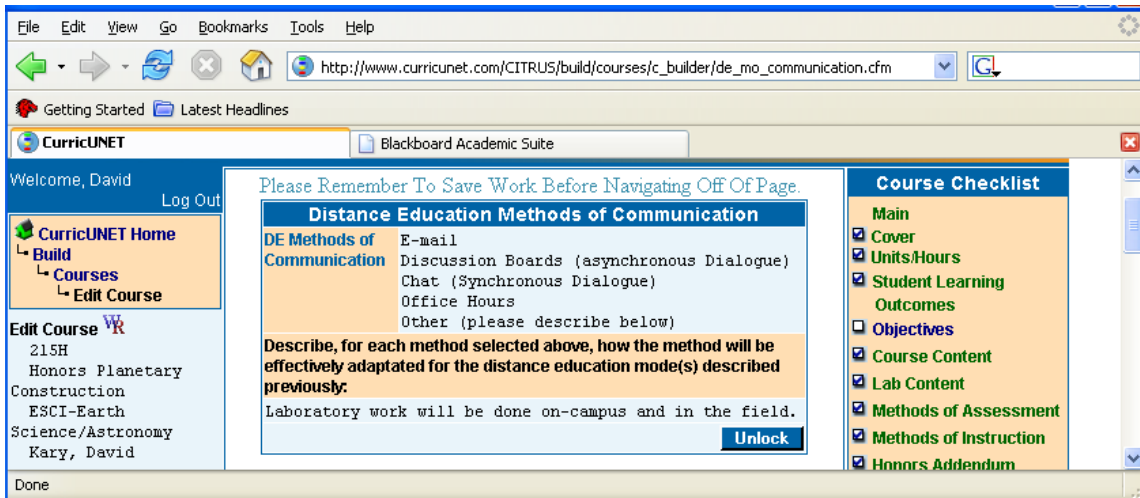
Examples:

Written lectures will be posted weekly.

Students will be directed to various on-line sites where they will, in many cases, engage in on-line activities.



DE Methods of Communication



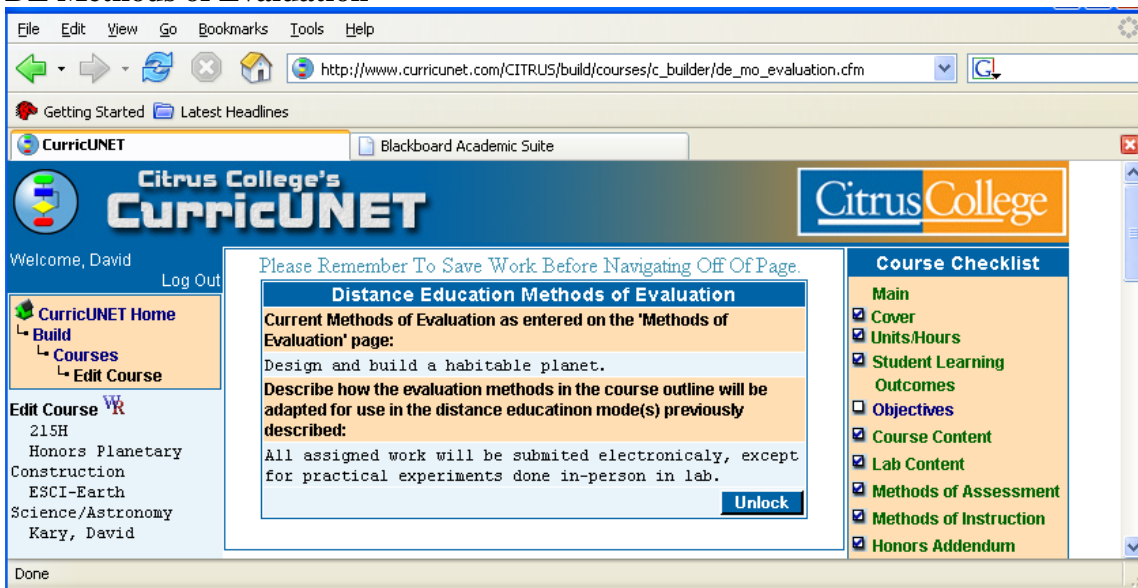
At the top of this page you can select the ways you will communicate with students in the DE class. The Chancellor's Office recommends that both synchronous and asynchronous methods of communication be used.

In the space below, you should expand on these methods to indicate how each of these methods of communication will be used in practice.

Examples:

Announcements are posted at least weekly.
 Students are emailed regularly.

DE Methods of Evaluation



The top half of this window shows the methods of evaluation listed in the Methods of Evaluation page given earlier. In the bottom half you should describe how any of these will change in the DE format.

Examples:

Exams will be given in the Testing Center on campus.

Quizzes will be given online.

Homework assignments will normally be submitted as an attachment to an email.

Other examples from some actual classes:

SOC 201: More emphasis on written critical thinking assignments and interaction through synchronous and asynchronous means.

BUS 160: Written essay exams given in the Testing Center; online quizzes; required synchronous and asynchronous communication.

HIST 103: Weekly checks on students' reading comprehension through short answer responses to questions and objective (multiple choice) exams/quizzes.

Essays are the primary means of assessment to determine students' comprehension and articulation of course material and themes.

Discussion forums are used to evaluate student's ability to critically analyze arguments and to articulate a response.

Assignments/Accessibility

In the top window, give a specific example of an assignment that would be used in the DE format of this course.

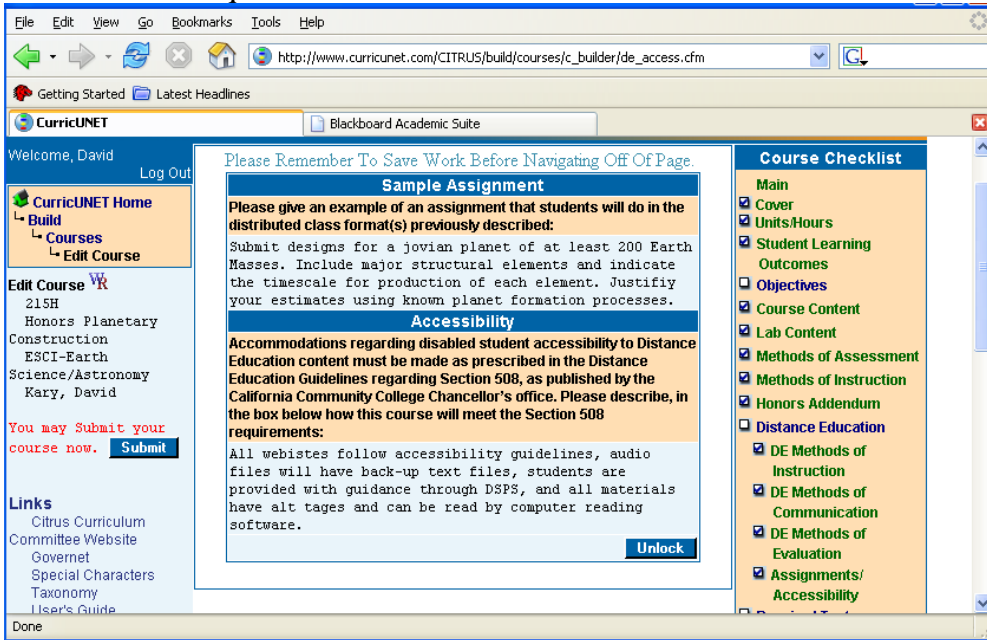
In the bottom window, you should describe how you will ensure this class meets state accessibility guidelines.

Examples:

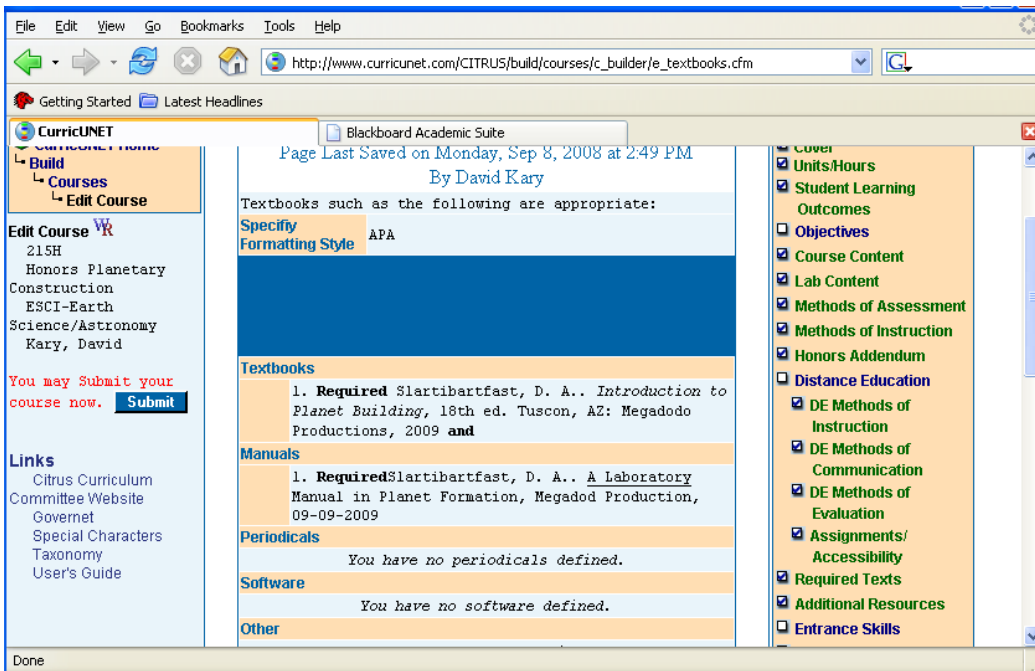
SOC 201: All websites meet the Section 508 requirements as evidenced through evaluation using software such as JAWS.

BUS 160: All websites follow required accessibility guidelines; audio files will have back up text files, students are provided with guidance through DSPS, and all materials have alt tags and can be read by computer reading software.

HIST 103: Any outside material introduced meets accessibility requirements. Accessibility statement to be included in all course documents. Website meets ADA requirements.



Required Texts



Here you list all of the textbooks used in the class, whether required or recommended. You have a choice of using either APA or MLA styles. Once you select which one, CurricUNET formats the information appropriately. Please stick with the same format for all books, manuals, etc.

There are separate listings for all textbooks, manuals, periodicals, and software that students will purchase. Instructor-prepared material can appear in the “Other” box.

For degree applicable courses, texts must be of college level and cover the theory and principles of the subject. For transfer level courses, the main text plays a remarkably strong role in articulation. Texts should be clearly recognized by those in the discipline at other institutions as a major work that presents the fundamental theories and practices of the subject.

If students are expected to buy more than one book, use the Condition button to add AND between the books. The “AND” appears after the book, so do not put this condition in for the last book in the list.

If instructors teaching the class have a choice of picking from a list of possible textbooks, make sure all books are listed with OR between them (using the Condition button).

Note: often courses that haven’t been modified recently have their textbooks listed in the “Other” box. Please move this listing up to the appropriate box for required or recommended texts. Also, older classes may have boilerplate language about the reading level of the class. This is no longer needed.

Textbooks can be updated without submitting the entire course for review. The detailed procedures for this are still being developed. Contact the Curriculum Assistant if you need to update the textbook list.

Note Regarding Textbooks in UC Transferable Courses:

The main text for the proposed course must be dated within 5 years for most course submissions.

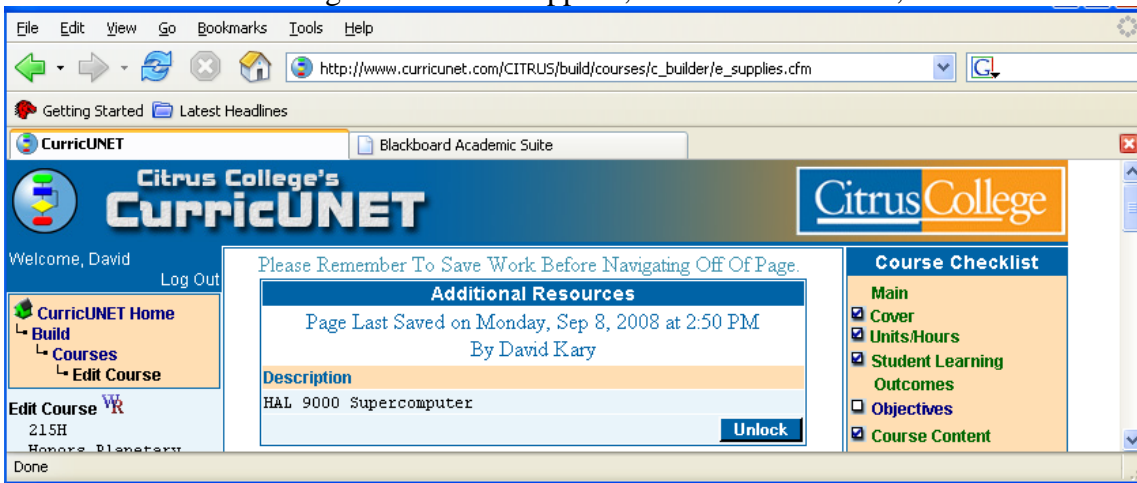
Note: UC has been known to reject transfer courses based on lack of currency in the texts and instructional materials.

In some courses, such as current history or courses where there has been significant change in recent history, there must be up to date materials presented.

- All textbooks should be beyond the 12th grade reading level and at the appropriate college level.
- Textbooks and supplemental material should relate directly to the content of the course outline.
- Science courses that include a lab component must include a lab manual.
- Composition courses need to include a stylebook.
- Literature courses must include a representative reading list.

Additional Resources

This is for additional resources that students use beyond the typical textbook/software material discussed above. This might include art supplies, musical instruments, etc.



Entrance Skills

Here is where you list information about your expectations for the students coming into the class. Entrance skills may be required or recommended. The entrance skills should be closely tied to the pre-requisite: any course with a required pre-requisite must have entrance skills that reflect this pre-requisite. Similarly, any required entrance skill should have a required prerequisite either as a course or non-course requirement.

Updated Procedure

Title V provides for 3 different standards for justifying required prerequisites. These are Transfer-Level Review, Content Review, and Data Supported Review.

Transfer-Level Review:

If the course is similar to one taught at a UC and/or CSU, the prerequisites or corequisites can be established by providing examples of three or more equivalent UC and/or CSU courses that have equivalent prerequisites or corequisites (e.g., standard foreign language classes). This is done in the "General Education" box described below.

Note that this option is only available if the course is unlikely to be accepted for transfer, unless it has the listed prerequisites. This must be documented in consultation with the Articulation officer.

The screenshot displays the CurricUNET - Citrus interface. The main content area is titled 'By David Kary' and contains three prerequisite skill entries. Each entry includes a 'Match Outcomes' button and a list of ESCI 115 objectives. The first entry is: 'Requisite Skill: Calculate the characteristics of solar system objects and understand the meaning of these calculations.' The second is: 'Requisite Skill: Understand physical processes that lead to solar system formation.' The third is: 'Requisite Skill: Describe the processes that describe planetary atmospheric change.' A 'Legend' panel on the right lists various course components, many of which are checked. The bottom of the page has an 'Add an Entry Skill' section with radio buttons for 'Requisite Skill' and 'Recommended Skill'.

Content Review:

The most common procedure for justifying prerequisites is through a “content review.” This is done in the Entrance Skills area.

To begin, use the text box to describe the entrance skill that will be met by one of the prerequisite courses. Then click “Add.”

The skill will now appear near the top of the page. Click on “Match Outcomes,” and use the tools provided to select the course that teaches this skill.

This will bring up a list of the objectives from the prerequisite course. Select whichever objective(s) matches the needed skill.

You should repeat this process for each entrance skill required to be successful in the course. In general, the more entrance skills a prerequisite course provides, the stronger the justification for using it as a prerequisite.

Data-Supported Review:

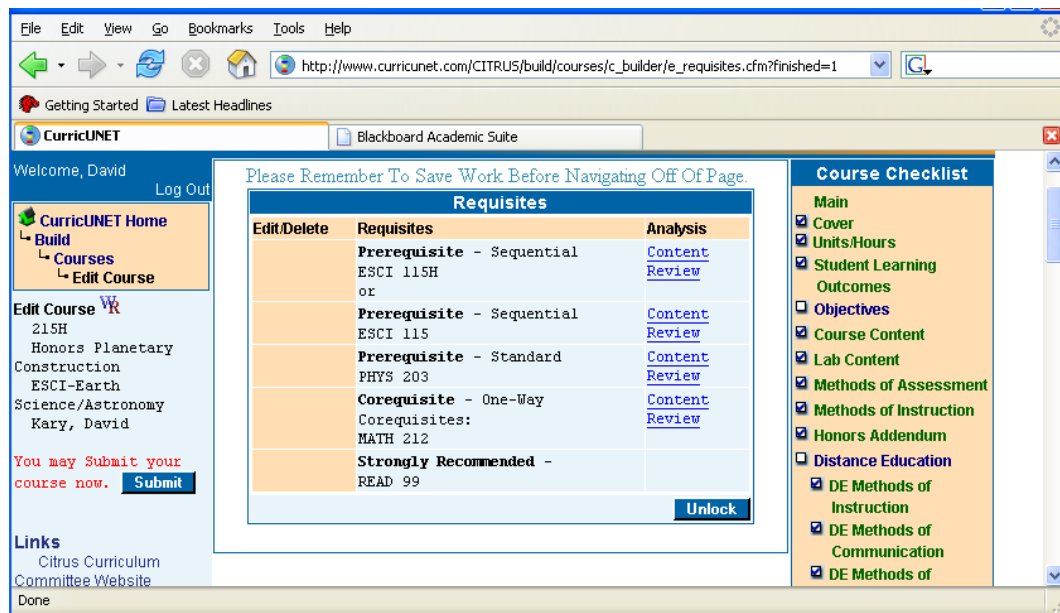
If a discipline believes that an English or math prerequisite is necessary for student success, and that students would be *highly unlikely* to succeed without these, Title 5 regulations require the college to initiate formal research and to document the need for the prerequisite. For instance, based on such a study, Math 150 is a prerequisite for CHEM 110. To start the process of initiating such a study, the department chair should contact the Transfer Office.

Title V requires that a review of prerequisites, corequisites, and advisories be carried out every six years. At Citrus College this is handled as part of Program Review. Also, it is important to note that **UC requires verification of prerequisites and corequisites every five years**

During the routine review of the required and recommended preparation, a department should:

1. Determine whether prerequisites, corequisites, and/or advisory courses are still appropriate.
2. Check to see if the content of any preparatory courses has changed.
3. Add or delete prerequisite, corequisite, and/or advisory courses, as necessary.
4. Update and, if necessary, add *Content Review* forms.
5. Make any other revisions in the course.

Requisites



This item is also a very important one. This information has a big impact on how students can sign up for the course and for course transferability, so it is very important that it be listed accurately.

Required prerequisites and corequisites are now strictly enforced.

Requisites come in several different forms. A prerequisite is a course that must be passed prior to taking the course you are working on. A corequisite is a course that is taken at the same time as the

one you are editing. Limitations on Enrollment include auditions, portfolios, tryouts, and other means of judging a student's readiness for a course. Strongly Recommended is a recommendation that is not enforced. Use the Other option only for cases that do not fit any of these (e.g., passing an equivalent course in high-school).

If more than one course can fill a pre or corequisite, you should use the Condition command to add OR between the options. Otherwise, an AND is assumed between classes. However, if you have a complicated set of requisite options, then you may need to put in ANDs between them. The conditions (AND or OR) appear after the requisite, so do not put a condition on the last requisite in the list.

If you are adding a new requisite to an existing course (especially if the prerequisite is in a different discipline), be sure to check with the Transfer Officer for information on justifying the prerequisite.

Prerequisites

State guidelines require that a prerequisite should be defined such that a student who has not met the prerequisite is *highly unlikely* to receive a satisfactory grade in the course. See the section under entrance skills for more details on prerequisite review.

Corequisites

A corequisite differs from a prerequisite in that the student must take the other course at the same time as the course you are working on. The basic concept is that content in the two corequisite courses is so intertwined that a student cannot reasonably pass either class without the other.

Corequisites come in 2 different forms: two-way or one-way.

1. Two-way corequisite courses mean that you cannot take either class without the other. Both classes must have this listing.
2. A one-way corequisite course is one that must be taken with the one you are working on. For example, PHYS 201 has MATH 190 as one-way corequisite. This means that a student taking PHYS 201 must take MATH 190, but a student taking MATH 190 is not required to take PHYS 201.

Strongly Recommended

Strongly Recommended advisories identify courses or skills that will support or deepen a student's learning experience. They are **not required** for enrollment, and a student may be able to succeed in the course without having completed the advisory course. For instance, many courses have an advisory of READ 099 or ENGL 100 to inform students of the level of reading and writing skills that the course demands. The college does not block student enrollment for lack of advisory skills, and students are free to ignore the advice. Occasionally, an advisory may be a text-based message that identifies a specific skill such as "typing 40 words per minute" or previous experience such as "two years of high school French."

Limitations on Enrollment

Title V requires open enrollment for all classes. However, it does recognize certain conditions that may be used as limitations on enrollment. These include:

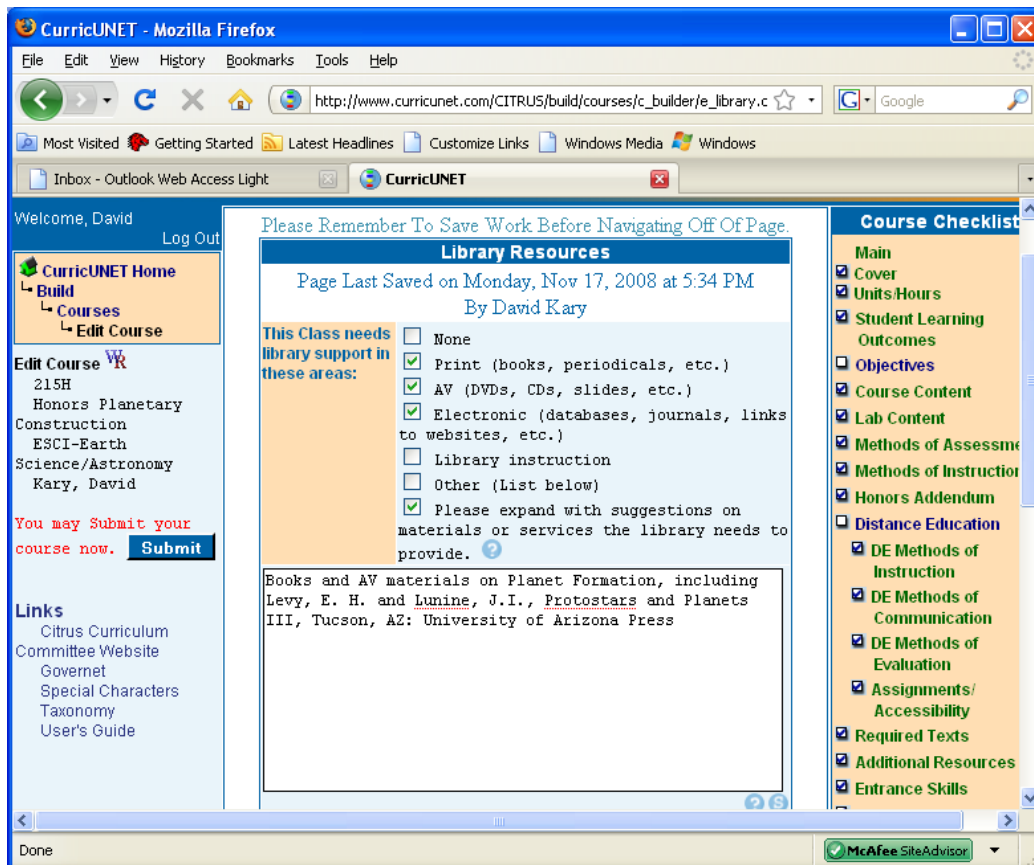
- **Admission to Program.**

- **Statutory, regulatory or contractual requirements.** Enrollment in certain courses is restricted because of statutory, regulatory or contractual requirements. For example, the A Basic Corrections Officer Academy Course may require “A criminal history check as required by Penal Code 13511.5.” **Age limits** and possession of a valid **driver’s license** are common requirements. *Note:* The limitation “Must be age 21 or older” requires a Limits on Enrollment designation, but it is also listed as a prerequisite so that the Admissions and Records system can automatically block underage students from enrolling.
- **Tryout or Audition.** A limit on enrollment may be tryouts for intercollegiate athletic teams and auditions for courses involving public performance, such as band, play rehearsals, forensics, chorus, and dance performance.
- **Health and Safety.** Course enrollment may be limited for reasons of health or safety. For instance, a number of Athletics courses require that participants meet a certain standard of health.

Other

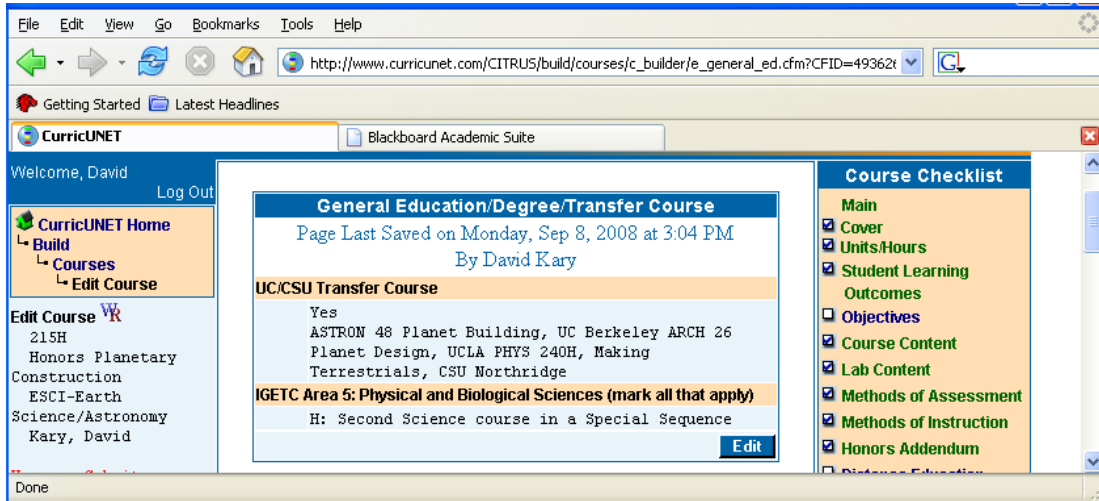
Here is where you list non-course requisites such as equivalent high-school classes. Older courses often have the requisites listed in the “Other” box. These should be moved to the appropriate box so that CurricUNET can better keep track of course requisites.

Library



If your students typically use the library, you should indicate the materials and resources they need in this section. There are several checkboxes you can select from, as well as a text box at the bottom if there are specific resources or forms of support your course will need.

General Ed/Degree/Transfer

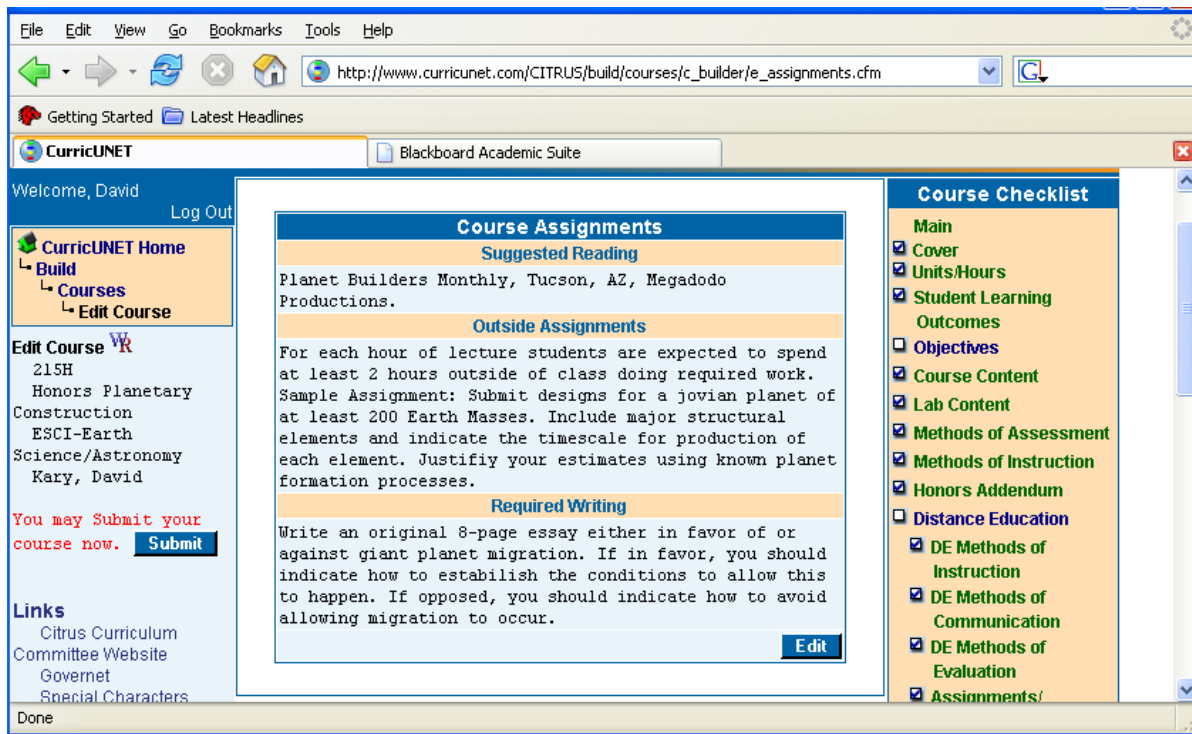


If a course is transferable to UC and/or CSU, you should use this to list 1 comparable UC/CSU class. If prerequisites are required allow the class to articulate, then 3 UC/CSU classes with comparable prerequisites must be listed. For more information on transfer, see Section V of this guide below.

Where appropriate, transferable and degree applicable classes should include their listing as IGETC, CSU-GE, or our local district General Education pattern. Frequently, a course will fit in all 3 categories. You can use the most recent Citrus College catalog to get a recent listing of which courses belong in which category. If you wish to add a course to the district GE pattern, or to the IGETC or CSU-GE lists, you should also select it here. If you are modifying an existing course, then you should include this change in the “reasons for change” on the cover page.

Be sure to consult with the Articulation Officer regarding any changes to this list.

Outside Assignments



Good curriculum practice in the state now suggests that we give more specific information about the assignments students are required to do. In this item, we have 3 boxes that should be filled out describing the work done outside of the class. Please be as specific as possible (these are considered examples of typical work in the course).

All State sources agree that it should be evident in the Assignments section of the Course Outline of Record that lecture courses require substantial independent, outside work from students. This is particularly important for courses listed as lecture that also involve considerable in-class activity such as group work, computer activity, hands-on learning, and role-playing, in order to distinguish it from a lab, where such activities often occur.

The assignments in **transfer level courses** must clearly reflect the critical thinking and independent work on the student's part. This usually involves substantial writing, research, and/or problem-solving. UC in particular pays close attention to the list of assignments to confirm that a course is equal in rigor to comparable university courses. Therefore, the course outlines for transfer courses often list specific, required amounts of reading, writing, research, and outside work.

Sample Reading Assignments Suggested reading

Give examples of reading assignments students will be given.

Example:

Articles from selected professional journals.

Examples of Outside Assignments

Here you give examples of typical outside assignments in the course. Outside assignments should be substantial enough to reflect the rigor, intensity, critical thinking, and independent work required.

Note that classes that only give lab credit are not required to have outside assignments.

Examples:

ART 168: Adhere thirty 3 x 5 index cards together to form a book. Draw a simple image on each page; adjust its position and/or shape relative to the image on the preceding page. When the pages are flipped rapidly the images will project the illusion of motion.

COMM 103: Write and edit articles for the campus newspaper, magazines and student publications websites

ENGL 101H: Responses: One section of the class binder will be devoted to responses to stories. I will give the topic on which you are to respond before each story is due. The responses will help the student reflect on the readings.

Examples of Required Writing Assignments

Here is where you give examples of typical writing assignments in the course. Most college-level courses are required to have substantial writing assignments. Please be specific about the length and subject matter of these writing assignments to clearly show the rigor and level of critical thinking required to do these assignments.

All college-level courses are expected to have writing assignments unless they are calculation-based (e.g., math), activity-based courses (e.g., varsity sports), or skills based (e.g., music performance).

Attached Files

If there is additional information that would be useful for people reviewing this course, this would be a good place to add it. An example might be a description of how the course fits into a larger pattern for transfer, a recommendation from an advisory group that the changes be made, or results of a study showing demand for such a class.

4. Non-Credit Course Outlines

Non-credit courses are expected to have the same items as credit courses, except as noted here. See the guide “Non Credit at a Glance” for more information on the requirements for non-credit courses.

Cover page

Non-credit must be selected under Course Purpose. This will bring up the list of apportionment areas (see list in Section IV.1.C above). One of these areas must be selected for any non-credit course.

Also, there are specific requirements for non-credit faculty depending on the apportionment area chosen. See the Non Credit at a Glance guide for additional details on these requirements.

Non-credit courses are generally not transferable, and are not included as “stand alone”.

Units/Hours

The number of units should not be entered for non-credit courses. In addition, there is no limitation on the number of times a non-credit course can be offered, so the number of repeats should be listed as “99”.

Given the open entry/open exit nature of many non-credit courses, the maximum enrollment is often much higher than in a traditional lecture course.

Outside Assignments

There is no state mandated requirement for the number of hours of outside work for each hour of class in a non-credit course. However, if outside work is appropriate it should be assigned and examples should be listed in this section.

5. The Curriculum Review Process

5A. Curriculum Development

There are many steps in creating or revising a course. While the process is complex and often lengthy, each stage helps ensure the integrity of the course and its role in the institution. Furthermore, all these steps are essential to make sure that the course meets State approval standards and, when appropriate, requirements for career and technical education programs, regulating agencies, and/or transfer institutions.

Discussion and Research. The development of any new course or the revision of an existing course should begin with dialogue and research within the department. Both proposals and revisions should involve collegial discussion. Beyond the five basic criteria for approval set by the Chancellor’s Office there are some questions that the proposing department needs to answer:

- What is the role of this course within the educational plans of students?
- For a transfer level course, what are comparable courses at other institutions and how would the proposed course transfer?
- For a career and technical education course, how will it fit into a program and/or otherwise prepare a student for work?
- How feasible is this course in terms of faculty, facilities, resources, and scheduling?
- For a new course, does a similar course already exist? Use CurricUNET to view a list of your discipline’s courses and to access outlines of courses that may be similar to the proposed idea. Sometimes it’s more efficient to substantially revise an existing course that already has the basic content.
- For a revised course, determine if changes would be substantial enough to warrant a new course. According to Title 5, certain types of revisions to an existing course change the course so significantly that a new course proposal is required. The chart below shows which kinds of

changes trigger a new course proposal.

Requires New Course Proposal	Substantive Revision Only
Elements in the Course Outline of Record have been changed to such a degree that the course is essentially a different course.	Configuration of lab/lecture hours changes.
A semester course is broken into separate modules. OR Two or more short, related courses are combined to make a semester length course. (Exp. Math 148 + 149 = 150)	Elements in the Course Outline of Record have been changed to some degree but the course essentially covers the same topic (e.g., certain topics may be added or substituted, textbooks updated, methods of evaluation changed, etc.)
The course has been changed from non-degree applicable to degree-applicable, or vice-versa.	Course is updated to reflect contemporary scholarship, trends in the field, or evolving technologies.
The course is changing from credit to noncredit, or vice-versa.	Student Learning Outcomes are added to the course outline, as long as they reflect course objectives.
The Basic Skills status, TOP code, and/or SAM code are changing.	Aspects of the course are revised to allow for online or other distance education modes of delivery, as long as the course is not changed to the extent that it <i>must</i> be taught through distance education.
A new identical course is created that is to be cross-listed in a different discipline.	Change in number of repetitions; change in prerequisites, corequisites, or advisories
	Change in status: Add to an AA degree or certificate program; add to the associate degree GE list; submission to CSU for addition to CSU GE-Breadth or to CSU and UC for addition to IGETC; Offering a course in experimental status

5B. The Approval Process on CurricUNET

All new courses, as well as modifications and deletions of courses, follow the approval process listed below. At each step in the process, interested parties can make comments and recommendations about the course, and these are recorded in CurricUNET. Textbook updates (with no other outline changes) will be described in the following section.

Whenever a course reaches a level in which the Originator has to take action, they receive an email message from Governet (the company that produces CurricUNET) alerting them to this. Also, whenever a course becomes available for review at a given level the reviewer receives an email alert. All of the emails are sent out once a day in the evening.

Early in the process, the Originator is free to make immediate change. However, after the “Launch” phase (Level 4), the course is locked so that changes cannot be made, except at points noted by a *** below.

At levels 1 and 4, the Originator is expected to take action to move the course forward. The same is true if the course is set to levels 5.75, 6.5, and 7.25 when the Originator is asked to make recommended changes to the outline. In any of these cases, when the Originator is ready to move the class to the next level, the following procedure must be followed:

1. From the CurricUNET home page, select “My Approvals”.
2. With Originator selected in the dropdown menu, select “Next”.
3. For the course you wish to take action on, select “Action”.
4. Enter any comments you wish to make and select the action you want to take.
5. Select “Save”.

In the rest of this discussion we will refer to “Courses.” Essentially the same review process is followed for degrees and certificates.

*****Level 1 Originator Prelaunch:** After the Originator has edited the course, they need to go to My Approvals and select the action “Pre-Launch” to start the course on the approval process.

*****Level 3 Faculty Review, Curriculum Rep, Library, DE, Articulation Officer, Dean, Hold**
This is the “first look-through” for all of the relevant constituents. Library, DE, and Articulation Office review materials relevant to their areas of expertise. The department faculty members, Curriculum Representative and Dean can also comment on any aspect of the course. Note that comments are required by the Articulation Officer, Dean, and Curriculum Representative for the course to move forward.

The class is still available for the Originator to make changes to the class, so this is an ideal opportunity to point out problems that you foresee, either with the overall content or with the details of how the course is written up. The idea in this pre-launch phase is to get the class into the best possible state to ensure that the course moves quickly through subsequent steps.

While it is expected that faculty Originators would have consulted with members of their department prior to pre-launching their curriculum proposals, this step does provide a built-in opportunity for others in the department to raise any concerns and suggestions about the course itself.

The “hold” is a 5 working-day hold to allow everyone a chance to see the course. In general, this step only counts days during the fall and spring semesters. As a result, any courses pre-launched during winter or spring intersession or between terms will not advance beyond this point.

The choices at this level are:

- **Default** - This effectively means “I haven’t had time to look at it but I don’t want to hold it up”.
- **Reviewed** - The course is in good shape.
- **Reviewed, Changes Needed** – The course has changes that are needed. If one of the required reviewers (*i.e.* Curriculum Rep, Dean, or Articulation Officer) selects this, the “hold” clock on the course at this level is reset. The Originator has 5 more days to make fixes and others at this level can continue to comment on the course.

Here are the steps to go through to review a class:

1. From the CurricUNET home page, select My Approvals.
2. Select your role in the review process (*e.g.*, Faculty Review, Curriculum Rep, etc.) from the drop-down menu, and click on Next.
3. Beside each course there are several items. A good place to start is with the C symbol, which opens a new window where you can see all of the comments made on the course. A similar set of options is at the top of this window.
4. You can get an “All Fields” view of the course outline by selecting “AF” for new courses or “CF” for course modifications. The CF view also shows all modifications from the previous version of the course. You can use the CurricUNET Checklist as a reference for what information is required in all of the fields.
5. The CI report allows you to see what degrees and certificates list this course. You can also see which courses list this course as a pre or corequisite.
6. The W report shows the “public” version of the outline. It does not list all of the information entered, but rather shows those pieces that will be shown in the online listing of course outlines.
7. When you are finished, you can return to “My Approvals” window and give your comments. Start by selecting “Action.”
8. Enter your comments in the text window, and select the appropriate choice from the dropdown menu. Note that your comments can be seen by everyone else reviewing the course, including the Originator.
9. Select Save to enter your comments into the record.

*****Level 4 Originator Launch** - The Originator makes the “final” changes, and then uses “My Approvals” to “Launch” the course again. After this point, the Originator cannot make changes to the course except when the course has been specifically released to them for that purpose.

Level 5 Curriculum Rep: The department curriculum representative checks to see that relevant changes have been made. The representative can support (send to Dean) or not support (send back to level 4).

Level 5.5 Dean: This is the last step within the division to make changes. The Dean's choices are:

- **Supported** – The class is supported and needs no further changes. It goes straight to the Tech Review committee.
- *****Hold for Changes** – The course does not advance in this option. Instead, its status is changed so that the Originator can edit the course and make the suggested changes. When they have done so, they should contact the Dean so that the Dean can take action to move the class on.
- **Approved Pending Minor Change** – There are some minor fixes the Dean would like the Originator to make, but they don't need to see the course after these changes are made. This releases the course for the Originator to make changes and when they re-launch the class will go directly to the Technical Review Committee.
- **Dean Not Supported** – This is for rare cases when the Dean and the faculty members in the area cannot come to an agreement about some fundamental aspect of the class. This sends the course ahead to the VP of Academic Affairs so they can make suggestions and send it back to the appropriate level.

WARNING: It is strongly recommended that Deans contact the faculty member and the VP of Academic Affairs and the Originator directly to let them know what they are doing here and why.

- **Department Not Supported** – This is for the case where the Dean has consulted with the members of the department and found that there is a widespread feeling that the course or modifications are not appropriate. In this case, the course is sent back to the Pre-Launch stage so the Originator can start over if they choose.

*****Level 5.75 Technical Review Changes:** This is where a course goes if the Technical Review committee recommends changes before the class can move forward. It is released to the Originator to make those changes. After the Originator has made the changes, they need to go to My Approvals and select the action "Reviewed and Made Changes" to return it to the Tech Review committee.

Level 6 Technical Review and Technical Review Chair: This is where members of the Technical Review committee look over the course and try to make sure all of the "technical" aspects of the course are correct (e.g., all of the boxes are filled in correctly, no glaring inconsistencies, etc.). Individual Technical Review members can mark the course as either "reviewed" or "reviewed and needs changes". Also, see the section titled "Responsibilities of the Technical Review Committee" in Section II.3 of this document. Once the committee decides, the Technical Review Chair can take the following actions:

- **Reviewed:** If there are no changes, the course moves ahead to Level 7.
- **Approved Pending Minor Change:** If there are only minor fixes so that Technical Review doesn't need to see the class again, the course moves to Level 6.5.
- **Request for Change:** If the changes are large enough that the Tech Review committee does need to see the class again, it goes back to Level 5.5.
- **Reviewed and Made Changes:** If the Technical Review committee has found minor technical changes that could be made without sending the class back to the Originator, this is indicated here. The class is then sent ahead to Level 7.

*****Level 6.5 Curriculum Changes:** This gives the Originator another opportunity to make the changes recommended by the Curriculum Committee (or minor changes recommended by Tech Review). After the Originator has made the changes, they need to go to My Approvals and select the action “Reviewed and Made Changes” to return it to the Curriculum Committee.

Level 7 Curriculum Committee and Curriculum Chair: This is when the full Curriculum Committee gets to review the course, focusing now on “big picture” questions, like whether the course has the right level of rigor, fits properly into its program and the overall college goals, has the appropriate prerequisites and units, etc. Of course, the Curriculum Committee may also recommend changes of a more technical nature if they are still required.

More details on the procedures surrounding a Curriculum Committee meeting are listed in section D below.

Based on the Curriculum Committee’s decision, the Curriculum Chair has the following choices:

- **Approved:** If there are no more changes, send the course forward to Level 8.
- **Approved with Minor Changes:** If there are only minor changes, send the course to Level 7.25 so the Originator can make minor changes.
- **Request for Changes:** If the Curriculum Committee feels it needs to see a revised version of the course before approving it, the Chair can send the course back to Level 6.5 so that the Originator can make changes and return the course to the full committee.
- **Disapproved:** This step is rarely taken. If the Committee disapproves of the course, it is returned to Level 1.

*****Level 7.25 Curriculum Minor Changes**

If there are only minor changes recommended by the full committee, the Originator can make these changes and send the course on to Level 7.5

Level 7.5 Curriculum Chair Final Review

This gives the Curriculum Chair a last look at the course that has had minor changes made by the Originator. The Chair can either return the course to level 7.25 for further changes, or on to Level 8.

Level 8 Vice President for Academic Affairs

The Vice President gives final approval of the course. The options here are:

- *****Hold For Changes:** if the VP of Academic Affairs feels there are corrections the Originator needs to make before it can be approved.
- **Approve:** send on to Level 9.
- **Back to Dean for Approval:** return to Level 5.5. This is intended to be used when the Dean has sent the class forward to help resolve a dispute within the department.
- **Disapprove:** returns the course to Level 1.

Level 9: Implementation

The Curriculum Assistant makes the course active. In general, the activation date will be set as the start of the semester listed as the “Start Date” in the course outline.

Final Approval. All new courses that have been approved by the Curriculum Review Committee

must be approved by the Board of Trustees before they can be offered. All new noncredit courses must be approved by the Curriculum Committee, Board of Trustees, and the Chancellor's Office as well.

5C. Textbook Approvals

Since course textbooks can be updated on a semester-by-semester basis, the curriculum committee has established a textbook approval process that uses fewer steps than the full course approval process. Note that the only changes that the Originator can make here are those in the "Required Texts" area of the CurricUNET Checklist. If changes are needed in any other part of the course outline, Originator's should follow the standard "Course Modification" process described above.

Note that Citrus College Administrative Procedure (AP 4080) requires that Originator's discuss textbook changes with their colleagues before launching the changes in the approval process.

Originators start by following the same procedure to begin modifying a course (see Part IV, Section 2D), except that they select "Textbook Approval" when prompted instead of "Course Modification." They can then edit the "Required Texts" portion of the outline. When this is complete, the course can be submitted and pre-launched as above.

The Textbook Approval process has fewer steps than the full course approval process. These steps are:

- Level 1: Originator Pre-Launch
- Level 3: Curriculum Representative, Faculty Review, Dean, Hold (10 days)
- Level 4: Initiator Launch
- Level 5.75: Tech Changes
- Level 6: Technical Review and Technical Review Chair
- Level 8: VP Academic Affairs
- Level 9: Implementation

See the discussion in the previous section for more details on options each reviewer has and the procedures for reviewing and commenting on courses. Note that extra time has been allowed for a thorough discussion of textbook changes at the Curriculum Hold step (level 3).

The Curriculum Committee has assigned the job of approving of textbook changes to the Technical Review Committee. However, Citrus College Administrative Procedure (AP 4080) stipulates that if there is an unresolved dispute within a department regarding a textbook change then the full Curriculum Committee may be asked to make a final decision on the change.

5D. Curriculum Committee Meetings

The Curriculum Committee meeting schedule is established in the previous academic year. The number of meetings required will depend on the anticipated workload and is likely to vary from year to year, but it should be at least 1 per month during the Fall and Spring semester. Except in emergencies the Curriculum Committee does not meet during Winter or Summer sessions.

The committee agenda is set by the Chair and is distributed to the committee electronically at least 2 days prior to the meeting.

Once the agenda is set, the Faculty Originator will receive a copy of the agenda via email. **It is recommended that the Originator or a representative from the department should plan to attend the curriculum meeting when the course is discussed.** Priority consideration will be given to courses when the Originator attends.

Within the Curriculum Committee, all new courses are voted on separately. Discussion and voting on course revisions will be divided into 4 categories:

1. Courses on the Consent Agenda
2. Courses requiring full review
3. Course deletions
4. Information items.

Consent Agenda

Courses available for the Consent Agenda include those classes that meet the following requirements and for which no comments and questions have been posted on CurricUNET by the members of the Curriculum Committee. According to *Good Practices*, the consent agenda means:

“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.”

Minor revisions leading to placement on the consent agenda include:

1. Adding one or more Student Learning Outcomes to an existing course outline
2. Routine review of prerequisites, corequisites, and/or advisories, as long as they have not been changed (required every six years by Title 5)
3. Minor, non-substantive changes in Course Description, Student Learning Outcomes, objectives, or content
4. Change in course title
5. Minor changes to allow *option* for Distance Education delivery of course

Full Review

Course revisions requiring full review include all new courses and revised courses with *substantive* changes. Also, any course with minor changes that a member of the Curriculum Committee feels warrants discussion by the full committee will be considered for full review. Substantive changes include:

1. Major change in course descriptions, Student Learning Outcomes, Objectives, or content that 1) alters the need or justification for the courses or 2) calls into question the ability of the course to meet standards in Title 5
2. Change in configuration of units (e.g., lecture/lab)
3. Change in number of repetitions
4. Change in prerequisites, corequisites, or advisories
5. Offering a course in experimental status
6. Change in course number, as long as level does not change
7. Add to an associate degree or certificate program
8. Add to the associate degree general education list
9. Submission to CSU for addition to CSU GE-Breadth or to CSU and UC for addition to IGETC.

Course Deletions

Sometimes during Program Review or the process of developing new courses, a department may determine that certain courses should be removed from the current inventory.

Note that course deactivations follow the same approval process as course modifications. They must be launched in CurricUNET and be reviewed and approved in the same way. However, course deletions do not need to be amended to bring them to current course outline standards.

Information Only Changes

Certain minor changes can be made to courses without following the full approval process. These changes will be reported to the Curriculum Committee as information items only.

With approval of the Curriculum Chair, the Curriculum Office may initiate the following changes and list them as information items:

1. Correction of clerical or typographical errors
2. Blanket changes to curriculum mandated by regulations or approved by the Curriculum Committee (such as changes to coding)
3. Corrections of errors due to data transmission
4. Routine change of UC/CSU designations once the course has been officially accepted for transfer

In addition, changes in textbooks or other instructional materials may be initiated by the Originators. Because of the need for relatively rapid changes here, the Curriculum Committee is currently developing a separate approval process for textbook changes.

PART V: Transfer

1. About Transfer Courses

Because transfer level courses involve Citrus and at least one four-year institution, writing the course outline is more complex. This section offers information and suggestions for developing or revising UC and CSU transferable courses.

Articulation vs. Transfer

Some transfer level courses may be *articulated*. Articulation refers to the process of developing a formal, written and published agreement that identifies courses (or sequences of courses) on a "sending" campus that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus. Faculty evaluation determines whether coursework completed at one institution will meet requirements for admission, transfer credit, general education or major preparation at another institution. Successful completion of an articulated course assures the student and faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling progression to the next level of instruction at the receiving institution.

Faculty interested in articulating their courses (or determining the status of an articulation agreement for a particular course) should contact The Articulation Officer.

Transfer level means that a course is designed to meet the requirements for transfer to the University of California and/or a California State University. The degree to which a course is articulated and/or transfers depends on a number of factors. The guidelines below apply to all transfer courses, whether they are articulated or not.

Comparable Courses as Support for Transferability

Curriculum requests for all new courses a comparable course from a UC or CSU. A *comparable* course is one in which the content “is such that similar outcomes are assured and advancement to the next level of instruction is appropriate.”

UC requires that courses proposed for transfer list at least one comparable. CSU does not *require* comparables, but **the Curriculum Committee strongly recommends lower division comparables for proposed CSU transfer courses**. Listing at least one comparable lower-division course from a CSU campus supports how a proposed Citrus course meets CSU guidelines and is applicable to a CSU baccalaureate program. Such information may expedite approval.

Therefore, before submitting a new CSU transfer course proposal, the department should research CSU catalogs for comparable courses.

If no comparables for a proposed or revised course are found, the course may still be approved by the Curriculum if it meets the Baccalaureate Guidelines below. However, transferability to a student’s major or towards CSU graduation is not assured.

2. UC Transferability Requirements

Transferability to UC is determined by the UC Office of the President. This review and determination is done on an annual basis. Courses that are approved by Citrus but rejected by UC can be revised and resubmitted to UC.

Applications for additions to the transferable list are submitted one year in advance, normally during the summer, to receive approval for the next catalog year. UC requires the course proposal to identify at least one comparable lower division course offered at UC campuses.

Policy and Process on Course Transferability

There are basically two categories of articulation agreements. One type of agreement determines the general transferability of community college courses at the university-wide level; and the other, done at the campus level, determines the acceptability of transfer courses in satisfaction of specific degree requirements in various academic programs.

General Transferability of Courses

The basic principles used in determining the transferability of community college courses are:

- (1) Courses should be comparable to those offered at the lower division level at any of the UC campuses; and
- (2) Courses not equivalent to any offered at UC must be appropriate for a university degree in terms of purpose, scope, and depth.

Courses listed as transferable are accepted at the point of admission for unit credit toward the total units required for the UC baccalaureate degree.

UC articulation staff updates articulation agreements annually. During the course review process, UC staff utilizes UC and community college catalogs, expanded course outlines, regulations established by BOARS governing the maximum amount of credit allowed in certain subject areas, and recommendations developed by UC faculty and deans in special areas, such as Architecture.

Special Regulations for Courses in Specific Subject Areas

The following guidelines pertain to courses particularly at lower division, in subject areas that have special regulations to be articulated for transfer credit to the University of California. These guidelines should be used in conjunction with the general information already provided regarding the awarding of transfer credit keeping in mind that transferable courses should be comparable in terms of their purpose, scope and depth appropriate to lower-division courses in the UC system.

Administration of Justice

Only one introductory course to the profession is allowed for transfer credit. The content of these courses should not specifically deal with the applied, functional aspects of law enforcement. See Criminology/Law and Society.

Architecture

Courses in this subject should emphasize architectural design and theory, rather than applied aspects such as drafting or building/construction technology. These types of courses may be found in UC

departments such as Architecture and Civil Engineering. Credit for variable topics is not usually allowed due to credit limitations in this area.

Art

Transferable courses in this area should stress aesthetic intent and content over technique. In addition to knowledge and appreciation, courses should stress principles and concepts that unify knowledge as well as the methods of investigation that characterize specific disciplines. Courses on the history of photography, color photography, mixed media and digital and computer art are acceptable. Commercial or professional art courses (Advertising, Commercial Photography, Interior Design, etc.) are not appropriate, nor are craft courses (Calligraphy, Jewelry Making, Weaving, etc.).

Biological (Life) Sciences

Courses in this area should teach fundamental concepts and principles of the Biological Sciences discipline, how these were derived and how they are applied. Although specific prerequisites are not required for introductory courses, these courses are expected to be at the baccalaureate level in content and scope. It is not appropriate for courses in this area to be primarily professional or technical.

While courses generally are expected to have a laboratory or field component where appropriate, lab or fieldwork are not required for elective credit. Courses proposed for lower-division preparation for Biological Sciences majors must have Intermediate Algebra as a prerequisite.

Business

Transfer credit will be allowed for an introductory business course, provided it focuses on the role of business as it relates to the greater society and includes topics on ethics, labor, finance marketing, etc. Credit is granted for up to one year in Principles of Accounting and one course in Business Law. Calculus and some computer systems courses offered through a business department are transferable, if the majority of the content is math or computer-oriented and not business-oriented

Chemistry

Courses in this subject should cover the basic principles of chemistry. UC allows only one introductory or survey course prior to the general course series for the major or non-major. Courses designated as applied, remedial/review or for certification are not considered appropriate. Courses proposed for lower-division preparation for Chemistry majors must have intermediate Algebra as a prerequisite.

College Success

Courses (up to 4.5 quarter/3 semester units maximum) should cover topics such as critical thinking, perceptions of the value of a college degree, university history/policies, student culture, communication, health and wellness, sex, diversity, life planning, campus resources and student responsibility for education. Primary focus should not be career development and course should focus on the theories of succeeding in college. Community college catalog is a required text for this course.

Computer Science

Courses in this area should cover topics such as introductory theory of the computer; its organization and logic; or development of a high-level programming language. Credit for one course in computer

literacy may be granted. Courses that provide technical training or are primarily business-oriented are not considered appropriate for transfer. Courses such as data processing and desktop publishing are not appropriate for transfer.

Criminology/Law and Society

The content of these courses should focus on criminal theory and not specifically with the functional aspects of law enforcement or administration of justice. UC grants credit for one course in each of the following areas; an introduction, Law and Society and Criminal Justice System. These courses are found in UC departments of Criminology, Law and Society, Legal Studies and Sociology. See Administration of Justice.

Dance

Theory, history, choreography, notation or performance courses offered in any department are acceptable.

Education

Courses should focus on education within the context of its history, politics, culture, and effect on the individual and society. One introductory education course is allowed for transfer. Courses which combine the introductory teaching information, CSTP, and K12 Content Standards, as well as field experience in a "diverse public school setting", could be acceptable as an additional course.

Engineering

Courses in this area must have a strong theory component, but may include some application. Surveying courses must have a prerequisite of at least Trigonometry. Most other engineering courses must have a prerequisite of at least introduction to calculus. These include Circuits, Statics and Properties of Materials. One course in Introduction to the Engineering Profession and one course in Introduction to Engineering CAD are also acceptable. Courses primarily skills-oriented, such as manufacturing technology or practical mappings are not considered appropriate for transfer.

English as a Second Language

UC Academic Senate regulations allow a maximum of 12 quarter/8 semester units of transfer credit for courses that emphasize writing. Only the highest levels of ESL, which prepare students for transferable English composition, may be approved for UC transferability. In order to approve ESL course work, paragraph development and progression to essay writing is needed. Courses that focus exclusively on listening, reading, or speaking skills are not appropriate for UC credit.

English Composition and Literature

Courses in English composition must have a prerequisite of a course or examination comparable to the UC Entry Level Writing Requirement. Although such a prerequisite is not currently required for literature courses, the expectation is that they too will be of a college level. Courses should require extensive practice in writing and require a substantial amount of reading of significant literature. Children's Literature courses are acceptable as a genre but not as a teaching/selection guide for teachers/parents. Remedial work in English is defined as work primarily focused on topics in spelling, punctuation, and usage, and in the basic structures of sentences, paragraphs, and short essays.

English/ Writing

These courses are also called: “Writing”, “Creative Writing”, “Script Writing”, “News writing” etc. All courses in which writing is the primary focus must have a minimum prerequisite or eligibility for a transferable English composition course. One course in Journalism is allowed for transfer credit. Courses may include topics such as fundamentals, history or media studies. Commercially oriented writing courses are not appropriate. Courses in this area may not be used to meet the English composition requirement for eligibility.

Health Education/First Aid/Life Saving

Credit may be granted for one course in Health Education, one course in First Aid and one course in Life Saving. Courses may include topics in community, general, personal or public health. Comparable courses may be found in UC departments such as Physical Education, School of Public Health, Social and Administrative Health Science, Sociology, etc.

Independent Study

Independent study courses will usually be undertaken after completion of basic courses in the subject area. It is a means of meeting special curricular needs and not a replacement for standard courses. Courses should be in areas for which transfer credit is granted to the University and which have appropriate and sufficient readings, papers and/or tests. Granting of credit is determined based on course content upon petition to the enrolling UC campus usually after transfer. A course syllabus must be submitted by the student for campus consideration. This area includes courses in Directed Study, Experiential Learning, Field Studies, Independent Study, Individual Projects, Internship, Special Studies, Special Topics, Tutorial, etc.

Languages other than English

Language courses should provide instruction in the written and oral language as well as history and cultural traditions of the country associated with the language studied. Languages other than English for Native Speakers are appropriate for transfer. Courses primarily conversational must have as prerequisite a course equivalent to the third year of high school study or one year of college level coursework in the language. Also, the content of conversation courses should not be primarily business or travel-oriented.

Mathematics

Mathematics courses including statistics must have a prerequisite course equivalent to intermediate algebra or higher. These courses will employ topics of advanced algebra as found in courses such as college algebra, pre-calculus, calculus, linear algebra, discrete mathematics, analytic geometry or elementary functions. One year in Elementary Math for Teacher Education may be considered for credit. Math for Teacher Education is not appropriate for Quantitative Reasoning.

Remedial work in mathematics is defined as work in topics from arithmetic, beginning and intermediate algebra, plane geometry, and trigonometry. A pre-calculus course, with intermediate algebra as a prerequisite, containing topics from advanced algebra, elementary functions (logarithmic, exponential, and trigonometric), and analytic geometry, is not considered remedial. Credit for trigonometry is not allowed if taught as a separate course. In the past, UC deducted one unit for courses which contained trigonometry content. Beginning fall 2006, based on UC faculty

clarification credit will be granted for College Algebra and Precalculus courses as offered. A student may only receive credit for either college algebra or pre-calculus.

Mineralogy

Courses in this subject require a prerequisite of either physical geology or chemistry 1.

Music

UC does not limit credit for the number of appropriate music courses a student may transfer. Theory and performance courses are appropriate for transfer credit. Electronic music courses should have prerequisites or include music theory and history. Courses that focus primarily on the commercial aspect of music are not considered appropriate for transfer.

Physical Education

Courses may fall into three categories: 1) Activities, 2) Theory, and 3) Academic/Scholarly. Credit for Activity courses is acceptable when physical movement is indicated in the course outline and is limited to 4 semester/6 quarter units. Theory courses are limited to 8 semester units/12 quarter units. Courses primarily vocational such as Aerobic Instructor Training or Fire Academy Protection Preparation are not considered appropriate for transfer credit.

Physical Science

Courses in this area should teach fundamental concepts and principles – how these were derived, and how they are applied. Although a specific prerequisite is not required for introductory courses, these courses are expected to be at the baccalaureate level in content and scope. It is not appropriate for courses in this area to be primarily professional or technical in nature. Credit will not be given for introductory courses taken after more advanced level courses in this area.

Physics

UC allows only one introductory or survey course prior to the general course series for the major or non-major. Major courses in this area should teach fundamental concepts and principles – how these were derived, and how they are applied. Physics for Physicists and Engineers must have a prerequisite of calculus; Physics for Biologists must have a prerequisite of trigonometry; and Physics for Liberal Arts Students must have a prerequisite of intermediate algebra. No credit for an introductory course following any course for the major or a more advanced level course. Students may take one series in Physics; duplication of topics will result in deduction of credit.

Psychology

All courses must be academic in content focusing on research, theory and analysis. Courses should include the theory and application of information. Courses in which the student is a recipient of therapy or instruction aimed at personal improvement or information about the health aspects of psychology are not appropriate for transfer.

Religion

Courses in this area should focus on religion in an objective and scholarly manner. Courses should approach religion from a historical and literary point of view that is comparative and cultural.

Courses that approach religion from a dogmatic, sectarian point of view meant to indoctrinate or convert are not appropriate for transfer.

Social Sciences

Courses should provide students with an understanding of the development and basic features of societies and cultures. Courses may include an examination of the historic and contemporary ideas that have shaped our world, an examination of the nature and principles of individual and group behaviors, or a study of social science methodologies. Courses that are primarily for personal enrichment are not appropriate for transfer.

Statistics/Probability

These courses may be found in the social sciences, mathematics, economics and science departments. At minimum, statistics courses must have a prerequisite of intermediate algebra or its equivalent. A second course in statistics may be acceptable if content is sequential and not duplicative.

Theater Arts

Theory courses, as well as performance and production courses, are appropriate for transfer. Courses may include directing, film making, history, performance, production/stagecraft, costume design and makeup, theory and scriptwriting. Practical courses in Broadcasting such as radio/TV or other commercially oriented courses are not appropriate for transfer.

Variable Topics Courses

These courses are also called “Independent Studies”, “Special Studies”, “Special Topics”, “Internships”, etc. Credit for variable topics courses is given only after a review of the scope and content of the course by the enrolling UC campus. This usually occurs after transfer and may require recommendations from faculty. UC does not grant credit for variable topics courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice (Criminology) or Library Departments because of credit restrictions in these areas. Each UC campus will determine credit for these courses based on information provided by the student, usually after they have been admitted at UC. Credit is granted only if it is determined that the content of the course is appropriate for transfer at the individual UC campus.

Variable Topic courses are not posted on the TCA. In their place, a note is included on the TCA describing the UC credit granting policy for these types of courses. The note appears under the appropriate department on ASSIST and on the first page of the TCA paper copy. The note reads:

3. IGETC Subject Areas and Course Guidelines

All courses offered towards satisfaction of the requirements of the Intersegmental General Education Transfer Curriculum must be baccalaureate in level and must be acceptable for transfer among all segments of California public postsecondary education. Courses listed in more than one area can only be applied in one area.

Courses in the IGETC shall be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach and have a pronounced historical perspective. They should recognize the contributions to

knowledge, civilization, and society that have been made by men, women and members of various ethnic or cultural groups.

IGETC courses shall address the modes of inquiry that characterize the different areas of human thought: the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted, and the validity and implications of the answers obtained.

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 1: English Communication

(3 courses; 9 semester, 12-15 quarter units)

Area 1A: One course, English composition, 3 semester/4-5 quarter units;

Area 1B: One course, Critical Thinking/English Composition, 3 semester/4-5 quarter units;

Area 1C: One course, oral communication, 3 semester/4-5 quarter units.

Exception: Area 1C, Oral Communication, is required only for students transferring to the CSU.

Subject Area 1A: English Composition

A first-semester course in English reading and written composition must include substantial instruction and practice in expository essay writing at the college level with a minimum of 6,000 words. Courses should also require a substantial amount of reading of significant literature. Successful completion of the course in reading and written composition must be prerequisite to the course in Critical Thinking/English Composition.

Courses That Do Not Fulfill the English Composition Requirement, including but not limited to the following:

1. English as a Second Language courses (*ESL*).
2. Writing courses designed to meet the needs of a particular major, (*e.g., Writing for Accountants, Journalism, Business Writing/Communication*).
3. Courses designed exclusively for the satisfaction of remedial composition (*ELD*).

Subject Area 1B: Critical Thinking and Composition

Successful completion of the course in reading and written composition must be prerequisite to the course in Critical Thinking/English Composition.

The second semester of English composition 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. Successful completion of the course in reading and written composition shall be prerequisite to the course in Critical Thinking/English Composition. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. A minimum of 6000 words of writing is required.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions

depend. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, and belief from knowledge; to use elementary inductive and deductive processes; and to recognize common logical errors or fallacies of language and thought.

Subject Area 1C: Oral Communication (CSU Requirement Only)

(One course: 3 semester, 4 quarter units)

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

Interpersonal communication courses are not a natural fit in the oral communication area, but a few have incorporated significant faculty-supervised, faculty-evaluated practice in speaking with others; added at least a small component of traditional rhetoric; and won placement in the oral communication area.

Oral Communication Online/Distance Education/Telecourse Limitations

Oral communication courses must include faculty-supervised, faculty-evaluated practice in communicating orally in the presence of other listeners. Rhetorical principles must be covered; for example, study of effective communication in formal speeches or social interaction is appropriate. The CSU Communication departments have asked that for courses submitted for IGETC Area 1C, the “methods of instruction” and “methods of evaluation” section of the outline be very specific about how instruction and evaluation are conducted so that it may be determined that student presentations will be made in front of faculty and other listeners and not online or recorded.

http://www.calstate.edu/app/documents/EO-595/Area_A.pdf

Acceptable courses must include faculty-supervised, faculty-evaluated practice in communicating orally (*live*) in the physical presence of other (*live*) listeners. Rhetorical principles must be included and specified in the course outline (*for example, the study of effective communication in formal speeches or social interaction would be appropriate*). Acceptable outlines will specify the “methods of instruction” and “methods of evaluation” to assist reviewers in determining whether performance and evaluation take place live in the presence of faculty and other listeners.

Strictly online oral communication courses may not be used on IGETC Area 1C (*CSU Only*). Hybrid-delivery courses may meet the area criteria.

Subject Area 2: Mathematical Concepts and Quantitative Reasoning

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

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-term course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of intermediate algebra. Courses outside the discipline of math using the application of statistics may be used to fulfill this requirement, as long as the course has intermediate algebra as a prerequisite and knowledge of intermediate algebra is necessary to be successful. An

appropriate course in statistics must emphasize the mathematical basis of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Knowledge relevant to public and private decision making is expressed frequently in quantitative terms; we are routinely confronted with information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in Mathematical Concepts and Quantitative Reasoning is designed to help prepare students to respond effectively to these challenges.

Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments. Symbolic Logic, Computer Programming, and survey courses such as Math in Society, were deemed unacceptable to fulfill the Mathematical Concepts and Quantitative Reasoning requirement.

Subject Area 3 A/B: Arts and Humanities

(3 courses; 9 semester, 12-15 quarter units)

At least one course in the Arts and at least one course in the Humanities are required.

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 an historical understanding of major civilizations and cultures, both Western and non-Western, and should recognize the contributions to knowledge, civilization, and society that have been made by men, women and members of various ethnic or cultural groups.

At least one course shall be completed in the Arts (*Area 3A*) and one in the Humanities (*Area 3B*). 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. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (*AI*) graduation requirement to count in both Areas 3B/4 and to meet the AI graduation requirement.

The Arts and Humanities historically constitute the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person. Our understanding of the world is fundamentally advanced through the study of Western and non-Western philosophy, language, literature, and the fine arts. Inclusion of the contributions and perspectives of men, women and members of various ethnic or cultural groups shall be included.

Courses That Do Not Fulfill the Arts Requirement

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

Courses That Do Not Fulfill the Humanities Requirement

Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. The faculty of the two segments

determined that courses such as English composition, Logic, Speech, Creative Writing, Oral Interpretation, Readers Theater, Spanish for Spanish Speakers, and all elementary foreign language courses were skills or performance courses that do not meet the specifications for IGETC.

Advanced foreign language courses were approved if they include literature or cultural aspects. Theater and film courses were approved if they were taught with emphasis on historical, literary, or cultural aspects.

The segments will also accept Logic courses if the focus is not solely on technique but includes the role of logic in humanities disciplines.

Subject Area 4: Social and Behavioral Sciences

(3 courses: 9 semester, 12-15 quarter units); from at least two academic disciplines.

The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with behavior in human social, political, and economic institutions; the three courses must be in a minimum of two academic disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall ensure opportunities for students to develop 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 men, 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. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals.

Courses in the Social and Behavioral Sciences allow students to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives that have been made by men, women and members of various ethnic or cultural groups as part of such study will provide a more complete and accurate view of the world. Introduction to American Government courses are not required to contain a California Government component in order to be applied in Area 4. However, a California Government component is required for the CSU AI requirement.

Courses That Do Not Fulfill the Social and Behavioral Sciences Requirement

Only courses taught from the perspective of a social or behavioral science are approved. Consequently, courses such as Physical Geography and Statistics do not meet the IGETC specifications for this area and are not approved. Community colleges may resubmit these courses in a more appropriate area. Courses with a practical, personal, or applied focus are not approved (*See Section 6.0*). Administration of Justice courses may be approved if the content focuses on core concepts of the social and behavioral sciences.

Subject Area 5 A/B: Physical and Biological Sciences

(At least 2 courses: 7-9 semester, 9-12 quarter units); A minimum of one course in each area is required, and at least one must include a laboratory.

The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science (*Area 5A*) and one in Biological Science (*Area 5B*), 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.

The contemporary world is influenced by science and its applications, and many of the most difficult choices facing individuals and institutions concern the relationship of scientific and technological capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

Courses That Do Not Fulfill the Physical and Biological Sciences Requirement

Acceptable courses must focus on teaching the basic concepts of biological sciences. Human Nutrition, Horticulture, Forestry, Health, and Human Environment courses were determined to have a narrow or applied focus and therefore unacceptable for this area. Courses which emphasize the major concepts of the discipline, including biochemical and physiological principles, will be considered. Courses which do not focus on the core concepts of a physical science discipline, such as Energy and the Way We Live, are not acceptable. Courses which survey both the physical and biological sciences but are not comparable in depth and scope to a traditional science course or focus on a particular subject will not satisfy Area 5 of IGETC.

IGETC Laboratory Science Requirement

The IGETC physical and biological science area requires a minimum of two courses, at least one of the two must include a laboratory. The intent of the IGETC laboratory science requirement is that students take at least one physical or biological science course incorporating a laboratory component. Since the experimental methodology and hypothesis testing taught in a lab builds on the principles presented in the lecture portion of the course, the two must be related. Therefore, the laboratory must correspond to one of the lecture courses taken to fulfill this IGETC requirement. A student cannot use lecture courses in two subjects and a laboratory in a third subject. It is expected that the lecture course is a prerequisite or corequisite of the laboratory course. Lecture and lab courses may have separate course numbers.

Unit Requirement for Laboratory Science Courses

Three semester or four quarter unit laboratory science courses may be used on IGETC to clear the laboratory science requirement as long as the minimum unit value is met for this area (*7 semester or 9 quarter units*).

Example A: 1 biological science w/lab, 3 semester units

1 physical science, 4 semester units

Conclusion: Area 5 satisfied

Example B: 1 biological science w/lab, 3 semester units

1 physical science, 3 semester units

1 physical or 1 biological science, 3 semester units

Conclusion: Area 5 satisfied

Language Other Than English (*LOTE*)

Exception: Only students transferring to the UC are required to meet this area.

Students shall demonstrate proficiency in a language other than English equal to two years of high school study. Those students who have satisfied the 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.

Language courses should provide instruction in the written and oral language as well as history and cultural traditions of the country associated with the language studied. Languages other than English for Native Speakers are appropriate for transfer. Courses primarily conversational must have as a prerequisite a course equivalent to the third year of high school study or one year of college level in the language. Also, the content of conversation courses should not be primarily business or travel-oriented.

Courses Not Acceptable for IGETC

Courses That Focus on Personal, Practical, or Applied Aspects

Content taught in courses applicable to IGETC shall be presented from a theoretical point of view and focus on the core concepts and methods of the discipline. Courses such as Everyday Legal Problems, Beginning Drawing, News Writing, Physical Education, College Success, Library Science or Child Development: Implications for Child Guidance are examples of courses that focus on personal, practical, or applied aspects and, therefore, do not meet the IGETC criteria.

Introductory Courses to Professional Programs

Courses such as Introduction to Business, Set Design for Theater, and Writing for Commercial Markets and other introductory professional courses are not considered to have breadth sufficient to meet general education requirements and are therefore excluded from IGETC.

Independent Study or Topics Courses

Independent study and special topics courses are not acceptable for IGETC. Content varies from term to term; therefore, the applicability of these courses to IGETC cannot be determined.

Area 1C: Oral Communication (*CSU Only*) (*same as 5.4.3*)

Strictly online Oral Communication courses may not be used on IGETC Area 1C (*CSU Only*). (*See Section 10.1.3a*) Hybrid-delivery courses may meet the Area 1C criteria.

Summary of Non-Applicable Courses, including but not limited to the following:

Variable Topics

Directed Study

Independent Study

Personal, Practical, Skills Courses

Introductory courses to professional programs

Performance Courses

Creative Writing

Logic

Computer Science

Trigonometry, unless combined with college algebra or pre-calculus

Strictly online Oral Communication courses, Area 1C

4. CSU Transfer Information

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

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

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

Criteria for Determining Baccalaureate Level Courses

There are four significant elements involved in this determination: the institution, the learner, the course, and the instructor/pedagogy. Course content alone will not determine acceptability for baccalaureate credit. The criteria are phrased in terms of expectations from each of the parties.

A. Institution

1. The course shall be taught by a qualified instructor.
2. Qualified faculty, as judged by their peers, shall make the decisions as to course content, instructional methodology, instructional support requirements, and methods and standards for assessing student performance.
3. Adequate instructional support resources shall be available to all students who enroll in the course, including facilities, library materials, and access to qualified faculty outside of class meeting times.

B. Learner

The learner shall be required to bring to the course:

1. a level of intellect, skill, prior knowledge, and maturity consistent with entry-level collegiate expectations and the stated prerequisite(s), if any, for that course.
2. learning skills and a vocabulary necessary for the completion of a baccalaureate level course.
3. the capacity to think critically and to understand and apply concepts.

C. Course

1. The course shall:
 - a. be aimed more at understanding theory and concepts which are grounded in the fundamental academic disciplines rather than at the acquisition of immediate technical skills.
 - b. treat subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level.
 - c. require the student to continue development of communication skills appropriate for higher education
2. Coursework that:
 - a. enhances understanding of intellectual, scientific, and cultural concepts and traditions generally may be considered baccalaureate level.
 - b. enhances understanding of occupational and professional fields usually requiring experience in higher education as prerequisite to employment in such fields may be considered baccalaureate level.
 - c. provides instruction in occupational fields not usually requiring experience in higher education as a prerequisite to such fields may be considered baccalaureate level if the emphasis is upon providing a general introduction to the field, (focusing on an understanding of the field) rather than only upon the development of technical skills required for immediate employment.
 - d. is remedial or college preparatory shall not be considered baccalaureate level.
3. Successful completion of the course shall move the student toward acquiring competencies expected of university graduates.

D. Pedagogy

1. There shall be opportunity for student-faculty interaction of a kind and variety commensurate with achievement of course objectives
2. The method of evaluation of student performance and achievement shall discriminate among levels of quality and among attainments appropriate to both entry and exit expectations.

5. CSUGE Subject Area Distribution

Instruction approved to fulfill the following subject-area distribution requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural groups and by women as well as men.

Area A English Language Communication and Critical Thinking

Minimum 9 semester units or 12 quarter units

-one course in each subarea

A1 Oral Communication (3 semester units or 4 quarter units)

A2 Written Communication (3 semester units or 4 quarter units)

A3 Critical Thinking (3 semester units or 4 quarter units)

A minimum of nine semester units or twelve quarter units in communication in the English language, to include both oral communication (subarea A1) and written communication (subarea A2), and in critical thinking (Area A3), to include consideration of common fallacies in reasoning.

Students taking courses in fulfillment of subareas A1 and A2 will develop knowledge and understanding of the form, content, context, and effectiveness of communication. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.

In critical thinking (subarea A3) courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

Area B Scientific Inquiry and Quantitative Reasoning

Minimum of 12 semester units or 18 quarter units

-one course each in subareas B1, B2, and B4, plus laboratory activity related to one of the completed science courses

B1 Physical Science (3 semester units or 4 quarter units)

B2 Life Science (3 semester units or 4 quarter units)

B3 Lab Activity (associated with a course taken to satisfy either B1 or B2)

B4 Mathematics/Quantitative Reasoning (3 semester units or 4 quarter units)

A minimum of twelve semester units or eighteen quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in a related laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

In subareas B1-B3, students develop knowledge of scientific theories, concepts, and data about both living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, **as well as the potential limits** of scientific endeavors **and** the value systems and ethics associated with human inquiry. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures.

Courses in subarea B4 shall have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra. Students will not just

practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.

Area C **Arts and Humanities**

Minimum of 12 semester units or 18 quarter units

-at least one course completed in each of these two subareas:

C1 Arts: Arts, Cinema, Dance, Music, Theater

C2 Humanities: Literature, Philosophy, Languages Other than English

A minimum of twelve semester units or eighteen quarter units among the arts, literature, philosophy and foreign languages is required. Across the disciplines in their Area C coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination. Activities may include participation in individual aesthetic, creative experiences; however, Area C excludes courses that exclusively emphasize skills development.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts, and of the humanities in a variety of cultures.

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content. Coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.

Area D **Social Sciences:**

Minimum of 12 semester units or 18 quarter units

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

Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D. Coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.

Area E **Lifelong Learning and Self-Development**

Minimum of 3 semester units or 4 quarter units

A minimum of three semester units or four quarter units in study designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.

Student learning in this area shall include selective consideration of content such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning. Physical activity may be included, provided that it is an integral part of the study elements described herein.

6. ASSIST

ASSIST (Articulation System Stimulating Inter-institutional Student Transfer) is a computerized student-transfer information system that can be accessed over the World Wide Web. It displays reports of how course credits earned at one California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's colleges and universities and, therefore, provides the most accurate and up-to-date information available about student transfer in California.

The ASSIST Course Search

The ASSIST database is the repository of articulation for all California Community College, California State University and University of California campuses. You may search for comparable courses by keyword or course title.

1. Access the ASSIST Information Center web site: http://info.assist.org/maint_reports.html
2. Select "ASSIST Maintenance Reports".
3. Enter Username: Citrusfac
4. Enter Password: Limegreen
5. Select "Course Search" from column on left.
6. Enter desired keyword(s) or course title in "Search in the Course Title:" data field. (Examples: social welfare; Chicano studies; JAVA)
7. Leave the various drop-down menus in their default settings.
8. Select "continue" at the bottom of the page.
9. A list of potential comparable courses will be displayed.
10. Review potential comparable courses two ways:
 - a. Review available online course outlines by selecting OSCAR pdf for appropriate courses or
 - b. Reviewing descriptions in the appropriate course catalog. Note: Online college and university catalogs are available through *College Source* online catalog database at: <http://www.collegesource.org>
11. Other ASSIST features:
 - a. See a complete list of courses approved for IGETC, CSU GE, LDTP and more.
 - b. Examine how your course(s) is approved for articulation with other institutions.

PART VI: Certificates of Achievement, Skill Awards, and Degrees

Citrus College offers AA and AS degrees, Certificates of Achievement, and Skill Awards to qualifying students. These are listed in the CurricUNET system as “programs” and will be described this way in this chapter. The Curriculum Committee is responsible for approving new and modified versions of these programs.

1. Program definitions

1A. Associate Degrees

An Associate of Arts (AA) or Associate of Science (AS) Degree can be an important academic goal for a community college student. It provides recognition that the student has developed the major lower division preparation in a given field as well as completed a breadth of academic courses through the general education requirements. This can serve either employment and/or transfer goals for the student.

The requirements for achieving a degree are established in Board Policy and Administrative Procedures (BP and AP 4025), and these should be consulted for detailed descriptions of the requirements. In general, all degrees include at least 18 units of major preparation courses along with general education and other proficiency requirements.

The Chancellor’s Office has recently adopted a set of guidelines for differentiating between AA and AS degrees.

The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall name the associate degree as either Associate in Science or Associate in Arts, based on the academic area of its major or area of emphasis, using the following criteria:

- a. The “Associate in Science” degree will be awarded in
 1. the areas of science, technology, engineering, or mathematics; or
 2. the areas of career technical education.
- b. The “Associate in Arts” degree will be awarded in all areas not included in part (a).

In addition to Curriculum Committee and Board of Trustees approval, new and updated degrees must be approved by the Chancellor’s Office and by our Accrediting agency, the Accrediting Commission for Community and Junior Colleges (ACCJC). Majors in career and technical education programs will also require approval from the Regional Consortium; also know as Los Angeles/Orange County Workforce Development Leaders (LOWDL)

1B. Certificates of Achievement

Certificates of Achievement provide extensive preparation in the designated field. They are intended to certify that students who have successfully completed the program are prepared to enter the careers

associated with their chosen Certificate. In addition to local approval they must receive approval from the Chancellor's Office and possibly ACCJC. Certificates of Achievement that have a vocational (asterisked) TOP code must also be approved by the Regional Consortium.

Title V requires that all certificates with 18 units or more be designated as Certificates of Achievement. In addition, it allows that programs with of 12-17.5 units may be listed as Certificates of Achievement provided they follow the same Chancellor's Office approval requirements. Citrus College has chosen to follow this approach for all Certificates in this unit range.

Wherever possible it is a good idea to apply for a Degree along with a Certificate of Achievement so that students have the option of receiving an Associate Degree in addition to their Certificate of Achievement.

1C. Skill Award

Programs with fewer than 12 units are designated as Skill Awards at Citrus College. While they require the same local approval procedures as Certificates of Achievement, they do not have to be approved by the Regional Consortium, the Chancellor's Office or ACCJC.

Skill Awards are typically designed to provide students with brief but intense courses of study in particular areas so that they may develop specific skills or prepare for an entry-level position in the field. Successful completion of these programs may also certify that students are prepared with a particular set of skills to upgrade or advance in an existing career.

2. Development of a Major

The department develops the major application packet by following the guidelines in the Chancellor's Office *Program and Course Approval Handbook*.

When composing the list of required and elective courses for a major, please remember:

New courses included in the major must be approved by the Curriculum Committee before the major can be submitted for approval.

Any existing courses must have an approval date within the last six years; if not, they must be updated and approved by the Curriculum Committee before the major can be approved.

If a department wants to include a course from outside the discipline but the course is outdated, the Originator should consult with the Division Dean, who will work with the other department to resolve the problem.

A course may be used to satisfy both a General Education requirement and a major requirement (Title 5, §55806).

Within the major, a course may not be used more than one time to meet a major requirement.

3. Creating or Modifying a Degree, Certificate of Achievement, or Skill Award on CurricUNET

3A. Launching or modifying a program on CurricUNET

To create or modify a curricular program on CurricUNET, faculty Originators follow the same procedure as for courses, with the following changes:

1. Instead of selecting “Build” – “Course,” you should select “Build” – “Degree/Certificate.”
2. To create a new program, select “Create New Program.”
3. When the “Create New Program” window appears, you should put in the program title and select the type of award. You should also select the department the program belongs to.

3B. The CurricUNET Program Checklist

The program checklist is much shorter here than for courses. Here are the options:

Main

As with courses, the only option here is whether or not to add a co-contributor. This allows other users to assist in editing.

Cover

There are several important items here. They are

Degree/Certificate Title: You do not need to list the award type here (e.g. AA Degree). Just give the actual program title.

Department: This matches your selection from the drop-down menu.

Award Type: Here is where you select the type of Degree or Certificate being awarded.

Proposed Start: This is the first date the changes being proposed take effect. Note that changes that are not made in time to go into the College Catalog may not be available until a future semester.

Justification for Proposal: For new programs, you should list the reason why such a program is needed. For modifications, indicate what changes are to be made and why. Statements from Advisory Councils and local employers are among the strongest justifications for new programs and modifications.

TOP Code: The TOP code (Taxonomy of Programs) is a set of numerical codes that the state uses to collect information on programs and courses. The latest state listing and description of TOP codes is given at http://www.cccco.edu/Portals/4/TopTax6_rev0909.pdf

Add the code from the drop-down list. Consult with your Division Dean on the appropriate code here.

Program Description

Here is where you give the short description of your program. This description will appear in the college catalog, so it should clearly indicate what career and/or transfer goals the program will allow the student to achieve, including a description of relevant job titles.

Program Outcomes

This is a list of the learning outcomes for the program. There are several models that exist for program outcomes, but in general they should be measureable learning goals served by the program as a whole.

In general, the outcomes here should closely parallel the outcomes in the program review.

The assessment options for each outcome will usually either reference the specific courses in which the outcome is assessed, or the assessment mechanisms in those classes. For example, you could say that assessment is developed through meeting the SLOs in courses 1 and 2. Alternatively, you could say that they are assessed through written essays, assuming that such essays are described in the required courses in the program.

In some cases a program may have an “exit exam” or some other assessment mechanism that is not directly connected to any one course. In such a case this assessment should be mentioned here.

Enter the outcomes and assessments one at a time in CurricUNET, clicking “Save” after each one.

Course Blocks Definition

Within each program, the courses are broken out into “Course Blocks”. Each block of courses consists of a Course Block Definition (block title), Header and Footer. Both the Header and Footer are optional and are used to display additional information pertaining to the courses within the block.

To add courses to a program start by creating the “Course Block Definition”. At this time you can also add information pertaining to the courses in the Header and Footer area.

Use the Course Block Definition box to describe the block of classes.

Examples:

- Required Courses
- Music Theory Courses
- Electives

The Header box is optional. However, if students are not required to take all of the courses in the block, you should use the header to describe limitations on the number of courses or units the student should select, using the following format:

- “Select X units from the following”
- “Select X courses from the following”

In either case you wouldn't want the system to add up all the “Courses” within the Course Block definitions.

The Footer box is also optional. This can be used to describe other limitations about the course block.

Example:

A course may be used only once to fulfill degree requirements.

Below this is the unit calculation. There are two options here:

Default (All units Calculated): is already selected and indicates that the system will add up and display the total unit values for the courses contained within the Block Definition.

Select **Units (Specify Unit Range):** if you wish to override the summation of the course units. This feature is used to allow for cases where you want to specify for the student to select so many units or courses from the following list.

Degree\Certificate Block Definitions	
Course Block Definition *	
<div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	
S ?	
Header	
<div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	
S ?	
Footer	
<div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	
S ?	
Default (All Units Calculated): <input checked="" type="radio"/>	
Units (Specify Unit Range): <input type="radio"/>	
Unit Range Courses: <input type="text" value="0"/> to <input type="text" value="0"/> ?	
Add	
Finish Cancel	
Edit	Definition Add Courses

Once the Course Block Definition has been created, click on the courses button, next to the Course Block Definition at the bottom of the page, to add the list of courses.

To add courses from Program Course page, first select the Discipline containing the first courses. Once you have select a Discipline, another drop box, containing courses will appear. Next select the first course you wish to add to the block of courses and hit the Add Button.

In some cases you may wish to add items that are not a course to the list of courses. In this case type the Item in the “Non Course Requirement” text area, specify the Unit Range (i.e. **3 to 4**) and hit the “Add” button. For example let’s say we are working on a Block of Art courses. One of the requirements for this block of courses may include a portfolio. We can add the portfolio by typing in the “Non Course Requirement” the following “Student Portfolio” then specifying the Unit Range in

the “Unit Range Courses” fields **12** to **18** and then hitting the Add button. Doing so would look similar to this:

Term 1 FIRST SEMESTER		Credit
HT 135T *	Chemical Certification	3
or		
BI 110T **	Principles of Biology	3
NR 108U	Wildlife Identification	3
NR 121T	Environmental Conservation	3
NR 204U	Native Vegetation	3
AG 103T *	Ag Computers	3
**		3
NR 107U	Outdoor Recreation Techniques	1
Student Portfolio		12 - 18

31 – 37

We can also use the “Unit Range Courses” fields to over ride the Unit values for courses we wish to add. Maybe the course is a 3 – 5 unit course, but we want it to state that is only 3 units within this particular program. We can accomplish this by typing 3 to 3 in the “Unit Range Courses” fields.

We can also state exceptions for courses or non course requirements, which will then display on the Program Report. To state an exception, type the identifier in the “Exception Identifier” Field. Next type the exception in the “Exception” field. The identifier will display next to the course or non course requirement, and the exception will display at the bottom of the program.

Important note regarding courses in programs: As with new programs and majors, the outlines of courses that compose a *substantially revised* Certificate of Achievement are reviewed by the Chancellor’s Office once the revision is submitted. **Therefore, it is essential that all courses listed for existing programs and majors undergoing revision be current.**

Program Courses	
test	
<input type="text"/>	<input type="text"/>
Course/Rule	Units
Select Prefix	-- Select Prefix-- <input style="float: right;" type="button" value="?"/>
Non Course Requirements	<div style="border: 1px solid gray; height: 80px; width: 100%;"></div> <input type="button" value="S"/> <input style="float: right;" type="button" value="?"/>
Semester Sequencing of Course	--Select if Applicable-- <input style="float: right;" type="button" value="?"/>
Condition	<input type="text"/> <input style="float: right;" type="button" value="?"/>
Unit Range	Make sure values are blank, unless you want to specify a value other than the actual course Unit Range, or the value should be 0. Unit Range: <input type="text"/> to <input type="text"/> <input style="float: right;" type="button" value="?"/>
Create Prefix List	
Course Prefixes (or Curricular Areas) Selection	<div style="border: 1px solid gray; padding: 2px;"> ABE <input type="button" value="▲"/> ABR <input type="button" value="■"/> ACC ADE ANT AOS ARA ARC <input type="button" value="▼"/> </div>
Note Identifier	<input type="text"/> <input style="float: right;" type="button" value="?"/>
Note	<div style="border: 1px solid gray; height: 80px; width: 100%;"></div> <input type="button" value="S"/> <input style="float: right;" type="button" value="?"/>
<input type="button" value="Add"/> <input type="button" value="Done"/>	

Change Approval

Select the appropriate set of forms for the modifications being proposed, whether it is a new degree/certificate or a modification of an existing one. See Section VI.4 below for a detailed description of the different options here.

Attached Files

Here you should attach important documentation to support your program approval, including the completed packet (either New Program Approval, Substantial Change, or Non-Substantial Change) for the Chancellor's Office described in the next section.

4. The Approval Process

The approval process for programs is effectively the same as that outlined above for courses. The most important differences lie in what happens after the program has been approved locally. Depending on whether the program is new or revised and the nature of the revisions, different reporting requirements must be met with regard to regional, state, and accreditation bodies. The following table outlines these requirements.

Program Change Approvals

Type of Change	Forms / Format	Routing
<ul style="list-style-type: none"> • <i>New</i> program • <i>New</i> Certificate of Achievement (12+ units) • <i>New</i> degree 	<p><i>Application for Approval – New Credit Program:</i> form CCC-501</p>	<ol style="list-style-type: none"> 1. Curriculum Committee / BOT 2. Regional Consortium (CTE only) 3. System Office
<ul style="list-style-type: none"> • <i>Add</i> Certificate to existing program • <i>Add</i> degree to existing Certificate program • <i>Add</i> new option or track to existing degree • <i>Delete</i> existing degree major, track or option • <i>Delete</i> existing Certificate 	<p><i>Substantial Changes to an Approved Credit Program:</i> form CCC-510</p>	<ol style="list-style-type: none"> 1. Curriculum Committee / BOT 2. Regional Consortium (CTE only) 3. System Office
<ul style="list-style-type: none"> • <i>Change</i> from Inactive to Active status • <i>Change</i> from Active to Inactive status • <i>Change</i> TOP code • <i>Change</i> title • <i>Change</i> Certificate units • <i>Change</i> degree units 	<p><i>Non-Substantial Changes to Approved Program or Change of Active-Inactive Status:</i> form CCC-511</p>	<ol style="list-style-type: none"> 1. Curriculum Committee / BOT 2. Regional Consortium (CTE only) 3. System Office
<ul style="list-style-type: none"> • <i>Addition of a program</i> or courses that represents a significant departure from current programs (requiring new faculty and curriculum) • <i>Distance Education</i> becomes 	<p><i>Substantive Change:</i> see ACCHC/WASC Substantive Change Manual, page 28, for outline components to</p>	<ol style="list-style-type: none"> 1. Curriculum Committee / BOT 2. Accrediting Commission for Community and Junior Colleges

available for 50%+ of required program courses • Any other change that ACCJC deems significant	proposal	
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It is the Originator’s responsibility to ensure that all forms are filled out and properly submitted. Consult with the Curriculum Assistant or the Director of Workforce Development for more information on preparing this material. Copies and further information can also be found at the following websites:

- California Community Colleges Program and Course Approval Handbook, www.cccco.edu
- ACCJC/WASC Substantive Change Manual, www.accjc.org

Program Prerequisites. Programs cannot have a separate admission process; students are *admitted* to the college (open access) and *enrolled* in its courses. In some cases, a student must also be *accepted* into a specific program, particularly impacted programs such as nursing. Identifying those who have met the prerequisites for the program creates the pool of students qualified to enroll in a program. If fewer seats are available for courses in the program than the number of qualified students in the pool, a non-evaluative process (such as a lottery) must be used to determine who will be in the classes.

PART VII: Program Review

In Program Review, the Curriculum Committee representative serves as a facilitator for the discussion of the program’s curriculum both holistically and on a course-by-course level. The discussion with the Program Review Team should include the following:

- Course Currency: Checking that all courses in the program have been reviewed by the Curriculum Committee within the last 6 years.
- Pre-requisite checking for all courses in the program
- Examination of the sequence of courses
- Comparability of courses (content, pre-requisites, units, etc.) with transfer schools or other degree/certificate programs
- Compliance checking* for course outlines (DE/honors addenda, SLOs in course outlines, etc.)
- Examination of degrees and certificates
- Examination of Articulation Statement and/or articulation agreements

The curriculum representative should fill out the following checklist for courses within the program:

PROGRAM REVIEW - CURRICULUM SUMMARY CHECKLIST

Print Name: _____

Program: _____

Date: _____

Course Number	Course Title	Units/Hours Lecture/Lab	Revise Content	SLOs Added/Date Completed	Update Text	Supplements attached (Pre/co-requisites, Honors, Distance Education, Multi-Cultural)	CSU Articulation	UC Articulation	Change/Revise Lab	TOP Code	Submit to Chancellor's Office	Unit Changes	Part of Certificate/Skill Award		

Plan of action to include student learning outcomes:

List of Certificates/Skill Awards offered in Program:

Part VIII: Useful Documents and Web Resources

Citrus College:

Citrus College Curriculum Web Page: <http://www.citruscollege.edu/curriculum/Pages/default.aspx>

Citrus College Curricunet Page: <http://www.curricunet.com/citrus>

Citrus College Catalog 2010-2011. Citrus Community College District. Glendora, CA, 2010.

Citrus College Board Policies and Administrative Procedures

<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>

State of California:

California Code of Regulations, Title 5, especially Chapter 6, Sub-chapter 1.

<http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000>

California Code of Education, especially Part 48.

<http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc&codebody=&hits=20>

California Community Colleges Chancellor's Office

Program and Course Approval Handbook, 3rd Edition, 2009.

http://www.cccco.edu/Portals/4/pcah_032009.pdf

Taxonomy of Programs (TOP) codes, 6th Edition

http://www.cccco.edu/Portals/4/TopTax6_rev0909.pdf

Note the following revisions came into effect in 2010:

http://www.cccco.edu/Portals/4/TopTax6_rev0909.pdf

Non-Credit at a Glance, 5th Edition, 2006. http://www.cccco.edu/Portals/4/pcah_032009.pdf

California Community Colleges Statewide Academic Senate

Components of a Model Course Outline, 1995.

<http://www.ccccurriculum.info/curriculum/DevelopCurOutline/ModelOutline.htm>

Additional Web Resources

ASSIST: http://info.assist.org/maint_reports.html

College Source: <http://www.collegesource.org>