

# CURRICULUM DEVELOPMENT HANDBOOK

*DRAFT*

Draft

## Introduction

This handbook is intended to assist and guide in the development of and/or modification to existing programs and/or courses, and for submitting those programs and/or courses for approval and to:

- Explain Chancellor's Office procedures for monitoring the development of courses and approving programs on a statewide basis;
- Foster the use of best practices in curriculum development as established in the field of curriculum design and instructional technology, and as recommended by the Academic Senate for California Community Colleges;
- Provide a framework for consistent documentation of the content and objectives of programs and courses
- Establish local processes and procedures for course and program approval where appropriate

This handbook is primarily oriented toward Chancellor's Office approval requirements and contains sections from the latest draft of the CO's *Program and Course Approval Handbook (PCAH)*, 5<sup>th</sup> edition, January 2013. This handbook can be used in conjunction with the PCAH and the Academic Senate for California Community Colleges *The Course Outline of Record Handbook*, adopted spring 2008.

Reference to Title 5 and California Code of Regulations are referenced throughout. The complete and current text of all California Code of Regulations may be viewed at the California Office of Administrative Law website at [www.oal.com](http://www.oal.com). The complete text of all California statutes, including the California Education Code [CEC] sections referred to herein, may be viewed at [www.leginfo.ca.gov](http://www.leginfo.ca.gov).

*NOTE: The use of this handbook is intended as a resource guide for AHC faculty and staff in the area of curriculum development and approval. Its contents are a compilation of local and statewide policies and procedures in place at the time of its publication. While every effort is made to ensure the accuracy of its contents, the AP&P Committee, a sub-committee of the AHC Academic Senate, reserves the right to make any corrections, omissions, and/or update the information as needed to meet curricular standards and compliance.*

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## MISSION AND PURPOSE

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### AHC MISSION STATEMENT

Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

The purpose of this handbook is to assist and guide in the development of and/or modification of Allan Hancock College's programs/courses, provide the tools and resources for program/course proposal submissions, and to explain the role of the Academic Policy and Planning Committee (AP&P) in the curriculum approval process. This handbook is primarily oriented toward Chancellor's Office approval requirements and includes reference to Education Code and/or Title 5 throughout.

### COMPLIANCE

Title 5 §53200(b) states that the Academic Senate is an organization whose primary function is to make recommendations with respect to academic and professional matters. Section §53200(c) states that the "academic and professional matter" means the following policy development and implementation matters:

- 1. curriculum including establishing prerequisites and placing courses within disciplines**
- 2. degree and certificate requirements**
- 3. grading policies**
- 4. educational program development**
- 5. standards and policies regarding student preparation and success**
6. district and college governance structures, as related to faculty roles
7. faculty roles and involvement in accreditation processes, including self-study and annual reports
8. policies for faculty professional development activities
9. processes for program review
10. processes for institutional planning and budget development
11. other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Of these matters, 1 through 5 relate to curriculum. The AP&P Committee is a sub-committee of the Academic Senate and is a faculty committee who, with advice from administration, reviews and recommends new/modified curriculum to the Academic Senate and District Board of Trustees.

The California Code of Regulations (CCR) regarding curriculum, including those referenced in this handbook, may be viewed at [www.calregs.com](http://www.calregs.com). The complete text of all California statutes, including the California Education Code (CEC) sections referred to herein, may be viewed at [www.leginfo.ca.gov](http://www.leginfo.ca.gov).



## **SECTION 1**

# **THE ACADEMIC POLICY & PLANNING COMMITTEE**

## THE AP&P (ACADEMIC POLICY AND PLANNING) COMMITTEE

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### COMMITTEE FUNCTION & OVERVIEW

The Academic Policy and Planning Committee (AP&P) provides recommendations through the Academic Senate to the District Board of Trustees regarding courses and instructional programs. AP&P is the vehicle through which curriculum development takes place and is one of four standing committees established in accordance with the Report of the Committee on Committees of 1968 as approved by the Academic Senate.

The committee's functions are in accordance with the abovementioned report. Briefly, its area of concern is: curricula, proposed changes and revisions, academic standards, future curriculum planning, the coordination and organization of instructional planning and practices as they relate to the teaching faculty. The AP&P Committee at Allan Hancock College assists in the development of educational programs and courses in accordance with the philosophy, policies, and objectives of the college. In addition, AP&P is responsible for approving all courses and programs prior to being recommended to the Board of Trustees and must ensure that regulatory standards are met. Ed Code 70902.

### MEMBERSHIP

The AP&P Committee consists of faculty members representing each instructional division including counseling, plus a student representative from the Associated Student Body Government. Of the faculty members presently serving on the committee, one is elected as the Committee Chairperson.

Faculty voting members shall be duly elected or appointed by the departments according to each department's procedures. All full-time faculty members of departments and counseling are eligible. The membership shall be constituted as follows:

- a) Voting Members - There shall be a member from each instructional department; one member from counseling; one member representing the Learning Assistance Program, the Learning Resource Center, or the college nurse, and economic development; and one student member, who shall be the ASBG Director of Curriculum.
- b) Non-Voting Members - The vice president, academic affairs, articulation officer, admissions & records representative, non-credit department representative, and the curriculum specialist.

### TERM OF OFFICE

The faculty members of the AP&P Committee shall be appointed every two years by their appropriate departments. The purpose of a two-year term is to have only one-half of the membership change each year, having no more than one-half of the members in their first term. This allows for continuity of discussion of items previously covered in the past year. The tenure of office for the student member shall be one year.

Since the chairperson may cast deciding votes, additional representation by his/her department is not required, and the tenure of his/her replacement may be adjusted to one year or three years as required to maintain the following scheduled elections:

#### Odd Years

Applied Social Sciences  
Counseling  
English  
Health Sciences

Life and Physical Sciences  
Mathematical Sciences  
Social & Behavioral Sciences  
Languages and Communication

### Even Years

Business  
Fine Arts  
Kinesiology, Recreation & Athletics  
Industrial Technology

Public Safety  
Miscellaneous: - (Learning Assistance  
Program or Learning Resource Center or  
Economic Development or the College  
Nurse)

In the event a particular person wishes to extend his/her term beyond the two years, and everyone in his/her department is favorable to this position, then the department does not have to replace the incumbent after two years.

### AP&P CHAIRPERSON

The election of the chair for the committee shall be in accordance with Section 3.7 of the Faculty Elections Code. The chairperson shall be elected on or before April 1 for the following term. Any presently serving faculty [voting] member shall be eligible. Nominations shall be from the floor and voting shall be by secret ballot. In the event no current faculty member of the committee is willing to chair, the current chairperson of the committee shall so advise the Senate Executive Committee. The Senate Executive Committee shall then direct the Senate Elections Committee to obtain nominations and conduct the election of the chair in accordance with Section 7 of the Faculty Elections Code. The term of office shall be two years. In addition to presiding over meetings, the chairperson may appoint ad hoc committees to study, investigate and report on any subject within the committee's purview.

### DUTIES OF THE AP&P COMMITTEE

- The AP&P Committee guides the development of curriculum and encourages creativity, flexibility, and innovation in curriculum development. It is a multidisciplinary committee and must have the broadest of academic perspectives.
- The AP&P Committee is charged with the vigilant oversight of all of the college's curricula including the review, approval, and renewal of sound curriculum. Upon approval, the AP&P Committee shall offer its recommendations to the Academic Senate and Board of Trustees.
- The AP&P Committee certifies academic rigor, academic quality, academic integrity, and adherence to standards and regulations provided in Education Code and Title 5.
- The AP&P Committee refers curriculum matters beyond the scope of its normal business to the Academic Senate.
- The AP&P Committee examines, researches, and analyzes the issues presented for program discontinuance, and prepares a report with recommendations for consideration to the Academic Senate. The recommendations will be presented to the Senate Executive Committee and the Academic Senate.

### Credit and Noncredit Curriculum Requiring AP&P Committee Review

- New courses and programs
- Modifications to courses and programs
- Change in course discipline and/or course prefix
- Increase/decrease in course hours and units
- Adding or removing courses from a program

- Adding or removing courses from the general education list
- Change in mode of delivery
- Add/remove prerequisites, corequisites, advisories or limitation on enrollment
- Any changes or corrections to the course outline of record
- Course drops
- Program drops/discontinuance

### **Meetings/ Conduct of Business**

Meetings are scheduled on Thursday afternoons, starting at 2:00 p.m. These meetings take place in the Captain's Room, Building A and require a quorum of at least 2/3 of the membership. Business shall be conducted according to Robert's Rules of Order and in accordance with Brown Act Rules. The meetings are open to all who wish to attend and meeting minutes shall be recorded and kept by the Curriculum Specialist, acting as Secretary to the AP&P Committee. Agendas and meeting minutes will be posted according to the Brown Act Rules.

### **Agenda**

The AP&P Chair creates a weekly agenda and the agenda is posted and distributed according to Brown Act Rules. Regular agenda items include but not limited to:

- a) Approval of the minutes
- b) Approval of the agenda
- c) 1<sup>st</sup> Readings
- d) 2<sup>nd</sup> Readings
- e) Curriculum Approvals
- f) Consent Agenda Items
- g) Public Comment
- h) Reports

### **Sub-Committee and Representative Reports**

- a. Subcommittee reports may be written or given orally. If a report is given orally, the secretary will verify with the originator that the transcribed minutes are complete and accurate.
- b. Ad hoc reports may be prepared and submitted to the Academic Senate and Board of Trustees in accordance with the standard college practice.
- c. Any member or members may submit a minority report.

### **Committee Actions Regarding Program and Course Approval**

The AP&P Committee may take various actions in response to a credit course and/or program application:

- a. **First Reading:** The first reading explores the necessity for the course addressing such questions as does the course have merit. If it is for the modification of an existing course, the initiator will be asked to present the rationale for the change and explain what impact the proposed modification will have. Additionally, the course is reviewed for conformity with institutional and Title 5 requirements. If the course is successful at this reading, the committee will move to accept the course for consideration. The committee has the option of requesting more information from the initiator, pointing out potential problem areas, and requesting greater clarity or additions to the outline. Such changes to the proposals require approval by the department and appropriate dean

- b. **Prerequisites, corequisites, and advisories:** The committee may determine that a prerequisite or corequisite course is necessary: When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article. (CCR 55002(a)(2)(D))
- c. **Second Reading:** At the second reading the committee may further address concerns about the proposal not yet resolved, new concerns, and review of changes to the proposal resulting from the first reading. If the course is successful at this reading, the committee will move to recommend the course for adoption. In the event the committee needs further input from the initiator, department or dean, the proposal may be deferred until a later date for action
- d. **Request changes before approving:** The AP&P Committee may suggest revisions that could make the program or course approvable.
- e. **Approvals:** Curriculum proposals approved by AP&P will be recommended for adoption to Academic Senate and Board of Trustees.
- f. **Withdraw:** The AP&P Committee may ask for a formal withdrawal of any application that has been deemed incomplete or incorrect. The initiator also has the choice of withdrawing a course or program proposal if such a proposal is deemed incomplete or incorrect, or if the initiator decides not to submit the proposal independent of whether the proposal is complete and accurate.
- g. **Deny** – A proposal shows major problems that prevent approval. If a program or course is denied, it is always possible for an initiator to redesign and resubmit the proposal at a later time.

### AP&P Committee Reports

Upon completion of the committee's calendar each semester (or more often as may be necessary), the chairperson will prepare and submit reports summarizing in narrative form the committee's curriculum recommendations and recommendations concerning policies and procedures relating to curriculum (fall and spring as necessary but not less than at the end of the fall semester and the end of the spring semester). The summary report reflecting all actions taken by the committee during the semester will include (but not limited to) the following components:

- a. New Courses Recommended for Adoption
- b. Modified Courses Recommended for Adoption
- c. New Programs
- d. Courses Recommended to be Dropped Under the Sunset Rule
- e. Courses Recommended to be Dropped by Department
- f. Recommendations Affecting Associate Degrees and Certificates
- g. New prerequisites, corequisites
- h. New distance education courses

Additional Report Information:

- a. Courses Recommended for Inclusion in the Allan Hancock General Education Requirements
- b. Courses Recommended for inclusion in the Multicultural/Gender Studies Graduation Requirement
- c. Courses Recommended for Inclusion in the California State University and IGETC General Education Requirements
- d. Consent Agenda Items

e. AP&P curriculum policy's

The report will be forwarded to the Academic Senate Executive Committee for review and approval. When approved, the report will be directed to the superintendent/president for submission to the board of trustees for adoption. If the Senate Executive Committee has concerns about procedures or processes utilized in the curriculum development/approval process, they may either: (1) return the report to AP&P for reconsideration and possible amendment, or (2) bring its concerns to the full Senate for discussion. Upon approval, the report shall be submitted to the superintendent/president as an action item to the board of trustees with a recommendation for adoption.

### **Disciplines List**

During the spring semester, the committee will review the disciplines list for corrections and updates based on additions and modifications to the curriculum.

Title 5 §53200 states that the process of placing courses within disciplines is the responsibility of the local Academic Senate. Allan Hancock College (AHC) Board Policy Procedure 1112.01 indicates the Trustees shall rely primarily on the recommendations of the Academic Senate. As a subcommittee of the Academic Senate, the Academic Policy and Planning (AP&P) Committee manages this process and is charged with the "obligation to seek out the expertise of the discipline faculty" in doing so. In most cases, courses will be placed in a single discipline- however, some courses may appropriately be placed in more than one discipline.

Based on course content, courses reviewed and recommended for approval or modification by the AP&P Committee must be placed in the appropriate discipline(s) on the AHC Courses Placed in Disciplines List. The list indicates the minimum academic or vocational qualifications to teach the content of a particular course. The AHC Disciplines List must align with the most recent version of the Minimum Qualifications (MQ), also known as the Board of Governors (BOG) Disciplines List. The local Academic Senate may establish additional qualifications that may be more rigorous than those listed in the State's MQs.

The purpose of placing courses within disciplines is to assure that instructors teaching those courses possess the appropriate preparation to teach them effectively. It is not a Title 5 requirement that the discipline assignment designations be contained within the course outline of record, but these assignments do need to be monitored somewhere. The AHC course discipline placement information shall be recorded on an internal document associated with the Course Outline of Record (COR).

Courses are assigned or reassigned to disciplines based on the body of knowledge necessary to teach the course content. Collaboration and consent of faculty in affected disciplines is required for modification of the COR and /or reassignment of course/s to discipline/s. Courses may be placed in a single discipline, multiple disciplines, or interdisciplinary. The minimum qualifications for these placements are:

- Single Discipline Placement: Requires minimum qualifications in the listed discipline.
- Multiple Discipline Placements: Requires minimum qualifications in at least one of the listed disciplines.
- Interdisciplinary Placement: Requires minimum qualifications in at least one of the listed disciplines and upper division or graduate course work in at least one of the other disciplines listed.

### **Curriculum Development Handbook**

The Curriculum Development Handbook will be updated annually and approved by the committee.

## **Program Discontinuance**

The Academic Policy and Planning (AP&P) committee's role is to examine, research, and analyze the issues presented for program discontinuance. It will prepare a report(s) with recommendations for consideration by the Academic Senate and will attend Senate meeting(s) to present its recommendations to the Senate Executive Committee and the Academic Senate. The role of the Academic Senate is to consider the recommendations of AP&P and after consideration of the report, analysis, and a vote of the Senate, to forward its recommendations for program continuance/discontinuance to the superintendent/president or designee and to report to the Board of Trustees. (see Board Policy 7960)

## **Sunset List**

Any credit course which has not been taught\* for two years will be placed in a probationary file for one year. The office of the associate superintendent, vice president, academic affairs through the AP&P representative will notify departments, when a course is placed in the probationary file. During that year the department will be required to present a rationale to the committee if they wish to keep the course active. This rationale will be due at the same time as new course proposals. The academic dean's signature guarantees that resources to support the course will be or are available in order to schedule the course for either of the next two semesters. If the department does not submit a rationale or the rationale is not approved by the committee; the course will be dropped from the catalog.

If the course appears the following fall on the Sunset list, and the department votes to retain it again, the course will be reviewed as if it were a new course at the department's regularly scheduled AP&P meeting that semester. The department shall submit the current outline, any necessary revisions or modifications to the course to ensure its currency, a rationale for retention, and a copy of the rationale for retention submitted the previous year. Again, the academic dean's signature guarantees that resources to support the course will be or are available in order to schedule the course for either of the next two semesters. The course initiator, lead instructor, or department designee should attend the scheduled meeting to present the department's rationale for retention and review the outline with the committee.

Rationales for retention may be sent forward to the committee without the signature of the academic dean in the event the dean cannot commit resources sufficient to support the course's offering.

Beginning Fall 1993, the committee adopted the following option: Courses submitted with the rationale that they would be offered during the upcoming spring semester or following fall could be retained with the following motion - move to accept the rationale and retain the course with the proviso that should it not be successfully offered in the upcoming spring semester or following fall semester, it will be dropped.

Beginning fall 2002, the committee adopted the following exception to the Sunset Rule. Courses in the areas of Law Enforcement, Emergency Medical Services, Fire Technology, and Wild and Fire Technology that are not core to any degree/certificate program are exempt from the Sunset rule. The program coordinators will review the list of courses annually and drop curriculum that is no longer in use by the program.

\*taught--offered and not canceled for lack of enrollment as of census week.

### **First Appearance Report**

Five options are provided on the form which the instructor should complete based on departmental agreement. It is recommended that if option 3 is selected, the appropriate department member should attend the scheduled meeting for the purpose of presenting the rationale and responding to committee questions.

### **Second Appearance Report**

Four options are provided on the form which the instructor should complete based on departmental agreement. If option 4 is selected, the department must provide a rationale as to why the course should be retained, a copy of the current outline with necessary revisions or modifications to the course to ensure its currency (approved by department and dean-use major or minor modification form for approval), and a copy of the rationale submitted the previous year requesting retention of

the course. The course initiator, lead instructor, or department designee should attend the scheduled meeting to present the department's rationale for retention and review the outline with the committee.



## 2013-2014 AP&P Committee Representatives

Department	Name	Phone Extension	Email Address
AP&P Chair	Sofia Ramirez Gelpi	3608	<a href="mailto:sgelpi@hancockcollege.edu">sgelpi@hancockcollege.edu</a>
Applied Social Sciences	Judith DalPorto	3381	<a href="mailto:jdalporto@hancockcollege.edu">jdalporto@hancockcollege.edu</a>
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Life and Physical Sciences	Rob Lennihan	3695	<a href="mailto:rlennihan@hancockcollege.edu">rlennihan@hancockcollege.edu</a>
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Miscellaneous	Sandra Bierdzinski	3474	<a href="mailto:sbierdzinski@hancockcollege.edu">sbierdzinski@hancockcollege.edu</a>
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Social and Behavioral Sciences	Tom Vandermolen	3871	<a href="mailto:tvandermolen@hancockcollege.edu">tvandermolen@hancockcollege.edu</a>
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**SECTION 2**

**ROLES AND RESPONSIBILITIES**

## SECTION 2: ROLES AND RESPONSIBILITIES

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With leadership and guidance to be offered by the Vice President, Academic Affairs, all academic personnel of the college, both administrative and teaching, shall be responsible for the continuing revision of curriculum.<sup>1</sup>

### THE INITIATOR

1. Discuss and/or review course or program development and/or changes from inception and throughout the process with faculty peers, department chair, academic dean, AP&P representative, and library and learning resources staff as outlined in the new course proposal and modification forms. It is also highly recommended that initiators consult with the Counseling department, the Articulation Officer, and other college officers as needed or deemed appropriate. Such discussion must include appropriateness to the mission of the college, need, curriculum standards, adequate resources, and compliance with CEC and Title 5. It is important to note that need and adequate resources HAVE to be documented. More on this later.
2. Establish and maintain a dialogue with the AP&P representative, articulation officer, counseling department, department chair, and academic dean. In the event of DL conversion, training for online teaching and discussions with the DL coordinator is necessary. ~~Establish and maintain a dialogue with the AP&P representative, Articulation Officer, department chair, and academic dean, as outlined in the new course proposal and modification forms. In the event of DL conversion, training for online teaching and discussions with the DL Coordinator.~~
3. With the aid of the AP&P representative, identify supporting information for inclusion with curriculum proposal [i.e. institutional data, surveys, enrollment projection data, etc.]. ~~With the aid of the AP&P representative, identify needed forms and requested backup information for inclusion with packet materials [i.e. institutional data, surveys, enrollment projection data, etc.]. It is important to attach documentation proving need for the course/program, and the existence of adequate resources in order to offer the course/program.~~
- ~~3.4.~~ Discuss with your dean new or modified curriculum, and the availability of adequate resources to support the course/program being proposed.
- ~~4.5.~~ Adhere to all curriculum development processes and regulations set forth by the AP&P committee AND maintain the quality/integrity of the curriculum proposal by carefully reviewing the curriculum packet and by participating critically in committee meetings. Areas to be scrutinized include, but are not limited to:
  - a. Appropriateness to the mission of the college
  - b. Need [MUST be documented]
  - c. Curriculum Standards such as:
    - i. Incongruence between course descriptions and course content;
    - ii. Appropriateness of course unit values and the relationship of unit values to the lecture/lab hours;
    - iii. Proper pre/co-requisite/advisory validation;
    - iv. integration of course goals and course objectives with assignments and evaluation; Verification of general education [GE], multicultural, and gender studies status of courses;
    - v. Course transferability;
    - vi. Program and certificate reviews;
    - vii. Suitability of delivery methods;

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<sup>1</sup> Board Policy ~~7900~~4020

- viii. Potential duplication issues;
- ix. Potential cross listed offering of the proposed course.
- d. Compliance as per state and federal regulations
- e. Adequate Resources [MUST be documented]

5.6. Adhere to all deadlines, including those set by the AP&P calendar, the department, and the academic dean. The initiator must remember at all times that everyone involved in the review of curriculum has other tasks, and therefore, the expectation is to allow a minimum of TWO WEEKS for each party to review and sign the paperwork.

6.7. The initiator should attend and present the curriculum proposal at the first reading, and be available to respond to any further questions at the second reading in accordance with the AP&P approval process, and calendar.

#### **ARTICULATION OFFICER**

1. [Advise on transfer curriculum.](#)
2. [Assist faculty in curriculum development.](#)
3. [Ensure compliance.](#)
4. [Regularly attend and participate at AP&P meetings.](#)
5. [Review proposals for impact to articulation](#)

The articulation officer should be contacted early in the course development process to:

1. Review all new course proposals for the possibility of transfer
2. Facilitate articulation agreements

#### **LIBRARY AND LEARNING RESOURCES STAFF**

[Librarians and teaching faculty are partners in developing the library collection and form an integral part of the teaching and learning process.](#)

1. [Librarians review the course outline to determine if the library has adequate resources to support the course. This may include reviewing the library's physical and online collections of books, newspapers, magazines, journals, models, and audiovisual materials for quantity, currency, and depth.](#)
2. [If the library does not have adequate resources, additional materials are identified that will assist students in doing well in the course \(including ancillary materials\). For example, in a Spanish course, ancillary materials could be: Spanish-English dictionary, verb conjugation manuals, grammar outlines, DVDs, Spanish-language magazines, etc.](#)
3. [The library dean will estimate the cost of additional resources. Funding these resources is the responsibility of the library.](#)
4. [Librarians monitor the library materials budgets and strive to distribute funds across the disciplines and include materials from basic skills to transfer levels. The library often pursues grants or other methods to purchase adequate resources.](#)
5. [In addition, librarians monitor collection usage and note materials that are actually used by students \(such as textbooks, models\).](#)

~~Library staff may request the donation of textbooks from the course department since library district funds cannot be used to purchase these items. Library and Learning resources form an integral part of the teaching and learning process. Initiators should contact the LRC early in the development of any new curriculum or major changes to current curriculum. Their role in curriculum development is to research available supplementary materials for new and modified courses.~~

## AP&P REPRESENTATIVES

1. Review / approve / recommend curriculum.
2. Review / approve / recommend curriculum related policies.
3. Represent and advocate for their department.
4. Serve as a liaison between department and AP&P committee.
5. Serve / guide faculty members in curriculum related issues.
6. Acquire and maintain knowledge as it relates to curriculum development standards and criteria.
7. Attend and actively participate in AP&P work and discussion.
8. Maintain the quality/integrity of the courses by carefully reviewing
  - a. Curriculum Standards including but not limited to:
    - i. Incongruence between course descriptions and course content;
    - ii. appropriateness of course unit values and the relationship of unit values to lecture/lab hours;
    - iii. proper pre/co-requisite/advisory validation;
    - iv. integration of course goals and course objectives with assignments and evaluation;
    - v. verification of general education [GE], multicultural, and gender status of courses;
    - vi. course transferability;
    - vii. program and certificate reviews;
    - viii. suitability of delivery methods;
    - ix. potential duplication issues;
    - x. potential cross-listing of the proposed course.
    - xi. inclusion of SLO's
    - xii. minimum qualifications
    - xiii. discipline
9. Provide the initiator with a time and date for the initiator's first reading of his/her proposal, and ensure that the initiator is present at such meeting.
10. Representatives are highly encouraged to become familiar with the following reference materials and/or sites:
  - a) The Course Outline of Record: A Curriculum Reference Guide, ASCCC, 2008.
  - b) Program and Course Approval Handbook, CCCCCO, 2013
  - c) *The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice*, ASCCC, 1996.
  - d) <http://www.cccurriculum.info/Curriculum/LocalCurCommittees/CurComRoles.htm>
  - e) <http://www.robertsrules.org>

- ~~1.—Intro paragraph~~
- ~~2.—Report to their department curriculum changes, procedural issues, and submission deadlines.~~
- ~~3.—Report to their department how curriculum proposals from other departments may affect or impact offerings/programs in their own department.~~
- ~~4.—Assist faculty members in completing curriculum forms properly.~~
- ~~5.—Certify, via signature, that paperwork was reviewed to ensure accuracy, quality, and integrity of the proposal as it relates to curriculum development criteria.~~
- ~~6.—Maintain the quality/integrity of the courses by carefully reviewing the curriculum packet and by participating critically in committee meetings. Areas to be scrutinized including but are not limited to:~~
  - ~~a.—Appropriateness to the mission of the college~~
  - ~~b.—Need [MUST be documented]~~
  - ~~c.—Curriculum Standards including but not limited to:~~
    - ~~i.—Incongruence between course descriptions and course content;~~
    - ~~ii.—Appropriateness of course unit values and the relationship of unit values to the lecture/lab hours;~~

- iii.—Proper pre/co-requisite/advisory validation;
- iv.—Integration of course goals and course objectives with assignments and evaluation;  
Verification of general education [GE], multicultural, and gender status of courses;
- v.—Course transferability;
- vi.—Program and certificate reviews;
- vii.—Suitability of delivery methods;
- viii.—Potential duplication issues;
- ix.—Potential multiple-prefix offering of the proposed course.
- x.—Inclusion of SLO's
- xi.—Minimum qualifications
- xii.—disciplines
- d.—Compliance with CEC and Title 5 and continuing changes
- e.—Adequate Resources [MUST be documented]
- 7.—Provide the initiator with a time and date for the initiator's first reading of his/her proposal, and ensure that the initiator is present at such meeting.
- 8.—Provide the Committee with background data to support course changes/additions/deletions or invite initiators, who could best answer any questions from the Committee, so that decisions are timely and accurate.
- 9.—Provide feedback/information from their department to the Committee regarding college issues that pertain to curriculum (e.g., distance learning, diversity, and general education patterns).
- 10.—Inform department of pertinent information from curriculum meetings.
- 11.—Participate in work groups [i.e. "subcommittees"] as necessary to maintain the quality of the curriculum.
- 12.—Follow through with paperwork, not only by keeping a copy [hardcopy and/or electronic], but by ensuring that paperwork is being routed accordingly.
- 13.—Representatives are highly encouraged to become familiar with this curriculum handbook, the Course Outline of Record Handbook, and the Chancellor's Office Program and Course Approval Handbook.

Representatives are also encouraged to read *The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice*, Academic Senate of the California Community Colleges, adopted in 1996.

<http://www.ccccurriculum.info/Curriculum/LocalCurCommittees/CurComRoles.htm>,

Representatives are also encouraged to become familiar with Robert's Rules of Order, by visiting:

<http://www.robertsrules.org/>

## DEPARTMENT CHAIR

- 1. [Assist faculty initiators and AP&P reps with curriculum development proposals.](#)
- 2. [Certify, by conducting and recording the required department vote, that a proposal was reviewed by department faculty.](#)
- 3. [Review department proposals to ensure accuracy, quality, and integrity of the proposal as it relates to curriculum development criteria.](#)
- 4. [Provide guidance to part-time faculty with submitting CurricUnet proposals.](#)
- 1.—Assist faculty initiators in completing curriculum forms as needed
- 2.—Assist faculty initiators by conducting and recording the required department votes.
- 3.—Maintain the quality/integrity of the courses by carefully reviewing the curriculum proposal. Areas to be scrutinized include, but are not limited to:
  - a.—Appropriateness to the mission of the college
  - b.—Need
  - c.—Adequate resources

4. ~~Certify, via signature, that paperwork was reviewed to ensure accuracy, quality, and integrity of the proposal as it relates to curriculum development criteria.~~
5. ~~Follow through with paperwork, not only by keeping a copy [hardcopy and/or electronic], but by ensuring that paperwork is being routed accordingly.~~

#### ACADEMIC DEAN

1. Assist faculty members in completing curriculum forms as needed [i.e. assist with documentation], and certify for due diligence by signing.
2. Maintain the quality/integrity of the courses by carefully reviewing the curriculum proposal and by participating as needed. Areas to be scrutinized include, but are not limited to:
  - a. Appropriateness to the mission of the college
  - b. Need, which needs to be documented
  - c. Curriculum Standards such as assigning T.O.P. and SAM codes;
  - d. Adequate resources, including course or program cost; it is important to note that the responsibility of approving the scheduling courses falls on the academic deans.
3. Ensure accuracy, quality, and integrity of curriculum proposal as it relates to curriculum development standards and criteria. ~~Certify, via signature, that paperwork was reviewed to ensure accuracy, quality, and integrity of the proposal as it relates to curriculum development criteria.~~
4. Attend AP&P committee meetings and provide the Committee with background data to support course changes/additions/deletions so that decisions are timely and accurate. ~~Provide the Committee with background data to support course changes/additions/deletions so that decisions are timely and accurate.~~
5. ~~Follow through with paperwork, not only by keeping a copy [hardcopy and/or electronic], but by ensuring that paperwork is being routed accordingly.~~

#### AP&P CHAIR

1. Ensure local compliance
2. Facilitate AP&P Committee meetings.
3. Prioritize and prepare agenda.
4. Serve as a resource to AP&P and others.
5. Presents to the Board of Trustees and reports decisions to and from the Board of Trustees.
6. Verifies corrections have been made.
7. Acquire and maintain knowledge (CurricUnet updates and participation at the annual Curriculum Institute)
8. Delegate tasks to AP&P Vice-Chair.
9. Works closely with the VP of Academic Affairs and the academic deans in considering the campus-wide impact of curriculum proposals, and will report such impacts to the committee.
10. Assists department representatives and department members in preparing proposals.
11. If issues need to be resolved before or after the first reading, the chair may help facilitate dialogue. The agenda items to be covered at committee meetings are not affected, and meetings can end in a timely fashion.
12. Works closely with the Curriculum Specialist in structuring meeting agendas, reviewing minutes, and implementing committee recommendations and decisions. ~~Facilitates AP&P Committee meetings.~~
1. ~~Assists in identifying key issues and coordinates activities relating to the development of policies as needed.~~
2. ~~Reports issues and decisions to and from the Academic Senate.~~
3. ~~Reports decisions to and from the Board of Trustees.~~
4. ~~Attends various campus wide committee meetings.~~
5. ~~Reviews and approves all non-substantial modifications on behalf of the committee. However, any committee representative can ask that any of these be brought to the table for whole committee review.~~



- ~~6.—Works closely with the VP of Academic Affairs and the academic deans in considering the campus-wide impact of curriculum proposals, and will report such impacts to the committee.~~
- ~~7.—Assists department representatives and department members in preparing proposals.~~
- ~~8.—If issues need to be resolved before or after the first reading, the chair may help facilitate dialogue the agenda items to be covered at committee meetings are not affected, and meetings can end in a timely fashion.~~
- ~~9.—Works closely with the Curriculum Specialist in structuring meeting agendas, reviewing minutes, and implementing committee recommendations and decisions.~~
- ~~10. Present to board~~
13. Certify via signature appropriate approval process

#### VICE CHAIR AP&P

1. Ensure local compliance
2. Attend various meetings and report back to AP&P committee.
3. Facilitate AP&P meetings as needed and other chair roles, acts a back-up
4. Serve as a resource
5. Closely collaborate with AP&P chair
6. Be familiar and know where to access information
7. Serve as Chair of AP&P sub-committee(s)

#### **THE VICE PRESIDENT ACADEMIC AFFAIRS**

1. Provide guidance and leadership in curriculum development and academic policy.
2. Regularly / consistently attend and participate at AP&P committee meetings.
3. Allocate adequate funding for appropriate training for the curriculum committee.
4. Serve as a creative catalyst in curriculum development, gathering ideas from peers, conferences, and other resources.
5. Review needs assessment and proposed curriculum to ensure its compliance with CEC and Title 5, the discipline/department plan, mission of the college, and assess its impact on such offerings.
6. Consider fiscal impact of new and modified curriculum.
7. Communicate information from the Chancellor's Office related to curriculum to the AP&P committee and proposed curriculum, addition/changes, to the superintendent/president.
8. Act as informational liaison between the committee and administration.
9. Advocate for revised and new curriculum.

Ensure local and state compliance. ~~Provide guidance and leadership in the curriculum development process and to:~~

- ~~1.—Serve as a creative catalyst in curriculum development, gathering ideas from peers, conferences, and other resources.~~
- ~~2.—Review needs assessment and proposed curriculum to ensure its compliance with CEC and Title 5, the discipline/department plan, mission of the college, and assess its impact on such offerings.~~
- ~~3.—Consider fiscal impact of new and modified curriculum.~~
- ~~4.—Communicate proposed curriculum addition/changes to the superintendent/president, and act as informational liaison between the committee and administration as well as an advocate for revised and new curriculum.~~
- ~~5.—Certify via signature meets requirements (not approval) mission, all criteria has been meet~~

#### CURRICULUM SPECIALIST

1. Serve as clerical support to the AP&P committee.
2. Prepare meeting minutes and reports
3. Submit approved proposals to the Chancellor's Office.
4. Ensure integrity of catalog and schedule information

5. Provide in-service training to faculty
6. Monitor and track curriculum proposals and process.
7. Provide technical support for CurricUnet related issues.
8. Assist AP&P chair and VP Academic Affairs in implementing committee recommendations and decisions.

**ACADEMIC SENATE EXECUTIVE OFFICER**

Serve as liaison between AP&P, academic senate, and VP academic affairs

## **SECTION 3**

# **CURRICULUM DEVELOPMENT AND APPROVAL PROCESS**

## SECTION 3: CURRICULUM DEVELOPMENT AND APPROVAL PROCESS

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### CRITERIA

There are five criteria used by the Chancellor's Office to approve credit and noncredit programs/courses that are subject to Chancellor's Office review. They were derived from statute, regulation, intersegment agreements, guidelines provided by transfer institutions and industry, recommendations of accrediting institutions, and the standards of good practice established in the field of curriculum design.

These criteria have been endorsed by SACC as an integral part of the best practices for curriculum development, and they should be utilized throughout the development process at the originating college and local district, as well as during Chancellor's Office approval. These criteria are:

- Appropriateness to the mission of the college
- Need
- Curriculum Standards
- Adequate Resources
- Compliance

**Appropriateness to Mission** The stated goals and objectives of the proposed program, or the objectives defined in the Course Outline of Record, must be consistent with the mission of the community colleges as established by the Legislature in CEC §66010.4. For courses or programs to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning.

**Need** The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program. *Furthermore, a proposed new program must not cause harmful competition with an existing program at another college.* Need is determined by multiple factors, such as the Academic Master Plan and accreditation standards. Community colleges are required to periodically review curriculum in a process called "program review" during which the faculty and administrators review the program requirements and course content in consultation with advisory groups. Program Review is a planning process whereby academic departments determine the future needs and goals of their educational programs. Both new and revised curriculum should reflect the fulfillment of this planning.

**Curriculum Standards** Title 5 mandates that all credit and noncredit curriculum be approved by the college's curriculum committee and district governing board pursuant to Chapter 6, Subchapter 2, beginning in section 55002 (see appendix D). Title 5 also requires that credit programs be reviewed by Career Technical Education Regional Consortia, when applicable (Title 5, 55130). The proposed program and/or course should also be consistent with requirements of accrediting agencies as applicable.

**Adequate Resources** The College must demonstrate that it has the resources to *realistically* maintain the program and/or course at the level of quality described in the application. This includes funding for faculty compensation, facilities and equipment, library or learning resources, and the college must demonstrate that faculty are available to sustain the proposed required course(s) and to facilitate student success. The college must have the resources needed to offer the course(s) at the level of quality described in the Course Outline(s) of Record (COR). The college must commit to offering all of the required courses for the program at least once every two years, unless the goals and rationale for

the particular program justify a longer time frame as being in the best interests of students.

**Compliance** It is also required that the design of the program or the course not be in conflict with any law, including state and federal laws, both statutes and regulations. Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered.

### INITIAL CONSIDERATIONS

The development and implementation of sound curriculum takes approximately one academic year. The AP&P Committee calculates that the initial development of curriculum proposals, prior to official signatures, usually takes between 8-10 weeks, and sometimes even more. Thus, initiators are encouraged to start their work a semester ahead of their proposed time frame for presenting a COMPLETE curriculum proposal to the AP&P Committee:

1. Review theory of course or program development/modifications at inception and throughout the process with department members, department chair, academic dean, and most particularly AP&P representative.
2. Research all processes, policies, and deadlines including those set by AP&P and identify needed forms and supplemental information for inclusion with proposal.
3. Reserve time on your calendar to present your curriculum proposal at the first reading and be available to respond to any further questions at the second reading in accordance with the AP&P calendar.

Briefly explained, the initiator needs to collaborate with faculty peers in the development of a curriculum proposal.

Please be aware that quality and integrity of the curriculum proposal are first and foremost. Such paperwork must comply with the mission of the college, need, curriculum standards, adequate resources, and compliance to CEC and Title 5. Such paperwork is not produced in one weekend. **The AP&P committee calculates that this process takes, at minimum, 8 weeks** BEFORE the signatures of your AP&P representative, your Department Chair, and your Division Dean [required signatures] are present in the paperwork. **Approval of the proposal culminating with approval from the Board of Trustees may take an additional 8-10 weeks.**

### Curriculum Duplication

This is an extremely important section. In addition to working closely with faculty peers in your own department, you may also need to consult with faculty members in other discipline areas depending on the content of your proposal. This may include other department chairs and academic deans to verify that duplication is not an issue.

The college encourages courses that will increase the knowledge and skills of students and that are accessible to everyone with the ability and desire to benefit from them. The college must support courses that promise to advance the frontiers of knowledge as per Title 5 regulations and to foster quality within each department in the institution, preserving institutional identity, initiative, and vitality in the process. At the same time, it must be alert to possible unnecessary duplication of effort, which creates excessive costs and inefficiencies in the allocation of resources.

On occasion, an initiator may not be aware of ALL potential duplication issues. However, if a duplication issue arises during the proposal's first reading at an AP&P meeting, the proposal will not move forward

UNTIL such issues are resolved. Therefore, it is best to address this issue early and before the proposal is submitted to AP&P.

Please be aware that for this section, the initiator may need to attach specific documentation (such as a memo) to their proposal. For example, indicate the person or persons contacted, and attach signed reports on the results of each contact. All parties contacted must sign the report, and it must be included with your proposal. If the faculty contacted were not supportive of this course, initiator must provide rationale for offering this course as well as address the reasons for duplicating existing curriculum. Faculty who do not support the proposal due to duplication may also provide the committee with a memo stating their argument against the proposal. This specific memo is known as a Minority Report.

### **Prerequisites, Corequisites, Advisories, and Limitation on Enrollment**

The rules governing prerequisites are found in Title 5 §55003(d): Prerequisites or corequisites may be established only for any of the following purposes:

- (1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation;
  - (2) the prerequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established;
  - (3) the corequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established;
  - (4) the prerequisite or corequisite is needed to protect the health or safety of the student or others.
- **Prerequisites** are conditions of enrollment that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established.
  - **Corequisites** also signify that a body of knowledge or course skills is essential to the success of a student in a course. However, this body of knowledge or course skills can be acquired or developed concomitantly with the primary course. Therefore, a student is required to enroll in a corequisite simultaneously with (or, in some cases, may be allowed to enroll in the corequisite prior to) the primary course.
  - **Advisories** signify that acquisition of a body of knowledge or course skills will be of great advantage to a student prior to enrollment in a specific course. However, enrollment in a course to acquire this knowledge or skills is not required, merely recommended. NOTE:

### **Requirements for Establishing prerequisites, corequisites and advisories**

Prerequisites and corequisites shall be made on a course-by-course or program-by-program basis. Within their own disciplines, full-time faculty establish course prerequisites and corequisites. The method to establish requisites and advisories is called the level of scrutiny. New Title 5 language regarding PCA's (55003) now requires colleges to report to the Chancellor's Office by August 1 of every year newly established prerequisites and corequisites.

## Levels of Scrutiny

- Content Review with Statistical Validation of a prerequisite or corequisite requires research. Data should be gathered according to sound research practices in at least one of the following areas:
  - a. The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite to corequisite is necessary.
  - b. Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or corequisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.
  - c. Comparison of students' performance at any point in the course with completion of the proposed prerequisite or corequisite.
  - d. Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question.

When data collection and analysis is required, the Office of Institutional Research will assist disciplines and programs in conducting and/or obtaining data regarding student success relative to prerequisite requirements. If the data shows the proposed (or existing) prerequisite does have a significant impact on student success (i.e., the data shows that students are highly unlikely to succeed without the prerequisite skills), then the prerequisite requirement is validated. If the data shows otherwise, then implementing the proposed prerequisite course is not justified and faculty need to consider if the proposed prerequisite course must now be used as an advisory or not used at all.

- Content Review Alone is a process that determines what skills or knowledge are required for success in a given course and how that preparation can be obtained in order to advise or require students to acquire the necessary preparation prior to enrolling in (prerequisite) or while taking (corequisite) a given course. It is more than reviewing the traditional “exit and entrance skills” and involves examining how the course is taught and all components of the Course Outline of Record (COR).

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

- a. involvement of faculty with appropriate expertise;
- b. consideration of course objectives set by relevant department(s) (the curriculum review process should be done in a manner that is in accordance with accreditation standards);
- c. be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
- d. specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
- e. identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under d.
- f. matching of the knowledge and skills in the targeted course (identified under d.) and those developed or measured by the prerequisite or corequisite (i.e., the course or assessment identified under e.); and

- g. maintain documentation that the above steps were taken.

### **Courses Exempt from Content Review**

A prerequisite or corequisite need not be scrutinized using content review if:

- (1) it is required by statute or regulation; or
- (2) it is part of a closely-related lecture-laboratory course pairing within a discipline; or
- (3) it is required by four-year institutions.; or
- (4) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.

### **Enforcement of Prerequisites**

Once established, prerequisites must be implemented consistently. Proper enforcement of prerequisites means that:

1. Students are required to meet the conditions of enrollment in a course
2. Enrollment in the course is restricted to students who meet the prerequisite
3. Students are provided with procedures for challenging prerequisites

Once a prerequisite has been legally established and adopted for a course, all students wishing to enroll in that course must meet the prerequisite. Prerequisites must be enforced consistently. Instructional and counseling faculty and/or other staff cannot waive course prerequisites. However, students may challenge prerequisites, corequisites and limitations on enrollment when they can provide evidence of comparable knowledge or skills demonstrated through alternate coursework, portfolios of work completed, work experience.

### **Limitation on Enrollment**

Limitations on enrollment should be fair and reasonable and should produce consistent evaluation results. Some common limitations on enrollment are a requirement to pass a tryout prior to being enrolled in an athletic course or team, or physical requirement where the student's safety would be compromised by an inability to meet specific physical criteria. While the specific criteria of the limitation does not have to be in the course outline of record, such should be well defined and be as objectively measureable as possible. So, a sight acuity limitation might include specific vision parameters and list any medical conditions that impose or exacerbate the limitation.

Enrollment is subject to limitations based on one or more of the following reasons:

- Health and safety.
- In cases of intercollegiate competition, honors courses, or public performance courses, allocation of available seats to those students judged most qualified, and providing such courses are not core requirements for a major or a general education requirement for which there is no other course available.
- One or more sections of a course are limited to a cohort of students when other sections of the same course are available for open enrollment.

### **CURRICULUM DEVELOPMENT RESOURCEEES**

In addition to consulting with faculty in your discipline, Curriculum Committee Chairperson, and the academic dean and department chairperson, there are a variety of resources that may also prove useful in the early planning stages.



Useful documents to have at hand are: the college catalog, some recently approved course outlines to serve as examples, any supplemental addenda/forms dictated by the instructional modality, the discipline or external regulators, and any special district policies that may apply.

While all curriculum development must comply with legal standards, templates that include all of the required elements as well as many local elements have been developed. An effective template will help the developer pull all the required information together before submission.

### Local Reference Documents

- AP&P Academic Calendar
- AHC Disciplines List
- AHC Strategic Plan
- AHC Facilities and Educational Master Plan

### Academic Senate for California Community Colleges

- The Course Outline of Record: A Curriculum Reference Guide, *2008\**
- The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice, *Fall 1996*
- Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates *ASCCC, 2008*
- A Transfer Discussion Document *Intersegmental Committee of the Academic Senates, 2006*
- Good Practices for Course Approval Processes *ASCCC, 1998*
- Implementing Content Review for Communication and Computation Prerequisites, *The Academic Senate for California Community Colleges, Adopted Spring 2011\**

### CCCCO Publications

- California Community Colleges Taxonomy of Programs
- Program and Course Approval Handbook Fifth Edition, January 23, 2013\*
- Implementing Title 5 and DSP&S Guidelines
- Noncredit at a Glance *CCCCO, 2006\**
- A Learner-Centered Curriculum for All Students—The Report of the Noncredit Alignment Project, *2006*
- CCC Guidelines for Title V Regulations, Chapter 6, Part 1 – *adopted 2007*
- CCC Guidelines for Title V Regulations, Chapter 6, Part 2 – *adopted 2008*
- Distance Education Guidelines, *2008\**
- Distance Education Accessibility Guidelines, *issued January 2011*
- Minimum Qualifications *Handbook, January 2012*
- TBA Legal Advisory, *2008\**

### Other Publications

- California Articulation Policies and Procedures Handbook *California Intersegmental Articulation Council, 2006*
- Evidence of Quality in Distance Education *U.S. Department of Education, 2006*
- Model District Policy for Prerequisites, Corequisites, Advisories on Recommended Preparation, and Other Limitations on Enrollment *CCC Board of Governors, 1993*
- ACCJC Distance Education & Correspondence Education Manual, *2009\**
- Guiding Notes for General Education Course Reviewers, *The California State University, January 2012\**

### Websites

- Academic Senate for California Community Colleges
- CCCCO Economic Workforce & Development [www.cccco.edu](http://www.cccco.edu)
- U.S. Department of Labor [www.dol.gov](http://www.dol.gov)
- California Department of Industrial Relations [www.dir.ca.gov](http://www.dir.ca.gov)
- California Workforce and Development Agency [www.labor.ca.gov](http://www.labor.ca.gov)
- California Employment Development Department [www.edd.ca.gov](http://www.edd.ca.gov)
- University of California [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu)
- California State University [www.calstate.edu](http://www.calstate.edu)

*\*posted to the AP&P Group channel located on myHancock*

### **APPROVAL PROCESS**

The responsibility of the governing board of each community college district, under CEC §70902, to approve courses offered in that district. Title 5 §55002 further provides that every course must be recommended for approval by a curriculum committee before it goes to the local governing board for approval:

1. AP&P reviews curriculum
2. AP&P recommends adoption of new/modified curriculum to Academic Senate
3. Summary of new/modified curriculum is presented to the Board of Trustees recommending adoption
4. New/modified course/program can be submitted to the Chancellor's Office for review

New programs and courses require review and approval by the Chancellor's Office **prior to** being offered at the community college.

### **Documentation of Approved Curriculum**

Colleges are required to maintain evidence documenting that district governing board approval and college consensus has been secured for each curriculum proposal (new, substantial change, non-substantial change, and active/inactive status):

“the college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the colleges and/or district administration and the academic senate.” (Title 5 section 55002) Additionally, Title 5, section 55130 says “...recommendations of CTE regional consortium are also to be included, when applicable...”

All new curriculum proposals approved by the curriculum committee must be routed for signature before they can be submitted to the Chancellor's Office for approval and/or maintained in the official college files:

- Vice President Academic Affairs
  - Academic Senate President (or meeting minutes)
  - Board of Trustees (or summary report)
  - South County Regional Consortium, if applicable (meeting minutes preferred)

Documentation is required at the campus level for audit purposes. The following are acceptable forms of documentation: signature pages, electronic signatures, meeting minutes.

### **CHANCELLOR'S OFFICE (CO) APPROVAL PROCESS**

The Chancellor's Office reviews community college proposals within the context of Title 5 regulations.

Proposals are submitted to the Chancellor's office electronically using the CCCO's Curriculum Inventory System.

The Chancellor's Office will usually carry out its initial review of applications for approval of new courses/programs within no more than 60 days, subject to the volume of applications received. However, there is no authority for districts to assume that a program is approved if a response is not received within a certain time. Approval requires a positive response. Colleges that do not secure the required program approval are subject to loss of revenues through audit or administrative action.

Colleges that receive Chancellor's Office approval of a new credit program or course are authorized to:

- ✓ Offer programs and courses as they were described in the proposal application.
- ✓ Collect state apportionment for student attendance in the required courses and restricted electives that are part of a credit program. [CEC §70901(b) (10), California Code of Regulations, Title 5 §55130, §58050.]
- ✓ Award a degree or certificate with the designated title and require specific courses for the completion of such degree or certificate. [CEC §70901(b) (10), §70902(b)(2).] Degree or certificate awards for programs that have not been approved by the Chancellor's Office when approval is required will not be recognized as valid for any audit or accountability purpose.
- ✓ List credit certificates and degrees on student transcripts, which can only occur for approved programs. [Title 5 §55060-55072.]
- ✓ Publish the description of a new program in the catalog or publicize a new program in other ways. [Title 5 §55005]
- ✓ Collect related and supplemental instruction (RSI) funding if the Division of Apprenticeship Standards (DAS) has also formally approved a proposed apprenticeship program.

#### **Reasons That Have Delayed Approval of a Course Proposal Application**

- The title of the course was abbreviated.
- The course outline of record did not include total contact hours.
- The course outline of record was not integrated.
- The course outline or record did not include methods of instruction.
- The catalog description was too vague to understand the nature of the course.
- The grading criteria seemed unfair
- The Board approved course outline of record was not attached.
- The ccc501 form signature page was not included.

#### **Reasons That Delay Approval of Credit Program Applications**

- Course Outlines for all required courses are not submitted
- Local/Regional Labor Market Information is not included. National or state data is not sufficient. If local or regional data is not available, another form of data must be submitted, such as an employer survey or industry scan from the Centers of Excellence for emerging occupations.
- Application for a Low-unit Certificate that has been previously offered does not include recent enrollment and completer projections. If enrollment and completer data for two or more semesters are not available, then the certificate application must include all items required for a new credit program.
- Advisory Committee roster does not list members with title and affiliation (e.g. business name).
- Catalog Description doesn't match the Statement of Program Goals and Objectives or no description is provided.

- Required units provided in Planning Summary do not match the Program Requirements listed in the narrative.
- Place of Program in Curriculum does not discuss other awards offered at the applicant community college in the same or related disciplines. For career technical education programs, this item should discuss the proposed program's place in the career pathway to employment.
- Associate degree program requirements do not include general education pattern(s) with units, other graduation requirements and/or electives required to reach the minimum of 60 semester or 90 quarter units.
- Required Signatures (original) are missing or Board Approval Date is not provided.

## CURRICULUM DEVELOPMENT AND LOCAL APPROVAL PROCESS AT A GLANCE

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1	<ul style="list-style-type: none"><li>•Determine need and intended outcome</li><li>•Create a timeline</li></ul>
2	<ul style="list-style-type: none"><li>•Schedule meetings to discuss proposal with department faculty/chair, dean, articulation officer, AP&amp;P rep, LRC, and other departments if appropriate.</li></ul>
3	<ul style="list-style-type: none"><li>•Review resource documents and AP&amp;P process/deadlines</li></ul>
4	<ul style="list-style-type: none"><li>•Prepare a draft proposal</li></ul>
5	<ul style="list-style-type: none"><li>•Complete CurricUNET training</li><li>•Enter proposal in CurricUNET</li></ul>
6	<ul style="list-style-type: none"><li>•Track proposal in CurricUNET and respond to requested changes.</li><li>•Attend 1st reading at a scheduled AP&amp;P meeting</li></ul>
7	<ul style="list-style-type: none"><li>•Prepare proposal for 2nd reading and re-submit .</li><li>•AP&amp;P Committee Final Review/Approval</li></ul>
8	<ul style="list-style-type: none"><li>•AP&amp;P Summary of Curriculum Recommendations to Academic Senate</li></ul>
9	<ul style="list-style-type: none"><li>•Academic Senate and Board of Trustees approval</li></ul>
10	<ul style="list-style-type: none"><li>•Locally approved curriculum submitted electronically to the State Chancellor's Office.</li></ul>
11	<ul style="list-style-type: none"><li>•Review of proposal by staff in the Chancellor's Office</li></ul>
12	<ul style="list-style-type: none"><li>•Approval - Chancellor's office issue a course control number</li></ul>
13	<ul style="list-style-type: none"><li>•New/modified curriculum published in the catalog</li><li>•Course included in schedule of classes</li></ul>

## PUBLICATION AND SCHEDULING OF COURSES

For each course offered, a community college shall make available to students through college publications all course facts before scheduling (offering) the course. A description of the course or program must be published in the college catalog or in some other college publication and made available to students the following facts:

- (a) The designation of the course as a degree-applicable credit course, a nondegree-applicable credit course, a noncredit course, or a community services offering.
- (b) Whether the course is transferable to baccalaureate institutions.
- (c) Whether the course fulfills a major/area of emphasis or general education requirement.
- (d) Whether the course is offered on the “pass-no pass” basis.

### Fall/Spring Proposal Submission and Catalog Production

Semester	Catalog Status	<u>Proposals Submitted in Fall Submission</u>	<u>Proposals Submitted in Spring Submission</u>
Fall <del>2010</del> <u>2014</u>		Course X is submitted to AP&P and approved	
Spring <del>2011</del> <u>2015</u>	Catalog for <del>2011</del> <u>2015-2012-2016</u> starts production	Course X is entered into the <del>2011</del> <u>2015-2012-2016</u> catalog draft	Course Y is submitted and approved by AP&P
Summer <del>2011</del> <u>2015</u>	<del>2011</del> <u>2015-2012-2016</u> Catalog is published	Course X <del>is in the 2011-2012 catalog</del> <u>1st Offering</u>	
Fall <del>2011</del> <u>2015</u>		Course X <u>1<sup>st</sup> Offering</u> <del>can be offered</del>	
Spring <del>2012</del> <u>2016</u>	Catalog for <del>2012</del> <u>2016-2013-2017</u> starts production		Course Y is entered into <del>2012</del> <u>2016-2013-2017</u> catalog draft
Summer <del>2012</del> <u>2016</u>	<del>2012</del> <u>2016-2013-2017</u> Catalog is published		Course Y <del>is in the 2012-2013 catalog</del> <u>1st Offering</u>
Fall <del>2012</del> <u>2016</u>			Course Y <u>1<sup>st</sup> Offering</u> <del>can be offered</del> <u>Course A is submitted and approved by AP&amp;P</u>
Spring <del>2013</del> <u>2017</u>	Catalog for <del>2013</del> <u>2017-2014-2018</u> starts production		
Summer <del>2013</del> <u>2017</u>	<del>2013</del> <u>2017-2014-2018</u> Catalog is published		<u>Course A 1<sup>st</sup> offering</u>

Course X/Y = new curriculum or major course or program modification

Proposals approved in the fall ~~will appear in the catalog publication~~can be offered the following spring summer semester.

Proposals approved in spring ~~will not appear in the catalog until~~ can be offered the following *year* in the summer semester:

Course X, submitted and approved in fall ~~2010-2014~~ can be offered for the 1<sup>st</sup> time in ~~fall 2011~~ summer 2015.  
Course Y, submitted and approved in spring ~~2011-2015~~, can be offered for the 1<sup>st</sup> time in ~~fall 2012~~ summer 2016.

~~Course X/Y — stand for: new/ modified course, new/modified degree or certificate~~

### Course Scheduling

New courses and major modifications, including changes in units, prerequisites, advisories, limitation on enrollment, grading option, cannot be added to the schedule of classes until they are approved by the Chancellor's Office.

### To Be Arranged (TBA) Hours

Some courses with regularly scheduled hours of instruction have "hours to be arranged" (TBA) as part of the total contact hours for the course. The TBA portion of the course uses an alternate method for regularly scheduling a credit course for purposes of applying either the Weekly or Daily Census Attendance Accounting Procedures.

Census-based attendance is normally computed on the basis of regularly scheduled class hours applicable to all enrolled students as published in the official schedule of classes or addendum (e.g., M-W from 8:00 a.m. to 9:00 a.m. each day). If a credit census-based course includes required instructional hours for enrolled students that are not scheduled in this manner and instead are listed as "TBA" or "Hours to be Arranged" in the official schedule or addenda thereto, **documentation is required to demonstrate that each student has completed the TBA requirement as appropriate for either the Weekly or Daily Census attendance accounting procedures.** (§§ 58003.1(b), 58003.1(c); Student Attendance Accounting Manual, page 3.3.)

- For Weekly Census procedure courses (courses that are coterminous with a primary term), TBA hours must be scheduled the same number of hours each week of the term, and specific days and times for each week must be arranged for each enrolled student.
- For Daily Census procedure courses, TBA hours must be scheduled for the same number of hours on each scheduled day of the course or as a portion of the hours the course is regularly scheduled for each day it meets. Daily Census courses are those courses that are not coterminous with a primary term, but are scheduled regularly for at least 5 meetings.

It is imperative that the college has information on file to verify that class hours are met as scheduled and that these records are clear and understandable to someone outside the college such as an external auditor. Instructors who teach a class with "to be arranged" hours will need to document the actual hours completed by students under the TBA portion of the class. Hard copies of these records should be on file with the department dean who will make the records available for audit. *Please see the full text in Appendix C: To Be Arranged (TBA) Hours Compliance Advice Legal Advisory 08-02*

## **SECTION 4**

# **CURRICULUM PROPOSALS AND SUBMISSION**



## NEW COURSE PROPOSALS

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A new course refers to any regular new course to be offered regularly within a 2-year cycle.

On many occasions, faculty members develop new courses to meet a need or growing demand, fulfill a trend, or to provide students with course content that is on a par with the latest technology, computer applications, theoretical trends, and so forth. When developing a new course, it is important to keep in mind the five development criteria that are endorsed by the Academic Senate of the California Community Colleges and the Chancellor's Office of the State of California:

1. Appropriateness to the Mission of the California Community Colleges
2. Need [MUST be documented]
3. Curriculum Standards
4. Adequate Resources [MUST be documented]
5. Compliance with Title 5 and California Code of Regulations (CCR)

In addition, a course must provide distinct instructional content and specific instructional objectives. Non-instructional activities and services (such as assistive or therapeutic activities), use of college facilities or resources without specific instructional objectives or assessment testing are not considered to be courses and are not supported by apportionment (*Program and Course Approval Handbook, Criteria A Appropriateness to Mission, page 47*)

The initiator of a new course should present academic and pedagogical arguments for the creation of a new course and explain the following four criteria clearly and in depth:

1. Why the course came to be developed
2. What the course is to accomplish
3. Why it is necessary to the curriculum [and where does the course fit among existing courses or programs in your department? In other departments?](#)
4. The basis for student enrollment projections

The initiator must also provide documentation to support this request, such as, but not limited to:

- Copy of job market survey(s) and results
- Enrollment trends in prerequisite courses
- Advisory group input, such as minutes from a meeting or a memo from such group
- Changing UC/CSU requirements
- ~~Copy of s~~ Student surveys, and results of such survey
- Other data as needed

It is important to note that since all courses must have student learning outcomes assessed, it is important to ALWAYS have a full-time faculty person involved in the process. Furthermore, it is a best practice that a person(s) meeting the Minimum Qualifications for the discipline in which the course will be placed be involved in the development of the course content.

### College Now! Program

The College Now! program is designed to provide qualified high school students (juniors and seniors) with the opportunity to enroll in college level classes. See the college catalog for a complete explanation of this program. If you wish to make your course available for the College Now! program, indicate on your proposal.

It is usually wise to review similar offerings within the discipline to help determine if a course should be considered for Challenge and/or College Now! Program.

### **Course Data Elements (CB-Codes)**

In addition to Title 5 requirements, each course that is proposed must include specific information about the type of course being proposed. These are referred to as course data elements and are used by the Chancellor's Office information system (MIS) to collect course data. New course proposal forms include areas to provide the following course data information:

#### **a. ~~Top Code (CB03)~~**

The Taxonomy of Programs (TOP) code should be assigned which best indicates the subject matter of the course. The T.O.P. code assigned to a course is not to be linked to the T.O.P. code of a particular program for Chancellor's Office approval purposes. Each course must be assigned a T.O.P. code that is consistent with course content. The Taxonomy of Programs (T.O.P.) is a system of numerical codes used at the system level to collect and report system wide information on programs and courses that have similar outcomes. Although the T.O.P. was originally designed to aggregate information about programs, the use of T.O.P. codes has been extended to courses as well. Each course must be assigned a T.O.P. code that is consistent with course content. For assistance with the T.O.P. code, the initiator must contact their Dean, who is the only person authorized to assign a T.O.P. code.

#### **b. ~~Course Credit Status (CB04)~~**

Credit status of a course, credit degree-applicable (100 or 300 level) or credit non-degree applicable. Credit non-degree applicable courses at AHC are 400 and 500 level courses.

#### **c. ~~Transferrable Courses – Degree Credit (CB05)~~**

This element indicates whether a proposed 100-level course may be transferable to the University of California (UC) and/or to the California State University (CSU) on the basis of articulation agreements. If an equivalent course at a Community College is transferable to the UC and/or CSU it is imperative that you consult with your articulation officer, who will determine if the course is transferable or not on the basis of articulation agreements. For CORs submitted to the Chancellor's Office, evidence of transferability is a quality criterion that is reviewed for all programs and courses in traditionally or potentially transferable disciplines.

#### **d. ~~Basic Skills (CB08)~~**

#### **e. ~~Course Prior To Transfer Level (CB21)~~**

Prior to transfer level status for ESL, Writing, Reading, and Mathematics courses.

\_\_\_\_\_ One level below transfer \_\_\_\_\_ four levels below transfer

\_\_\_\_\_ Two levels below transfer \_\_\_\_\_ five levels below transfer

\_\_\_\_\_ Three levels below transfer \_\_\_\_\_ six levels below transfer

#### **f. ~~Sam Code (Occupational Status) (CB09)~~**

SAM code is used to indicate the degree to which a course is occupational, and to assist in identifying course sequence in occupational programs. The SAM code is used to identify the degree to which a course is occupational. The approved SAM codes by the Chancellor's Office are:

A = Apprenticeship

B = Advanced Occupational

C = Clearly Occupational

D = Possibly Occupational

E = Non-occupational

As with the T.O.P. code, the initiator must contact their Dean, who is the only person authorized to assign a SAM code.

**g. ~~Work Based Learning Activities (CB10)~~**

~~This element indicates whether the course is part of a cooperative work experience education program, according to the provisions of Title 5, Section §55252. Work-based learning activities are defined as experiences outside of the classroom that include an employer or community connection. The activities may include pre-apprenticeships, job shadowing, externship, internship, clinical experience, work-study programs, informational interviews, attendance at trade shows, field experience, or community service learning.~~

**h. ~~Course Classification Status (CB 11)~~**

~~This element classifies a course as credit or non-credit.~~

**i. ~~Course Special Class Status (CB13)~~**

~~This data element indicates whether the course is an "approved special class" according to the provisions of Title 5, Section §56028, and is therefore repeatable for apportionment purposes under the provisions of Title 5, Section §56029.~~

~~Special classes are instructional activities designed to address the educational limitations of students with disabilities who would be unable to substantially benefit from regular college classes even with appropriate support services or accommodations. Such classes shall be open to enrollment to students who do not have disabilities; however, to qualify as a special class, a majority of those enrolled in the class must be students with disabilities (Title 5, section 56028).~~

~~Special classes may also refer, however, to distinct courses with their own CORs, designed either to meet educational objectives unique to a population with specific disabilities, or to supplement the standard objectives in an otherwise similar course with objectives unique to that population. In both cases, special classes must be primarily instructional in nature and must have objectives that fall within the instructional mission of the California community colleges. Such courses cannot be designed primarily to provide group activities or services (e.g., therapeutic activity, counseling, or assessment testing), but must instead provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.~~

~~Title 5 contains definitions and specific provisions related to approval of courses for students with disabilities:~~

~~Courses designed to meet the needs of students with specific functional limitations "shall be open to enrollment of students who do not have disabilities" (California Code of Regulations, Title 5, § 56028).~~

~~The course description published in the college catalog may note that it has been designed for students with specific disabilities, but the college may not restrict enrollment to such students, nor require students to register for classes through the Disabled Student Program and Services (DSPS) program or counselor, nor otherwise violate the open enrollment provisions of state law (California Code of Regulations, Title 5, § 1006).~~

~~California Code of Regulations, Title 5, section 56029, allows extended repetitions of DSPS courses under certain circumstances.~~

In compliance with California Code of Regulations, Title 5, section 56028, the following special class considerations are required when developing a COR pursuant to Title 5, section 55002:  
Specify the disability or disabilities the course is designed to address  
Describe the objectives the course is to fulfill as they relate to these disabilities  
Describe why a special course is needed to meet this need, rather than its being met through accommodation in a regular course  
Specify how it will be determined that the objectives have been achieved  
Explain what disability-specific instructional methods, materials, equipment, etc., will be used and why  
Sections of courses in the regular curriculum that are merely adapted to enable students with disabilities to meet the regular course objectives in alternative ways do not require separate Chancellor's Office approval

**~~j. Funding Agency Category (CB23)~~**

~~This element describes whether a Chancellor's Office Economic Development Grant(s) was used to fully or partially develop a course and/or curriculum.~~

**~~k. Course Program Status (CB24)~~**

~~This element indicates whether a course is part of an educational program (degree or certificate) (defined in Title 5, §55000). If this course is not part of an AHC program, OR if the units can't be used as core or selected units, OR if it will not be included in a transfer degree/program at AHC (but it is a 100-level course), this course is considered a Stand-Alone. The status of any course as a Stand-Alone course MUST be reported to the Chancellor's Office.~~

**~~l. Stand-Alone Courses~~**

~~When a credit course is not part of an approved program it is a "non-degree-applicable" course commonly referred to as a **stand-alone credit course**. This term also refers to credit courses that are required for a certificate of fewer than 18 semester or 27 quarter units that has not been approved by the Chancellor's Office as a Certificate of Achievement. Special Topics and Experimental courses are examples of a Stand-Alone course.~~

**~~Local approval of Stand-Alone Courses~~**

~~Colleges are authorized to offer a new stand-alone course after Board approval, and without approval by the Chancellor's Office provided they have met certain conditions (see Appendix for the complete text). However, the college must report to the Chancellor's Office that the course has been approved and a course control number assigned to the course.~~

~~Before the end of the first term in which the course is offered, the course control number will be necessary in order to report enrollments at the end of the term.~~

**Course Numbering**

100-199 – baccalaureate-level courses

300-399 – intended for certificate and associate degree programs

400-499 – vocational credit course not applicable to the associate degree

500-599 – basic skills

Cooperative Work Experience 149/302

Independent Projects 189/389

When assigning course prefix/numbering to new courses please ensure that it has not been previously assigned to a course that has since be dropped. Course numbers/prefixes may not be assigned to more than one class. For assistance in determining available course numbers, please contact the Curriculum Specialist, or Scheduling Technician.

### **Experimental Courses (179, 379, 479, 579)**

An experimental course refers to pilot projects to test specific curriculum. After an experimental course has been offered more than once in the same year, it must be submitted to the college curriculum committee for approval as a regular course or the college must discontinue offering the course as experimental (PCAH page 98).

### **Special Topics Courses (199, 399, 499, and 599)**

~~The Program and Course Approval Handbook defines Special Topics courses as are courses “one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term.... If a particular topic is addressed regularly, it must be approved as a regular course.” Further, “Some colleges may use the terminology special topics in lieu of experimental. These terms are not defined in Title 5 and may be interpreted in district policy in either way”.~~

~~Special topics courses may be offered in “shell” formats or may be developed as singular offerings. A course shell is a course proposal that establishes the underlying framework for offering curriculum that results in the student realizing common goals and objectives. A secondary, topic specific, outline will be developed and submitted for approval and record keeping prior to scheduling the course. For example, ART 399 is developed to offer varying topics in “ART”. Once approved new topics are introduced in the schedule of classes: A may be a special topics course on Multimedia, ART 399A, Southwestern Pottery. The next special topics introduced in the schedule of classes course developed in this area would be ART 399B. Special topics courses are numbered in the “99” series depending on the rigor (199, 399, 499, and 599).~~

#### **a. Criteria for Special Topics courses Shells**

1. Unit range of .5 to 3 units.
2. Consistent grading option by discipline.
3. Generic catalog description, goals, and objectives cannot change from course to course; Changing course title, schedule description, topical outline, assignments, evaluation process, and/or support materials is allowed.
4. Faculty may write the special topics course shell with the rigor to meet the standards of a course defined as baccalaureate level (100), associate degree level (300), technical/vocational training level (400), or remedial/developmental (500).
5. Courses developed under these shells are not individually listed in the catalog. Each discipline proposing ~~such a curriculum vehicle~~ special topics has a generic standard listing in the catalog as to the nature of the offerings. ~~Once the a shell is established, the~~ course, is listed as ART number identifying the rigor of the content (159, 359, 459, 559, 199, 399, 499 or 599) depending on the rigor of the course developed. cannot be changed without action of the AP&P Committee.
6. Special topics courses may not be used as core ~~or selected~~ units in a major.

Special topics courses are exempt from the sunset rule. Academic affairs requests departmental review of such courses each year for determination by faculty as to whether any should be dropped or possibly converted to a course within the regular curriculum.

~~To develop this type of curriculum shell, faculty should submit a new course proposal (see section 2—New Course Proposal) on the regular AP&P calendar, identifying the grading option, catalog description, goals, and objectives as well as completing the other required documentation.~~

~~Once the shell is established, the department may submit courses in the Special Topics course format at any time. A cover sheet is specifically developed for each discipline along with the outline format that includes the selected grading option and the student goals and objectives. Signatures to the process ensure compliance with the adopted format and the integrity of the curriculum; as such, courses are not brought to the table for full review. Any signatory to the process or any faculty member may refer a special topics course created under a shell to the full committee for consideration of issues or concerns.~~

~~For Special Topics courses that do not lend them to a shell format, individual courses may be developed under the “99” numbering series using the new course proposal. (See section 2—New Course Proposal).~~

~~Once the new course proposal for a shell has been approved, the academic affairs office will maintain the official course shell and provide the discipline instructors with the appropriate cover sheet and course outline format with pertinent information included.~~

~~Once the new course proposal for a shell has been approved, the academic affairs office will maintain the official course shell and provide the discipline instructors with the appropriate cover sheet and course outline format with pertinent information included.~~

As always, work closely with your faculty peers and AP&P representative to identify which type of new course suits your needs. Please take into account the time needed for new courses to go through the local review and approval process, as well as the Chancellor’s Office review and approval time frame.

### State-Mandates

The curriculum committee has little opportunity to override mandates to curriculum which is dictated by local, state or federal agency.

State and federal mandates requiring a modification to existing curriculum require submission of a modification proposal. State and federal mandates that require additional curriculum to existing programs may require submission of a new course proposal.

Following recommendation by the appropriate persons, the chairperson reviews and approves modifications to existing courses and programs that are required based on federal, state, or other governing agency mandates. Said approval, together with the approval of the appropriate academic dean and vice president of academic affairs shall be sufficient to incorporate the requested modification into the curriculum. If the chairperson or vice president of academic affairs deems such action is warranted he/she may choose to refer the requested modifications to the committee for consideration.

This approval process shall be limited to modifications which do not significantly alter the program, or change anticipated student outcomes.

### Course Drops

In the event department faculty wish to drop a course, ~~a the Request to Drop a Course form should be completed.~~ [request may be submitted via CurricUNET.](#) When a course is dropped, it is removed from the next publication of the college catalog including all references to it in the list of degrees and certificates. When courses have been locally approved to be dropped a proposal will be submitted to the Chancellor’s Office inventory of courses to -inactivate the course. The course can be activated for up to three years after that.

### **Sunset Policy and Procedure**

Usually, a course that has been identified as not successfully offered for at least two years is subject to the college's sunset rule. There are various options at this time:

- a) faculty agree to retain course because it was successfully offered the semester it went under sunset rule;
- b) faculty wishing to retain the course for one more year, although not successfully offered, can do so but must provide rationale for course retention
- c) faculty wish to retain the course but are modifying the course outline
- d) the faculty wishes to change the course to a Special Topic course; or
- (e) faculty concur that the course should be sunset.

When a course is sun-setted, it is usually removed from the local inventory of courses, yet it remains in the Chancellor's Office Inventory of Courses. If faculty wish to revive the course as is, then it is a matter of activating the course via the Chancellor's Office. If faculty wish to revive the course with changes, a New Course proposal is the pathway at this time.

## THE COURSE OUTLINE OF RECORD

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### **COR Reference Handbook**

In 2008, the State Academic Senate adopted “The Course Outline of Record: A Curriculum Reference Guide which should be used in conjunction with local curriculum handbooks whenever creating or modifying the course outline of record. This handbook is posted in the AP&P Group Files located on myHancock, or you may contact the Office of Academic Affairs.

### **Standards and Criteria**

All credit and noncredit courses are required to have an official Course Outline of Record (COR) and maintained in the official college files. The COR must fully describe the course and its components and must meet the standards described in Title 5 Regulations Section 55002 (see appendix D), including other areas of Title 5, state guidelines, and accreditation standards.

The COR must be made available to each instructor teaching the course and create their syllabi in accordance with the COR. Courses must be taught by qualified instructors and in accordance with the objectives stated in the course outline of record.

- The course outline of record (COR) is a legal document that must contain certain required elements that are outlined in §55002 of Title 5.
- The COR serves as a legal contract between the faculty, student, and the college
- All CORs must be approved by the local academic senate (curriculum committee) and the local governing board.
- The COR establishes the content and rigor of a course and ensures consistency for students across all section offerings.
- The COR serves as the basis for articulation agreements and course identification number (C-ID) approval. CORs submitted for C-ID approval must have been reviewed within the last five years.
- CORs are used to construct new or revised instructional programs

A course outline must be specific enough to guide instructors in the development of their courses as well as to guide those who evaluate and assess these courses. However, it must be general enough to provide each instructor with the freedom to create variations regarding methods, and course materials which reflect his or her own teaching styles and subject expertise (whenever possible), as well as meet special student learning needs.

### **Course Outline Integration**

A course outline of record needs to be integrated. At the most fundamental level “integration” occurs when each element of the course outline of record reinforces the purpose of the other elements in the course outline. There should be an obvious relationship between the objectives of the course, the methods of instruction, the assignments, and the methods of evaluation used to promote and evaluate student mastery of those objectives.



This worksheet is designed to help you develop an integrated course outline of record. You DO NOT need to turn this worksheet as part of your packet. However, working on this worksheet will ensure that your COR is properly integrated.

Students will be able to succeed in this course by mastering the following COURSE OBJECTIVES:	The course objectives are composed of the following CONTENT elements:	Students will master these objectives by the following METHODS OF INSTRUCTION:	Students will complete the following types or examples of homework or OUTSIDE ASSIGNMENTS	Students will be EVALUATED by:
<ul style="list-style-type: none"> <li>• be able to research, assess and determine the proper handling of fuels and combustible materials,</li> <li>• be able to research and apply testing techniques and data to familiar and unfamiliar diagnosis scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• proper tool usage,</li> <li>• characteristics of petroleum products,</li> <li>• technical reading,</li> <li>• interpolating data in diagnostic process charts and schematics.</li> </ul>	<ul style="list-style-type: none"> <li>• engage in activities using laboratory simulators and test equipment,</li> <li>• participate in classroom demonstrations of fuel flammability,</li> <li>• conduct research on computer based repair and service information,</li> <li>• complete various in-class practice exercises to develop student diagnostic and analytical skills.</li> </ul>	<ul style="list-style-type: none"> <li>• read assignments from the course primary textbook to become familiar with basic tools and common test equipment,</li> <li>• research National Fire Protection Agency combustible liquids data sheets to determine flash and flame points, and fire suppression techniques for selected fuel oils and solvents,</li> <li>• review and complete responses in course workbooks to develop student troubleshooting skills.</li> </ul>	<ul style="list-style-type: none"> <li>• practical assessments where the student safely operates various test equipment and hand tools,</li> <li>• oral and practical assessments where the student safely handles various fuels and other hazardous materials,</li> <li>• written assessments in which the student completes research questionnaires</li> <li>• practical assessment in which the student successfully completes several diagnostic scenarios.</li> </ul>

## Course Outline of Record Components

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### Discipline

The applicable discipline(s) that qualify an instructor to teach a course is listed on the course outline of record. The appropriate discipline needs to come from the Minimum Qualifications publication by the Chancellor's Office. The Disciplines List had been divided into two parts to differentiate those disciplines for which a Master's (**M**) degree is required as a precondition for employment, from those for which it is not. Generally, disciplines have been included on the Master's List if universities typically offer sufficient upper-division and graduate instruction in applicable subjects to permit their awarding advanced degrees in that discipline.

On the other hand, disciplines for which there is no or limited graduate training, as found in some career and technical education fields, have been included on the non-Master's (**NM**) List. In those cases where a Master's degree is not generally expected or available, the minimum standard has been a Bachelor's degree in any subject, plus two years of work experience directly related to the teaching assignment, or an Associate degree in any subject plus six years of work experience directly related to the teaching assignment. Work closely with your faculty peers, department chair, and dean in this section. Do not improvise in this area.

Cross listing, also known as the multiple prefix offering, or MPO, allows for courses with multiple prefixes to be offered at Hancock if placed in multiple disciplines, or as interdisciplinary, e.g. Business Economics listed as both BUS 121 / ECON 121. This practice is referred to as Cross-listing or Multiple Prefix Offering (MPO).

### Department

This is the name of the department where the course is housed.

### Prefix & Number

In the case of a course modification use the current prefix and number of the course being modified. If this is new course proposal, you may choose a course number by reviewing similar sequencing patterns in the catalog. You may also want to space numbers for future additions. Consult with your Department Chair and Division Dean for feedback in this matter. For historical purposes, course numbers previously used may not be assigned to new courses.

### Catalog Title

The official course title that appears in the college catalog. Please be mindful that the Chancellor's Office wants the regular, full title. Thus, here you don't have a character limitation. Do not abbreviate your course title here.

### Banner/Schedule Title

This is the District specified name of the course to be listed in the Banner online schedule of classes. The Banner course title is limited to 30 characters [spaces included].

### Units

A unit of credit is defined as no fewer than 48 hours of coursework (course time in or out of class) in one semester. While examples often rely upon using the traditional 3 hours per week to determine a unit, the credit hour or unit is more appropriately defined by hours per course, which more easily allows for alternative term lengths. The number of coursework for the average successful student is estimated as: 1 unit of credit equals 1 hour per week of lecture plus 2 hours per week of outside work; OR 3 hours of lab

per week with no outside work; OR two hours of lab per week plus one hour per week of outside work. For courses with 16 hours or less of instruction, the outside assignments may be completed independently by the student during or after the time scheduled for lecture. The course outline of record should justify or validate these hours relative to the units being listed. Last but not least, articulation agreements and other external factors may need to be considered.

Useful References on this Topic:

- A Transfer Discussion Document (Intersegmental Committee of the Academic Senates, 2006)
- Budget and Accounting Manual (CCCCO, 2000)
- California Articulation Policies and Procedures Handbook (California Intersegmental Articulation Council, 2006)
- Implementing Title 5 and DSP&S Guidelines (CCCCO)
- Program and Course Approval Handbook (CCCCO, 2008)
- Student Attendance Accounting Manual (CCCCO, 2001)

**Relationship of Hours to Units §55002.5 Credit Hour.** (a) One credit hour of community college work (one unit of credit) requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system or 33 hours of lecture, study or laboratory work at colleges operating on the quarter system. (b) A course requiring 96 hours or more of lecture, study or laboratory work at colleges operating on the semester system or 66 hours or more of lecture, study, or laboratory work at colleges operating on the quarter system shall provide at least 2 units of credit. (c) The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory work in half unit increments. (d) A **district may elect** to adjust the amount of credit awarded in proportion to the number of hours of lecture, study or laboratory work in increments of less than one half unit.

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

**34 CFR 600.2 of the final regulations. Credit Hour.** A credit hour, for purposes of Federal programs including the federal student financial assistance program, is defined as:

1. One hour of work or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks of one semester, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

In the case of a program subject to the clock-to-credit-hour conversion requirements, institutions must determine the credit hours to be awarded for coursework under those requirements (see 34 CFR 668.8 (k) and (1).)

Title 5 §55002.5 establishes the minimum expected time on task (lecture, study, and or lab work) that is necessary to award one unit of credit. A minimum of 48 hours on the semester system (or 33 hours on the quarter system) of lecture, study, lab work is required for one unit of credit regardless of term length. In practice, the number of hours varies among institutions, but is generally within the range of 48-54 hours per unit for colleges on the semester system. For each hour of lecture, it is assumed that students will be required to spend an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based entirely on the number of hours of laboratory work, presuming that students complete most required work in class.

The following examples apply to semester units:

Lecture or Lab Only Courses

- One-unit lecture course = 16 hours (minimum) in-class lecture plus 32 hours (minimum) out of class study
- One-unit laboratory course = 48 hours (minimum) in-class laboratory

Lecture and Lab Combined

- Three-units = 32 hours (minimum) in-class lecture, 48 hours (minimum) in-class laboratory, plus 64 hours (minimum) out-of-class study

In determining the number of units to be awarded for courses, colleges should consider total lecture, outside study, and/or laboratory hours. For example, a course for which 3 units is awarded may meet 4 hours a week over a semester and still be in compliance with these regulations if it is assumed that the increased classroom time serves to decrease outside study time. Thus, a course that seemingly meets for more hours per week than the units awarded may be in compliance, as opposed to a course that simply requires an excess of total classroom hours for the units awarded.

When the combination of lecture, study, and/or laboratory work reaches 96 hours on the semester system, 66 hours on the quarter system, or twice the minimum number of hours required for one unit, students should earn at least 2 units of credit. This regulation may affect the number of units awarded in some disciplines that offer courses with a high number of contact hours, such as courses mandated by professional certification requirements in law enforcement and fire technology.

For credit courses, a district may choose to award units of credit in increments of one half or smaller. It is not permissible, however, to approve a credit course with zero units of credit.

In the California Community College system, the number of hours per unit is often expressed as slightly higher than the figures cited in the regulation. That is because California finance laws assume that semesters average 17.5 weeks on the semester system and 11 2/3 weeks on the quarter system. For purposes of classroom or laboratory time, an hour is defined by Title 5 §58023 as 50 minutes. However, when calculating out-of-class study time, an hour retains its ordinary meaning of 60 minutes.

Thus, for a one-unit semester lecture course, the minimum hours would normally be as follows:

16 hours of classroom time  
+32 hours of homework  
48 hours total student learning time

The minimum number of hours expected for a three-unit semester lecture course would be as follows:

48 hours of classroom time  
+96 hours of homework  
144 hours total student learning time

Of course, it is impossible to predict exactly how long it will take for any individual student to complete a given amount of assigned study or homework; therefore, these ratios will not hold true for every individual taking the course. Nevertheless, instructors are required to follow the course outline of record and assign an amount of homework that is consistent with the time it would take the average student to

complete the coursework.

These configurations illustrate the hours required for lecture-type courses in semester-length terms. For each unit of credit in a college using the quarter system, a minimum of 11 hours of classroom time and 22 hours of homework would be expected in a lecture course. For a three-unit course on the quarter system, a minimum of 33 hours of classroom time and 66 hours of homework would be expected.

When a term is more or less than 16 weeks, then the class time and assignments for a one-unit course must be adjusted to meet the required credit hours. For instance, suppose a college schedules a one-unit lecture course in a compressed time frame that meets every weekday for two weeks. The minimum hours would be as follows:

1.6 hours of lecture each day  
+3.2 hours of homework each day  
4.8 hours of student learning each day

It is not appropriate to offer courses in a compressed time frame that, by their design, would not permit the student to complete the amount of out-of-class homework required to meet the hours-to-units relationship mandated by Title 5. For example, consider a 1-unit lecture course in Library and Information Science – Research Strategies that is normally scheduled for 16 hours or 2 hours per week for eight weeks. One couldn't schedule this course as a one-day Saturday class since students would have to complete 16 hours of class time in one day and the students would not have enough time to fulfill their 32 hours of required, outside homework. It's feasible that the class could be scheduled on Saturdays over several weeks, as long as doing so would allow adequate time for students to complete the course requirements.

In laboratory or activity courses, it has not traditionally been expected that the student will study outside the classroom. Therefore, the number of units granted is generally based entirely on the number of hours of laboratory or activity work performed on campus under the immediate supervision and control of a qualified academic employee. For example, a minimum of 48 hours of chemistry laboratory (three hours per week over 16 weeks) would grant one semester unit of credit, whereas a minimum of 48 hours of chemistry lecture would grant three units.

However, some community colleges have assigned a unit of credit for fewer than three hours a week of laboratory or activity, in certain courses where it is expected that students will do some homework, but not as much as in a traditional lecture course. For example, in a computer applications course which is primarily laboratory, there may be a certain amount of reading or additional practice required outside of class. The college may award one unit of credit for only two hours per week of hands-on computer instruction, as long as the instructor assigns one hour per week of out-of-class study. There is no prohibition against this practice. However, it must be used with caution, particularly in regard to transferable laboratory courses. In the natural sciences, it is standard university practice to base the number of units awarded only on the in-class lecture and laboratory hours. Students wishing to transfer a course that includes two hours of lab and one hour of homework for one unit may not earn the same amount of transfer credit for major or general education purposes as that awarded at four-year institutions.

### **Total Contact Hours**

Title 5 requires that the expected contact hours (as used in student attendance reporting) must be contained within the course outline of record. For the traditional lab course where the students attend each of the 48 hours per credit hour in class, this value would simply be 48 times the number of unit credit hours. For a one-unit lab, this is listed as 48 contact hours; or for two units, it would be 96 contact hours.

In the case of a traditional lecture course where the student is expected to spend 16 hours per unit in class and 32 hours per unit in study time, the contact hours would be 16, 32 or 48 hours for a one-, two-, or three-unit course, respectively.

Useful References on this Topic:

- Budget and Accounting Manual (CCCCO, 2000)
- Student Attendance Accounting Manual (CCCCO, 2001)

Below is a table to help you calculate the range of minimum and maximum total contact hours permissible by the Chancellor’s Office. The minimum range is obtained when calculating out of 16 weeks whereas the maximum is obtained from calculating based on 18 weeks.

Lecture Units	Lab Hours Per Week	Minimum TCH (16 weeks)	Maximum TCH (18 weeks)
3 units	No lab	48	54
4 units	No lab	64	72
5 units	No lab	80	90
3 units	1 hour	64	72
3 units	2 hours	80	90
3 units	3 hours	96	108
4 units	1 hour	80	90
4 units	2 hours	96	108
4 units	3 hours	112	126
5 units	1 hour	96	108

### To Be Arranged (TBA) Hours and the Course Outline of Record

If your course uses **TBA scheduling hours**, the initiator **MUST** indicate the number of TBA hours PER WEEK on the course outline and include the TBA hours when calculating total contact hours. In addition, the type of activities that take place during this time must be included in the course outline of record as in course content or objectives. The number of hours per week and the types of activities **MUST** apply to all enrolled students. (see Appendix C: TBA Legal Advisory).

### Grading Option

The initiator chooses among these options: Grade or Pass/No Pass Option; OR Pass/No Pass Only; OR Letter Grade Only.

- Grade or Pass/No Pass Option - student may elect to take the course for either a Grade or Pass/No Pass.
- Pass/No Pass Only - course may only be taken Pass or No Pass.
- Letter Grade Only - course may only be taken for a letter grade.

### Prerequisite(s), Corequisite(s), and Advisory(ies)

All courses with requisites and/or advisories must document those requisite skills that have been developed through content review in a separate section of the course outline. The primary goal of identifying requisites and providing advisories is to facilitate student success. So content review should document that pathway by showing how the skills achieved in the requisite course are fundamental to

success for most students taking the “requiring” course. The writing style of the prerequisite skills section is the same as that for the objectives. The section usually begins with a phrase such as “Upon entering this course the student should be able to:” with a list of those entry skills following, expressed using active learning verbs following Bloom’s taxonomy. In its simplest form a content review consists of comparing the entry skills list with the exiting skills of one or more courses to identify courses that would be appropriate requisites. This list of entry skills is also very useful in determining articulation pathways for students coming from other institutions or life experiences. Thus:

- Any course requiring another course as a requisite must demonstrate the need through one of several methods.
- Validation, when required, at a minimum must include a content review described below.
- For pre- and corequisites, the course outline must document entry skills without which student success is highly unlikely.
- For advisories, the course outline must document entry skills which are either necessary but are likely to be obtained by other means or, while not necessary, would broaden or enhance student learning but are not fundamental to student success.
- Be aware that requisites may have implications for articulated courses.

The regulatory requirement for prerequisites and corequisites can be found in Title 5, Section, at Prerequisites and corequisites §55002(a)2D.

If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively. The regulatory requirement for this aspect can be found at Basic Skills Requirements §55002(a)2E.

### **Limitation on Enrollment**

Limitations on enrollment should be fair and reasonable and should produce consistent evaluation results. Some common limitations on enrollment are: a requirement to pass a tryout prior to being enrolled in an athletic course or team, or physical requirement where the student’s safety would be compromised by an inability to meet specific physical capabilities. While the specific criteria of the limitation does not have to be in the course outline of record, such should be well defined and be as measurably objective as possible. So, a sight acuity limitation might include specific vision parameters and list any medical conditions that impose or exacerbate the limitation.

If it is a tryout for athletics, the criteria should be very specific and realistic to the needs. So “be able to swim ten laps in a standard competition pool in under eight minutes” would be reasonable for a water polo tryout, but requiring this be done in less than one minute would be extreme.

### **Prerequisite Skills**

If you have requested a prerequisite course, you must include entrance skills in the course outline. Entrance skills are, basically, the course objectives of the prerequisite course. Prerequisite skills should reflect at least one of the objectives from the preceding course, although you may include all that are applicable. When several prerequisite courses are listed, the entrance skills for each course should be listed individually. For example:

#### ENGL 514:

1. Write several cohesive paragraphs.
2. Organize ideas logically.
3. Critically comment on a 3-page essay.

### MATH 514:

1. Calculate fractions up to ten decimal points.

### **Advisory Skills**

For advisories, the course outline must document entry skills which are either necessary but are likely to be obtained by other means or, while not necessary, would broaden or enhance student learning but are not fundamental to student success.

### **Catalog Description**

The purpose of the catalog description is to convey the content of the course in a brief and concise manner. Because the catalog description is the major way in which course information is disseminated, **it is important that it contains all essential information about the course** and be written to meet the needs of diverse audiences. Students need information to plan their programs, as do counseling faculty advising them. Faculty, staff, and students at other colleges use catalog descriptions to evaluate the content of the courses transfer students have taken at the originating institution. Outside reviewers, such as auditors and compliance monitors, base their assessments on the information printed in the catalog. Use language that will convey to the students the content of the course. You may want to review catalog descriptions of other courses in the discipline and develop consistent language.

Suggested language for the catalog description would include:

- a paragraph or course description that provides a well-developed overview of topics covered in the course;
- Identification of the target audience is useful for student planning, particularly for programs leading to certificates of completion or competency, or those courses leading to credit programs;
- Requisites, advisories, and/or limitations on enrollments could be listed;
- Lecture/lab/activity/studio hours per week should be included, including TBA hours per week;
- Field trip potential or other requirements that may impose a logistical or fiscal burden upon the students should be included along with an option for alternatives.

### **Course Content**

In this section, initiators/developers indicate all major topics to be covered in the course, and the approximate number of weeks/hours for each. If the course works on hours, rather than weeks, include the number of hours required to cover each of the topics listed for the course.

What should be listed and how? The course content should contain a complete list of all topics to be taught in the course. The list should be arranged by topic, with sub-headings when needed. Content items should be subject-based.

List the major topics of the course and what emphasis each topic generally receives. Indicate the approximate number of weeks each topic takes in one semester (or hours, if course is less than six weeks, and/or if you prefer to use hours).

The regulatory requirements for this section are found at:

- Prerequisites and Corequisites §55002(a)2D
- Intensity §55002(a)2C - The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.



- Difficulty §55002(a)2F - The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.
- Level §55002(a)2G - The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

### **Course Objectives**

The purpose of this section is to convey the primary components leading to student achievement of the course's intent. The objectives should highlight these components to ensure that course delivery causes students to achieve the intended learning. They bring to the forefront what must be focused upon by any faculty delivering the course.

Objectives should be stated in terms of what students will be able to do. Objectives should clearly connect to achievement of the course goals. Objectives should be concise but complete: ten objectives might be too many; one is not enough. Objectives should use verbs showing active learning. Theory, principles, and concepts must be adequately covered. Skills and applications are used to reinforce and develop concepts.

Each objective should be broad in scope, not too detailed, narrow, or specific.

Make sure to number your objectives 1, 2, 3, etc. An objective is a specific observable, measurable student action or product of student action. For those who have not written behavioral objectives before, the committee suggests that a useful approach is to select verbs that communicate their intent specifically, and to avoid words, which are open to many interpretations.

The following table, which shows Bloom's Taxonomy, may be helpful when writing your instructional objectives:

## Bloom's Taxonomy

VERBS DEMONSTRATING COGNITIVE ABILITY					
			Critical Thinking		
<i>Knowledge</i>	<i>Comprehension</i>	<i>Application</i>	<i>Analysis</i>	<i>Synthesis</i>	<i>Evaluation</i>
Know	Restate	Apply	Analyze	Compose	Judge
Identify	Locate	Relate	Compare	Produce	Assess
Relate	Report	Develop	Probe	Design	Compare
List	Recognize	Translate	Inquire	Assemble	Evaluate
Define	Explain	Use	Examine	Create	Conclude
Recall	Express	Operate	Contrast	Prepare	Measure
Memorize	Identify	Organize	Categorize	Predict	Deduce
Repeat	Discuss	Employ	Differentiate	Modify	Argue
Record	Describe	Restructure	Investigate	Tell	Decide
Name	Review	Interpret	Detect	Plan	Choose
Recognize	Infer	Demonstrate	Survey	Invent	Rate
Acquire	Illustrate	Illustrate	Classify	Formulate	Select
	Interpret	Practice	Deduce	Collect	Estimate
	Draw	Calculate	Experiment	Set up	Validate
	Represent	Show	Scrutinize	Generalize	Consider
	Differentiate	Exhibit	Discover	Document	Appraise
	Conclude	Dramatize	Inspect	Combine	Value
			Dissect	Relate	Criticize
			Discriminate	Propose	Infer
			Separate	Develop	
				Arrange	
				Construct	
				Organize	
				Originate	
				Derive	
				Write	
				Propose	

Many existing course outlines have objectives that do not reflect the “active verbs” conveying critical thinking. It is usually the case that the course itself is taught in a way that incorporates critical thinking, but the course outline itself does not reflect those objectives and methodologies. Bringing the objectives into line is primarily a matter of reflecting upon those objectives that require analysis, synthesis, and evaluation. Some “before and after” examples are shown below.

### First example:

**Before:** Know the significant art achievements of Renaissance through Modern Europe.

**After:** Compare and contrast the art works in the same historical period with art works from other historical periods to ascertain their stylistic aesthetic and historical relationships.

### Second example:

**Before:** Have learned skills in performing and in working with others to create a theatrical event for Children.

**After:**

1. Analyze a text in preparation for rehearsals, including the choice of style, language, and pace.

2. Critique their own performances and rehearsals using a collectively decided upon matrix.
3. Share these critiques with members of the ensemble in appropriate, culturally sensitive ways.

### SLOs Versus Course Objectives

SLOs are guided using measurable action verbs from Bloom’s Taxonomy. In regards to curriculum, this means Course Objectives are still critical and guide the semester of instruction. SLOs provide campus members the opportunity to prioritize two to three outcomes that discipline faculty want students to be able to do after their experiences. Here are the differences:

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

### METHODS OF INSTRUCTION

The Title 5 sub-section defining the course outline does not mandate a comprehensive list of instructional methods. However, the outline must “**specify types and/or provide examples of the methods of instruction by which course objectives will be achieved.**” By providing types and/or examples of methods of instruction, faculty have the freedom to select instructional methods to best suit their teaching style.

The methodologies used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the methods of instruction should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives.

#### Useful Descriptive Terms

These descriptors provide ideas for framing course outline elements that illustrate course quality and course outline integration adequately. Examples provided are not limited to those listed here:

- Lecture
- Demonstration, repetition/practice
- Clinical
- Discussion
- Video/computer based
- Collaborative/team
- Tutorial
- Supplemental/external activity
- Individualized study
- Self-exploration
- Journal, experiential

- Role-playing
- Observation
- Participation,

**Example for a lecture:** Lecture, combined with instructor demonstration of clinical procedures, class discussion of such procedures, and instructor supervision of students' application of aforementioned procedures.

**Example for a lab:** In this laboratory setting, students will individually work on computer-assisted activities individually and collaboratively. Students will share results with instructor and class, and discuss their findings.

## OUTSIDE ASSIGNMENTS

Assignment examples, if provided, **should reflect coverage of all objectives and content**. Assignment examples can include supplemental reading materials beyond the required text(s). Optional and alternate assignment examples can and, in some cases, should be included. (e.g. an alternate assignment allowed in lieu of a required field trip or a cost-bearing assignment such as theatre tickets).

In addition to listing graded assignments, **the developer of the course outline should relate assignments to skills and abilities listed in the objectives**. For example, if you write "written assignments that show development of self-criticism", attach examples if appropriate. Out-of-class assignments must be sufficient to show independent work. The difficulty standard for degree-applicable credit courses requires that assignments must reflect college-level effort, particularly in terms of critical thinking.

The initiator must list the types of assignments and could provide examples such as a specific writing assignment OR demonstration of the ability to use symbol systems (e.g., as in logic, mathematics, music, etc.) OR other demonstrations of ability to apply skills learned in the course. The assignments specified in the COR will give direction to full-time and part-time faculty in developing their own syllabi.

For lab only or activity, outside assignments may be included, but are not required in order for the course to be approved. If such assignments are included on the original course proposal, such assignments are considered to be part of the official outline and should be included within the scope of the course.

### Useful Descriptive Terms

These descriptors provide ideas for framing course outline elements that illustrate course quality and course outline integration adequately. Examples provided are not limited to those listed here:

#### Outside Assignments:

- College level or pre-collegiate essays, written homework, written critiques, guided/unguided journals, portfolios, term or research papers
- Read textbooks, articles, reference materials, manuals, periodicals
- Self-paced activities (real-time/ computer/video)
- Laboratory projects
- Field activities and reports,
- Physical activities and assessments,
- Computational/problem solving activities,
- Presentations, student demonstrations, group activities, product/project development, self and peer assessments...

**Example:** As homework/out-of-class assignments, students will write several research papers involving, complete assigned self-paced exercises from the adopted workbook, prepare a group presentation, and prepare/study for unit quizzes and exams.

## **METHODS OF EVALUATION**

In addition to listing graded assignments, the course outline should describe the basis for grading or other evaluations, and **relate the methods of evaluation to skills and abilities listed in the objectives**. Be sure that knowledge of required material constitutes a significant portion of the grade as reflected in assignments and methods of evaluation.

The difficulty standards for degree-applicable credit, non-degree-applicable credit, and noncredit courses vary quite a bit, particularly in terms of critical thinking, and this should be reflected in the types and/or methods of evaluation.

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

The initiator shall provide types of instruments used for purposes of evaluation. The course developer could also provide at least one specific example of an evaluation in which the student is required to think independently and write. A student's grade must be based on measures of student performance which demonstrate the student's proficiency, at least in part, by means of essays, or, in courses where the instructor deems them to be appropriate, problem solving exercises, or skills demonstrations by students. Some examples are: writing assignments (three five-page papers), journal, in-class participation, mid-term, etc.

As stated before, for activity courses where an essay may be inappropriate, list examples of evaluation tools that assess the student's ability to perform the skill and/or activity emphasized in the course.

### **Useful Descriptive Terms**

These descriptors provide ideas for framing course outline elements that illustrate course quality and course outline integration adequately. Examples provided are not limited to those listed here:

#### **Methods of Evaluation**

- College level or pre-collegiate essays, written homework, critiques, guided/unguided journals, portfolios, etc.
- Term or research papers
- Reading reports
- Self-paced testing
- Laboratory projects
- Field/physical activity observations
- Computational/problem solving evaluations
- Presentations/student demonstration observations
- Group activity participation/observation
- Product/project development evaluation
- Self/peer assessment and portfolio evaluation

- True/false/multiple choice, daily quizzes, mid-term and final evaluations, poor attendance/repetitive tardiness, student participation/ contribution, student preparation, etc.
- Oral and practical examination, behavioral assessment, organizational/timeliness assessment, etc....

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

### Required Texts and Other Instructional Materials

This field includes the text (if required; also, date of publication should be included in 100-level course outlines) and other instructional material. Text and other learning materials may have external requirements due to articulation requirements, or certification requirements, found in many programs. This section only contains that which is required for the student to be able to effectively participate in and successfully pass the course. Assignments specific to required reading and instructional materials should be given in the form of examples, where possible.

Texts and instructional materials should be completely referenced: author, title, publisher, and date of publication. **For transferable courses, when applicable, the date of publication should not be older than 5 years.** The currency of textbooks is an important consideration and can vary greatly from subject to subject. Some courses may use reference manuals that are long standing icons of their respective fields. On the other end of the spectrum, UC and CSU generally require texts that are no more than five years old. **Explanations should be provided when texts are more than five years old.**

While Title 5 does not directly address other required learning materials beyond the reading assignments, this section should also include any required materials or other equipment such as a appropriate readings, sports items, lab equipment, tools, art materials, or anything else the student must have in order to participate effectively in the course.

Useful References on this Topic:

- Transfer Discussion Document (Intersegmental Committee of the Academic Senates, 2006)
- California Articulation Policies and Procedures Handbook (California Intersegmental Articulation Council, 2006)
- Critical Thinking Skills in the College Curriculum (ASCCC, 1988)
- Information Competency in the California Community Colleges (ASCCC, 1998)
- Information Competency: Challenges and Strategies for Development (ASCCC, 2002)
- Joint Review for Library/Learning Resources by Classroom and Library Faculty for New Courses and Programs (ASCCC, 1995)

### Student Learning Outcomes in the COR

Student Learning Outcomes (SLOs) are a clear statement of what students will be able to do outside the classroom as a result of what they have learned (Stiehl and Lewchuck). In relation to curriculum, SLOs are part of an addendum to the course outline of record. Therefore, SLOs can be easily revised at any time by discipline faculty without review from the Curriculum Committee. In addition, they also become a part of the Academic Program Review process and, thus, ensure that SLOs are in keeping with current discipline standards.

**ALLAN HANCOCK COLLEGE  
COURSE OUTLINE**

**DISCIPLINE:**

*Please refer to the disciplines list located in the Minimum Qualifications Handbook developed by the Academic Senate of California Community Colleges.*

**DEPARTMENT:**           **Applied Social Sciences**

**PREFIX & NUMBER:** CHOOSE PREFIX

**CATALOG COURSE TITLE:**

**BANNER COURSE TITLE:**

**UNITS:**

**TOTAL NUMBER OF CONTACT HOURS:**           add TBA row

	<b>Hours per week (based on 16 weeks)</b>	<b>Total Hours per Term (range based on 16-18 weeks)</b>	<b>Units</b>
<b>Lecture:</b>		-	
<b>Lab:</b>		-	
<b>Total Contact Hours:</b>		-	

**GRADING OPTION:** Letter Grade or Pass/No Pass Option

None

**COREQUISITE(S):**

**PREREQUISITE(S):**

None

**ADVISORY(IES):**

**LIMITATION ON ENROLLMENT:** *(Some common limitations on enrollment are: a requirement to pass a tryout prior to being enrolled in an athletic course or team, or physical requirement where the student's safety would be compromised by an inability to meet specific physical capabilities.)*

None

**PREREQUISITE SKILLS** *(The course outline must document entry skills without which student success is highly unlikely. Must be included if the course has a prerequisite.)*

**Upon entering this course, the student should be able to:**

None (no prerequisite for this course)

**ADVISORY SKILLS** *(For advisories, the course outline must document entry skills which are either necessary but are likely to be obtained by other means or, while not necessary, would broaden or enhance student learning but are not fundamental to student success.)*

**Upon entering this course, the advisory skills are to:**

None (no advisory for this course)

**CATALOG DESCRIPTION**

*The catalog description could begin with a short paragraph (course description) that provides a well-developed overview of topics covered. Some suggested language is:*

- *Identification of the target audience depending on whether the course is required for the major, degree or certificate, transfer, etc., that will assist students in their educational planning.*
- *Prerequisites, corequisites, advisories and/or limitations on enrollment.*
- *Designation of course repeatability.*
- *Lecture/lab/activity/studio hours and units.*
- *Field trip potential or other requirements that may impose a logistical or fiscal burden upon the students should be included along with an option for alternatives.*

**COURSE CONTENT** *(Indicate all major topics to be covered and approximate number of weeks for each, based on 16 weeks. If the course works on hours, rather than weeks, include the number of hours to cover each of the topics for the course.)*

**WEEKS**

**COURSE OBJECTIVES:**

**At the end of the course, the student will be able to:**

**METHODS OF INSTRUCTION** *(Types and/or methods of instruction are required. The course outline may show one or more teaching patterns. However, instructors have the freedom to choose how they will achieve course objectives.)*

<b>Methods of Instruction</b>

**OUTSIDE ASSIGNMENTS** *(Assignment examples, if provided, should reflect coverage of all objectives and course content. Assignments can include supplemental reading materials beyond the required texts. The initiator should give the basis for grading, and relate assignments to skills and abilities listed in the objectives.)*

<b>Outside Assignments</b>

**METHODS OF EVALUATION** *(List or describe the types and/or methods of evaluation. The course outline should describe the basis for grading or other evaluations, and relate the methods of evaluation to skills and abilities*



in the course objectives.).

Methods of Evaluation

## REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS

- This field includes the text (and when possible, with date of publication) and other instructional materials.
- Text and other learning materials may have external requirements due to articulation requirements or certification requirements found in many programs.
- This section only contains that which is required for the student to be able to effectively participate in and successfully pass the course.
- Assignments specific to required reading and instructional materials should be given in the form of examples, where possible.

Adopted Text:

Supplemental Readings and/or Other Materials:

## STUDENT LEARNING OUTCOMES

*In this section, the initiator is to list the current course Student Learning Outcomes (SLOs). The outcomes may be revised as part of the program review annual update process, but is not done using this form. For new courses, the SLOs must be defined and need to be mapped to the program and institutional learning outcomes. Please contact Institutional Research and Planning (IRP) for assistance with new or modified SLOs.*

- 1.
- 2.
- 3.

## COURSE/COR MODIFICATIONS

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Before working on course or program modification, please *ensure that you are working with the most current version of the course outline or program listing. If you are unsure, please check with your AP&P rep, the AP&P Chair, and/or the curriculum specialist.*

In accordance with state guidelines for curriculum approval:

- a) Unless specifically directed by state mandate, AP&P will not "reach out and touch" any course that the department feels is functioning correctly.
- b) If a course is brought before the committee for any reason, that course will need to meet current state law. (Failure to do this would jeopardize the state authority that has been delegated to the college district.)
- c) AP&P recommends that departments complete regularly scheduled course review processes and update courses on a regular basis even if this means that a course will now need to be brought into conformity with state law. A thorough review of the content of the course outline, including appropriate levels of scrutiny of PCAs and GE eligibility are required as part of the self study every 5 years, and every 2 years for vocational programs. Courses which are not updated may jeopardize articulation agreements.
- d) The packet for course modification contains state guidelines and law as does the packet for new course proposals. It is suggested that faculty review these materials and make all appropriate modifications before submission to AP&P.
- e) Where there has been new state law (or state clarifications of existing law), the fact that one or more courses in the college catalog are not in compliance will not be an appropriate justification for continuing an illegal practice in a modified course or extending the practice to another course.

### **Substantial/Major Modifications to the Course Outline of Record**

~~Modifications that change the intent and/or outcome of the course, including changes to the number of units or hours, changes to a prerequisite, corequisite, advisory, or limitation on enrollment statement, course content, grading option, instructional objectives, some state mandates, cross-listing or prefix changes require full committee review. In such cases it is recommended that the initiator review the entire outline for currency. In addition, if the course is currently articulated at the UC/CSU level, it is best to work with the Articulation Officer to ensure the continuity of articulation and currency of information to students. In addition, the Chancellor's Office identifies the following as substantial changes and that will require a new course control number:~~

- ~~a) TOP code changes~~
- ~~b) Course credit status~~
- ~~c) Changes in units~~
- ~~d) Basic skills status~~
- ~~e) SAM code~~
- ~~f) Credit to non-credit~~
- ~~g) Prior to transfer level~~

~~Examine whether a new/changed course will impact a major or certificate and include this information the proposal.~~

### **Non-substantial (Minor) Modifications**

~~Modifications to the course outline of record that do not change the outcome or intent of the course are usually included in the AP&P agenda as consent agenda items. Consent agenda items may include changing or adding a textbook, changing the title of the course, or making corrections to punctuation, grammar, and/or spelling~~

- a) ~~Course title~~
- b) ~~Program status (from stand-alone to program applicable)~~
- c) ~~Adding or removing courses from the selective units only~~
- d) ~~Textbook change~~
- e) ~~Materials~~
- f) ~~Corrections/editorial~~

### **Textbook Changes**

The currency of textbooks is an important consideration and can vary greatly from subject to subject. For transferable courses, when applicable, the date of publication should not be older than 5 years. UC and CSU generally require texts that are no more than five years old. Texts and instructional materials should be completely referenced: author, title, publisher, and date of publication.

[Academic Senate Policy on Textbooks](#)

[Approved at AS meeting 11/26/2013](#)

#### **Policy**

[The Academic Senate reaffirms that the official course outline of record determines the textbook options for a course. It is the responsibility of the departments to choose textbooks, consider whether to allow alternatives, decide whether a text is required, and ensure these options are reflected in the official course outline of record.](#)

## DISTANCE LEARNING

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A course cannot be offered as a distance learning experience until it is approved specifically for that instructional modality. Distance education requirements call for a separate review process to ensure that a course taught at a distance is taught to the course outline of record, and to ensure quality through regular effective instructor-student contact. As the course outline of record is the basis for articulation, it is imperative that all sections of a given course achieve the same objectives regardless of instructional modality. Typically, this separate review is achieved through the use of a “distance education request.” The *Request for Distance Learning Offering* is Hancock’s approval mechanism for courses to be offered via distance learning, effective fall 2009.

### 55204. Instructor Contact.

DL Courses are considered the “virtual equivalent” to face-to-face courses. Therefore, the frequency of the instructor-initiated contact will be at least the same as would be established in a regular, face-to-face course. For example, in a three-unit course, an instructor should initiate a minimum of three hours of contact with students per week, using a variety of methods such as email, discussion boards, announcements, and review sessions.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

- (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
- (b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

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

Subdivision (a) stresses the responsibility of the instructor in a distance learning course to **initiate regular contact with enrolled students to verify their participation and performance status**. The use of the term “regular effective contact” in this context suggests that students should have **frequent opportunities to ask questions and receive answers from the instructor of record**.

All AHC courses taught partially or fully via distance education modalities, including video and internet, will include regular effective contact as described below:

- **Purpose:** Instructors regularly initiate interaction with students to determine that they are accessing and comprehending course material, participating regularly in all required activities of the course, and progressing through the course in timely fashion in accordance with the published course syllabus.
- **Frequency:** Distance learning courses are considered the “virtual equivalent” to face-to-face courses. Therefore, the frequency of the instructor-initiated contact will be at least the same as would be established in a regular, face-to-face course. For example, in a three-unit course, an instructor should initiate a minimum of three hours of contact with students per week, using a variety of methods such as email, discussion boards, announcements, and review sessions. (See the list under Types of Instructor-Initiated Contact below.)

Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous and synchronous instructional methodologies, over the course of a week, and should occur as often as is appropriate for the course, but not less than once per week.

### **Types of Instructor-Initiated Contact**

Instructors are expected to use a variety of methods and resources appropriate to the course and discipline to initiate and maintain contact with students. Such methods include, but are not limited to:

- Threaded discussion forums with appropriate instructor participation.
- General email
- Weekly announcements in the Course Management System
- Timely feedback for student work
- Real-time audio/videoconferencing
- Interactive mobile technologies
- Chat room
- Telephone
- Live orientation or review sessions
- In-person labs\exams
- Face-to-face group or individual meetings

### **Distance Education Accessibility Guidelines**

TBA

### **Additional Recommendations:**

It is suggested that faculty include in their syllabus and/or course orientation a description of the frequency and timeliness of instructor-initiated contact and feedback, as well as expectations for student participation. This may include the timeframe for responding to e-mails and phone calls (for example, within 48 hours, excluding weekends and holidays), the timeframe for returning or giving feedback on student work (for example, within one week), and the requirements (quantity and quality) for discussion board postings.

### **References**

- Distance Education Guidelines (CCCCO, 2008)
- Distance Learning Manual (WASC, ACCJC, 2006)
- Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates (ASCCC, 2008)
- Evidence of Quality in Distance Education (U.S. Department of Education, 2006)

## Request for Distance Learning Course Modality

Explain how this course meets requirements for an existing degree, certificate, or GE pattern as established in the most recent AHC catalog; or explain how the course meets a formal (documented) continuing education offering within a discipline.

Identify how this course fits into the overall plan for distance education development within your department. Attach supporting documentation of program review data, annual program review data, or other sources as necessary.

If this is a new course [not an existing course undergoing DL conversion], identify the staffing plan for this course as an additional offering with the department over the next year and three-year period.

Describe below the adjustments you will make to the type of assignments students will have to complete on the DE course [as opposed to the face-to-face course]. Attach a separate page if needed.

Describe below the adjustments you will make to the type of evaluation tools you will use to assess students' performance and progress in the DE course [as opposed to the face-to-face course]. Attach a separate page if needed.

You will need to meet with the Adaptive Technology/Internet Access specialist to describe below the strategies that will be used to make the course accessible to students with disabilities, and to ensure that the opportunity for participation for the disabled students is as effective as that provided to others. Indicate the nature of the technical assistance that will be required to offer this course and make it ADA compliant. Attach a separate page if needed.

Attach a separate page(s) if needed.

Describe below how you will inform students about on-line services for students.

## DL CERTIFICATION - CURRICULUM DEVELOPMENT STATEMENT

Per Article 18.11.2, prior to online teaching, an instructor shall demonstrate the skills necessary to teach online courses. Please meet with the DL Coordinator as soon as a draft of the DL Request and course content and instructional objectives has been prepared.

Goal: To develop a cooperative relationship between the initiator of the new course and the DL Coordinator as it relates to appropriate Distance Teaching training and plans for continued training as education technology evolves.

What DL training and/or expertise does the initiator have in order to teach this course? Please be aware that such training must also be in place for any other instructor teaching the course besides the course initiator.

State here any training obtained prior to designing proposed DL Request.

What DL training and/or expertise does the initiator plan to have once the DL Request is approved? Please be aware that such training must also be in place for any other instructor teaching this DL course besides the course initiator.

State here any training needed for the continued success of this DL Request. Indicate here plans for continued training in evolving educational technologies.

Additional Comments:

Review Process:

1. Course initiator provides draft course outline and goals to DL Coordinator.
2. DL Coordinator reviews draft of DL Request and provides analysis and recommendations to course initiator.
3. DL Coordinator prepares written assessment of analysis and recommendations and sends course packet to Associate Dean, Learning Resources, for final review.
4. Associate Dean of Learning Resources completes this form and returns to initiator. DL Coordinator and/or Learning Resources Dean make a copy of course proposal and recommendations from DL Coordinator, and uses such to purchase and/or find suggested resources once course is approved.
5. Once a course is approved to be offered as a distance learning course, the DL Course Status form will be completed and become part of the course outline of record.

**DISTANCE LEARNING COURSE STATUS FOR: [indicate course prefix & number]**

**Method of instruction:** Indicate primary modality (check one):

- Internet
- Other (**please list modalities to be used**): video conferencing

**Instructor-Student Contact:**            hours per week

**Method of Contact**

Please check below the methods that may be used for this course:

Per Week

- e-mail communication (group and/or individual communications)
- Listserv
- Chatroom
- Discussion Board via Blackboard
- Telephone contacts
- Social Networking pages [i.e. Ning, Facebook, VoiceThread]
- Other (please specify):

Per Semester (in person contact)

- Orientation sessions
- Group Meetings
- Review Session
- Labs
- Testing
- Other (please specify):

Adjustments to assignments:

Adjustments to evaluation:

Accessible to students with disabilities: Yes

On-line services:



## GENERAL EDUCATION

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### Allan Hancock College General Education Philosophy

General education is a pattern of courses designed to develop in students a breadth of knowledge and allow students to gain a command of subject areas and methods of inquiry that characterize the liberally educated person. Through general education, students expand their understanding of the physical world and the complex interrelationships of individuals and groups within their social environments, understand the modes of inquiry of the major disciplines, deepen appreciation of their artistic and cultural heritage; become aware of other cultures and times, strengthen their ability to communicate, reason, and critically evaluate information both orally and in writing, acquire a positive attitude toward learning, and develop self-understanding. As a result, they are better able to recognize, understand, and act upon the complex personal, social, scientific, and political issues which confront them.

### Intended Student Outcomes

After successfully completing the general education curriculum at Allan Hancock College, students will demonstrate ability to:

- Think logically and critically
- Use problem solving and quantitative reasoning to solve mathematical problems
- Understand the role and limitations of science in society
- Understand social interaction by learning how to interact with individuals and within groups with integrity and with awareness of others' opinions
- Understand ethical issues and to make sound decisions and judgments
- Respond to artistic and creative expression or to communicate through the visual and performing arts
- Communicate effectively and analytically in writing, listening, and speaking
- Read and comprehend at the collegiate level
- Recognize a need and then acquire, evaluate, interpret, organize, and ethically communicate information from a variety of collegiate-level resources
- Develop responsibility for individual actions and respect for diverse people and cultures.

Students are permitted to use up to six (6) units to satisfy both GE and major requirements thus receiving subject credit in the major and having to select 18 or 15 units of general education from the five GE categories.

### Guiding Principles for General Education Courses

**Level:** The course level is beyond the minimal public high school level subject matter requirements in our service district.

**Scope:** The course exposes the student to a wide range of principles, perspectives, and knowledge of the discipline. "Discipline" defined as the major headings listed in the "Course of Study" section of the college catalog.

**Integrity:** The course is a whole unto itself and not primarily part of a sequence of courses. A student does not need courses that precede or follow this one to gain a general education experience.

**Generality:** The course provides a generalizing, rather than specializing experience within the subject matter of the discipline and seeks to provide broad connections to related areas of knowledge within and without the discipline.

**Critical Thinking:** The course prepares students to make comparative and critical evaluations of the principles, perspectives, and knowledge within the discipline.

**Continuing Study:** The course provides a broad base of knowledge or technique from which the student can continue learning in the discipline.

**Cultural Diversity:** The course demonstrates sensitivity to cultural diversity, and includes:

- a. exposure of students to a diversity of cultural perspectives and examples where they relate to the subject matter;
- b. utilization of resource materials, which draw upon and portray cultural diversity when appropriate to course content.

Criteria for AHC, CSU and IGETC general education courses are set forth in this section. Please bear in mind that while AHC can adopt courses into its general education pattern, AP&P recommends courses to the CSU and IGETC systems and those institutions review the courses for suitability and may accept or reject our recommendations. Courses will be reviewed individually and must meet the appropriate criteria.

In order to propose a new or existing course for general education, the initiator must complete the Request for General Education Consideration form and accompanying worksheet in accordance with the AP&P calendar for submission of proposals. In order to propose a new or existing course for inclusion in the multicultural/gender category, the initiator must complete the appropriate request for such consideration and accompanying worksheet.

## NONCREDIT COURSES/PROGRAMS

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Approval of noncredit courses/programs is delegated to the college via the local curriculum committee, and each new noncredit course/program must be approved by the Chancellor's office. All noncredit educational courses/programs must be submitted to the Chancellor's Office for approval to include the following:

- Course sequence/programs in Career Development and College Preparation (CDCP) that lead to Certificates of Completion/Competencies for which enhanced funding is requested (SB 361 – Enhanced Funding)
- Career Technical Education of 288 Hours or Mode of Instruction (SB 361 – Enhanced & Non-Enhanced Funding)
- Other programs of 288 hours or more of instruction
- High school diploma programs
- Substantial modifications to existing programs/certificates

If an initiator wishes to develop a noncredit course, the initiator should contact the Dean of Community Education. He/she will determine whether **the** proposal meets the criteria for a noncredit class and will ensure that the proposal offers curriculum in one of the ten following categories:

- Adult Basic Education
- English as a Second Language
- Family & Consumer Services
- Parenting
- Health and Safety
- Short-term Vocational
- Programs for the Disabled
- Programs for Older Adults
- Citizenship
- Workforce Preparation

Once the concept for a class has been approved, the AP&P Representative will provide the initiator with the forms necessary to request approval of the course and explain the process.

For a new noncredit course, follow directions in the new course proposal paperwork, including LRC form.

## CHECKLIST FOR NONCREDIT COURSE

ACTION	DUE DATE (fill in dates)
Meet with Dean of Community Education.	
Meet with AP&P Rep to discuss next steps and to identify forms needed.	
Provide LRC statement along with goals and objectives (draft outline) to the college librarian.	
Make sure the packet is complete before presenting your new course proposal to the department. The packet consists of the following items: <ul style="list-style-type: none"> <li>• Noncredit Course Outline of Record LRC/Curriculum Development Statement</li> </ul>	
Clean up your work and make two copies: an electronic version and a hardcopy.	
Provide finalized hardcopy packet to AP&P Rep and submit an electronic copy to the Academic Resources Coordinator	
Attend 1 <sup>st</sup> Reading of the course proposal.	
Attend 2 <sup>nd</sup> Reading if required by the AP&P committee.	

### PROCESS:

The finalized proposal will be reviewed by the AP&P Rep, and then by the Credit Department Chair. From there the Dean of Community Education reviews the proposal and forwards it to the AP&P Chair, who at this time will have copies made and distributed to the full AP&P committee. If approved by the AP&P committee, the AP&P Chair signs the proposal and forwards it to the Vice-President of Academic Affairs for review and approval. If approved by the Vice-President of Academic Affairs, it is sent to the President. If the President approves the proposal, final local approval rests with the Board of Trustees. Once approved by the Board, it is then sent to the Chancellor's office for approval

### QUESTIONS FOR THE INITIATOR:

1. Is the noncredit course outline form correctly completed, including TOP code and Static Course ID?
2. Is the LRC Form correctly completed?

## PROCEDURES FOR SUBMITTING PROPOSALS TO AP&P

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Proposals may be originated for any of the following as long as these meet curriculum standards and local policy for curriculum development:

- a. Departments acting as a body
- b. Any individual faculty member, full-time or part-time faculty
- c. The student council
- d. Individual students through petition to the student government
- e. Requests of community organizations
- f. Requests of governmental agencies
- g. Administrative officers of college whose concerns include curriculum

All proposals shall be submitted [in CurricUnet and supporting documentation completed](#) on the appropriate forms, [if applicable, and](#) in accordance with the timeline and procedures adopted by the committee. All required signatures must be obtained, [if applicable,](#) prior to submitting a proposal ~~to the Office of Academic Affairs.~~

New Course Proposals: ~~Proposals for new courses shall come forward on the New Course Proposal Form and course outline of record.~~

General Education: Courses to be recommended for adoption by the committee for designation in a General Education category will need to complete the ~~Request for~~ General Education [Criteria](#) form [and attach to a CurricUnet proposal.](#)

Modification of Existing Course: All modifications to existing outlines, including those required by federal, state, or approving agency mandate, require that the Course Modification ~~form be completed and forwarded with the revised outline and a copy of the current outline.~~ [process be completed in CurricUnet. The criteria for major and minor modifications that follow this section will need to be reviewed and the correct proposal type in CurricUnet selected.](#)

New Programs: Associate in Science or Associate in Arts Degrees or Certificates that require 12 or more units are to be submitted to the committee in accordance with the New Program Application.

Modification of Existing ~~Degrees~~ [Programs](#): Modifications to existing degrees/certificates including those required by federal, state, or approving agency mandate should ~~be submitted with a Major Modification Form, including~~ the rationale for the modification. ~~The degree/certificate as modified along with a copy of the existing degree should~~ [Supporting documentation must](#) be attached to ~~any Modification form~~ [the proposal via CurricUnet.](#)

Proposals disapproved at the department or dean level may be submitted with a minority report (a memo stating disagreement with the proposal) attached for committee review. Signature on the review portion of the first sheet indicates review but not necessarily approval. The signature of the academic dean, however, does signify that resources are available or will become available to support the offering of the proposed curriculum. Prompt endorsement of proposals is essential. Any appropriate comments may be appended.

The AP&P Chairperson will schedule committee review of your proposal in the order they are submitted. Your AP&P representative will inform you when your proposal is placed on the AP&P agenda for 1<sup>st</sup> and 2<sup>nd</sup> reading.

### **AP&P Committee Review**

Please plan to be present at the first reading date to address any questions and/or concerns the Committee may have regarding the proposal. Initiators should be prepared to respond to questions from the committee regarding all aspects of the proposal. If initiators are unable to attend the first reading it is recommended that the department chair, the department committee member, and/or other representative(s) be present on behalf of the initiator. Presentations shall be in open session, with voting per the Brown Act. Administrative personnel should appear at the first reading if he/she wishes to present views on the proposal.

## CURRICULUM PROPOSAL PROCEDURES & PROCESSES

### PROPOSALS FOR NEW AND REVISED CURRICULUM

There are different types of curriculum proposals: new courses and programs, major or minor modifications to existing courses and programs, requests for distance learning modality, or request for approval as a general education course. The steps in the submission and review process are determined by the type of proposal being submitted. The review processes (new, major, minor, etc.) and types of proposals are listed below. All proposals are included in a summary report prepared at the end of each semester.

#### Consent Agenda Items/ Technical Changes

Technical changes to the course outline of record are communicated to the committee on the consent agenda. Submission of a technical change will be reviewed at the department level and the department chairperson will conduct and record the vote. The Curriculum Specialist will report changes to the committee chairperson for inclusion in the consent agenda at the next scheduled meeting. Technical changes will be forwarded to the appropriate department/person identified below. It will be the purview of the AP&P Committee to remove any item from the consent agenda to place on the regular agenda for review and discussion.

#### Technical Change

Corrections

New edition textbook

Change textbook

Supplies/Supplemental Readings

\*Adding/Revising Course Outcomes

New Topic with no changes to COR

#### Curriculum Specialist will forward/notify:

Scheduling Office

LRC

LRC

LRC

Learning Outcomes Analyst (updates eLumen)

Scheduling Office

\*Technical change process does not apply to courses that are active participatory courses related in content or courses that have been designated as part of a family of courses.

#### Minor Modifications

Minor modifications to a program or course outline of record will be reviewed by the curriculum committee and placed on the consent agenda. A minor modification proposal may be submitted if the modification(s) do not substantially change the overall scope of the course, or program, and do not materially affect the standards (statutory or regulatory) by which the course was approved. Minor revisions will be pre-screened prior to being placed on the consent agenda for committee action and vote. It will be the purview of the AP&P Committee to remove any minor modification proposal from the consent agenda to place on the regular agenda for further review and discussion.

1. minor or non-substantial revisions to catalog description, course or program objectives, or course content
2. course or program title change
3. course prefix change (within the same level, e.g. 300 level to 300 level)
4. new special topics that include minor modifications to the course outline of record.
5. adding/removing courses in a program's selected/elective units
6. mandates from state or federal agencies (a.k.a. state-mandated modifications), verification must be attached)
7. modifications required for C-ID approval (must attach CID descriptor)

Note: depending on the proposed changes a proposal may be re-routed as a major modification).

### New Proposals and Major Modifications

New curriculum proposals and major modifications to courses and programs require a full review by the curriculum committee. New curriculum proposals should be well planned with special attention to established processes and deadlines prior to submitting in CurricUnet. Major modifications to a course outline of record can be compared to writing an integrated course outline and/or leveling courses in that the modifications being proposed trigger a complete analysis of the course outline. (see *Curriculum Development Handbook Sections 3 and 4, The Course Outline of Record: A Curriculum Reference Guide, ASCCCC, 2008*).

In addition to new curriculum, major modifications require a full review and recommendation by the curriculum committee including but not limited to:

1. new curriculum (including experimental courses and new special topic shells)
2. new degree or certificate (including low-unit certificates)
3. conversion to distance learning as an instructional methodology
4. major change to catalog description, objectives, or content which:  
\_\_\_\_\_ calls into question the ability of the course or program to meet standards in Title  
\_\_\_\_\_ 5 or locally established policies.
5. Changing a course from one level to another (e.g. 300-level to 100-level, etc.)
6. drop/sunset course, degree or certificate
7. adding or removing courses from a programs core units
8. increase or decrease in course units or hours
9. changes to the following course data elements: TOP code, SAM code, transfer status, and basic skills , non-credit or credit status
10. Request for general education course status (AHC GE, multicultural gender studies, and physical education, health education and first aid and safety)
11. Reclassification of AHC general education or multicultural gender studies
12. establish a new prerequisite, corequisite, advisory, or limitation on enrollment
13. modify an existing prerequisite, corequisite, advisory or limitation on enrollment
14. cross listing of an existing course
15. designation of course repeatability status



Allan Hancock College  
New or Major Modification –Curriculum Review Process

Discipline Faculty and Department Collaboration  
REQUIRED Prior to CurricUnet Submissions

<u>Level 1.00</u> Initiator
<u>Level 2.00</u> Dept. AP&P Rep

Level 3.00

<u>Adaptive Technology/Internet Access Specialist</u> <i>(only if DL request)</i>	<u>Learning/Library ResourcesLRC</u> Dean	<u>Distance Learning Coordinator</u> <i>(only if DL request)</i>	<u>Articulation Officer</u> <i>(only if 100-level course)</i>	<u>Curriculum Specialist</u>
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Level 4.00

<u>Department/Discipline Faculty</u>	<u>Department Dean</u>	<u>Dept. Chair</u>
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Level 5.00

<u>Vice President Academic Affairs</u>	<u>AP&amp;P Committee</u>
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<u>Level 6.00</u> Academic Affairs
<u>Summary Report</u> <u>Academic Senate</u> & Board Approval

<u>Scheduling Office</u> <i>(updates Banner)</i>	<u>SLO Analyst</u> <i>(updates elumen if applicable)</i>
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Allan Hancock College  
Minor Modification Curriculum Review Process

<u>Level 1</u> <u>Originator</u>
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<u>LRC</u>	<u>Level 2.00</u> <u>AP&amp;P Rep</u>	<u>Curriculum Specialist</u>
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Level 3.00

<u>Department Chair</u>	<u>Department Faculty</u>	<u>Department Dean</u>
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<u>Level 4.00</u> <u>AP&amp;P Committee</u>
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<u>Level 5.00</u> <u>Academic Affairs</u>
--

<u>Summary Report</u> <u>Academic Senate &amp;</u> <u>Board of Trustees</u>
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<u>SLO Analyst (for</u> <u>course LO's)</u>	<u>Scheduling Office</u>
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Consent Agenda Items: Technical Changes

Faculty Initiator  
Department/Discipline Faculty/Dept. Chair/Curriculum Specialist  
Consent Agenda  
Appropriate Dept/Staff Notification

## New Curriculum or Major Modification Process

Prior to CurricUnet-Initiators will collaborate with their AP&P representative, department chair, department/discipline faculty (including faculty in other departments or disciplines, articulation officer, DL coordinator or staff) and meet with their dean.

The department dean assists faculty initiators in planning and preparing curriculum proposals that are appropriate to the mission of the college, that demonstrate a need, and which have the necessary resources available to offer the course/program within 2 years.

Initiators will need to refer to the Curriculum Development Handbook and review pertinent curriculum related policies and procedures prior to working on a proposal. (Current process, ref. Curriculum Development Handbook, Section 2 Roles and Responsibilities)

### CurricUnet Review Levels

Level 1 Faculty initiator, selects the appropriate curriculum proposal process (major, minor, new, etc.) in CurricUnet and completes all sections of the proposal and course outline fields and submits the course to be reviewed in CurricUnet.

Level 2 AP&P Rep reviews the proposal in CurricUnet and assists initiators in submitting a complete curriculum proposal. (Current process, ref. Curriculum Development Handbook, Sec 2)

Level 3 Persons reviewing at this level may request changes to a proposal based on their area of expertise.

Articulation Officer reviews all 100-level course proposals for appropriate content and ensures that comparable UC and CSU courses have been included in the proposal. (Current process, ref. Curriculum Development Handbook, Sec 2, CSU Guiding Notes for General Education Course Reviewers)

Adaptive Technology Internet Access Specialist reviews distance learning course proposals to ensure that the course is accessible to all students and addressed early in the curriculum development process; comments may include recommendations that ensure accessibility to all students. (Current process, ref CCCCCO Distance Education Accessibility Guideline for Students with Disabilities. )

DL Coordinator reviews proposals for distance learning modality and reports findings to LRC dean. (Current process)

Library/LearningResources/LRC Dean - available library resources are researched by librarians and the findings are forwarded to LRC dean; LRC dean documents available resources and/or estimated costs to purchase adequate library resources; recommends proposals for distance learning modality, may request appropriate corrections/revisions. (Current process)

Curriculum Specialist - verifies correct proposal process is being used (major/minor, etc), reviews for technical errors, appropriate attachments and monitors all submissions during the review process, (Current process)

Level 4 Department and/or discipline faculty review the proposal and may submit comments, suggestions, etc.

Dept. Dean acknowledges his/her involvement in the proposal process; assigns T.O.P. and SAM codes to courses/programs, and may recommend a proposal for AP&P review or include minority report; forwards proposal to the next level

Dept. Chair assists faculty initiators in the proposal process as needed and reviews the proposal; conducts and records department vote; considers course/program proposal impact on scheduling.

Level 5 Vice President Academic Affairs reviews proposals with special attention to need, feasibility, quality, and compliance; may request additional information. (Current process, ref CIO Manual July 16, 2012)

AP&P Committee reviews curriculum proposals via CurricUnet in preparation for AP&P meetings; ensures course quality, standards, and integrity of curriculum; may requests revisions and/or documentation; meets to formally vote for recommendations. (Current process, ref Curriculum Development Handbook, Section 1, The AP&P Committee)

Level 6 Academic Affairs reviews recommended proposals and prepares summary report to Academic Senate and Board of Trustees for approval; prepares proposals for submission to Chancellor's Office; forwards approved curriculum to appropriate departments.

### Minor Revision Process

Level 1 Faculty Originator after collaboration with faculty peers and department dean, completes all screens in CNET and submits proposal.

Level 2 AP&P Rep reviews the the proposal in CurricUnet and assists initiators in submitting a complete curriculum proposal.

Curriculum Specialist - verifies correct proposal process is being used (major/minor, etc), monitors all submission in the review process, reviews for technical errors, appropriate attachments etc.

Library/LearningResourcesLRC Dean - available library resources are researched by librarians and the findings are forwarded to LRC dean; LRC dean documents available resources and/or estimated costs to purchase adequate library resources.

Level 3 Department and/or discipline faculty review the proposal

Dept. Chair assists faculty initiators in the proposal process as needed and reviews the proposal; conducts and records department vote.

Department dean reviews proposal and forwards to next level within **3 working days**.

Level 4 AP&P Committee reviews courses in CurricUNET in preparation for meetings, meets to vote for recommendation to adopt.

Level 5 Academic Affairs reviews minor revisions for inclusion in summary report; prepares proposals for submission to the state's course/program inventory; forwards modified curriculum to appropriate department.

## AP&P Timeline for 2013-2014

### FALL 2013

- AP&P Planning/Training Meeting – Wednesday, August 14, 2013.
- All Staff Day – Friday, August 16.
- **Deadline for FALL 2013 curriculum proposal submissions** – The Curriculum Specialist, Office of Academic Affairs, should receive all completed curriculum proposals **on or before 4:00 PM on Thursday, August 29, 2013**. A completed curriculum proposal packet includes dept. vote; signatures of AP&P rep, dept. chair, and academic dean; and all required documentation.
- AP&P Review of the Summary Report (and last meeting) – **Thursday, October 31**.
- Summary Report forwarded to AS President no later than **Monday, Nov. 4**.
- Summary Report to Academic Senate for their approval – **Tuesday, November 12**.
- Summary Report is submitted for inclusion in the Board of Trustees agenda on **Monday, November 25**.
- Summary Report presented to Board of Trustees on **Tuesday, December 10**.

Fall 2013 curriculum proposals approved by the Board of Trustees and Chancellor's Office MAY be offered starting Fall 2014. Initiators who wish to offer their courses starting in the fall 2014, and have courses included in the college catalog MUST submit their proposals as early as possible, but **no later than 4:00 pm on Thursday, August 29, 2013**.

It is important to make it clear that AP&P will NOT review curriculum proposals received AFTER the deadline until spring 2014.

## SPRING 2014

- AP&P Planning/Training Meeting (as needed) – TBD
- All Staff Day – Friday, January 17, 2014
- **Deadline for all SPRING 2014 curriculum proposal submissions** – The Curriculum Specialist, Office of Academic Affairs, should receive all completed curriculum proposals **on or before 4:00 PM, Friday, January 24, 2014**. A completed curriculum proposal packet includes dept. vote; signatures of AP&P rep, dept. chair, and academic dean; and all required documentation.
- AP&P Review of the Summary Report (and last meeting) – **Thursday, April 10**
- Summary Report is distributed to AS president no later than **Monday, April 14**.
- Summary Report to Academic Senate for their approval – **Tuesday, April 22**.
- Summary Report is submitted for inclusion in Board of Trustees agenda on **Monday, April 28**.
- Summary Report presented to Board of Trustees – **Tuesday, May 20**.

Spring 2014 curriculum proposals approved by the Board of Trustees and Chancellor's office MAY be offered starting Fall 2015.

**SECTION 5**

**PROGRAM PROPOSALS**



## PROGRAMS AND REQUIREMENTS

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New programs (degrees and certificates) require approval by the Chancellor's Office following Board approval. As you begin the development process, please refer to the Chancellor's Office requirements as set forth in the *Program and Course Approval Handbook [PCAH]*, Chancellor's Office, California Community Colleges, 5th Edition, January 2013. Briefly explained, an initiator who wishes to establish a new program needs to fulfill the criteria requested by the Chancellor's Office:

1. Appropriateness to Mission
2. Need
3. Curriculum Standards
4. Adequate Resources
5. Compliance

In practice, the Chancellor's Office approves only associate degrees and those credit certificates that community colleges wish to award to students and which will be listed on transcripts, and all noncredit programs of a specified duration (288 hours or more).

- Associate Degrees (AA, AS, AAT, AST)
- Certificates of Achievement that require 18 or more semester units or 27 or more quarter units
- Certificate that require 12 to fewer than 18 or more units (or 18 to fewer than 27 quarter units)
- Substantial modifications to existing programs
- Noncredit programs (*see Section 9*)

### Degree Applicable Credit Courses

For any course that will apply toward the associate degree, Title 5, section 55002(a), requires that the curriculum committee determine that the coursework is truly at a college level and that the course incorporates critical thinking, among other standards. Only courses that are included in the following categories may be offered for degree-applicable credit:

- All lower division courses accepted toward the baccalaureate degree by the California State University (CSU) or University of California (UC) systems or designed to be offered for transfer.
- Courses that apply to a major or an area of emphasis in CTE fields. The Chancellor's Office interprets this to mean courses within a TOP code designated as vocational.
- English composition or reading courses not more than one level below the first transfer level course in these areas.
- All mathematics courses that fall into the above categories and Elementary Algebra.
- Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, are comparable to required skills at a level equivalent to those necessary for degree-applicable English and mathematics courses

### Career Technical Education Programs

CTE or vocational programs have specific goals and objectives that prepare students for employment upon completion of the program. Justification and need for CTE programs is determined through labor market information and analysis, employer surveys, and advisory committee recommendations. CTE programs are required to be reviewed every two years (Title 5 section 51022).

### Minimum CTE Program Requirements

- Continues to meet a documented labor market demand
- Does not represent unnecessary duplication of other manpower training in the college's service area
- Is of demonstrated effectiveness as measured by the employment and success of its students

### Program Review of Vocational Programs

Also, Ed Code section 78016 requires colleges to review the effectiveness of CTE programs every two years. The minimum requirements for this periodic review must continue to meet the minimum requirements noted above.

### Associate Degrees

The associate degree is composed of three parts: general education, a major or an area of emphasis, and additional graduation requirements or electives, if necessary, to bring the total units to a minimum of 60 semester units or 90 quarter units. Ref: 55060-064

#### Major or Area of Emphasis

In 2007, Title 5 §55063(a) was modified to allow colleges to develop associate degrees requiring 18 or more semester (27 or more quarter) units in a major or "area of emphasis." A **major** may be defined by the lower-division requirements of a specific major at the University of California or California State University or a minimum of 18 semester (27 quarter) units in a field or related fields selected by the community college. The requirements for a major should consist of courses that all students are expected to complete for a specific number of units. A small number of the required units may be completed by selecting courses from a list of restricted electives.

An **area of emphasis** is considered to be a broader group of courses and may be defined as 18 or more semester (27 or more quarter) units in related fields intended to prepare the student for a particular major or related majors at a four-year institution or to prepare a student for a particular field as defined by the community college. Such a degree may be similar to patterns of learning that a student undertakes in the first two years of attendance at a four-year institution in order to prepare for a major/area field of study. The requirements for an area of emphasis should specify a number of units that students will select from a list of courses that prepare students for a specific academic or professional goal.

The area of emphasis might be as broad as "social sciences" or a college could design a theme-based area of emphasis that consists of an interdisciplinary grouping of courses, such as "American Studies", "International Business" or "Multicultural Studies." However, if the area of emphasis is designed to prepare students for transfer, all of the required courses for the area of emphasis must be transferable and should prepare students for a field of study offered at a four-year institution.

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

## Associate Degree for Transfer and Transfer Model Curriculum

TBA

### Certificates of Achievement

Certificates of Achievement are defined as any sequence of courses consisting of 18 or more semester units or 27 or more quarter units of degree-applicable credit coursework shall constitute an educational program subject to approval by the Chancellor pursuant to section 55130 (Title 5 section 55070).. The college-awarded document confirming that a student has completed such a program shall be known as a **certificate of achievement** and may not be given any other designation. The award of a certificate of achievement is intended to represent more than an accumulation of units. Listing of the certificate of achievement on a student transcript symbolizes successful completion of patterns of learning experiences designed to develop certain capabilities that may be oriented to career or general education; provided however, that no sequence or grouping of courses may be approved as a certificate of achievement pursuant to this section if it consists solely of basic skills and/or ESL courses.

Certificates may be proposed at the time a new program or degree is presented to AP&P. Certificates of Achievement are issued by the Admissions and Records office and are posted on the student transcript. Ref: 55070

### Certificates of Accomplishment

Certificates of Accomplishment must also meet the Title 5 section 55070 definition of a certificate. However these certificates are less than 18 units and do not require Chancellor's office approval. However, initiators may apply for a "Certificate of Achievement" approval for certificates that are at least 12 units or more and less than 18 units by submitting a proposal to the Chancellor's Office. In order to obtain approval, colleges must demonstrate that the certificate program of 12 to 18 semester units covers a level of preparation and focused knowledge comparable to completion of Certificates of Achievement consisting of 18 or more units, and the proposal requires the same narrative and documentation as the Certificate of Achievement.

Certificates of Accomplishment are also issued by the Admissions and Records office and are posted on to the student's permanent record, but not on the student's transcript.

### PROGRAM REVIEW

Title 5 §51022 requires colleges to conduct a periodic review its programs and courses. Review of instructional programs on a regular basis and according to a regular procedure is also mandated by the standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, Standard IIA.2(e):

*IIA.2(e) The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

The academic affairs office is responsible for ensuring completion of 6-year program reviews, course reviews, prerequisite and corequisite reviews, and a review of vocational programs.

Specifically, program review should:

- (a) Facilitate the self-study of each academic program's effectiveness as it relates to the college mission.

- (b) Promote steady and measurable improvement in the quality and currency of all academic programs.
- (c) Provide evidence of program effectiveness and improvements in measured student and program outcomes.
- (d) Provide information-based recommendations for the college budget in hiring and purchasing of instructional materials.
- (e) Note areas of program strength and acknowledge accomplishments.
- (f) Note areas in need of improvement to alert the program and college to these areas in time for proactive solutions

### **NEW PROGRAM PROPOSAL PROCESS**

Creating a new program requires time, energy, and commitment. It is a process that usually takes about one year BEFORE it makes it to AP&P for review and approval.

Proposals for new programs (or course) must be consistent with the mission of the college. A statement must be submitted that defines the goal(s) of the proposed program. Based on program goals, objectives appropriate to these goals, and program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the local college and community college system.

The Chancellor’s Office considers the following points in determining mission appropriateness:

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

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

You will find it helpful to review the degree format used in the current college catalog as you develop your learning outcomes, core classes, selected units and electives. Not all programs have selected units and electives. That is a choice driven by the faculty designing the program, and the needs of the students in order to accomplish the goals of the program. Be sure, that you include PLOs explaining the objectives of the program and the core classes. Use the exact name of each course and the unit values as they are to appear in the college catalog.

### **New Program Proposal Requirements**

- Complete and Submit the Chancellor’s Office New Program Proposal Form
- Attach Program Narrative Criteria A-E
  - Appropriateness to mission: Narrative explaining what the program is to accomplish, (goals and objectives including program outcomes) how the program proposal came

about, what is unique about it, why it is critical, why it is especially appropriate for the region or the college, and the nature of the community support for the program. Explanations should be related to the overall plan of the college, other new program developments, and the specific needs of the community, mission of the college, and/or opportunities to serve.

- Need: enrollment projection data, including student survey and results of such survey; place of program in curriculum
  - Curriculum Standards: diagram/flowchart of how courses fit together clarifying sequences, program prerequisites; transfer applicability if appropriate
  - Adequate Resources: specific plans for support of program, including library resources, facilities and equipment, faculty qualifications and availability
  - Compliance: model curriculum if applicable; licensing or accreditation standards; student selection and fees
- Attach Supporting Documentation
  - Attach Standardized AHC Catalog Description (see template on page??)
  - Attach Course Outlines: courses must go through regularly scheduled course review process and/or prerequisite content review . Outlines dated older than 5 years should not be submitted.

## Narrative Criteria A-E and Additional Supporting Documentation

<p><b>Criteria A. Appropriateness to Mission</b></p> <ol style="list-style-type: none"> <li>1. Statement of Program Goals and Objectives</li> <li>2. Catalog Description</li> <li>3. Program Requirements</li> <li>4. Background and Rationale</li> </ol>	<p><b>Criteria C. Curriculum Standards</b></p> <ol style="list-style-type: none"> <li>13. Display of Proposed Sequence</li> <li>14. Transfer Applicability (if applicable)</li> </ol> <p><b>Supporting Documentation</b></p> <ul style="list-style-type: none"> <li>• Course Outlines of Record</li> <li>• Transfer Documentation (if applicable)</li> <li>• TMC Template (A.A.-T/A.S.-T only)</li> </ul>
<p><b>Criteria B. Need</b></p> <ol style="list-style-type: none"> <li>5. Enrollment and Completer Projections</li> <li>6. Place of Program in Curriculum/Similar Programs</li> <li>7. Similar Programs at Other Colleges in Service Area</li> <li>8. Labor Market Information and Analysis (CTE only)</li> <li>9. Employer Survey (CTE only)</li> <li>10. Explanation of Employer Relationship (CTE only)</li> <li>11. List of Members of Advisory Committee (CTE only)</li> <li>12. Recommendations of Advisory Committee (CTE only)</li> </ol> <p><b>Supporting Documentation</b></p> <ul style="list-style-type: none"> <li>• Labor Market Information &amp; Analysis (CTE only)</li> <li>• Labor Market Information Only (no analysis, A.A.-T/A.S.-T, CTE only)</li> <li>• Employer Survey (CTE only)</li> <li>• LMID Verified Data (noncredit, short- term vocational only)</li> <li>• CTE Advisory Council Approval Meeting Minutes (CTE only)</li> <li>• Regional Consortium Approval Meeting Minutes (CTE only, A.A.-T/A.</li> </ul>	<p><b>Criteria D. Adequate Resources</b></p> <ol style="list-style-type: none"> <li>15. Library and/or Learning Resources Plan</li> <li>16. Facilities and Equipment Plan</li> <li>17. Financial Support Plan</li> <li>18. Faculty Qualifications and Availability</li> </ol> <p><b>Criteria E. Compliance</b></p> <ol style="list-style-type: none"> <li>19. Based on Model Curriculum (if applicable)</li> <li>20. Licensing or Accreditation Standards</li> <li>21. Student Selection and Fees</li> </ol> <p><b>Note:</b> Depending upon the proposal action, all proposals require one of the following signature pages <u>to be on file at the college level.</u></p> <p><b>Supporting Documentation</b></p> <ul style="list-style-type: none"> <li>• Signature Page – New or Substantial Change</li> <li>• Signature Page – Correction, Nonsubstantial Change, Active/Inactive Status</li> <li>• Bulk Signature Page – Correction, Nonsubstantial Change, Active/Inactive Status</li> </ul>

These criteria have been endorsed by the System Advisory Committee on Curriculum (SACC) as an integral part of best practice for curriculum development, and they must be utilized throughout the

development process at the originating college and local district, as well as during Chancellor's Office review.

### **Submission, Review, and Approval Process**

Program proposals should be submitted to AP&P in accordance with the published AP&P calendar. Incomplete proposals and/or proposals without supporting documentation will be returned.

AP&P will review complete proposals, and if the new program is approved, it is included in the Summary Report that goes to the Board of Trustees. After Board approval, program proposals are submitted to the Chancellor's Office for another round of reviews and approval.

CTE Program Proposals - A review is required by the South County Regional Consortium ( Ed Code section 78015) prior to submitting a CTE program proposal to the Chancellor's Office. If approved by the SCRC, the meeting minutes documenting action/approval of the program must be included in the proposal submission to the Chancellor's Office.

If the SCRC does not recommend approval and the college feels the refusal was unjustified or unfair, the college may submit the program to the Chancellor's Office without a regional recommendation for approval. The burden of justification will be on the college to show why the proposal must be approved without a positive recommendation.

New programs cannot be published in the catalog (or offered) until the program has been approved by the Chancellor's Office. AP&P approval of a new program [degree and/or certificate] DOES NOT guarantee approval at the Career Technical Education Regional Consortium level nor the Chancellor's Office.

### **Chancellor's Office Procedures**

The Chancellor's Office will usually carry out its initial review of applications for approval of new programs within no more than 60 days, subject to the volume of applications received. However, there is no authority for districts to assume that a program is approved if a response is not received within a certain time. Approval requires a positive response. The time that may be necessary to obtain missing information from the college if the original submission was incomplete or to obtain answers to questions relevant to approval is not included in these 60 days.

Applications are reviewed by Academic Affairs staff members in the Chancellor's Office. They make recommendations for approval or denial to the Vice Chancellor of Academic Affairs or his/her designee. In addition, the Chancellor's Office may ask a person knowledgeable in the subject matter area of the proposed program to read the application and provide input. If the Chancellor's Office needs to contact the college to request information or discuss some aspect of the application, the reviewer will contact the person who is listed on the application as the contact person. However, formal notifications regarding the approval status of the program are sent to the college's chief instructional officer, with copies to the contact person and any other appropriate parties.

An application for program approval, which is approved by the Chancellor's Office, is considered to be a public record pursuant to the California Public Records Act (Government Code section 6250 et seq.). Therefore, the Chancellor's Office will be required to provide access to and/or a copy of a college's approved application (including the accompanying curriculum) to another college or any individual or organization that requests the opportunity to review and/or receive a copy of the application or all applications in a particular subject matter area.

## **PROGRAM MODIFICATIONS**

A major change to an existing degree shall require a committee hearing and shall follow the procedure as outlined in the Program Modification form.

If a modification to an existing degree (including changes to the catalog description and program learning outcomes) changes the intent of the program (i.e., repackaging the program to target a different audience) it may be considered a substantial change by the Chancellor's Office and they may require a new program application to be submitted. If a new program application is required due to the modification more information for submission will be required. (*see New Programs*).

Examples of substantial program changes:

- The goals and objectives of the program are substantially changed.
- The TOP code to a different discipline
- Addition/creation of a new program award (degree or certificate) or major/area of emphasis using an active proposal. For example a college may decide to create an associate degree for transfer (AAT or AST) in the same four-digit TOP code as an existing degree or certificate offered by the college
- The job categories for which program completers qualify are substantially different from the job categories for which completers previously qualified.
- The baccalaureate major to which students typically transfer is different from the baccalaureate major students typically transferred to in the past

Non-substantial changes are submitted for informational purposes in order to maintain the Inventory of Approved Programs. Examples of non-substantial changes:

- Title changes
- The TOP code level change within the same discipline (e.g.; a change within the discipline of biological sciences (04) from the field of Biology, General (0401.00) to Microbiology (0403.00)).
- certificate unit changes
- degree unit changes
- Addition to or removal of courses from an existing approved program

## **Program Discontinuance**

In the event a department wishes to drop a program [usually after courses for that program have been dropped or sunset], the Request to Drop a Program form should be completed. (*see Section 11:BP 7960*)





## **SECTION 6**

# **AHC CURRICULUM RELATED DOCUMENTS AND POLICIES**

## CROSS LISTING POLICY (MPO)

Cross listing, also known as the multiple prefix offering, or MPO, allows for courses with multiple prefixes to be offered at Hancock if placed in multiple disciplines, or as interdisciplinary, e.g. Business Economics listed as both BUS 121 / ECON 121. This practice is referred to as Cross-listing or Multiple Prefix Offering (MPO). Courses proposed for cross listing must follow the guidelines below:

1. An **identical Course Outline of Record [COR]** must be recorded under each discipline.
2. To ensure collaboration and consensus among departments on all proposed courses, affected faculty members must collaborate on authorship of the COR, on modifications to the COR, and in all discipline program reviews of the course. Following the example above a business faculty member and an economics faculty member would initially write the course, collaborate on any course modification, and participate in the course review during each discipline's program review.
3. Faculty may request multiple discipline placement of a course once they have collaborated with the affected departments. Faculty should be prepared to provide contacts, statements from affected faculty, and rationale statement to request cross-listing of a course.
4. In cases where the affected discipline-area faculty cannot agree on a common COR they will meet with the AP&P Committee Chair, the Department Chair/s, and the Dean/s, to mediate the dispute. If faculty authors are still unable to reach consensus, the course will not be considered for cross-listing. The results will be reported to AP&P and the initiators have the option of appealing to the Academic Senate.
5. Proposals to request cross-listing of a course can be submitted to AP&P via the course modification proposal form. Course outlines for each course being cross-listed must be attached. Documentation must be attached verifying contact with appropriate faculty/departments.
6. Disciplines List
7. Examples of cross listed courses:
  - a. Multiple Discipline Placement Example: BUS 121, Business Economics, must list "Business **or** Economics" on the AHC Courses Placed in Disciplines List under each program as well as on the document associated with the COR. This enables faculty from either discipline to teach the course under either prefix.
  - b. Interdisciplinary Placement Example: BUS 121, Business Economics must state the following on the AHC Courses Placed in Discipline List under each program as well as on the document associated with the COR: "Interdisciplinary: Business **and** Economics." To teach this course a faculty member must meet the minimum qualifications of one of the disciplines and have upper division or graduate course work in one of the other disciplines listed for the Interdisciplinary discipline.

The AHC Cross Listing (MPO) Policy was approved fall 2009 by the Academic Planning and Policy Committee, and the Academic Senate.

### Definition

- An identical course that is offered under two or more prefixes is called a cross listed (MPO) course.

Example: Business Economics – BUS 130, ECON 130 & FCS 130

### Description

- A cross listed course may, but is not required to, have the same number under each prefix offering.

Examples: Business Economics – BUS 130, ECON 130 and FCS 130

Or

Alcohol, Drugs and Addiction – HU SER 110, PSYCH 106 and SOC 106

- A cross listed course may be taught by different discipline instructors. At AHC, typically, one instructor teaches all the MPO sections in one class.

Examples from the 2010 Spring Schedule of Classes:

BUS 130	DL	Elliot H	TBA
ECON 130	DL	Elliot H	TBA
FCS 130	DL	Elliot H	TBA

And

HU SER 110	C30	Lovern J	W 2:15-5:20 pm
PSYCH 106	C30	Lovern J	W 2:15-5:20 pm
SOC 106	C30	Lovern J	W 2:15-5:20 pm

### Criteria

- Approval of a course to be offered under multiple prefixes is determined by the content of the course, i.e. does the content of the course apply to all the disciplines.
- To be offered with multiple prefixes, a course must have a multiple discipline or interdisciplinary placement (minimum qualifications).
- Approval of, or modification of, a cross listed course requires the collaboration of discipline faculty instructors associated with multiple prefix course.

An identical course outline of record must be recorded under each discipline.

### AHC COURSES PLACE IN A DISCIPLINE LIST

<b>Accounting</b>	Accounting (M)
<b>Administration of Justice</b>	
AJ 101, 102, 103, 104, 105, 111, 120, 130, 149, 189, 199, 305, 306, 307, 308, 315, and 399	Administration of Justice (NM)
<b>Agribusiness</b>	
AG 101, 102, 103, 104, 105, 106, 114, 120, 121, 122, 125, 130, 134, 135, 140, 141, 142, 149, 151, 159, 179, 189, 199, 307, 308, 310, 311, 312, 314, 315, 320, 360, 361, 379	Agriculture (M) or Agricultural Business and Related Services (NM) or Agricultural Engineering (NM)
AG 111, 112	Agriculture (M) or Agricultural Business and Related Services (NM) or Agricultural Engineering (NM) or Earth Sciences (M) or Geography (M)
AG 301, 302, 303, 304, 305, 306	Agriculture (M) or Agricultural Business and Related Services (NM) or Agricultural Engineering (NM) <b>or any bachelors degree and two years experience or any associates degree and six years experience</b>
<b>American Sign Language</b>	
ASL 120, 121, 124, 130, 138, 149, 189	Sign Language (NM)
<b>Anthropology</b>	
ANTH 101, 102, 103, 110, 179, 199, 379	Anthropology (M)
ANTH 105	Anthropology (M) or English (M)
ANTH 122	Anthropology (M) or Psychology (M) or Sociology (M)
<b>Apprenticeship</b>	
APRN 481, 484, 486	Title 5 Section 53413
<b>Architecture</b>	Architecture (NM)
<b>Art</b>	
ART 101, 103, 104, 105, 106, 109	Art (M) or Art History (M)
ART 107, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134	Art (M) with emphasis in 2-D media
ART 108, 110	Art (M) or Graphic Arts (NM)
ART 112, 113, 149, 179, 189, 199, 379, 380, 381, 382, 383	Art (M)
ART 115 / <b>FILM 115</b>	Art (M) or Film <b>Studies</b> (M) or Broadcasting Technology (NM) or Film (M) or Multimedia (NM)

ART 160, 161, 162, 163, 164, 165	Art (M) with emphasis in 3-D media
<b>Astronomy</b>	Physics/Astronomy (M) or Earth Science (M) or Chemistry (M) or Physical Sciences (M)
<b>Athletics</b>	
ATH 104, 106	Athletic Training (NM)
<b>Auto Body</b>	
AB 330	Auto Body (NM) or Automotive Technology (NM) or Engineering Technology (NM) or Machine Technology (NM)
AB 351, 353, 354, 355, 356, 358, 360, 379, 389	Auto Body Technology (NM)
AB 381	Auto Body (NM) or Automotive Technology (NM) or Engineering Technology (NM) or Machine Technology (NM) or Welding (NM)
<b>Automotive Technology</b>	
AT 100, 133, 303, 306, 313, 314, 323, 324, 334, 341, 343, 344, 379, 389, 399	Auto Mechanics (NM)
AT 330	Auto Body (NM) Automotive Technology (NM) or Engineering Technology (NM) or Machine Technology (NM)
AT 381	Auto Body (NM) or Automotive Technology (NM) or Engineering Technology (NM) or Machine Technology (NM) or Welding (NM)
<b>Biology</b>	Biological Sciences (M)
<b>Business</b>	
BUS 101	Business (M) or Business or Education (M) or Marketing (M)
BUS 102, 103, 303	Business (M) or Business Education (M) or Marketing (M)
BUS 104, 106, 107, 302, 356, 357, 358, 360, 361, 362, 363, 367, 370, 372, 376, 387, 391, 392, 394, 396, 397, 398	Business (M) or Business Education (M) or Management (M)
BUS 110, 355, 369, 371, 374, 375, 390, 395	Law (JD)
BUS 111, 368	Business (M) or Business Education (M) or Marketing (M) or Computer Science (BA) and Master's in related discipline

BUS 121	Business (M) or Economics (M)
BUS 130	Business (M) or Economics (M) or Family & Consumer Studies/Home Economics (M) or Management (M)
BUS 140, 364, 365, 366, 377, 378, 380, 381, 382, 386	Business (M) or Business Education or Management (M) or Marketing (M)
BUS 141	Business (M) <b>with emphasis in economics</b> or Economics (M) or Interdisciplinary Studies (M)
BUS 160	Business (M) or Business Education (M) or English (M) or Office Technologies (NM)
BUS 179, 189, 199, 379, 389, 399	Business (M) or Business Education (M) or Marketing (M) or Management (M) or Law (JD)
BUS 303, 355	Business (M) or Business Education (M) or Marketing (M) or Law (JD)
BUS 373	Business (M) or Business Education (M) or Management (M) or Law (JD)
BUS 393	Business (M) or Business Education (M) English (M)
<b>Chemistry</b>	Chemistry (M)
<b>Computer Business Information Systems</b>	
CBIS 101, 142	Computer Information Systems (NM) or Computer Service Technology (NM) or Computer Science (M) or Office Technologies (NM)
CBIS 108, 189, 301, 321, 327, 330, <b>337</b> , 343, 371, 372, 373, 381, 382, 389	Computer Information Systems (NM) or Computer Service Technology (NM)
CBIS 112, 318, 334, 336, 389, 399	Computer Information Systems (NM) or Computer Service Technology (NM) or Computer Science (M)
CBIS 142	Accounting (M) or Computer Information Systems (NM) or Computer Service Technology (NM) or Computer Science (M) or Office Technologies (NM)
<b>Computer Business Office Technology</b>	
CBOT 100, <del>134</del> , 132, 189, 302, 312, 333, 334, 336, <del>337</del> , 340, 360, 361, 362, 379, 389, 399	Office Technologies (NM) or Computer Info Systems (NM) or Computer Science (M) or Computer Service Tech (NM)
CBOT 131, <b>337</b>	<u>Office Technologies (NM) or Computer Info Systems (NM)</u>
<b>Computer Electronics</b>	
CEL 102, 104, 128, 131, 133, 139, 162	Electronics (NM)
<b>Computer Science</b>	

CS 102	Master's in CBIS, IT, CS or another technology based major
CS 111, 112, 131, 161, 175, 178, 181, 189, 199, 379, 399	Computer Science (M)
<b>Cooperative Work Experience</b>	
CWE 149, 302	Regulated by Title 5, Section 53416 – ". . . minimum qualifications in any discipline in which work experience may be provided at the college where the instructor or coordinator is employed." (M)
<b>Cosmetology</b>	Cosmetology (NM)
<b>Culinary Arts</b>	
CA 118, 119, 121, 122, 124, 125, 126, 129, 199, 323, 324	Culinary Arts/Food Technology (NM)
CA 120, 123	Culinary Arts/Food Technology (NM) or Family & Consumer Science/Home Economics (M)
<b>Dance</b>	
DANC 101, 110, 111, 115, 120, 121, 125, 126, 130, 131, 135, 148, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 167, 168, 170, 171, 172, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 189, 379	Dance (M)
DANC 133	Dance (M) with professional experience in Hip Hop
DANC 140, 142, 145, 165	Dance (M) with professional experience in Folklorico
<b>Dental Assisting</b>	Dental Technology (NM)
<b>Drama</b>	
<b>DRMA</b> 101, 102, 103, 104, 106, 110, 111, 120, 121, 126, 189, 301, 389 401,	Drama/Theater Arts (M)
DRMA 112, 113, 114, 115, 118, 122, 123, 124, 125, 128, 136, 137, 140, 141, 151, 152, 161, 162, 165, 166, 173, 175, 176, 177, 178, 179, 199, 302, 303, 304, 379	Stagecraft (NM)
<b>Early Childhood Studies</b>	
<b>ECS</b> 100, 101, 102, 104, 105, 106, 111, 115, 118, 119, 189, 199, 303	Child Development/Early Childhood Education (M)
ECS 112, 113	Child Development/Early Childhood Education (M) or Special Education (M)
ECS 114	Child Development/Early Childhood Education (M) or Education (M) or Sociology (M)
ECS 116	Child Development/Early Childhood Education (M) or Ethnic Studies (M)



ECS 117	Child Development/Early Childhood Education (M) or Education (M) or Bilingual/Bicultural Education (M)
ECS 120, 122, 125, 130, 132, 133, 149, 179, 310, 311, 320, 321, 322, 379	Child Development/Early Childhood Education (M) or Education (M)
ECS 312	Child Development/Early Childhood Education(M) or Education(M) or Music(M)
ECS 199, 399	Have different discipline placements for a number of 199 & 399- need to submit individual numbers and discipline placements
<b>Economics</b>	
ECON 101, 102, 179, 379	Economics (M)
ECON 121	Business (M) or Economics (M)
ECON 130	Business (M) or Economics (M) or Family and Consumer Studies/Home Economics (M)
ECON 141	Business (M) with emphasis in economics or Economics (M) or Interdisciplinary Studies (M)
<b>Education</b>	
EDUC 130, 140	Education (M)
EDUC 132, 133	Child Development/Early Childhood Education (M) or Education (M)
<b>Electronics</b>	
EL 104, 105, 111, 112, 113, 114, 118, 119, 122, 123, 125, 126, 128, 131, 133, 135, 136, 139, 146, 162, 179, 189, 320, 332, 333, 379, 399	Electronics (NM)
EL 106, 107, 108, 109, 137, 138, 148	Electronics (NM) [Cisco certification]
<b>Emergency Medical Services</b>	
EMS 319	Emergency Medical Technologies (NM) or Fire Technology (NM)
EMS 338	Emergency Medical Technologies (NM) or Environmental Technology (NM) or Fire Technology (NM)
<b>Engineering</b>	
ENGR 100, 124, 126, 134, 149, 152, 154, 156, 161, 162, 170, 171, 172, 173, 189, 199, 399	Engineering (M)
<b>Engineering Technology</b>	
ET 100	Computer Information Systems (NM) or Computer Science (M) or Engineering Technology (M)

ET 140, 145, 160, 189, 199, 389, 399	Engineering Technology (M)
ET 330	Auto Body (NM) or Automotive Technology (NM) or Engineering Technology (NM) or Machine Technology (NM)
ET 381	Auto Body (NM) or Automotive Technology (NM) or Engineering Technology (NM) or Machine Technology (NM) or Welding
<b>English</b> (see exception below)	English (M)
ENGL 105	English (M) or Anthropology (M) or Linguistics (M)
<b>English as a Second Language</b>	
ESL 531, 532, 534, 535, 537, 538, 540, 541, 550, 551, 552, 555, 560, 561, 562, 563	English as a Second Language (M)
ESL 572, 574	Communication Studies (Speech Communications (M)
<b>Entrepreneurship</b>	
ENTR 101	Business (M) or Business Management (M) or Marketing (M) or Law (JD)
ENTR 102, 103	Business (M) or Business Management (M) or Marketing (M) or CBIS (M) or Law (JD)
<b>Environmental Technology</b>	
ENVT 101, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 399, 450, 455, 456	Environmental Technologies (NM)
ENVT 338	Emergency Medical Technologies (NM) or Environmental Technology (NM) or Fire Technology (NM)
<b>Family and Consumer Science</b>	
FCS 109, 112, 134, 199	Family and Consumer Studies/Home Economics (M) or Health (M) or Nutritional Science/Dietetics (M)
FCS 120, 123	Culinary Arts/Food Technology (NM) or Family and Consumer Studies/Home Economics (M)
FCS 130	Business (M) or Economics (M) or Family and Consumer Studies/Home Economics (M)
FCS 131	Counseling (M) or Family & Consumer Studies/Home Economics (M) or Psychology (M) or Sociology (M)
FCS 139, 140, 144	Family and Consumer Studies/Home Economics (M) or Fashion and Related Technology (NM)

FCS 149	Regulated by Title 5, Section 53416 "...minimum qualifications in any discipline in which h work experience may be provided at the college where the instructor or coordinator is employed".
FCS 171, 189	Art (M) or Family and Consumer Studies/Home Economics (M) or Interior Design (NM)
<b>Film</b>	
FILM 101, 102, 103, 105, 106, 107, 110, 111, 112, 114, 123, 179, 189, 199, 380, 381, 386	Film Studies (M)
FILM 115, 116, 117, 118, 125	Art (M) or Broadcasting Technology (NM) or Film (M) or Multimedia (NM)
FILM 120, 121	Film Studies (M) or Music (M)
FILM 126, 127, 128	Art (M) or Broadcasting Technology (NM) or Film (M) or Graphics (NM) or Multimedia (NM)
<b>Fire Technology</b> (see exceptions below)	Fire Technology (NM)
FT 319	Emergency Medical Technologies (NM) or Fire Technology (NM)
FT 338	Emergency Medical Technologies (NM) or Environmental Technology or Fire Technology (NM)
<b>Food Science and Nutrition</b>	
FSN 109, 112, 134	Family and Consumer Studies/Home Economics (M) or Health (M) or Nutritional Science/Dietetics (M)
FSN 110, 127, 128, 132, 133, 199	Health (M) or Nutritional Science/Dietetics (M)
<b>French</b>	Foreign Languages (M)
<b>Geographic Information Systems</b>	
GIS 111, 112	Earth Sciences (M) or Geography (M) or Agriculture (M) of Agricultural Business and Related Services (NM) or Agricultural Engineering (NM)
<b>Geography</b>	
GEOG 101, 102, 103, 179, 189, 379	Geography (M)
GEOG 110	Geography (M) or Earth Sciences (M)
<b>Geology</b>	
GEOL 100, 114, 131, 141, 179, 189, 199	Earth Sciences (M)
<b>Global Studies</b>	
GBST 101	Anthropology (M) or Economics (M) or Political Science (M) or Sociology (M)

GBST 141	Business (M) with emphasis in economics or Economics (M) or Interdisciplinary Studies (M)
<b>Graphics</b>	
GRPH 108	Art (M) or Graphic Arts (NM)
GRPH 110, 111, 112, 113, 114, 115, 118, 120, 179, 189, 199, 379	Graphics Arts (NM)
GRPH 116, 130, 160	Graphic Arts or Multimedia (NM)
<b>Health Education</b>	Health (M)
<b>History</b>	History (M) or Humanities (M) or Philosophy (M)
<b>Humanities</b>	History (M) or Humanities (M) or Philosophy (M)
<b>HUSV</b> 101, 103, 104, 105, 106, 108, 120, 121, 126, 127, 128, 130, 131, 130, 140, 141, 142, 143, 144, 150, 151, 160, 161, 179, 189	Counseling (M) or Psychology (M)
HUSV 102	Counseling (M) or Psychology (M) or Sociology (M)
HUSV 107	Ethnic Studies (M) or Counseling (M) or Psychology (M) or Sociology (M)
HUSV 110, 111, 113	Addiction Paraprofessional Training (NM) or Counseling (M) or Psychology (M) Sociology (M)
HUSV 122	Anthropology (M) or Psychology (M) or Sociology (M)
HUSV 124	Counseling (M) or Health (M) Psychology (M) or Sociology (M)
HUSV 132	Health (M) or Nursing (NM) or Health or Pharmacy Technology (NM) or Psychology (M)
HUSV 148	Counseling (M) or Nursing (NM) or Psychology (M)
<b>Italian</b>	Foreign Languages (M)
<b>Law Enforcement</b>	Administration of Justice (NM)
<b>Leadership</b>	Counseling (M)
<b>Learning Skills</b>	
LS 101	Counseling (M) or Education (M)
LS 312, 501	Special Education (M)
<b>Library</b>	Library Science (M)

<b>Machine Technology</b>	
MT 109, 110, 179, 189, 305, 311, 312, 315, 379	Machine Tool Technology (NM)
MT 330	Auto Body (NM) or Automotive Technology (NM) or Engineering Technology (NM) or Machine Technology (NM)
MT 381	Auto Body (NM) or Automotive Technology (NM) or Engineering Technology (NM) or Machine Technology (NM) or Welding (NM)
<b>Mathematics</b> (see exceptions below)	Mathematics (M)
MATH 121, 131, 141	Engineering (M) or Mathematics (M) or Physics (M)
MATH 123	Mathematics (M) or Statistics (M)
<b>Medical Assisting</b>	Health Care Ancillaries (NM)
<b>Multimedia Arts and Communication</b>	
<b>MMAC</b> 101, 102	Broadcasting Technology (NM) or Multimedia (NM) or Graphic Arts (NM)
MMAC 112	Art (M) or Broadcasting Technology (NM) or Graphic Arts (NM) or Multimedia (NM)
MMAC 114	Multimedia (NM) or Graphic Arts (NM)
MMAC 115, 116, 117, 118, 125, 126, 127, 128	Art (M) or Broadcasting Technology (NM) or Film (M) or Multimedia (NM)
MMAC 189, 199, 380, 381, 382	Broadcasting Technology (NM) or Multimedia (NM) or Graphics (NM)
<b>Music</b> (see exceptions below)	Music (M)
MUS 115, 116	Film Studies (M) or Music (M)
<b>Nursing</b>	
<b>NURS</b> 101, 102, 103, 104, 106, 108, 109, 110, 111, 112, 180, 199	Nursing (M)
NURS 300, 416, 420, 422, 480, 499	Health Care Ancillaries (NM)
NURS 310, 311, 317, 318, 320, 322, 323, 327, 328, 329, 330, 331, 332, 335, 337, 338, 370, 380, 399	Licensed Vocational Nursing (NM)
<b>Paralegal</b>	
PLGL 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112	Law (JD)
<b>Personal Development</b>	
<b>PD</b> 100, 101, 110, 115, 120, 179, 379	Counseling (M) or Education (M)

PD 102	Counseling (M) or Psychology (M)
<b>Philosophy</b>	
PHIL 101, 102, 105, 112, 114, 179, 189, 379	Philosophy (M)
PHIL 121, 122	Philosophy (M) or Religious Studies (M)
<b>Photography</b> (see exceptions below)	Photography (M)
PHOTO 150, 379, 380, 381, 382, 383, 384, 385	Photography (M) or Photographic Technology/Commercial Photography (NM)
<b>Physical Education</b>	Physical Education (M)
<b>Physical Education Intercollegiate Athletics</b>	Coaching (NM)
<b>Physical Science</b>	Chemistry (M) or Earth Sciences (M) or Physics/Astronomy (M) or Physical Sciences (M)
<b>Physics</b>	Physics/Astronomy (M)
<b>Political Science</b>	Political Science (M)
<b>Psychology</b>	
PSY 101, 112, 113, 115, 116, 117, 118, 119, 120, 121, 189, 199	Psychology (M)
PSY 104	Psychology (M) or Sociology (M)
PSY 106	Addiction Paraprofessional Training (NM) or Counseling (M) or Psychology (M) or Sociology (M)
PSY 122	Anthropology (M) or Psychology (M) or Sociology (M)
PSY 127, 128, 142, 143	Counseling (M) or Psychology (M)
PSY 132	Health (M) or Nursing (M) or Pharmacy Technology (NM) or Psychology (M)
<b>Reading</b>	Reading (M)
RE 100, 300, 303, 305, 306	Real Estate (NM)
RE 302	Real Estate (NM) or Law (JD)
<b>Recreation</b>	Recreation Administration (M)
<b>Sociology</b>	
SOC 101, 102, 110, 120, 122, 155, 160, 379	Sociology (M)
SOC 104	Psychology (M) or Sociology (M)

SOC 160	Addiction Paraprofessional Training (NM) or Counseling (M) or Psychology (M) or Sociology (M)
<b>Space Operations</b>	Electronics (NM) or Engineering (M) or Welding
<b>Spanish</b>	Foreign Languages (M)
<b>Speech</b>	Communication Studies (Speech Communication) (M)
<b>Welding Technology</b> (see exceptions below)	Welding (NM)
WLDT 381	Auto Body (NM) or Automotive Technology (NM) or Engineering Technology (NM) or Machine Technology (NM) or Welding (NM)
<b>Wildland Fire Technology</b>	Fire Technology (NM)
<b>Wildland Fire Technology Logistics</b>	Fire Technology (NM)
<b>Wildland Fire Technology Operations</b>	Fire Technology (NM)
<b>Wildland Fire Technology Prevention</b>	Fire Technology (NM)

## Allan Hancock College CLEP Equivalency List

CLEP Examination	CLEP Score	AHC Associate Degree Subject Credit	AHC Unit Credit	AHC GE	CSU GE	IGETC
American Government	50		3	Category 2B	3 sem units towards D8	n/a
American Literature	50		3	Category 3	3 sem units towards C2	n/a
Analyzing and Interpreting Literature			3	Category 3	3 sem units towards C2	n/a
Biology	50		3	Category 1	3 sem units towards B2	n/a
Calculus	50		3	Category 4B	3 sem units towards B4	n/a
Chemistry	50		3	Category 1	3 sem units towards B1	n/a
College Algebra	50		3	Category 4B	3 sem units towards B4	n/a
College Algebra - Trigonometry	50		3	Category 4B	3 sem units towards B4	n/a
English Literature	50		3	Category 3	3 sem units towards C2	n/a
French Level II	59		3	Category 3	3 sem units towards C2	n/a
German Level II	60		3	Category 3	3 sem units towards C2	n/a
History, United States I	50		3	Category 2B	3 sem units towards D6 and US-1	n/a
History, United States II	50		3	Category 2B	3 sem units towards D6 and US-1	n/a
Human Growth and Development			3	Category 5	3 sem units towards E	n/a
Humanities	50		3	Category 3	3 sem units towards C2	n/a
Introductory Psychology	50		3	Category 2A	3 sem units towards D9	n/a
Introductory Sociology	50		3	Category 2A	3 sem units towards D0	n/a
Natural Sciences	50		3	Category 1	3 sem units towards B1 or B2	n/a
Pre-Calculus	50		3	Category 4B	3 sem units towards B4	n/a
Principles of Macroeconomics	50		3	Category 2A	3 sem units towards D2	n/a
Principles of Microeconomics	50		3	Category 2A	3 sem units towards D2	n/a
Spanish Level II	63		3	Category 3	3 sem units towards C2	n/a
Trigonometry	50		3	Category 4B	3 sem units towards B4	n/a
Western Civilization I	50		3	Category 2A or	3 sem units towards C2 Or D6	n/a
Western Civilization II	50		3	Category 2A	3 sem units towards D6	n/a



## Allan Hancock College IB Equivalency List

IB Examination	IB Score	AHC Associate Degree Subject Credit	AHC Unit Credit	AHC GE	CSU GE	IGETC
Biology HL	5, 6 or 7		3	<b>Category 1</b>	3 sem units towards B2	3 sem units towards 5B (without lab)
Chemistry HL	5, 6 or 7		3	<b>Category 1</b>	3 sem units towards B1	3 sem units towards 5A (without lab)
Economics HL	5, 6 or 7		3	<b>Category 2A</b>	3 sem units towards D2	3 sem units towards 4B
Geography HL	5, 6 or 7		3	<b>Category 2A</b>	3 sem units towards D5	3 sem units towards 4E
History HL (any region)	5, 6 or 7		3	<b>Category 2A</b>	3 sem units towards C2 or D6	3 sem units towards 3B or 4F
Language A1 HL (any language, except English)	5, 6 or 7		3	<b>Category 3</b>	n/a	3 sem units towards 3B and 6A
Language A2 HL (any language except English)	5, 6 or 7		3	<b>Category 3</b>	n/a	3 sem units towards 3B and 6A
Language A1 HL (any Language)	5, 6 or 7		3	<b>Category 3</b>	3 sem units towards C2	3 sem units towards 3B
Language A2 HL (any language)	5, 6 or 7		3	<b>Category 3</b>	3 sem units towards C2	3 sem units towards 3B
Language B HL	5, 6 or 7		3	<b>Category 3</b>	n/a	3 sem units towards 6A
Mathematics HL	5, 6 or 7		3	<b>Category 4B</b>	3 sem units towards B4	3 sem units towards 2A
Physics HL	5, 6 or 7		3	<b>Category 1</b>	3 sem units towards B1	3 sem units towards 5A (without lab)
Psychology HL	5, 6 or 7		3	<b>Category 2A</b>	3 sem units towards D9	3 sem units towards 4I
Theatre HL	5, 6 or 7		3	<b>Category 3</b>	3 sem units towards C1	3 sem units towards 3A

# COURSE CHALLENGE LIST

Effective 2013-2014



- AG 150 – Introduction to Agribusiness
- AG 152 – Introduction to Animal Science
- AG 153 – Introduction to Sustainable Agriculture
- AG 154 – Introduction to Fruit Science
- AG 155 – Introduction to Mechanized Agriculture
- AG 156 – Intro to Environmental Horticulture
- AG 157 – Agricultural Sales, Communication & Leadership
- AJ 101 – Intro to Criminal Justice
- AJ 102 – Criminal Procedures
- AJ 103 – Concepts of Criminal Law
- AJ 104 – Legal Aspects of Evidence
- AJ 105 – Community Relations
- AJ 120 – Juvenile Law and Procedures
- AJ 130 – Intro to Corrections
- AT 100 – Automotive Fundamentals
- CEL 104 – Introduction to Robotics & Mechatronics
- CEL 131 – Programmable Logic Controllers (PLC's) & Industrial Control Design
- CEL 133 – Mechatronic Systems 1
- EL 104 – Introduction to Robotics & Mechatronics
- EL 106 – Network Essentials 1
- EL 131 – Programmable Logic Controllers (PLC's) & Industrial Control Design
- EL 133 – Mechatronic Systems 1
- EMS 102 – First Aid & Safety
- EMS 303 – Paramedic Prep
- EMS 321 – Advanced Cardiac Life Support
- EMS 322 – Pediatric Advanced Life Support
- EMS 333 – Paramedic Theory

EMS 350 – Essentials of Search & Rescue  
ENVT 156 – First Response Operational  
ET 104 – Introduction to Robotics & Mechatronics  
ET 131 – Programmable Logic Controllers (PLC's) & Industrial Control Design  
ET 133 – Mechatronic Systems 1  
ET 381 – Industrial Mathematics  
FRCH 101 – Elementary French  
FT 101 – Fire Protection Organization  
FT 102 – Fire Prevention Technology  
FT 103 – Fire Protection Equipment & Systems  
FT 104 – Building Construction/Fire Protection  
FT 105 – Fire Behavior & Combustion  
FT 379 – Experimental Courses in Fire Technology  
GEOL 114 – Oceanography  
ITAL 101 – Elementary Italian  
MUS 110 – Music Fundamentals  
MUS 111 – Music Theory 1  
SPAN 101 – Elementary Spanish  
WLDT 106 – Beginning Welding  
WT 107 – Advanced Welding  
WLDT 307 – G.M.A.W. Welding  
WLDT 308 – T.I.G. Welding  
WLDT 330 – Welding Certification  
WFT 101 – Wildland Fire Behavior  
WFT 102 – Wild Fire Safety & Survival  
WFT 103 – Wildland Fire Operations  
WFT 104 – Wildland Public Information Officer, Prevention & Investigation  
WFT 105 – Planning, Logistics and Finance

## **SECTION 7 FROMS**

# **NEW COURSE PROPOSAL FORM**

**ACADEMIC POLICY AND PLANNING COMMITTEE  
NEW COURSE PROPOSAL FORM**

Check one:    new credit course    experimental course    special topic course

**DEPARTMENT:** \_\_\_\_\_     *CB03*  
**TOP CODE:** \_\_\_\_\_     *CB09*  
**SAM CODE:** \_\_\_\_\_

**DISCIPLINE:** \_\_\_\_\_  
*CB01*  
**PREFIX & COURSE**  
**NUMBER: TITLE:** \_\_\_\_\_

**COURSE TRANSFER STATUS (CB05)**

Transferable to both UC and CSU.      Transferable to CSU only.      Not Transferable.

System	CAMPUS	NAME OF PROGRAM	COURSE PREFIX #	MAJOR/ MINOR/ ELECTIVE
UC				
CSU				
CCC				

**COURSE CREDIT STATUS (CB04)**      Credit-Degree Applicable      Credit-not Degree Applicable

**COURSE PROGRAM STATUS (CB24)**      Program-applicable      Not program-applicable

NAME OF PROGRAM: \_\_\_\_\_  
 Core Units      Selected Units

**DEGREE/CERTIFICATE CREDIT - Non-Transfer Occupational**

AHC Degree/Certificate Name: \_\_\_\_\_  
 Core      Selected Units

**NON DEGREE CREDIT CATEGORY (CB08)**

- |  |  |
|--|--|
| <input type="checkbox"/> Course is not a basic skills course | <input type="checkbox"/> Course is a basic skills course |
| <input type="checkbox"/> Precollegiate basic skills          | <input type="checkbox"/> Integrated basic skills         |
| <input type="checkbox"/> Precollegiate occupational          | <input type="checkbox"/> Essential occupational          |

GENERAL EDUCATION/GRADUATION REQUIREMENTS			
AHC Category:		CSU Category	
IGETC Category:			
Multicultural/Gender Studies Graduation Requirement		<input type="checkbox"/> YES	<input type="checkbox"/> NO
Health and Wellness Graduation Requirement			<input type="checkbox"/> YES <input type="checkbox"/> NO

**COURSE PRIOR TO TRANSFER LEVEL (CB21)**

- |   |   |
|---|---|
| <input type="checkbox"/> Not applicable.              | <input type="checkbox"/> Four levels below transfer.  |
| <input type="checkbox"/> One level below transfer.    | <input type="checkbox"/> Five levels below transfer.  |
| <input type="checkbox"/> Two levels below transfer.   | <input type="checkbox"/> Six levels below transfer.   |
| <input type="checkbox"/> Three levels below transfer. | <input type="checkbox"/> Seven levels below transfer. |

**COURSE CLASSIFICATION STATUS – CREDIT (CB11)**

- |   |  |
|---|--|
| <input type="checkbox"/> Developmental Preparatory  | <input type="checkbox"/> Career-Technical Education      |
| <input type="checkbox"/> Courses for Students with Substantial Disabilities               | <input type="checkbox"/> Community and Civic Development |
| <input type="checkbox"/> General and Cultural   | <input type="checkbox"/> Liberal Arts and Sciences       |
| <input type="checkbox"/> Adult and Secondary Basic Education                              | <input type="checkbox"/> Parenting and Family Support    |
| <input type="checkbox"/> Personal Development and Survival — Student without a Disability |  |

**COURSE SPECIAL CLASS STATUS (CB13)**

- Course is designated as an approved special class for students with disabilities.
- Course is not a special class

**FUNDING AGENCY CATEGORY (CB23)**

- This course was primarily developed using Economic Development funds
- This course was partially developed using Economic Development funds.
- Not Applicable (funding not used to develop course)

**STAND ALONE COURSE**

If yes, can it be used as elective units towards graduation?

If stand alone identify below the intent of course: \_\_\_\_\_

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO |

**ENROLLMENT PROJECTION**

1st Year: \_\_\_\_ 3rd Year Trend: \_\_\_\_

Does this course replace an experimental course?

If yes, state below the name of the experimental course (prefix, number, and title): \_\_\_\_\_

- YES  NO

**MULTIPLE PREFIX OFFERING (MPO):**  YES  NO

If yes, list the other courses:

**CLASSROOM TYPE:**

**EQUIPMENT NEEDED:**

**WORK-BASED LEARNING ACTIVITIES (CB10)**

Does your course include work-based learning activities?  YES  NO

**PROPOSED FIRST OFFERING OF THIS COURSE (sem/year)**

Fall	Spring	Summer
This course will usually be offered (check all that apply):		
<input type="checkbox"/> Fall only	<input type="checkbox"/> Fall odd yrs	<input type="checkbox"/> Fall, even years
<input type="checkbox"/> Spring even years	<input type="checkbox"/> Fall/Spring	<input type="checkbox"/> Fall/Spring/Summer
<input type="checkbox"/> Spring/Summer	<input type="checkbox"/> Summer odd years	<input type="checkbox"/> Summer even yrs
		<input type="checkbox"/> Spring odd years
		<input type="checkbox"/> Spring only
		<input type="checkbox"/> Summer only
		<input type="checkbox"/> Summer/Fall
		<input type="checkbox"/> Contact Department
		<input type="checkbox"/> As Needed

**CURRICULUM DUPLICATION**

Is the content currently available in any other course within your discipline?  YES  NO  
 Is the content currently available in a related discipline?  YES  NO  
 Is the content currently available in another department?  YES  NO  
 If the answer to any of these questions is yes, attach signed reports on the results of each contact.

**COURSE CHALLENGE**

This course is eligible for:  
 Challenge by any student

**COLLEGE NOW!**

This course is eligible for:  
 College Now! (restricted to high school juniors or seniors)

For part-time Faculty Pay Scale Only

Course is lecture  Course is lab  Course is activity

You should confer with your academic dean to determine the type of hours to be paid.

**PREREQUISITE, COREQUISITE, AND/OR ADVISORY STATEMENT**

**Prerequisite Content Review:**

- The objectives in the prerequisite course are equivalent to the entrance skills necessary to succeed in this course.
- The tests, quizzes, projects, and/or assignments reflect skills that the student would have acquired in the prerequisite course.
- The textbook requires a base of knowledge that the student would have obtained in the prerequisite course.

**Corequisite Content Review:**

- The goals and objectives in the corequisite course match the knowledge and skills reflected in the goals and objectives of this course.
- The tests, quizzes, projects, and/or assignments reflect skills that are taught in both this course and the corequisite course.
- The textbook contains a base of knowledge the student would have used in the corequisite course.



**Advisory Content Review:**

- Are the objectives in the advisory course such that the ability to the student to meet those objectives would contribute to the student's success in this course?
- Do the tests, quizzes, projects, assignments reflect skills that the student may have acquired in the advisory course?
- Does the textbook require a base of knowledge the student may have obtained in the advisory course?

**OR**

<b>NAME OF CAMPUS</b>	<b>COURSE</b>	<b>PREREQUISITE / COREQUISITE</b>
-----------------------	---------------	-----------------------------------

- 1.
- 2.
- 3.

**NEED ASSESSMENT**

## SIGNATURE PAGE FOR NEW COURSE PROPOSAL

Proposed Course Prefix and Number:	
Proposed Course Title:	

This page contains all the required signatures, including department vote. Follow instructions carefully to avoid delays in the processing of your proposal. Work closely with your AP&P department representative to assist you in meeting deadlines.

**PREPARED BY:**

<b>Name of the initiator [printed]:</b> _____		
<b>Campus extension:</b> _____		
<b>Email address:</b> _____		
<table style="width: 100%; border: none;"> <tr> <td style="width: 70%; text-align: center; border: none;"><b>Signature:</b> _____</td> <td style="width: 30%; text-align: center; border: none;"><b>Date:</b> _____</td> </tr> </table>	<b>Signature:</b> _____	<b>Date:</b> _____
<b>Signature:</b> _____	<b>Date:</b> _____	

**DEPARTMENT ACTION:**

Allow at least one week for faculty peers to review and comment on your proposal prior to a department vote.

<b># YES votes:</b>	<b># NO votes:</b>	<b># Abstentions:</b>
---------------------	--------------------	-----------------------

The signatures below certify that the content in this form is accurate and that due diligence was followed in ensuring curriculum development criteria, such as appropriateness to the mission of the college, need, curriculum standards, adequate resources, and CEC and Title 5 compliance. Furthermore, the signature of the academic dean and vice president, academic affairs, further indicates that planning, which includes the provision for adequate resources, has taken place to ensure that the proposed curriculum can be offered within two years of adoption.

REVIEWED BY:	NAME [printed]:	SIGNATURE:	DATE:
<b>AP&amp;P Representative</b>			
<b>Department Chair</b>			
<b>Academic Dean</b>			
<b>AP&amp;P Chair, on behalf of the Committee</b>	<b>A. Sofia Ramirez-Gelpi</b>		
<b>Vice President, Academic Affairs</b>	<b>Luis P. Sanchez</b>		

Check if attachments are included. List all (i.e., multiple discipline placement, curriculum duplication, reviewer notes, memoranda, survey copies, etc.)

## LRC FORM - CURRICULUM DEVELOPMENT STATEMENT

**Instructions:** Please meet with the faculty librarian as soon as a draft of the course outline has been prepared. Allow a minimum of one week for this form to be completed.

**Goal:** To develop a cooperative relationship between the initiator of the new course and the faculty librarian to ensure that appropriate materials are available to students.

**Review Process:**

1. Course initiator provides draft course outline and goals to faculty librarian.
2. Librarian reviews collection and provides analysis of need to course initiator.
3. Course initiator assists librarian in identifying useful materials.
4. Librarian prepares written assessment of collection needs and sends without course packet to Associate Dean, Learning Resources, for final review.
5. Associate Dean of Learning Resources completes this AP&P form and returns to initiator. LRC personnel make a copy of course proposal and recommendations and uses to purchase suggested resources once course is approved.

**NOTE:** LRC FORM MUST BE SUBMITTED ALONG WITH EXPERIMENTAL COURSE PROPOSAL FORM.

**Proposed Course (Prefix and Number):** \_\_\_\_\_  
**Course Name:** \_\_\_\_\_  
**Department:** \_\_\_\_\_

The description of instructional materials, support materials, and equipment required to implement the proposed new course, and that is to be provided by the Learning Resources Center, has been reviewed by the course initiator and faculty librarian.

<input type="checkbox"/> YES <input type="checkbox"/> NO	The college has sufficient instructional resources presently available for support of this course.
_____	The college instructional resources are not presently adequate to support the teaching of this course; accordingly, we recommend that items/bibliography described on the attached page be obtained prior to the first offering of this course.
\$ _____	Approximate cost of additional materials and equipment to implement the new course.

Additional Comments:

Initiator [printed]:	Associate Dean, Learning Resources:
Signature:	Signature:
Date:	Date:

**COURSE OUTLINE OF RECORD  
FORM**

**ALLAN HANCOCK COLLEGE  
COURSE OUTLINE**

**DISCIPLINE:**

*Please refer to the disciplines list located in the Minimum Qualifications Handbook developed by the Academic Senate of California Community Colleges.*

**DEPARTMENT:** Applied Social Sciences

**PREFIX & NUMBER:** CHOOSE PREFIX

**CATALOG COURSE TITLE:**

**BANNER COURSE TITLE:**

**UNITS:**

**TOTAL NUMBER OF CONTACT HOURS:**

	Hours per week (based on 16 weeks)	Total Hours per Term (range based on 16-18 weeks)	Units
<b>Lecture:</b>		-	
<b>Lab:</b>		-	
<b>Total Contact Hours:</b>		-	

**GRADING OPTION:** Letter Grade or Pass/No Pass Option

**PREREQUISITE(S):** None

**COREQUISITE(S):** None

**ADVISORY(IES):** None

**LIMITATION ON ENROLLMENT:** *(Some common limitations on enrollment are: a requirement to pass a tryout prior to being enrolled in an athletic course or team, or physical requirement where the student's safety would be compromised by an inability to meet specific physical capabilities.)*

None

**PREREQUISITE SKILLS** *(The course outline must document entry skills without which student success is highly unlikely. Must be included if the course has a prerequisite.)*

**Upon entering this course, the student should be able to:**

None (no prerequisite for this course)

**ADVISORY SKILLS** *(For advisories, the course outline must document entry skills which are either necessary but are likely to be obtained by other means or, while not necessary, would broaden or enhance student learning but are not fundamental to student success.)*

**Upon entering this course, the advisory skills are to:**

None (no advisory for this course)

**CATALOG DESCRIPTION**

*The catalog description could begin with a short paragraph (course description) that provides a well-developed overview of topics covered. Some suggested language is:*

- *Identification of the target audience depending on whether the course is required for the major, degree or certificate, transfer, etc., that will assist students in their educational planning.*
- *Prerequisites, corequisites, advisories and/or limitations on enrollment.*

- Designation of course repeatability.
- Lecture/lab/activity/studio hours and units.
- Field trip potential or other requirements that may impose a logistical or fiscal burden upon the students should be included along with an option for alternatives.

**COURSE CONTENT** *(Indicate all major topics to be covered and approximate number of weeks for each, based on 16 weeks. If the course works on hours, rather than weeks, include the number of hours to cover each of the topics for the course.)*

**WEEKS**

**COURSE OBJECTIVES:**  
**At the end of the course, the student will be able to:**

**METHODS OF INSTRUCTION** *(Types and/or methods of instruction are required. The course outline may show one or more teaching patterns. However, instructors have the freedom to choose how they will achieve course objectives.)*

<b>Methods of Instruction</b>

**OUTSIDE ASSIGNMENTS** *(Assignment examples, if provided, should reflect coverage of all objectives and course content. Assignments can include supplemental reading materials beyond the required texts. The initiator should give the basis for grading, and relate assignments to skills and abilities listed in the objectives.)*

<b>Outside Assignments</b>

**METHODS OF EVALUATION** *(List or describe the types and/or methods of evaluation. The course outline should describe the basis for grading or other evaluations, and relate the methods of evaluation to skills and abilities in the course objectives.)*

<b>Methods of Evaluation</b>

**REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS**

- This field includes the text (and when possible, with date of publication) and other instructional materials.
- Text and other learning materials may have external requirements due to articulation requirements or certification requirements found in many programs.
- This section only contains that which is required for the student to be able to effectively participate in and successfully pass the course.
- Assignments specific to required reading and instructional materials should be given in the form of examples, where possible.

Adopted Text:

Supplemental Readings and/or Other Materials:

### **STUDENT LEARNING OUTCOMES**

*In this section, the initiator is to list the current course Student Learning Outcomes (SLOs). The outcomes may be revised as part of the program review annual update process, but is not done using this form. For new courses, the SLOs must be defined and need to be mapped to the program and institutional learning outcomes. Please contact Institutional Research and Planning (IRP) for assistance with new or modified SLOs.*

- 1.
- 2.
- 3.

## DISTANCE LEARNING COURSE STATUS

*If your course doesn't have a DL component, you don't need to fill out this section.*

**Method of instruction:** Indicate primary modality (check one):

- Internet
- Other (**please list modalities to be used**):

**Instructor-Student Contact:**            hours per week

### Method of Contact

Please check below the methods that may be used for this course:

#### Per Week

- e-mail communication (group and/or individual communications)
- Listserv
- Chatroom
- Discussion Board via Blackboard
- Telephone contacts
- Social Networking pages [i.e. Ning, Facebook, VoiceThread]
- Other (please specify):

#### Per Semester (in person contact)

- Orientation sessions
- Group Meetings
- Review Session
- Labs
- Testing
- Other (please specify):

Adjustments to assignments:

Adjustments to evaluation:

Accessible to students with disabilities: YES

On-line services notification:

**Note:** If you want a DL component in your course, you need to submit the Request for Distance Learning (DL) Offering to AP&P.



**COURSE MODIFICATION  
FORM**

**ACADEMIC POLICY AND PLANNING COMMITTEE  
REQUEST FOR COURSE MODIFICATION**

Check type of modification:       CREDIT       NONCREDIT       AGENCY MANDATE

<b>DEPARTMENT:</b> _____	<i>CB03</i> <b>TOP CODE:</b> _____	<i>CB09</i> <b>SAM CODE:</b> _____
<b>DISCIPLINE PLACEMENT:</b> _____		
<b>COURSE TITLE:</b> _____ <i>CB02</i>		
<b>PREFIX &amp; NUMBER</b> <i>CB01</i> : _____		<b>UNITS/HOURS:</b> _____

**MODIFICATION(S) REQUESTED:**

*Explain why the COURSE is being modified.*

*Check below which areas of the COURSE or DEGREE / CERTIFICATE require modification.*

<input type="checkbox"/> Prefix	<input type="checkbox"/> Catalog Description
<input type="checkbox"/> Number	<input type="checkbox"/> Course Content
<input type="checkbox"/> Course Title [Catalog and/or Banner]	<input type="checkbox"/> Course Objectives
<input type="checkbox"/> Units or Hours [check and circle one]	<input type="checkbox"/> Methods of Instruction
<input type="checkbox"/> Total Contact Hours	<input type="checkbox"/> Outside Assignments
<input type="checkbox"/> Grading Option	<input type="checkbox"/> Methods of Evaluation
<input type="checkbox"/> Pre/Corequisite, Advisory	<input type="checkbox"/> Required Texts/Instructional Materials
<input type="checkbox"/> Limitation on Enrollment	<input type="checkbox"/> Correct Spelling and Typographical Errors
<input type="checkbox"/> Prerequisite Skills	<input type="checkbox"/> Discipline
<input type="checkbox"/> Advisory Skills	

*Specify below how the course outline will be modified:*

**CROSS-LISTED:**     YES     NO

If yes, list the other courses and attach the course outline of record:

**WORK-BASED LEARNING ACTIVITIES (CB10)**

Does or will your course include work-based learning activities?       YES       NO

**CURRICULUM DUPLICATION**

- Is the content currently available in any other course within your discipline?  YES  NO
  - Is the content currently available in a related discipline?  YES  NO
  - Is the content currently available in another department?  YES  NO
- If the answer to any of these questions is yes, attach signed reports on the results of each contact.

**PREREQUISITE, COREQUISITE, AND/OR ADVISORY STATEMENT**

**Prerequisite Content Review:**

- The objectives in the prerequisite course are equivalent to the entrance skills necessary to succeed in this course.
- The tests, quizzes, projects, and/or assignments reflect skills that the student would have acquired in the prerequisite course.
- The textbook requires a base of knowledge that the student would have obtained in the prerequisite course.

**Corequisite Content Review:**

- The goals and objectives in the corequisite course match the knowledge and skills reflected in the goals and objectives of this course.
- The tests, quizzes, projects, and/or assignments reflect skills that are taught in both this course and the corequisite course.
- The textbook contains a base of knowledge the student would have used in the corequisite course.

**Advisory Content Review:**

- Are the objectives in the advisory course such that the ability to the student to meet those objectives would contribute to the student’s success in this course?
- Do the tests, quizzes, projects, assignments reflect skills that the student may have acquired in the advisory course?
- Does the textbook require a base of knowledge the student may have obtained in the advisory course?

**OR**

<b>NAME OF CAMPUS</b>	<b>COURSE</b>	<b>PREREQUISITE / COREQUISITE</b>
-----------------------	---------------	-----------------------------------

- 1.
- 2.
- 3.

**NEEDS ASSESSMENT**

*(Feel free to attach more papers and/or documents to this packet in order to address this section)*

## SIGNATURE PAGE FOR PROPOSED MODIFICATION

Proposed Course (Prefix and Number):

This page contains all the required signatures, including department vote. Follow instructions carefully to avoid delays in the processing of your proposal. Work closely with your AP&P department representative to assist you in meeting deadlines.

**PREPARED BY:**

<b>Name of the initiator [printed]:</b>	
<b>Campus extension:</b>	
<b>Email address:</b>	
<b>Signature:</b>	<b>Date:</b>

**DEPARTMENT ACTION:**

Allow at least one week for faculty peers to review and comment on your proposal prior to a department vote.

# YES votes:	# NO votes:	# Abstentions:
--------------	-------------	----------------

The signatures below certify that the content in this form is accurate and that due diligence was followed in ensuring curriculum development criteria, such as appropriateness to the mission of the college, need, curriculum standards, adequate resources, and CEC and Title 5 compliance. Furthermore, the signature of the academic dean and vice president, academic affairs, further indicates that planning, which includes the provision for adequate resources, has taken place to ensure that the proposed curriculum can be offered within two years of adoption.

**REVIEWED BY:**

	NAME [printed]	SIGNATURE	DATE
<b>AP&amp;P Representative</b>			
<b>Department Chair</b>			
<b>Academic Dean</b>			
<b>AP&amp;P Chair, on behalf of the Committee</b>	<b>A. Sofia Ramirez-Gelpi</b>		
<b>Vice President, Academic Affairs</b>	<b>Luis P. Sanchez</b>		

Check if attachments are included. List all (i.e., MPO paperwork, pertinent memoranda, reviewer notes, etc.)

## LRC FORM - CURRICULUM DEVELOPMENT STATEMENT

**Instructions:** If you are changing the currently adopted textbook, please meet with the faculty librarian as soon as a draft of the course outline has been prepared. Allow a minimum of one week for this form to be completed.

**Goal:** To develop a cooperative relationship between the initiator of the modified course and the faculty librarian to ensure that appropriate materials are available to students.

**Review Process:**

1. Course initiator provides draft course outline and goals to faculty librarian.
2. Librarian reviews collection and provides analysis of need to course initiator.
3. Course initiator assists librarian in identifying useful materials.
4. Librarian prepares written assessment of collection needs and sends without course packet to Associate Dean, Learning Resources, for final review.
5. Associate Dean of Learning Resources completes this AP&P form and returns to initiator. LRC personnel make a copy of course proposal and recommendations and uses to purchase suggested resources once course is approved.

**Proposed Course (Prefix and Number):** \_\_\_\_\_  
**Course Name:** \_\_\_\_\_  
**Department:** \_\_\_\_\_

The description of instructional materials, support materials, and equipment required to implement the proposed new course, and that is to be provided by the Learning Resources Center, has been reviewed by the course initiator and faculty librarian.

<input type="checkbox"/> YES <input type="checkbox"/> NO	The college has sufficient instructional resources presently available for support of this course.
_____	The college instructional resources are not presently adequate to support the teaching of this course; accordingly, we recommend that items/bibliography described on the attached page be obtained prior to the first offering of this course.
\$ _____	Approximate cost of additional materials and equipment to implement the new course.

Additional Comments:

Initiator [printed]:	Associate Dean, Learning Resources:
Signature:	Signature:
Date:	Date:

## **TEXTBOOK CHANGE MEMO**

**ACADEMIC POLICY AND PLANNING COMMITTEE 2011-2013  
MEMO TO REQUEST A TEXTBOOK CHANGE**

TO: \_\_\_\_\_ Chair, Academic Policy & Planning Committee

DATE: \_\_\_\_\_

FROM: \_\_\_\_\_  
(Department and person originating request)

1. Course prefix/number: \_\_\_\_\_

2. Course Title: \_\_\_\_\_

Old Textbook:

--

New Textbook:

--

IMPORTANT: The LRC form will be needed if the textbook is entirely new, and not an edition update.

**DEPARTMENT ACTION:**

Allow at least one week for faculty peers to review and comment prior to a department vote.

# YES votes:	# NO votes:	# Abstentions:
--------------	-------------	----------------

Initiator	Date	Academic Dean	Date
AP&P Representative	Date	<u>Sofía Ramírez-Gelpí</u> AP&P Chairperson	Date
Department Chair	Date	<u>Luis Sánchez</u> Vice President, Academic Affairs	Date

## **MEMO TO REQUEST CORRECTION**



**ACADEMIC POLICY AND PLANNING COMMITTEE 2011-2013  
MEMO TO REQUEST CORRECTION - CLERICAL ERROR**

TO: Chair, Academic Policy & Planning Committee

DATE: \_\_\_\_\_

FROM: \_\_\_\_\_  
(Department) (Person originating request)

Course(s) Affected: \_\_\_\_\_

PREFIX & NUMBER	COURSE TITLE	UNITS

**Nature of the Clerical Error:**

**IMPORTANT! Please attach revised COR for the course(s) requiring correction of a clerical error. Clean docx or pdf copy needs to be sent to the Curriculum Specialist [electronic submission preferred].**

**DEPARTMENT ACTION:**

Allow at least one week for faculty peers to review and comment prior to a department vote.

# YES votes:	# NO votes:	# Abstentions:
--------------	-------------	----------------

**SIGNATURES:**

Initiator	Date	Academic Dean	Date
AP&P Representative	Date	AP&P Chairperson	Date
Department Chair	Date	Vice President, Academic Affairs	Date

## **DROP/SUNSET FORMS**

**ACADEMIC POLICY AND PLANNING COMMITTEE 2011-2013  
MEMO TO REQUEST TO DROP A PROGRAM**

TO: \_\_\_\_\_ Chair, Academic Policy & Planning Committee

DATE: \_\_\_\_\_

FROM: \_\_\_\_\_  
(Department) (Person originating request)

1. Name of Program: \_\_\_\_\_

2. Reason for dropping program:

3. Is there an alternative pathway for the student? Yes\_\_\_\_No\_\_\_\_

4. In what way(s) would the department be better able to meet the objectives of the college if the program were dropped from the curriculum?

**DEPARTMENT ACTION:**

Allow at least one week for faculty peers to review and comment prior to a department vote.

# YES votes:	# NO votes:	# Abstentions:
--------------	-------------	----------------

Initiator	Date	Academic Dean	Date
AP&P Representative	Date	AP&P Chairperson	Date
Department Chair	Date	Vice President, Academic Affairs	Date

**ACADEMIC POLICY AND PLANNING COMMITTEE 2011-2013  
MEMO TO REQUEST TO DROP OR SUNSET A COURSE**

TO: \_\_\_\_\_ Chair, Academic Policy & Planning Committee

DATE: \_\_\_\_\_

FROM: \_\_\_\_\_  
(Department) (Person originating request)

The department wishes to [check one]:  Drop course  Sunset course

1. Course Title: \_\_\_\_\_

Course Prefix and Number: \_\_\_\_\_ Units \_\_\_\_\_

2. Semester and year in which course was last offered: \_\_\_\_\_

3. Number of students enrolled in each section: \_\_\_\_\_  
(Per Census)

4. Reason for dropping/sunset course:

Insufficient Enrollment: Yes \_\_\_\_\_ No \_\_\_\_\_

Other: \_\_\_\_\_

5. Is there an alternative course for the student? Yes \_\_\_\_\_ No \_\_\_\_\_

In what way(s) would the department be better able to meet the objectives of the college if the course were dropped from the curriculum?

--

**DEPARTMENT ACTION:**

Allow at least one week for faculty peers to review and comment prior to a department vote.

# YES votes:	# NO votes:	# Abstentions:
--------------	-------------	----------------

Initiator	Date	Academic Dean	Date
AP&P Representative	Date	AP&P Chairperson	Date
Department Chair	Date	Vice President, Academic Affairs	Date

# **REQUEST FOR DISTANCE LEARNING FORM**

**ACADEMIC POLICY AND PLANNING COMMITTEE  
REQUEST FOR DISTANCE LEARNING OFFERING**

This proposal is for (check one):  new course  existing course

Department \_\_\_\_\_

Course \_\_\_\_\_  
Prefix/Number Course Title

**Method of instruction:** Indicate primary modality (check one):

- Internet
- Other (**please list modalities to be used**) \_\_\_\_\_

**Instructor-Student Contact**

DL Courses are considered the “virtual equivalent” to face-to-face courses. Therefore, the frequency of the instructor-initiated contact will be at least the same as would be established in a regular, face-to-face course. For example, in a three-unit course, an instructor should initiate a minimum of three hours of contact with students per week, using a variety of methods such as email, discussion boards, announcements, and review sessions.

This course is proposed to be:	_____ (indicate # of units for this course)
Instructor-initiated contact for this course will consist of:	_____ (indicate # of hours per week)

**Note:** the number of units for this course and the number of instructor-initiated hours per week MUST be identical.

**Method of Contact**

Please check below the methods that may be used for this course:

Per Week

- e-mail communication (group and/or individual communications)
- Listserv
- Chatroom
- Discussion Board via Blackboard
- Telephone contacts
- Social Networking pages [i.e. Ning, Facebook, VoiceThread]
- Other (please specify): \_\_\_\_\_

Per Semester (in person contact)

- Orientation sessions
- Group Meetings
- Review Session
- Labs
- Testing
- Other (please specify): \_\_\_\_\_

## DISTANCE LEARNING REQUEST - PROPOSED CHANGES

Explain how this course meets requirements for an existing degree, certificate, or GE pattern as established in the most recent AHC catalog; or explain how the course meets a formal (documented) continuing education offering within a discipline.

Identify how this course fits into the overall plan for distance education development within your department. Attach supporting documentation of program review data, annual program review data, or other sources as necessary.

If this is a new course [not an existing course undergoing DL conversion], identify the staffing plan for this course as an additional offering with the department over the next year and three-year period.

Describe below the adjustments you will make to the type of assignments students will have to complete on the DE course [as opposed to the face-to-face course]. Attach a separate page if needed.

Describe below the adjustments you will make to the type of evaluation tools you will use to assess students' performance and progress in the DE course [as opposed to the face-to-face course]. Attach a separate page if needed.

You will need to meet with the Adaptive Technology/Internet Access specialist to describe below the strategies that will be used to make the course accessible to students with disabilities, and to ensure that the opportunity for participation for the disabled students is as effective as that provided to others. Indicate the nature of the technical assistance that will be required to offer this course and make it ADA compliant. Attach a separate page if needed.

Attach a separate page(s) if needed.

Describe below how you will inform students about on-line services for students.

## DL CERTIFICATION FORM - CURRICULUM DEVELOPMENT STATEMENT

**Instructions:** As per Article 18.11.2, prior to online teaching, an instructor shall demonstrate the skills necessary to teach online courses. Please meet with the DL Coordinator as soon as a draft of the DL Request, with course content and instructional objectives, has been prepared. Allow a minimum of one week for this form to be completed.

**Goal:** To develop a cooperative relationship between the initiator of the new course and the DL Coordinator as it relates to appropriate Distance Teaching training and plans for continued training as education technology evolves.

### Review Process:

1. Course initiator provides draft course outline and goals to DL Coordinator.
2. DL Coordinator reviews draft of DL Request and provides analysis and recommendations to course initiator.
3. DL Coordinator prepares written assessment of analysis and recommendations and sends course packet to Associate Dean, Learning Resources, for final review.
4. Associate Dean of Learning Resources completes this form and returns to initiator. DL Coordinator and/or Learning Resources Dean make a copy of course proposal and recommendations from DL Coordinator, and uses such to purchase and/or find suggested resources once course is approved.

NOTE: DL CERTIFICATION FORM MUST BE SUBMITTED FOR ALL DL REQUESTS.

Proposed Course (Prefix and Number):	
Course Title:	
Department:	

What DL training and/or expertise does the initiator have in order to teach this course? Please be aware that such training must also be in place for any other instructor teaching the course besides the course initiator.

State here any training obtained prior to designing proposed DL Request.

What DL training and/or expertise does the initiator plan to have once the DL Request is approved? Please be aware that such training must also be in place for any other instructor teaching this DL course besides the course initiator.

State here any training needed for the continued success of this DL Request. Indicate here plans for continued training in evolving educational technologies.

### Additional Comments:

--

Initiator [printed]:	Associate Dean, Learning Resources:
Signature:	Signature:
Date:	Date:



**SIGNATURE PAGE FOR DISTANCE LEARNING REQUEST**

Proposed Course (Prefix and Number):	
Proposed Course Title:	

This page contains all the required signatures, including department vote. Follow instructions carefully to avoid delays in the processing of your proposal. Work closely with your AP&P department representative to assist you in meeting deadlines.

**PREPARED BY:**

Name of the initiator [printed]:	
Campus extension:	
Email address:	
Signature:	Date:

**DEPARTMENT ACTION:**

Allow at least one week for faculty peers to review and comment on your proposal prior to a department vote.

# YES votes:	# NO votes:	# Abstentions:
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The signatures below certify that the content in this form is accurate and that due diligence was followed in ensuring curriculum development criteria, such as appropriateness to the mission of the college, need, curriculum standards, adequate resources, and CEC and Title 5 compliance. Furthermore, the signature of the academic dean and vice president, academic affairs, further indicates that planning, which includes the provision for adequate resources, has taken place to ensure that the proposed curriculum can be offered within two years of adoption.

**REVIEWED BY:**

	NAME [printed]:	SIGNATURE:	DATE:
AP&P Representative			
Department Chair			
Academic Dean			
AP&P Chair, on behalf of the Committee	Sofia Ramirez-Gelpi		
Vice President, Academic Affairs	Luis P. Sanchez		

Attachments are included.

List all (i.e., DL Certification, Stipend Request, curriculum duplication, reviewer notes, etc.)

**DISTANCE LEARNING COURSE STATUS FOR: [indicate course prefix & number]**

**Method of instruction:** Indicate primary modality (check one):

- Internet
- Other (**please list modalities to be used**): **video conferencing**

**Instructor-Student Contact:**            hours per week

**Method of Contact**

Please check below the methods that may be used for this course:

Per Week

- e-mail communication (group and/or individual communications)
- Listserv
- Chatroom
- Discussion Board via Blackboard
- Telephone contacts
- Social Networking pages [i.e. Ning, Facebook, VoiceThread]
- Other (please specify):

Per Semester (in person contact)

- Orientation sessions
- Group Meetings
- Review Session
- Labs
- Testing
- Other (please specify):

Adjustments to assignments:

Adjustments to evaluation:

Accessible to students with disabilities: Yes

On-line services:

## **REQUEST FOR GENERAL EDUCATION**

**ACADEMIC POLICY AND PLANNING COMMITTEE  
REQUEST FOR GENERAL EDUCATION CONSIDERATION  
COVER SHEET**

Department: _____				
Initiator: _____				
Course Prefix and Number: _____				
Course Title: _____				
Requested General Education Category/Area:				
AHC GE _____	CSU GE _____	IGETC _____	Health & Wellness _____	MCGS _____
Category	Area	Area		

1. See specific worksheets for general education categories /areas and definitions following this cover sheet.
2. Attach completed worksheet(s) and current (approved) course outline
3. If the proposed course includes a laboratory experience, please indicate below the components of that experience:

## ALLAN HANCOCK COLLEGE GENERAL EDUCATION WORKSHEET

Courses proposed for Allan Hancock College General Education must first meet all of the following criteria to be approved for consideration for category definition review.

CRITERIA	INSTRUCTIONAL OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
<b>Level:</b> The course level is beyond the minimal public high school level subject matter requirements in our service district.		
<b>Scope:</b> The course exposes the student to a wide range of principles, perspectives, and knowledge of the discipline. "Discipline" defined as the major headings listed in the "Course of Study" section of the college catalog.		
<b>Integrity:</b> The course is a whole unto itself and not primarily part of a sequence of courses. A student does not need courses that precede or follow this one to gain a general education experience.		
<b>Generality:</b> The course provides a generalizing, rather than specializing experience within the subject matter of the discipline and seeks to provide broad connections to related areas of knowledge within and without the discipline.		
<b>Critical Thinking:</b> The course prepares students to make comparative and critical evaluations of the principles, perspectives, and knowledge within the discipline.		
<b>Continuing Study:</b> The course provides a broad base of knowledge or technique from which the student can continue learning in the discipline.		
<b>Cultural Diversity:</b> The course demonstrates sensitivity to cultural diversity, and includes: a. exposure of students to a diversity of cultural perspectives and examples where they relate to the subject matter, b. utilization of resource materials, which draw upon and portray cultural diversity when appropriate to course content.		

**ALLAN HANCOCK COLLEGE GENERAL EDUCATION CATEGORY DEFINITIONS WORKSHEET**

For the category being proposed indicate which course outline of record objective addresses each component of the general education category definition. If the component is not addresses in the course outline of record objectives, indicate where in the course outline of record the general education category definition is addressed.

<b>Category 1 Natural Sciences (3 units)</b>		
Courses approved for this area must impart knowledge of the facts and principles that form the foundations of living and non-living systems. Courses must emphasize experimental methodology, the testing of hypothesis, the power of systematic questioning, and the influence of the scientific method on the world's civilizations.		
Students completing courses in this category will demonstrate an ability to		
COURSE	OTHER EVIDENCE	
OBJECTIVE #	IN OUTLINE	
1. understand and build upon complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.		
2. identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses using the scientific method where appropriate.		
3. formulate ideas and concepts in addition to using those of others.		
4. use college-level mathematical concepts and methods, where appropriate, to understand, analyze, and explain issues in quantitative terms.		
5. apply their knowledge and skills to new and varied situations.		
<b>Category 2 Human Institutions (6 units)</b>		
<b>A. Social Science (3 units)</b>		
Courses approved for this area must deal with human behavior in relation to human social, political and economic institutions. The courses will ensure opportunities for students to develop understanding of the perspectives and methods of the disciplines. Problems and issues in these disciplines should be examined in their contemporary, historical, and geographical settings.		

Students completing courses in category 2A will demonstrate an ability to:		
COURSE Category 2 cont.	OTHER EVIDENCE	
OBJECTIVE #	IN OUTLINE	
1. understand and build upon complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.		
2. identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses using the scientific method where appropriate.		
3. find and evaluate information by selection and using appropriate research methods and tools.		
4. develop individual responsibility, personal integrity, and respect for diverse people and culture.		
5. understand ethical issues that will enhance their capacity for making sound judgments and decisions.		
<p><b>B. American History/Government (3 units)</b>  Students completing courses in category <b>2B</b> will demonstrate an ability to meet outcomes 1-5 above <b>and</b> take personal responsibility for being informed, ethical and active citizens of their community, their nation, and their world.</p>		
<p><b>Category 3 Humanities (3 units)</b>  Courses in this category must encourage students to analyze and appreciate western and non-western works of philosophical, historical, literary, aesthetic and cultural importance. Students will be encouraged to develop an independent and critical aesthetic perspective.</p>		
Students completing courses in this category will demonstrate an ability to:		OTHER EVIDENCE
OBJECTIVE #	IN OUTLINE	
1. communicate effectively in many different situations involving diverse people and viewpoints.		

2. understand and build upon complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.		
3. apply their knowledge and skills to new and varied situations.		
4. find and evaluate information by selecting and using appropriate research methods and tools.		
5. produce or respond to artistic and creative expression.		

**Category 4 Language and Rationality (6 units)**

**4A.** Courses approved for this category must be composition courses that emphasize active student participation in writing and speaking assignments, including accurate reporting and evaluation of information, as well as advocating points of view in a logical, well-organized, and clear manner.

Students completing courses in category **4A** will demonstrate an ability to:

COURSE	OTHER EVIDENCE
--------	----------------

OBJECTIVE #	IN OUTLINE
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1. communicate effectively in many different situations, involving diverse people and viewpoints.		
2. listen actively and analyze the substance of others' comments.		
3. read effectively and analytically.		
4. find and evaluate information by selecting and using appropriate research methods and tools.		

**4B:** Courses approved for this category must develop the use of logical thought, clear and precise expression, and require critical evaluation of communication in whatever symbol system the student uses.

**For mathematical concepts** and quantitative reasoning, courses must not merely require computational skills, but should encourage the understanding of basic mathematical concepts. Courses may not restrict topics to one discipline. Statistics courses should emphasize the mathematical basis of statistical tests, probability, applications, abuses, and the analysis and criticism of statistical arguments in public disclosure.



Students completing courses in category <b>4B</b> will demonstrate an ability to:		
COURSE	OTHER EVIDENCE	
OBJECTIVE #	IN	OUTLINE
1. think logically and critically in solving problems; explaining conclusions; and evaluating, supporting, or critiquing the thinking of others.		
2. identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses.		
3. communicate in an understandable and organized fashion to explain their ideas, express their feelings, or support conclusions.		

<b>Category 5 Living Skills (3 units)</b>		
Courses approved in this category prepare students to understand themselves as physical, social, and psychological beings and include an emphasis on self-development throughout life's stages.		
Students completing courses in this category will demonstrate an ability to:		
COURSE	OTHER EVIDENCE	
OBJECTIVE #	IN	OUTLINE
1. exhibit habits of intellectual exploration, personal responsibility and well being.		
2. work with diverse people including those with different cultural and linguistic backgrounds and different physical abilities.		
3. interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.		
4. participate effectively in teams to make decisions and seek consensus.		

**CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION GUIDELINES**

**Worksheet**

AREA DEFINITION	INSTRUCTIONAL OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
<p><b><u>Area A - English Language Communication and Critical Thinking; A1 - Oral Communication, A2 - Written Communication, A3 - Critical Thinking</u></b></p> <p>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.</p> <p>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.</p>		
<p><b><u>Area B - Scientific Inquiry and Quantitative Reasoning; B1 - Physical Science, B2 - Life Science, B3 - Laboratory Activity, B4 - Mathematics/Quantitative Reasoning</u></b></p> <p>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.</p> <p>Courses in subarea B4 shall have an explicit</p>		

<p>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.</p>		
<p><b>Area C - Arts and Humanities; C1 - Arts (Art, Dance, Music, Theater), C2 - Humanities (Literature, Philosophy, Foreign Language)</b></p> <p>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.</p> <p>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.</p> <p>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.</p>		
<p><b>Area D - Social Sciences; D0 - Sociology and Criminology, D1 - Anthropology and Archeology, D2 – Economics, D3 - Ethnic Studies, D4 - Gender Studies, D5 – Geography, D6 – History, D7 - Interdisciplinary Social or Behavioral Science, D8 - Political Science, Government and Legal Institutions, D9 - Psychology</b></p> <p>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</p>		

<p>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.</p>		
<p><b><u>Area E - Lifelong Learning and Self-Development</u></b></p> <p>A minimum of three semester units in study designed to equip human learners for lifelong understanding and development of themselves as integrated physiological and psychological beings.</p> <p>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.</p>		

**INTERSEGMENTAL GENERAL EDUCATION TRANSFER GUIDELINES**

**Worksheet**

CATEGORY DEFINITION	INSTRUCTIONAL OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
<p><b><i>Area 1 - English Communication; 1A - English Composition, 1B - Critical Thinking, 1C - Oral Communication (CSU only)</i></b></p> <p>The English Communication requirement shall be fulfilled by completion of three semesters or nine units of lower-division courses in English reading and written composition (1 course), critical thinking-English composition (1 course), and oral communication* (1 course). 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. The second semester of English composition required by the University of California may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. A minimum of 6000 words of writing is required.</p> <p>Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information: reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.</p> <p>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</p>		

<p>ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful of instruction in critical thinking should be the ability to distinguish fact from judgment, belief from knowledge, and skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought.</p>		
<p><b><u>Area 2 - Mathematical Concepts and Quantitative Reasoning; 2A - Math</u></b></p> <p>The mathematical Concepts and Quantitative reasoning requirement shall be fulfilled by completion of a one-semester course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of intermediate algebra. Courses 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 bases of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public disclosure.</p>		
<p><b><u>Area 3 - Arts and Humanities ; 3A – Arts, 3B – Humanities</u></b></p> <p>The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to develop a historical understanding of major civilizations and cultures, both Western and non-Western, and should recognize the contributions to knowledge, civilization, and society that have been made by men and women, and members of various ethnic or cultural groups.</p> <p>At least one course shall be completed in the Arts and one in the Humanities. Within the arts area, performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory and criticism. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement</p>		

<p>to count in both Areas 3B/4 and to meet the AI graduation requirement.</p> <p>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 and women, and members of various ethnic or cultural groups shall be included.</p>		
<p><b><i>Area 4 - Social and Behavior Sciences; 4A - Anthropology and Archaeology, 4B – Economics, 4C - Ethnic Studies, 4D - Gender Studies, 4E – Geography, 4F – History, 4G - Interdisciplinary, Social &amp; Behavioral Sciences, 4H - Political Science, Government &amp; Legal Institutions, 4I – Psychology, 4J - Sociology &amp; Criminology</i></b></p> <p>The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with human social, political, and economic institutions and behavior in a minimum of two disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall ensure opportunities for students to develop understanding of the perspectives and methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. 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.</p> <p>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</p>		

<p>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 and 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.</p> <p>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.</p>		
<p><b><i>Area 5 - Physical and Biological Sciences; 5A - Physical Science, 5B - Biological Science</i></b></p> <p>The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science and one in Biological Science, at least one of which incorporates a laboratory. Courses must emphasize experimental methodology, the testing of hypothesis, 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.</p> <p>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.</p>		



**ACADEMIC POLICY AND PLANNING COMMITTEE SIGNATURE PAGE  
REQUEST FOR GENERAL EDUCATION CONSIDERATION**

Course Prefix and Number:		Course Title:	
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This page contains all the required signatures, including department vote. Follow instructions carefully to avoid delays in the processing of your proposal. Work closely with your AP&P department representative to assist you in meeting deadlines.

**PREPARED BY:**

Name of the initiator [printed]:	
Campus extension:	
Email address:	
Signature:	Date:

**DEPARTMENT ACTION:**

Allow at least one week for faculty peers to review and comment on your proposal prior to a department vote.

# YES votes:	# NO votes:	# Abstentions:
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The signatures below certify that the content in this form is accurate and that due diligence was followed in ensuring curriculum development criteria, such as appropriateness to the mission of the college, need, curriculum standards, adequate resources, and CEC and Title 5 compliance. Furthermore, the signature of the academic dean and vice president, academic affairs, further indicates that planning, which includes the provision for adequate resources, has taken place to ensure that the proposed curriculum can be offered within two years of adoption.

**REVIEWED BY:**

	NAME [printed]:	SIGNATURE:	DATE:
AP&P Representative			
Department Chair			
Academic Dean			
AP&P Chair, on behalf of the committee			
Vice President, Academic Affairs			

# **REQUEST FOR MULTICULTURAL GENDER STUDIES FORM**

**ACADEMIC POLICY AND PLANNING COMMITTEE  
REQUEST FOR MULTICULTURAL/GENDER STUDIES CONSIDERATION**

Department: _____
Initiator: _____
Course Prefix and Number: _____
Course Title: _____

**Statement of Purpose**

The purpose of the Multicultural/Gender Studies graduation requirement is to promote an understanding of the diversities and similarities of individuals and groups, and study the roles of specific cultures and genders in contemporary America.

**Multicultural/Gender Studies Definitions**

Under-represented groups: any group for which a percentage of persons from that group have not been equally represented in the economic/political institutions. On national basis ethnic minorities, women, and persons with disabilities are historically under-represented groups.

Ethnic minorities: Ethnic minorities in the United States include Native Americans and minorities of color, including Blacks, Mexican Americans/Latinos/Chicanos, and Asian Americans/Pacific Islanders.

**Guiding Principles for Multicultural/Gender Studies**

A course that satisfies the Multicultural/Gender Studies requirement **must meet at least six** of the following goals and criteria. The emphasis in each course should be substantial and thematic rather than incidental or supplemental to a different focus:

CRITERIA	COURSE OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
1. Study the history or experience of under-represented groups.		
2. Identify specific contributions by underrepresented groups to cultures and traditions.		
3. Explore ethnic or gender relationships in daily life.		
4. Increase students' knowledge and understanding of other cultures.		
5. Develop an awareness of racism or sexism.		
6. Promote critical thinking about issues relevant to under-represented groups.		
7. Identify theories and practices of accommodation, assimilation, integration, and pluralism.		
8. Acquaint students with multicultural societies.		
9. Recognize artistic achievements and aesthetic values of non-western cultures.		
10. Provide opportunities for students to recognize their own attitude toward cultural diversity.		
11. Encourage an understanding view of cultural diversity.		

**REQUEST FOR HEALTH & WELLNESS GRADUATION  
REQUIREMENT**

**ACADEMIC POLICY AND PLANNING COMMITTEE  
REQUEST FOR HEALTH AND WELLNESS CONSIDERATION**

Department: \_\_\_\_\_

Initiator: \_\_\_\_\_

Course Prefix and Number: \_\_\_\_\_

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

**Statement of Purpose**

The purpose of the Health and Wellness graduation requirement is to promote awareness and understanding of the significance/importance of the lifelong process of actively increasing the quality of one’s decision making such that it leads towards a more positive, comprehensive state of well-being, which is by far, above and beyond a state of merely being free from illness, injury, and/or disease.

This graduation requirement encompasses two distinct areas.

- Area 1 - Physical Activity (Performance Based Courses)
- Area 2 – Health Education or First Aid Safety (Lecture Based Courses)

A course submitted for this graduation requirement will be submitted for consideration for either Area 1, or Area 2.

**Health and Wellness Definitions**

Health:

A multi-dimensional state of being, which encompasses aspects of: physical, psychological, social, intellectual, spiritual, and environmental health, that indicate more than merely being absent of illness or disease.

Wellness:

A dynamic state of being that spans a continuum, and requires one to actively become aware of the decision making process that leads towards a more positive and balanced existence.

Physical Activity:

Individual performance involving physical movement, action, and motion focusing on a particular set of skills, for the purpose of positively, directly elevating one’s aptitude and abilities in the particular set of skills, with the intention of raising one’s overall health-related level of fitness, i.e. strength, flexibility, and endurance.

### **Guiding Principles for Health and Wellness: Area 1 - Physical Activity**

A course that satisfies the Health and Wellness requirement for Area 1 - Physical Activity **must meet at least six** of the following criteria. The emphasis in each course should be substantial and thematic rather than incidental or supplemental to a different focus.

<b>CRITERIA Area 1 - Physical Activity (Performance Based Courses)</b>	<b>COURSE OBJECTIVE NUMBER</b>	<b>OTHER EVIDENCE IN THE OUTLINE</b>
<b>1. Identify the lifelong benefits of physical activity.</b>		
<b>2. Identify specific techniques relevant to physical activity.</b>		
<b>3. Explore the importance of physical activity in daily life.</b>		
<b>4. Increase students' knowledge and understanding of the benefits of physical activity.</b>		
<b>5. Develop an awareness of proper methods for increasing physical fitness.</b>		
<b>6. Promote critical thinking about issues relevant to physical activity.</b>		
<b>7. Identify practices of adaptation, modification, and integration leading towards better levels of physical activity.</b>		
<b>8. Recognize artistic achievements and aesthetic values of physical activity.</b>		
<b>9. Provide opportunities for students to recognize their own attitude towards physical activity.</b>		
<b>10. Encourage an understanding view of physical activity.</b>		

**Guiding Principles for Health and Wellness: Area 2 – Health Education or First Aid Safety**

A course that satisfies the Health and Wellness requirement for Area 2 - Health Education or First Aid Safety **must meet at least six** of the following criteria. The emphasis in each course should be substantial and thematic rather than incidental or supplemental to a different focus.

<b>CRITERIA Area 2 – Health Education or First Aid Safety (Lecture Based Courses)</b>	<b>COURSE OBJECTIVE NUMBER</b>	<b>OTHER EVIDENCE IN THE OUTLINE</b>
1. Study the history or experience of health related issues.		
2. Identify specific impacts one has on one’s own state of health.		
3. Explore the individual decision making process in daily life impacting wellness.		
4. Increase students' knowledge and understanding of health and wellness.		
5. Develop an awareness of health and wellness.		
6. Promote critical thinking about issues relevant to health and wellness.		
7. Identify theories and practices of adaptation, modification, and integration leading towards better levels of wellness.		
8. Acquaint students with societal distinctions of health and wellness.		
9. Provide opportunities for students to recognize their own attitude towards health and wellness.		
10. Encourage an understanding of the behavior modification process.		



**ACADEMIC POLICY AND PLANNING COMMITTEE SIGNATURE PAGE  
REQUEST FOR H&W GENERAL EDUCATION CONSIDERATION**

Course Prefix and Number:		Course Title:	
---------------------------	--	---------------	--

This page contains all the required signatures, including department vote. Follow instructions carefully to avoid delays in the processing of your proposal. Work closely with your AP&P department representative to assist you in meeting deadlines.

**PREPARED BY:**

Name of the initiator [printed]:	
Campus extension:	
Email address:	
Signature:	Date:

**DEPARTMENT ACTION:**

Allow at least one week for faculty peers to review and comment on your proposal prior to a department vote.

# YES votes:	# NO votes:	# Abstentions:
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The signatures below certify that the content in this form is accurate and that due diligence was followed in ensuring curriculum development criteria, such as appropriateness to the mission of the college, need, curriculum standards, adequate resources, and CEC and Title 5 compliance. Furthermore, the signature of the academic dean and vice president, academic affairs, further indicates that planning, which includes the provision for adequate resources, has taken place to ensure that the proposed curriculum can be offered within two years of adoption.

**REVIEWED BY:**

	NAME [printed]:	SIGNATURE:	DATE:
AP&P Representative			
Department Chair			
Academic Dean			
AP&P Chair, on behalf of the committee	Sofia Ramirez Gelpi		
Vice President, Academic Affairs	Luis Sanchez		

# **NONCREDIT COURSE PROPOSAL FORM**

## INSTRUCTIONS AND FORM: CHECKLIST FOR NONCREDIT COURSE

ACTION	DUE DATE (fill in dates)
Meet with Dean of Community Education.	
Meet with AP&P Rep to discuss next steps and to identify forms needed.	
Provide LRC statement along with goals and objectives (draft outline) to the college librarian.	
Make sure the packet is complete before presenting your new course proposal to the department. The packet consists of the following items: <ul style="list-style-type: none"> <li>• Noncredit Course Outline of Record LRC/Curriculum Development Statement</li> </ul>	
Clean up your work and make two copies: an electronic version and a hardcopy.	
Provide finalized hardcopy packet to AP&P Rep and submit an electronic copy to the Academic Resources Coordinator	
Attend 1 <sup>st</sup> Reading of the course proposal.	
Attend 2 <sup>nd</sup> Reading if required by the AP&P committee.	

### PROCESS:

The finalized proposal will be reviewed by the AP&P Rep, and then by the Credit Department Chair. From there the Dean of Community Education reviews the proposal and forwards it to the AP&P Chair, who at this time will have copies made and distributed to the full AP&P committee. If approved by the AP&P committee, the AP&P Chair signs the proposal and forwards it to the Vice-President of Academic Affairs for review and approval. If approved by the Vice-President of Academic Affairs, it is sent to the President. If the President approves the proposal, final local approval rests with the Board of Trustees. Once approved by the Board, it is then sent to the Chancellor's office for their approval

### QUESTIONS FOR THE INITIATOR:

1. Is the noncredit course outline form correctly completed, including TOP code and Static Course ID?
2. Is the LRC Form correctly completed?

**SIGNATURE PAGE FOR NEW NONCREDIT COURSE**

<b>Course prefix and number:</b>	<b>Course title:</b>
----------------------------------	----------------------

This page contains all the required signatures. Follow instructions carefully to avoid delays in the processing of your proposal. Work closely with your AP&P Rep to assist you in meeting deadlines.

**PREPARED BY:**

Name of the initiator [printed]:	
Campus extension:	
Email address:	
Signature:	Date:

**CLASSIFICATION:**

- |   |   |
|---|---|
| <input type="checkbox"/> Parenting Education<br><input type="checkbox"/> Elementary and Secondary Basic Skills<br><input type="checkbox"/> English as a Second Language<br><input type="checkbox"/> Programs for Persons with Disabilities<br><input type="checkbox"/> Programs in Family and Consumer Services | <input type="checkbox"/> Vocational Programs<br><input type="checkbox"/> Programs for Older Adults<br><input type="checkbox"/> Citizenship<br><input type="checkbox"/> Classes in Health & Safety<br><input type="checkbox"/> Workforce Preparation |
|---|---|

**CLASSIFICATION EXPLANATION:** \_\_\_\_\_

**REVIEW AND APPROVAL SIGNATURES:**

The signatures below certify that the content in this proposal is accurate and that due diligence was followed in ensuring curriculum criteria, such as appropriateness to the mission of the college, need, curriculum standards, adequate resources, and compliance to the California Educational Code and Title 5 regulations. Furthermore, the signatures of the Associate Dean, Community Education and Vice President, Academic Affairs, indicates that planning, which includes the provision for adequate resources, has taken place to ensure that the proposed curriculum can be offered within two years of adoption.

**REVIEWED BY:**

	NAME [printed]:	SIGNATURE:	DATE:
AP&P Representative			
Credit Department Chair			
Academic Dean	Nancy Meddings		
AP&P Chair, on behalf of the Committee	Sofia Ramirez-Gelpi		
Vice President, Academic Affairs			

**LRC FORM - CURRICULUM DEVELOPMENT STATEMENT**

**Instructions:** Please meet with the faculty librarian as soon as a draft of the course description and goals has been prepared. Allow a minimum of two weeks for this form to be completed.

**Goal:** To develop a cooperative relationship between the initiator of the new course and the faculty librarian to ensure that appropriate materials are available to students.

**Review Process:**

1. Course initiator discusses draft course outline and goals with faculty librarian.
2. Librarian reviews collection and provides analysis of need to course initiator.
3. Course initiator assists librarian in identifying useful materials.
4. Librarian prepares written assessment of collection needs and sends without course packet to Associate Dean, Learning Resources, for final review.
5. Associate Dean of Learning Resources completes this AP&P form and returns to initiator. LRC personnel make a copy of course proposal and recommendations and uses to purchase suggested resources once course is approved.

**NOTE:** LRC FORM MUST BE SUBMITTED ALONG WITH NEW COURSE PROPOSAL FORM.

Proposed Course (Prefix and Number):	
Course Name:	
Department:	

The description of instructional materials, support materials, and equipment required to implement the proposed new course, and to be provided by the Learning Resources Center, has been reviewed by the course initiator and faculty librarian.

<input type="checkbox"/> YES <input type="checkbox"/> NO  _____  \$ _____	The college has sufficient instructional resources presently available for support of this course. The college instructional resources are not presently adequate to support the teaching of this course; accordingly, we recommend that items/bibliography described on the attached page be obtained prior to the first offering of this course. Approximate cost of additional materials and equipment to implement the new course.
--	--

Additional Comments:

\_\_\_\_\_  
Initiator (Print)

Nancy Meddings  
Associate Dean, Learning Resources (Print)

\_\_\_\_\_  
(Signature) Associate Dean, Learning Resources (Signature) Initiator

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

Date Prepared: \_\_\_\_\_  
Prepared By: \_\_\_\_\_  
Date Revised: \_\_\_\_\_

## ALLAN HANCOCK COLLEGE NONCREDIT COURSE OUTLINE

Prefix & No.: \_\_\_\_\_  
Title: \_\_\_\_\_  
Total Hours: \_\_\_\_\_ Hours per Week \_\_\_\_\_ TOP Code: \_\_\_\_\_  
Lecture: \_\_\_\_\_ Lab: \_\_\_\_\_ Activity: \_\_\_\_\_

### COURSE DESCRIPTION:

INSTRUCTIONAL OBJECTIVES: (List at least 3 objectives)  
Students will demonstrate the ability to:

- 1.
- 2.

STUDENT LEARNING OUTCOMES: (List at least 1-3 outcomes)

- 1.
- ~~2.~~ 1.

### COURSE OUTLINE

### HOURS

### METHODS OF INSTRUCTION:

EVALUATION: (The methods by which students and instructors will know how the objectives listed above have been met.)

### MATERIALS, SUPPLIES & EQUIPMENT:

**NONCREDIT PROGRAM PROPOSAL FORM**

**NON CREDIT APPLICATION FOR PROGRAM OF SEQUENCE OF COURSES LEADING TO A CERTIFICATE**

**Instructions:** Complete this form for each program or sequence of courses leading to a certificate.

**Certificate Title:**

**1. This program or sequence of courses is designed to result in a (check one):**

- Non Credit **Certificate of Completion** leading to improved employability or job opportunity; or
- Non Credit **Certificate of Competency** in a recognized career field articulated with degree-applicable coursework leading to completion of an associate degree for transfer to a baccalaureate institution.

**2. Indicate the type of courses that lead to this certificate:**

- Short-Term Vocational programs with high employment potential.
- Sequence of courses in Elementary or Secondary Basic Skills;
- Sequence of courses in workforce preparation in the basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem-solving skills that are necessary to participate in job-specific technical training;
- Sequence of courses in English as a Second Language (ESL) or Vocational English as a Second Language (VESL).

**3. Evidence of high employment potential for short-term vocational program only:**

- Area of instruction is on a list of Occupational Titles with High Employment Potential Areas as defined by EDD.
- Current labor market or job availability data/research and identified data source are attached with an explanation of how data is verified.

**4. Provide a description of how the program or sequence of courses will prepare students for improved employability or job opportunities, or to successfully complete college courses for a recognized career field, to complete associate degree, or to transfer to a baccalaureate institution [Please limit narrative to 2,500 characters]**



**5. List of courses included in the program, or sequence of courses:**

<b>Discipline or course prefix and number</b>	<b>Course Title</b>	<b>T.O.P. Code</b>	<b>AP&amp;P Approval Date</b>	<b>BOT Approval Date</b>

**6. Please attach course outlines for all courses listed under item 5 to this application. Please provide the Chair of AP&P with electronic versions of these course outlines, in MS Word or Adobe PDF format.**

**SIGNATURE PAGE FOR NEW NON CREDIT PROGRAM OR SEQUENCE OF COURSES LEADING TO A CERTIFICATE**

Title of Program:	
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This page contains all the required signatures, including department vote. Follow instructions carefully to avoid delays in the processing of your proposal. Work closely with your AP&P department representative to assist you in meeting deadlines.

**PREPARED BY:**

Name of the initiator [printed]:	
Campus extension: n/a	
Email address:	
Signature:	Date:

The signatures below certify that the content in this form is accurate and that due diligence was followed in ensuring curriculum development criteria, such as appropriateness to the mission of the college, need, curriculum standards, adequate resources, and CEC and Title 5 compliance. Furthermore, the signature of the academic dean and vice president, academic affairs, further indicates that planning, which includes the provision for adequate resources, has taken place to ensure that the proposed curriculum can be offered within two years of adoption.

**REVIEWED BY:**

	NAME [printed]:	SIGNATURE:	DATE:
<b>AP&amp;P Representative</b>			
<b>Department Chair</b>			
<b>Academic Dean</b>	Nancy Meddings		
<b>AP&amp;P Chair, on behalf of the committee</b>	Sofia Ramirez-Gelpi		
<b>Vice President, Academic Affairs</b>			

## **FEE-BASED PROPOSAL GUIDE AND FORM**

## Fee-Based Class Proposal Guide

Community Education classes require Administration and Board of Trustees' approval prior to being offered. This guide provides suggestions and advice for accurately completing the Community Education Fee-Based Class Proposal.

### 📄 **Class Title:**

Provide a logical, short title for this class.

### 📄 **Class Description:**

Write a brief description highlighting the topics covered. This description will appear in all course publicity (i.e., Spectrum, online, etc.).

### 📄 **Reason for Offering the Class:**

Support your belief that there is community interest in your topic. What groups might be interested or served by the class? Who could benefit from participating in the class? What economic or social trends exist to support a need for information on this topic?

### 📄 **Class Goals:**

List 2-4 goals that students will achieve by taking the course. Use language such as, students will be able "to understand the basic elements of," "know the uses of," or "recognize the value of."

- o **Example:** To encourage and enable students to understand the basic elements of bread-making.

### 📄 **Class Objectives:**

Objectives are the way the goals are accomplished. Specifically state the skills, abilities, or knowledge students should be able to perform, demonstrate, or apply after taking the class. Use language such as, students will be able "to write," "to solve," "to design," "to evaluate," etc. Avoid vague terms such as to really understand, to know, to believe, to enjoy, etc.

- o **Example:** Students will demonstrate the ability to explain the function of the basic ingredients of yeast breads.

### 📄 **Methods of Instruction:**

Specify the teaching techniques which will work best to assist participants in learning the material. Consider lecture, discussion, role-play, class demonstrations, etc.

### 📄 **Methods of Evaluation:**

Give the methods which best assess how well the participants have learned the class material (essay and/or objective examinations, written analyses, demonstrations of skills, presentation of finished projects, etc.).

### 📄 **Materials, Supplies, and Equipment:**

List all resources needed to offer the class such as texts, audio visual tapes, instructor-developed handouts, or perishable supplies. Be specific where possible, listing titles and sources of materials.

### **Submit Form:**

<b>E-MAIL</b>	<a href="mailto:ehaly@hancockcollege.edu">ehaly@hancockcollege.edu</a>
<b>FAX</b>	805-352-1046
<b>MAIL or DROP-OFF</b>	800 S. College Drive, Bldg. S, Santa Maria, CA 93454



Community Education  
 800 S. College Drive  
 Santa Maria, CA 93454-6399  
 (805) 922-6966, ext. 3209  
 Fax (805) 352-1046

**Community Education Fee-Based Class Proposal**

Instructor's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Occasionally students have questions regarding class(es). If you would like us to release your phone number and/or email address, please specify: \_\_\_\_\_

Proposed Class Title: \_\_\_\_\_

Target Audience: \_\_\_\_\_

Age Range (College for Kids class only): \_\_\_\_\_

Length of Class (range): \_\_\_\_\_ Hours per Week \_\_\_\_\_ Number of Weeks

Describe Facilities and Equipment Needs. Consider class size, specific equipment, open area or platform needs, type of furniture, etc. \_\_\_\_\_

Class Size: \_\_\_\_\_ Minimum number of students \_\_\_\_\_ Maximum number of students

Proposed Student Fee: (Consider class size, hours of instruction, competitive rate for similar classes, etc.)

Student Fee: \$\_\_\_\_\_ Hourly rate this fee is based on: \$\_\_\_\_\_

Will you charge a materials fee? Yes No How much \$\_\_\_\_\_

**\*\* Attach a detailed/itemized list of costs that constitute the total materials fee\*\***

For Official Use Only

Course Approval: Yes No Dean's Signature & Date: \_\_\_\_\_

Semester: \_\_\_\_\_ Room/Facility Assigned: \_\_\_\_\_

Student Fee Agreed Upon: \$\_\_\_\_\_ Fee Per Hour of Instruction: \$\_\_\_\_\_

Instructor Payment/Split: \_\_\_\_\_ CRN: \_\_\_\_\_ Prefix & No.: \_\_\_\_\_

Budget Code: \_\_\_\_\_

1. Class Description:

2. Reason for Offering the Class:

3. Class Goals: (List 2 - 4 goals)

4. Class Objectives: (List at least 3 objectives)

5. Methods of Instruction:

6. Methods of Evaluation:

7. Materials, Supplies, and Equipment:

8. Comments:



**Guidelines for Fee-Based Community Education Instructors**

Instructor's Name: \_\_\_\_\_

Name of Class: \_\_\_\_\_

State regulations and district policies require that all instructional materials for which a fee is charged to students adhere to the following guidelines:

- Fees cannot be charged to students until they are approved by the Community Education Dean and noted in the Spectrum schedule of classes.
- Instructors will provide a copy of all materials (i.e., books, audio tapes, handouts, etc.) sold to students in conjunction with fee-based class(es). These copies will remain on file with Community Education.
- Materials must be sold at the instructor's cost or below; a small processing fee is permissible.
- If materials are available elsewhere, students are permitted to purchase items wherever he/she chooses.
- Materials cannot have the Allan Hancock College logo or name on them without prior permission of the Community Education Dean and the Director of Public Affairs & Information.
- Instructors will not endorse products or instructional materials to students for profit, or when an instructor has no knowledge of or direct experience with the product.
- Instructors will exercise discretion and restraint with respect to activities or statements in the classroom that may be construed as an attempt to market services or products for personal gain.
- Exaggerated or unsubstantiated claims about what the student may be able to accomplish, earn, achieve, or how the course may impact the student's career or personal life as a result of taking a class, should be avoided.
- Certificates awarded to students in conjunction with a fee-based course, require prior approval of the Community Education Dean.

If you have any questions regarding these guidelines, please do not hesitate to contact Community Education. Adhering to these guidelines is required of our fee-based instructors and allow for a continued focus on the quality, integrity, and educational goals of our Community Education courses.

**Please sign and return to Community Education**

I certify that I have read and understand the Guidelines for Fee-Based Community Education Instructors.

Signature: \_\_\_\_\_

## **NEW CREDIT PROGRAM APPLICATION**



**NEW CREDIT PROGRAM**

PROPOSED PROGRAM TITLE <b>ALLAN HANCOCK</b> COLLEGE <b>ALLAN HANCOCK JOINT COMMUNITY COLLEGE</b> DISTRICT	CONTACT PERSON  TITLE <b>805-922-6966</b> PHONE NUMBER  E-MAIL ADDRESS
PROJECTED PROGRAM START DATE <b>GOAL(S) OF PROGRAM:</b> <input type="checkbox"/> CAREER TECHNICAL EDUCATION (CTE) <input type="checkbox"/> TRANSFER <input type="checkbox"/> OTHER	
<b>TYPE OF PROGRAM (SELECT ONLY ONE):</b> <input type="radio"/> A.A. DEGREE <input type="radio"/> A.S. DEGREE <input type="radio"/> AA-T DEGREE (for transfer)* <input type="radio"/> AS-T DEGREE (for transfer)* CERTIFICATE OF ACHIEVEMENT: <input checked="" type="checkbox"/> 18+ semester (or 27+ quarter) units <input type="checkbox"/> 12-18 semester (or 18-27 quarter) units	

\* The AA-T and AS-T degrees fulfill the requirements of California Education Code sections 66745-66749, also known as the Student Transfer Achievement Reform Act. See special instructions provided [here](#).

**PLANNING SUMMARY**

Recommended T.O.P. Code		Estimated FTE Faculty Workload	
Units for Degree Major or Area of Emphasis		Number of New Faculty Positions	
Total Units for Degree		Est. Cost, New Equipment	\$
Required Units-Certificate		Cost of New/Remodeled Facility	\$
Projected Annual Completers		Est. Cost, Library Acquisitions	\$
Projected Net Annual Labor Demand (CTE)		When will this program undergo review as part of college's Program Evaluation Plan?	Month _____ Year _____

*Attachments required for this form:*

- *Required signature page -- Please retain the original signature page for your records and upload a scan of the signature page as an attachment.*
- *Development Criteria Narrative & Documentation (with all attachments):*
  - *Labor/Job Market DATA (CTE only)*
  - *Employer Survey (CTE only)*
  - *Minutes of Key Meetings*
  - *Outlines of Record for all Required Courses*
  - *Transfer Documentation (if applicable)*

## DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. **Number** the sections of the narrative to match the lists below. If appropriate, you may note that a section is “not applicable” but **do not re-number** the sections. Provide documentation in the form of attachments as indicated.

### Criteria A. Appropriateness to Mission

1. Statement of Program Goals and Objectives
2. Catalog Description
3. Program Requirements
4. Background and Rationale

### Criteria B. Need

5. Enrollment and Completer Projections
6. Place of Program in Curriculum/Similar Programs
7. Similar Programs at Other Colleges in Service Area
8. Labor Market Information & Analysis (CTE only)
9. Employer Survey (CTE only)
10. Explanation of Employer Relationship (CTE only)
11. List of Members of Advisory Committee (CTE only)
12. Recommendations of Advisory Committee (CTE only)

**Attachment:** Labor / Job Market Data (CTE only)

**Attachment:** Employer Survey (CTE only)

**Attachment:** Minutes of Key Meetings

### Criteria C. Curriculum Standards

13. Display of Proposed Sequence
14. Transfer Documentation (if applicable)

**Attachment:** Outlines of Record for Required Courses should be separately attached to each course

**Attachment:** Transfer Documentation (if applicable)

### Criteria D. Adequate Resources

15. Library and/or Learning Resources Plan
16. Facilities and Equipment Plan
17. Financial Support Plan
18. Faculty Qualifications and Availability

### Criteria E. Compliance

19. Based on model curriculum (if applicable)
20. Licensing or Accreditation Standards
21. Student Selection and Fees

Proposed Program Title \_\_\_\_\_ College ALLAN HANCOCK

The signatures below certify that the content in this proposal is accurate and that due diligence was followed in ensuring curriculum development criteria, such as appropriateness to the mission of the college, need, curriculum standards, adequate resources, and CEC and Title 5 compliance. Furthermore, the signature of the academic dean and vice president, academic affairs, further indicates that planning, which includes the provision for adequate resources, has taken place to ensure that the proposed curriculum can be offered within two years of adoption.

DEPARTMENT REVIEW AND VOTE: YES votes: \_\_\_\_\_ NO votes: \_\_\_\_\_ ABSTENTIONS: \_\_\_\_\_

_____ DATE	_____ SIGNATURE, INITIATOR	_____ TYPED OR PRINTED NAME
_____ DATE	_____ SIGNATURE, AP&P DEPARTMENT REPRESENTATIVE	_____ TYPED OR PRINTED NAME
_____ DATE	_____ SIGNATURE, DEPARTMENT CHAIR	_____ TYPED OR PRINTED NAME
_____ DATE	_____ SIGNATURE, DEPARTMENT DEAN	_____ TYPED OR PRINTED NAME

### LIBRARY AND LEARNING RESOURCES

Library and learning resources needed to fulfill the objectives of the program are currently available or are adequately budgeted for.

_____ DATE	_____ SIGNATURE, CHIEF LIBRARIAN/LEARNING RESOURCES MANAGER	_____ TYPED OR PRINTED NAME
---------------	--	--------------------------------

### CAREER TECHNICAL EDUCATION ONLY:

Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

_____ DATE	_____ SIGNATURE, ADMINISTRATOR OF CTE	<u>RICK RANTZ</u> TYPED OR PRINTED NAME
---------------	--	--

Program was recommended for approval by Regional Occupational Consortium on \_\_\_\_\_ (date).

Attachment: SCRC Meeting Minutes

### LOCAL CURRICULUM APPROVAL

Program and courses within the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations.

_____ DATE	_____ SIGNATURE, CHAIR, CURRICULUM COMMITTEE	<u>SOFIA RAMIREZ-GELPI</u> TYPED OR PRINTED NAME
_____ DATE	_____ SIGNATURE, CHIEF INSTRUCTIONAL OFFICER	<u>LUIS SANCHEZ</u> TYPED OR PRINTED NAME
_____ DATE	_____ SIGNATURE, PRESIDENT, ACADEMIC SENATE	<u>GARY BIERLY</u> TYPED OR PRINTED NAME

### DISTRICT APPROVAL

On \_\_\_\_\_ (date), the governing board of the \_\_\_\_\_ District approved the instructional program attached to this application.

_____ DATE	_____ SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT	<u>ELIZABETH A. MILLER Ed.D.</u> TYPED OR PRINTED NAME
---------------	---	---

## **CERTIFICATES**

**Request for Certificate of Achievement  
(12 or more semester units)**

**Department:**

**Name of Initiator:**

**Discipline or Program Name:**

**TOP Code:**

**Title: Certificate of Achievement in \_\_\_\_\_**

**Objective of Certificate of Achievement: (specific competencies student will acquire as a result of completing the certificate)**

**Student Learning Outcomes:**

This should be a short summary description of the major which could include its purposes and the career opportunities related to this area. If several options are available within the major area, a brief explanation of these options is appropriate.

**Number of units required for the major (must be at least 12-18): \_\_\_\_\_**

**Total Units:**

**Courses included:**

**Course Name**

**# of Units**

**SIGNATURE PAGE FOR CERTIFICATES OF ACHIEVEMENT**

Proposed Certificate of Achievement:	
--------------------------------------	--

This page contains all the required signatures, including department vote. Follow instructions carefully to avoid delays in the processing of your proposal. Work closely with your AP&P department representative to assist you in meeting deadlines.

**PREPARED BY:**

Name of the initiator [printed]:	
Campus extension:	
Email address:	
Signature:	Date:

**DEPARTMENT ACTION:**

Allow at least one week for faculty peers to review and comment on your proposal prior to a department vote.

# YES votes:	# NO votes:	# Abstentions:
--------------	-------------	----------------

The signatures below certify that the content in this form is accurate and that due diligence was followed in ensuring curriculum development criteria, such as appropriateness to the mission of the college, need, curriculum standards, adequate resources, and CEC and Title 5 compliance. Furthermore, the signature of the academic dean and vice president, academic affairs, further indicates that planning, which includes the provision for adequate resources, has taken place to ensure that the proposed curriculum can be offered within two years of adoption.

**REVIEWED BY:**

	NAME [printed]:	SIGNATURE:	DATE:
AP&P Representative			
Department Chair			
Academic Dean			
AP&P Chair, on behalf of the committee	A. Sofia Ramirez-Gelpí		
Vice President, Academic Affairs	Luis Sánchez		

Attachments are included.

List all (i.e., multiple discipline placement, curriculum duplication, reviewer notes, etc.)

**ACADEMIC POLICY AND PLANNING COMMITTEE  
Request for Certificate of Accomplishment  
(less than 18 semester units)**

**Department:**

**Name of Initiator:**

**Discipline or Program Name:**

**TOP Code:**

**Title: Certificate of Accomplishment in**

**Objective of Certificate of Accomplishment: (specific competencies student will acquire as a result of completing the certificate)**

**Student Learning Outcomes:**

This should be a short summary description of the major which could include its purposes and the career opportunities related to this area. If several options are available within the major area, a brief explanation of these options is appropriate.

**Number of units required for the major (must be at less than 18): \_\_\_\_\_**

**Courses included:**

**Course Name**

**# of Units**

## SIGNATURE PAGE FOR CERTIFICATES OF ACCOMPLISHMENT

Proposed Certificate of Accomplishment:	
---	--

This page contains all the required signatures, including department vote. Follow instructions carefully to avoid delays in the processing of your proposal. Work closely with your AP&P department representative to assist you in meeting deadlines.

**PREPARED BY:**

Name of the initiator [printed]:	
Campus extension:	
Email address:	
Signature:	Date:

**DEPARTMENT ACTION:**

Allow at least one week for faculty peers to review and comment on your proposal prior to a department vote.

# YES votes:	# NO votes:	# Abstentions:
--------------	-------------	----------------

The signatures below certify that the content in this form is accurate and that due diligence was followed in ensuring curriculum development criteria, such as appropriateness to the mission of the college, need, curriculum standards, adequate resources, and CEC and Title 5 compliance. Furthermore, the signature of the academic dean and vice president, academic affairs, further indicates that planning, which includes the provision for adequate resources, has taken place to ensure that the proposed curriculum can be offered within two years of adoption.

**REVIEWED BY:**

	NAME [printed]:	SIGNATURE:	DATE:
AP&P Representative			
Department Chair			
Academic Dean			
AP&P Chair, on behalf of committee	A. Sofía Ramírez-Gelpí		
Vice President, Academic Affairs	Luis Sánchez		

Attachments are included.

List all (i.e., multiple discipline placement, curriculum duplication, reviewer notes, etc.)



## STANDARDIZED PROGRAM FORMAT

### MAJOR TITLE

#### **Student Learning Outcomes:**

This should be a short summary description of the major which could include its purposes and the career opportunities related to this area. If several options are available within the major area, a brief explanation of these options is appropriate.

**Number of units required for the major (must be at least 12-18).**

#### **COURSE NUMBER**

#### **TITLE UNITS**

#### **Required Core Courses:**

*List all required courses. If a core of courses is desirable with other courses to be selected from a related listing, this section could be sub-divided with the following subheadings:*

#### **Plus a Minimum of (number of units) selected from the following:**

*List all courses from which a student may select options to count toward the major.*

#### **Recommended Electives:**

*List courses that a student would be well advised to complete, but which are necessary to complete the major. Electives are intended to enhance the coursework included within the core and selected units.*

## **PROGRAM MODIFICATION FORM**



**SIGNATURE PAGE FOR PROPOSED PROGRAM MODIFICATION**

Proposed Program Title:

This page contains all the required signatures, including department vote. Follow instructions carefully to avoid delays in the processing of your proposal. Work closely with your AP&P department representative to assist you in meeting deadlines.

**PREPARED BY:**

<b>Name of the initiator [printed]:</b>	
<b>Campus extension:</b>	
<b>Email address:</b>	
<b>Signature:</b>	<b>Date:</b>

**DEPARTMENT ACTION:**

Allow at least one week for faculty peers to review and comment on your proposal prior to a department vote.

# of YES votes:	# of NO votes:	# of Abstentions:
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The signatures below certify that the content in this form is accurate and that due diligence was followed in ensuring curriculum development criteria, such as appropriateness to the mission of the college, need, curriculum standards, adequate resources, and CEC and Title 5 compliance. Furthermore, the signature of the academic dean and vice president, academic affairs, further indicates that planning, which includes the provision for adequate resources, has taken place to ensure that the proposed curriculum can be offered within two years of adoption.

**REVIEWED BY:**

	NAME [printed]	SIGNATURE	DATE
<b>AP&amp;P Representative</b>			
<b>Department Chair</b>			
<b>Academic Dean</b>			
<b>AP&amp;P Chair, on behalf of the Committee</b>	<b>A. Sofia Ramirez-Gelpi</b>		
<b>Vice President, Academic Affairs</b>	<b>Luis P. Sanchez</b>		

- copy of current program proposal in standardized format attached
- copy of proposed program proposal in standardized format attached

## STANDARDIZED FORMAT FOR PROGRAM/ DEGREE/ CERTIFICATE

The following is a recommendation for a standardized format to be followed in presenting the requirements for degrees and/or certificates.

### MAJOR TITLE

#### **Catalog Description:**

This should be a short summary description of the major which could include its purposes and the career opportunities related to this area. If several options are available within the major area, a brief explanation of these options is appropriate.

#### Program Outcomes:

- 
- 
- 

**Number of units required for the major (must be at least 12-18).**

### COURSE NUMBER

### TITLE UNITS

#### **Required Core Courses:**

*List all required courses. If a core of courses is desirable with other courses to be selected from a related listing, this section could be sub-divided with the following subheadings:*

#### **Plus a Minimum of (number of units) selected from the following:**

*List all courses from which a student may select options to count toward the major.*

#### **Recommended Electives:**

*List courses that a student would be well advised to complete, but which are necessary to complete the major. Electives are intended to enhance the coursework included within the core and selected units.*

In the following page you will see a sample. However, see the current catalog for additional formats and more examples of how to list your program/degree/certificate.

# SAMPLE

## BIOLOGY

The associate degree in biology prepares students to move into a curriculum in a four-year institution leading to a baccalaureate degree in such areas as botany, zoology, conservation, and teaching. The biologist with a baccalaureate degree is prepared to enter graduate or professional programs of specialized study such as medicine, dentistry, medical technology, osteopathy, and veterinary medicine.

The graduate of the AA Program in Biology will:

- Demonstrate proficient research skills in data gathering and analysis.
- Demonstrate effective communication using the language, concepts and models of biology.
- Demonstrate effective content knowledge of biodiversity.

A major of 23 units is required for the associate in arts degree.

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>UNITS</b>
--------------------------	--------------	--------------

Required core courses (15 units):

BIOL 150	General Biology	5
BIOL 154	General Botany	5
BIOL 155	General Zoology	5

Plus a minimum of 8 units selected from the following, all of which are required for the baccalaureate degree:

CHEM 150	General Chemistry 1	5
CHEM 151	General Chemistry 2	5
PHYS 141	General Physics 1	4
PHYS 142	General Physics 2	4

Recommended electives:

BIOL 132	Marine Biology	4
BIOL 145	Desert Ecology	2
BIOL 179	Workshops in Biology	1-3
BIOL 189	Independent Projects in Biology	1-3
BIOL 199	Topics in Biology	1-3

## **SECTION 8**

### **LEGAL CITATIONS AND BOARD POLICIES**

## TBA Legal Advisory

### To Be Arranged (TBA) Hours Compliance Advice Legal Advisory 08-02

**Basic Requirements for “To Be Arranged Hours” or “TBA” as Part of a Course TBA Definition: Some courses with regularly scheduled hours of instruction have “hours to be arranged” (TBA) as part of the total contact hours for the course. The TBA portion of the course uses an alternate method for regularly scheduling a credit course for purposes of applying either the Weekly or Daily Census Attendance Accounting Procedures. The procedures which must be followed for the TBA hours are described below. In some situations the entire course might be on TBA, and in that case this course would follow the same rules. (Note: The Student Attendance Accounting Manual, page 3.3, refers to TBA hours or “hours to be arranged,” which for purposes of this advisory have the same meaning as “HBA” or “hours by arrangement” or any other local term used to designate these hours.)**

#### **1. Conduct of Course.**

- a. An instructor meets the minimum qualifications or equivalency and is authorized to teach in the discipline in which the course is offered. (Cal. Code Regs., tit. 5, §§ 55002(a)(4), 55002(b)(4), 58050(a)(7).)<sup>1</sup>
- b. Specific instructional activities, including those conducted during TBA hours, expected of all students enrolled in the course are included in the official course outline. All enrolled students are informed of these instructional activities and expectations for completion. (§§ 55002(a)(3), 55002(b)(3), 58050(a)(5), 58051(a)(1).)
- c. During TBA hours, there must be some kind of instruction provided (such as course content) and/or activity that is not an activity that should be done independently outside of class time. Pursuant to section 55002(a)(2)(C), students must still be required to study independently outside of class time.
- d. A clear description of the course, including the number of TBA hours required, must be published in the official general catalog or addenda thereto AND in the official schedule of classes or addenda thereto. (§§ 58102, 58104.)
- e. There is a designated location, about which all enrolled students are informed, where the instructional activities will occur. (§§ 58102, 58108.)
- f. Students may demonstrate that they fulfilled their regularly scheduled TBA responsibilities by signing in and out every time they come to the lab or learning assistance center in a manner that documents the days, times, and the number of TBA hours fulfilled. An electronic system may be used to document regular attendance and fulfillment of the individual TBA schedule. (§§ 58000, 58020, 58030.)

#### **2. Immediate Supervision and Control.**

- a. An instructor who meets minimum qualifications in the discipline being taught is available, in physical proximity and range of communication to provide instruction and ensure the safety of students during the hours by arrangement. If the instructor responsible for the TBA hours is not the primary course instructor, follow-up is required by the primary course instructor (instructor of record) to ensure that students are meeting instructional objectives and fulfilling the TBA requirement. (Note: An instructional aide may assist the instructor in working with students, but a



qualified instructor must also be available, in physical proximity and in range of communication with the students. In cases when an instructional aide assists the instructor in providing instruction to students, please consult title 5, section 58056(c) and Education Code section 88240 et seq.) (§§ 58050(a)(6), 58051, 58056.)

b. Instructors need to provide the supervision and control necessary for the protection of the health and safety of students and may not have any other assigned duty during this instructional activity. (§§ 58056(a)(2), 58056(a)(3).) As a general rule, faculty must be physically present in the classroom or lab or within line-of-sight of the students. Even when TBA and supplemental learning assistance are offered through a learning assistance center where an instructor (learning center director/coordinator) is available at all times as well as classified staff, the instructor who meets the minimum qualifications pertaining to the assigned TBA or supplemental learning assistance course, needs to observe the line-of-sight requirement (may be a different faculty member than the primary course instructor). This faculty member needs to be able to respond immediately when students are scheduled in the lab. If not in the lab, he/she needs to be in an area adjacent to the lab where the students are located. (Faculty members could view the classroom through a window or use a two-way video hook-up under certain circumstances, but even in this situation, the faculty member needs to be adjacent to the classroom or lab where the students are located.)

### **3. Attendance Accounting and Reporting.**

a. Pursuant to title 5, section 55002, the course outline of record shall specify the number of contact hours for the course as a whole, including contact hours related to TBA. Contact hours claimed for apportionment must be consistent with the number of contact hours specified in the course outline of record. (§§ 55002(a)(3), 55002(b)(3), 58050(a)(5).)

b. There are specific times, of which all enrolled students are informed, when the instructional activities will occur.

c. Census-based attendance is normally computed on the basis of regularly scheduled class hours applicable to all enrolled students as published in the official schedule of classes or addendum (e.g., M-W from 8:00 a.m. to 9:00 a.m. each day). If a credit census-based course includes required instructional hours for enrolled students that are not scheduled in this manner and instead are listed as “TBA” or “Hours to be Arranged” in the official schedule or addenda thereto, documentation is required to demonstrate that each student has completed the TBA requirement as appropriate for either the Weekly or Daily Census attendance accounting procedures. (§§ 58003.1(b), 58003.1(c); Student Attendance Accounting Manual, page 3.3.)

d. For Weekly Census procedure courses (courses that are coterminous with a primary term), TBA hours must be scheduled the same number of hours each week of the term, and specific days and times for each week must be arranged for each enrolled student. To illustrate, if this course requires two TBA hours per week, students’ schedules may be arranged as follows: Student “A” is scheduled to fulfill his/her weekly TBA hours on Mondays and Wednesdays from 3:00 p.m. to 4:00 p.m., and student “B” is scheduled to fulfill his/her weekly TBA hours on Fridays from 3:00 – 5:00 p.m. (Both schedules result in two weekly TBA hours.) (§ 58003.1(b); Student Attendance Accounting Manual, page 3.3.)

e. For Daily Census procedure courses, TBA hours must be scheduled for the same number of hours on each scheduled day of the course or as a portion of the hours the course is regularly scheduled for each day it meets. Daily Census courses are those courses that are not coterminous with a primary term, but are scheduled regularly for at least 5 meetings. (§ 58003.1(c); Student Attendance Accounting Manual, page 3.3.)

f. When arranging for TBA hour schedules at the start of each term or session, students shall be informed of their schedules or work with the instructor in determining their individual TBA schedules. In order to provide some scheduling flexibility for TBA hours, instructors could provide students specific windows of time and ask students to choose a time to complete TBA hours. If necessary, students could change those hours later and/or substitute other hours on an "emergency" basis. It is possible, however, that the number of stations/seats in the lab/learning center where these students will be accommodated may require general adherence to the hours initially selected by the students. For each course that requires TBA, the district must retain a document or record of individual TBA schedules that students selected or that were assigned. Students also must be informed of their responsibility to adhere to their individual TBA schedule and to complete the tasks assigned. In order to inform students, instructors should indicate in the syllabus or in another required assignment document both the objective and purpose of the TBA hours and the requirement that all enrolled students in the course must adhere to the designated TBA schedule. The syllabus or other document should be distributed in class so that all students have the information needed regarding TBA. (§§ 58003.1(b), 58003.1(c); Student Attendance Accounting Manual, page 3.3.)

g. If TBA hours are not scheduled as indicated above, the attendance for the entire course must be on the positive attendance basis (Actual Student Contact Hours of Attendance Procedure as provided by sections 58003.1(d) and 58006). (Student Attendance Accounting Manual, page 3.3.)

h. Documentation supporting compliance with the above requirements must be kept on file as a Class 3 record basic to an audit as required by section 59020 et seq. For each course that requires TBA, the district must retain a document or record that displays the individual TBA schedules to which students were expected to adhere.

### **General Provisions Applicable To TBA**

**1. Definition of a Unit of Credit (Credit Hour).** (§§ 55002(a)(2)(B), 55002(b)(2)(B), 55002.5, 8003.1(c).)

a. Section 55002.5 provides that one unit of credit, or credit hour, of community college work requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system (or 33 hours on the quarter system). The basic unit of college credit is defined to avoid reference to specific term lengths (previously described in terms of hours/week over a 16-week term). The section establishes the minimum expected time on task (lecture, study, and or lab work) that is necessary to award one unit of credit. In practice, the number of hours varies among colleges, but the number is generally within the range of 48-54 hours per unit for colleges on the semester system. For each hour of lecture, it is assumed that students will be required to spend an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based entirely on the number of hours of laboratory work, presuming that students complete most required work in the lab.

b. In determining the number of units to be awarded for courses, colleges should consider total lecture, outside study, and/or laboratory hours. Although it is permissible to reduce homework hours and instead have the student complete additional scheduled or arranged instructional activities, the course must still require some independent outside of class study or homework in order for it to qualify as a credit course. Please keep in mind that per section 55002.5, the amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study, or laboratory work in half unit increments. (A college may elect to adjust the amount of credit awarded in increments of less than one half unit.) So, if the scheduled or arranged hours are not in lieu of some homework and the total number of hours the student must fulfill as provided by the course outline of record are actually increased, it may be necessary to increase the unit value of the course. This part of the section

55002.5 is new and may affect the number of units awarded in some disciplines that offer courses with a number of contact hours mandated by professional certification requirements.

c. It is not permissible to approve credit courses with zero units of credit.

## **2. Technology Mediated Instruction. (§ 58050(a)(5).)**

a. Where TBA involves student use of college computers or interactive multi-media equipment (technology mediated instruction) some activity needs to occur which involves an instructor being present and facilitating student learning.

b. The computer or other equipment will serve as a tool for teaching and evaluating student work. For example, the instructor, rather than providing direct instruction, may complement interactive computer software or multi-media instruction by clarifying explanations and/or directions, checking for understanding of concepts and skills, keeping students on task, providing constructive feedback and answering questions.

c. The role of the instructor using technology mediated instruction should be well thought out and clear to the students.

d. Student use of college computers or equipment that is not for educational activities specified in the course outline of record and that does not require some level of interaction between an instructor and student does not qualify as hours by arrangement activity and is not eligible to be claimed for state apportionment.

## **3. Procedures, Guidelines, and Training.**

a. The district should establish procedures, guidelines, and faculty/administrator training necessary for the proper provision of TBA, with a special emphasis on attendance accounting and retention of related support documentation that would enable an independent determination regarding the accuracy of contact hour tabulations and FTES claimed for state apportionment.

b. Faculty should receive as much detailed guidance as possible, either through these guidelines or through "faculty handbooks" or other official documents, that speaks to faculty responsibilities related to course scheduling rules, documentation of student TBA attendance, and record retention requirements. The district should assure that it provides ongoing training for new and current faculty relative to these and other important attendance accounting topics.

## **4. Official Attendance Accounting Procedures as Required by Section 58030. (§§ 58000, 58030; Student Attendance Accounting Manual, page 4.1.)**

a. District TBA procedures and guidelines related to attendance accounting and support records must be established and incorporated into its official attendance accounting procedures adopted pursuant to section 58030 and must be uniformly applied at all of the district's colleges.

b. As required by section 58030, such support documentation procedures must provide for accurate and timely attendance and contact hour data and shall be so structured as to provide for internal controls. In this regard, please be aware of the following:

i. The procedures will need to address or specify the systems of internal control that will provide reasonable assurance regarding the reliability of attendance and contact hour data, safeguarding of

records (physical records as well as information system data files and applications), and compliance with applicable laws and regulations.

ii. Procedures or policies concerning internal control systems should be as specific as possible and should also indicate which group or department head will provide campus/district leadership for ensuring that effective internal control and accountability practices are in place, including ongoing monitoring activities designed to assess internal control effectiveness over time.

iii. The district should make special mention of internal controls applicable to information systems, which are designed to maintain the integrity and availability of information processing functions, data files, and associated application systems. These controls also ensure that data processing diagnostics and errors are noted and resolved, applications and functions are processed according to established schedules and reporting periods, file backups are taken at appropriate intervals, recovery procedures for data processing failures are established, and actions of computer operators and system administrators are reviewed.

#### **5. Classification, Retention, and Destruction of Records as Required by Section 59020.**

a. The attendance accounting procedures required by section 58030 should also speak to the proper classification, retention, and destruction of records as required by section 59020 et seq. and other applicable statutes or regulations related to records retention (e.g., primary and support records relating to student attendance, student residency determination, course section contact hour tabulations, and FTES reported for the calculation of state apportionment).

b. The procedures should also indicate that all student enrollment and attendance records need to be retained for a minimum of three (3) years after the college year in which they originated (i.e., 2006-07 plus 3 = 2009-10). Additionally, the procedures need to indicate that pursuant to section 59118, primary records and support documentation relevant to any Chancellor's Office review or investigation, or any regular or special audit not resolved under section 59112 shall be retained for a period of five (5) years after presentation of the audit or review to the governing board. The 5-year period described here does not apply when the System Office finds deliberate district misrepresentation in connection with claims for state and federal funding. In those instances, primary records and support documentation relevant to the specific matter must be retained until there is resolution.

c. The procedures should also indicate that records retained pursuant to title 5 requirements shall be available to the auditor retained by the district pursuant to Education Code section 84040, the Department of Finance, the Auditor General, and the Chancellor's Office and that these records may also be required by federal auditors when federal funds are involved. (§§58000, 59020 et seq.)

#### **Common Questions & Answers Related to the Proper Application of TBA Course Scheduling**

##### **Question 1.**

**If a course has hours by arrangement (TBA) attached, are there certain activities that the student must do in order for the TBA requirement to be appropriately fulfilled and hours claimed for state apportionment? Answer.** Students assigned TBA hours must participate in some instruction and/or activity that involves objectives and related instructional activities that are specified in an approved course outline of record and that are required of all students enrolled in the course.

**Question 2.**

**If a course has TBA attached, is it expected that all of the students enrolled in the class will be required to fulfill the TBA hours requirement or can the TBA hours be optional for students? Answer.** If utilized, TBA is a required component of a course for all students in that course. If a district wishes to provide learning assistance that is optional, title 5, section 58172 permits learning assistance to occur in separate open entry/open exit courses that offer optional enrollment, without requiring the participation of all students enrolled in the primary/parent course or courses. For additional information regarding supplemental learning assistance, please see the “Supplemental Learning Assistance and Tutoring Regulations and Guidelines” available at the following web address:<http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/Title5Guidelines/tabid/1330/Default.aspx>

**Question 3.**

**Could TBA be claimed for state apportionment under the auspices of individual student tutoring? Answer.** No. Title 5, sections 58168 and 58170 permit districts to claim (noncredit) apportionment for student tutoring only if the following conditions are met (others may apply):

1. The individual student tutoring is conducted through a designated learning center.
2. The designated learning center is supervised by a person who meets minimum qualifications prescribed by section 53415.
3. Tutors are qualified to provide tutoring as prescribed by these sections.
4. All students receiving individual tutoring have enrolled in a noncredit course carrying Taxonomy of Programs number 4930.09, which is entitled “Supervised Tutoring.” A counselor or an instructor, on the basis of an identified learning need, must refer all students seeking tutoring. Students cannot refer themselves for tutoring. Tutees must enroll in a noncredit Supervised Tutoring course carrying the Taxonomy of Programs number 4930.09. To enroll, students must follow normal registration procedures consistent with title 5, section 58108. No registration procedure shall be used that results in restricting enrollment to a specialized clientele.
5. The Positive Attendance accounting procedure is used as the basis for FTES calculations and resulting apportionment claims (note: the district may not claim apportionment for tutoring services for which it is being paid from state categorical funds).

For additional requirements and information regarding tutoring, please see the “Supplemental Learning Assistance and Tutoring Regulations and Guidelines” available at the following web address:  
<http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/Title5Guidelines/tabid/1330/Default.aspx>

**Question 4.**

**Can TBA hours be used for homework assistance? Answer.** No. Districts may not claim TBA hours for student activities that should be done outside of class time. See Question 1 for the kinds of activity that the student must do in order for the TBA to be appropriately claimed for state apportionment purposes.

**Question 5.**

**What are some examples of circumstances when TBA hours might be appropriate?**

**Answer.**

1. For some math courses, there are excellent software programs that provide students additional explanation/clarification and enhance student learning and success in the course. This software could be made available to students in a math lab at no additional cost to the student. In completing the software instructional program, students do need the support of those available in the lab and because of the students' varied class schedules and limited lab space and stations, the students taking the course need to schedule TBA hours at different days and times in the lab. In such circumstances, it would be acceptable to add a TBA hour or two a week (depending on the student objectives) to the course's scheduled classroom hours.

2. Another example might be including TBA hours in a course such as Early Childhood Education (ECE) when students need an out of classroom experience in a specific lab environment. As part of an ECE course, it might be most advantageous to require student participation in the Child Development Center, an area, however, which can accommodate a limited number of students per hour. In such situations, ECE students may need to schedule the TBA hour(s) with the Child Development Center after the term begins.

3. Another example is one that could apply to a number of instructional areas for which a shared computer lab has been created but one which is limited in size and number of stations. In a life sciences division, for example, creating a computer lab that could make a number of software programs available to students enrolled in different life science courses could be very advantageous to student learning. Such software, which would be cost prohibitive for students to purchase, provides additional instruction and engages students in learning activities that cannot be made available in the classroom. Students engaged in such activities may need some assistance or related instructions to successfully complete the programs. In order to accommodate students with very different course schedules in a space limited in size, adding a TBA hour(s) would be appropriate.

**Question 6.**

**In terms of minimum qualifications, could a learning center coordinator/director who meets minimum qualifications for a specific discipline(s) offered there, serve as the instructor for TBA hours in various general education courses, such as chemistry, psychology, music, etc.?**

**Answer.** If you have a learning center where you include TBA hours for courses from a variety of general education areas, it is not correct to assume that an instructor who meets the minimum qualifications for supervising the learning center itself or who meets minimum qualifications for a specific discipline would necessarily meet the minimum qualifications for all general education courses. As such, it is required that an instructor who meets minimum qualifications in the discipline being taught is available, in physical proximity and range of communications to provide instruction and ensure the safety of students during the hours by arrangement. SB/RB/CB/ER/fr

**TITLE 5 REGULATIONS  
STANDARDS AND CRITERIA FOR COURSES**

**§ 55002**

(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills 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. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.

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

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

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

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

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

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

- (4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.
- (5) Repetition. Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.
- (b) Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.
- (1) Types of Courses. Nondegree-applicable credit courses are:
  - (A) nondegree-applicable basic skills courses as defined in subdivision (j) of section 55000;
  - (B) courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;
  - (C) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;
  - (D) essential career technical instruction for which meeting the standards of- subdivision (a) is neither necessary nor required.
- (2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.
  - (A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.
  - (B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, extended term, laboratory, and/or activity courses.
  - (C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.
  - (D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with this article.
- (3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by



students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.

(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.

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

(1) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.

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

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.

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

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

(1) is approved by the district governing board;

(2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;

(3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;

(4) is conducted in accordance with a predetermined strategy or plan;

(5) is open to all members of the community willing to pay fees to cover the cost of the offering; and

(6) may not be claimed for apportionment purposes.

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

Reference: Section 70901, Education Code.

**TITLE 5 REGULATIONS**  
**APPROVAL OF CREDIT EDUCATIONAL PROGRAMS: Course Approval**

**§ 55100. Course Approval.**

(a) The governing board of each community college district shall establish policies for, and may approve individual degree-applicable credit courses which are offered as part of an educational program approved by the Chancellor pursuant to section 55130. Such courses need not be separately approved by the Chancellor.

(b) Effective for courses to be offered beginning in Fall 2007, a community college district may, until December 31, 2012, approve and offer nondegree-applicable credit courses and degree-applicable credit courses which are not part of an approved educational program without separate approval by the Chancellor, provided that the district continuously complies with the following requirements:

(1) the college curriculum committee and district governing board have approved each such course pursuant to section 55002;

(2) the district submits a certification by September 30th of each year verifying that the persons who will serve on the curriculum committee and others who will be involved in the curriculum approval process at each college within the district for that academic year have received training consistent with guidelines prescribed by the Chancellor on the review and approval of courses not part of educational programs;

(3) no course which has previously been denied separate approval by the Chancellor or is part of a program that has been disapproved by the Chancellor may be offered pursuant to this subdivision unless the proposed course has been modified to adequately address the reasons for denial and has been subsequently reapproved by the college curriculum committee and district governing board;

(4) no group of courses approved pursuant to this subdivision which total 18 or more semester units or 27 or more quarter units in a single four-digit Taxonomy of Programs code may be linked to one another by means of prerequisites or corequisites;

(5) no student may be permitted to count 18 or more semester units or 27 or more quarter units of coursework approved pursuant to this subdivision toward satisfying the requirements for a certificate or other document evidencing completion of an educational program or towards a major or area of emphasis for completion of an associate degree; and

(6) the district promptly reports all courses approved pursuant to this subdivision to the Chancellor through the Chancellor's Office Management Information System.

(c) The Chancellor may, at any time, terminate the ability of a district to offer courses pursuant to subdivision (b) if he or she determines that a district has failed to comply with all of the conditions set forth in that subdivision. In that event, the district will become immediately subject to the requirements of subdivision (d).

(d) Effective January 1, 2013, or earlier if so required by subdivision (c), the governing board of each community college district shall separately submit for approval by the Chancellor all nondegree-applicable credit courses and individual degree-applicable credit courses which are not part of any approved educational program.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78401, Education Code.

e.

## Definitions

**Program-applicable:** The credit course is part of a degree or certificate that is approved by the Chancellor's Office. This includes credit courses that are required or restricted electives for an approved associate degree or certificate, including general education requirements.

### Approved program:

- Degrees
- Major or area of emphasis
- Courses approved to fulfill general education requirements (local GE)
- Certificates of Achievement with 18 or more semester units (27 or more quarter units)
- Certificate of Achievement with 12 to fewer than 18 semester units (18-27 quarter units) that is approved by the Chancellor's Office.

**Restricted electives** are specifically listed as optional courses from which students may choose to complete a specific number of units required for an approved degree or certificate. For example:

Additional 6 units from:

- VCOM 100: 3D Modeling and Animation (3)
- VCOM 110: Introduction to Flash (3)
- VCOM 120: Introduction to Digital Video (3)
- VCOM 130: Motion Graphics (3)

**Stand-alone** (Not program-applicable): The credit course is not required or a restricted elective for any credit program approved by the Chancellor's Office. For example:

Complete an additional 6 units in Visual Communication courses at or above the 100-level.

The new regulation creates the following sequence of events:

- Colleges complete training on course approval requirements.
- District certifies that training has occurred.
- The college curriculum committee will approve the new credit course,
- Then the local governing board will approve the course,
- And then the course can be offered in the next term.

**TITLE 5 REGULATIONS  
NONCREDIT COURSE AND PROGRAM APPROVAL**

**§ 55150. Approval of Noncredit Courses and Programs.**

(a) All noncredit courses shall be approved by the Chancellor in accordance with this article on forms provided by the Chancellor. Failure to comply with the provisions of this article may result in termination of approval.

(b) Course outlines of record for all noncredit courses prepared in accordance with subdivision (c) of section 55002 shall be on file in the community college offering the course.

(c) Authorities of each community college maintaining noncredit courses shall keep such current records and reports as may be required by the Chancellor.

(d) The following noncredit educational programs shall be approved by the Chancellor:

(1) Noncredit educational programs that qualify for enhanced funding;

(2) Adult high school diploma programs as specified in section 55154; and

(3) Those noncredit educational programs that are otherwise required by law to be approved by the Chancellor.

(e) Noncredit educational programs requiring approval of the Chancellor shall be approved by the Chancellor in accordance with this article and on forms provided by the Chancellor.

Approval of a noncredit educational program is effective until either:

(1) The noncredit educational program or implementation of the noncredit educational program is discontinued or modified in any substantial way; or

(2) The Chancellor evaluates the noncredit educational program after its approval on the basis of factors listed in sections 55151 or 55154, as applicable. If the Chancellor determines that the noncredit educational program should no longer be offered based on the evaluation, the Chancellor may terminate the approval and determine the effective date of termination

Note: Authority cited: Sections 66700, 70901, 78401 and 84760.5, Education Code. Reference: Sections 70901, 70902, 78401, 84750.5 and 84760.5, Education Code.

**55151. Career Development and College Preparation.**

A noncredit course involving career development or college preparation will be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5 if it satisfies the requirements set forth in subdivisions (a), (b) and (c) below.

(a) The course is approved by the college curriculum committee and the district governing board pursuant to subdivision (c) of section 55002 and by the Chancellor's Office pursuant to section 55150 and is part of either:

(1) A short-term vocational program which the Chancellor, in consultation with the Employment Development Department, has determined to have high employment potential. In making this determination, the Chancellor shall utilize job demand data provided by the Employment Development Department. If current job demand data in the relevant field is not available from the Employment Development Department, the Chancellor and the Employment Development Department may rely upon other data submitted by the college.

(2) A noncredit educational program involving:

(A) Courses in elementary and secondary basic skills;

(B) Workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training; or

(C) Courses in English as a second language and vocational English as a second language.

(b) The noncredit educational program is designed to result in either:

(1) A noncredit certificate of completion leading to improved employability or job opportunities; or

(2) A noncredit certificate of competency in a recognized career field that prepares students to take nondegree-applicable credit course work, including basic skills and English as a second language; or to take degree-applicable credit coursework leading to one or more of the following:

(A) completion of a credit certificate;

(B) an associate in arts degree; or

(C) transfer to a baccalaureate institution.

(c) The noncredit educational program in which enhanced funding is sought must be submitted to and approved by the Chancellor. Applications for approval shall include an explanation of how the educational program is designed to lead students to one of the outcomes described in subdivision (b) and all of the following:

(1) a list of required courses to be included in the educational program;

(2) the minimum number of hours required for completion of the educational program;

(3) course outlines of record for all courses in the educational program;

(4) the catalog description of the educational program; and

(5) for short-term vocational programs, an analysis of labor market need or job availability.

(d) The Chancellor shall develop forms and procedures for submission of applications for approval.

(e) If the Chancellor approves a short-term vocational program pursuant to this section, the program may not be subsequently modified by the inclusion of additional courses unless the course or courses to be added are of one of the types listed in subdivision (a) and have themselves been individually approved by the Chancellor pursuant to section 55150.

(f) Under no circumstances may a district separate an existing noncredit course which provides less than one hundred and ten (110) hours of instruction into two or more courses for the purpose of forming a noncredit educational program to satisfy the requirements of this section.

(g) Nothing in this section shall be construed to prevent a particular student from taking additional degree-applicable coursework, pursuing an associate degree, or pursuing transfer to a baccalaureate institution in addition to or instead of seeking immediate employment.

(h) For purposes of this article, the term "certificate of completion" means a document confirming that a student has completed a noncredit educational program of noncredit courses that prepares him or her to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses. The document must include the name of the certificate and the date awarded, be identified by a Taxonomy of Programs (T.O.P.) Code number and program discipline, identify the goal of the program, and list the courses completed by the student.

(i) For purposes of this article, the term "certificate of competency" means a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement of a set of competencies that prepares him or her to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses. The document must include the name of the certificate and the date awarded, be identified by a T.O.P. Code number and program discipline, and list the relevant competencies achieved by the student.

(j) Content and assessment standards for certificates shall be defined by the local curriculum committee. The curriculum committee shall review noncredit educational programs leading to a certificate using the same standards as applied to credit educational programs leading to a certificate as set forth in section 55070, with respect to academic integrity, consistency with college mission, meeting a demonstrated need and program feasibility.

(k) Each noncredit educational program shall be approved by the governing board of the district.

(l) Certificates for noncredit educational programs may be awarded on behalf of the governing board of the district by any appropriate district official or by a particular department or division pursuant to a delegation of authority from the governing board to students who have earned them.

Note: Authority cited: Sections 66700, 70901, 78401, 84750.5 and 84760.5, Education Code.  
Reference: Sections 70901, 70902, 78401, 84750.5 and 84760.5, Education Code.

#### **55154. Adult High School Diploma Programs.**

(a) Before offering any noncredit course as part of a high school diploma program on or after June 30, 2009, the governing board of a community college district shall obtain approval of its high school diploma program as provided in section 55150.

(b) For purposes of this section, the term "high school diploma program" means an organized sequence of noncredit courses designed to meet the needs of adult learners which leads to a high school diploma which is awarded by the community college district or jointly by the district and a high school.

(c) The application for approval shall include all of the following:

(1) A statement that both the local curriculum committee(s) and the district governing board have reviewed and approved the high school diploma program.

(2) Information demonstrating that there exists demand for the college to offer a high school diploma program for adult learners in the area.

(3) Coursework requirements and content standards that meet or exceed those described in subdivision (e).

(4) Comprehensive descriptions of program organization, instructional support services, student services, facilities and ongoing staffing efforts to demonstrate that the district has the resources to maintain the high school diploma program.

(5) A copy of the proposed catalog description.

(6) Requirements or conditions by which a student can obtain high school credit by examination or by successfully completing college degree-applicable or nondegree-applicable credit course work and any alternative means for students to complete the prescribed course of study.

(7) A description of the student assessment procedures for academic placement in the program and a description of how the district will evaluate student progress.

(d)(1) The governing board of a community college district shall confer a high school diploma upon a student who has satisfactorily completed at least 160 credits of high school level coursework and who has demonstrated competence in reading, writing, and mathematics at a level generally accepted as

appropriate for award of a high school diploma. The required 160 credits of high school level course work must be fulfilled in a core curriculum consisting of courses in the categories described in paragraph (2) and accepted toward the diploma by a college within the district (as shown in its catalog). A college may accept toward satisfaction of this requirement courses that were completed at an accredited high school or college that would reasonably be expected to meet or exceed the standards of this section, provided that at least 20 of the total 160 required high school credits must be completed in residence at the college granting the diploma.

(2) The curriculum must include the indicated minimum number of high school credits in each of the areas listed below. Each course shall be of a duration sufficient to permit a student to master the content of the course as specified in the content standards described in paragraph (3).

(A) Natural Sciences. A minimum of 20 high school credits shall be required in natural sciences, including biological and physical sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the core curriculum requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category may include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. A minimum of 30 high school credits shall be required in social and behavioral sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the core curriculum requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. Each student shall be required to complete coursework that addresses United States history and geography; world history, geography, and culture; American government and civics; and economics. This category may also include introductory or integrative survey courses in cultural anthropology, cultural geography, political science, psychology, sociology and related disciplines, as well as additional courses in economics, American government, United States history, and world history.

(C) Humanities. A minimum of 10 high school credits shall be required in humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the core curriculum requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Each student shall be required to complete one course in visual or performing arts or foreign language. This category may also include introductory or integrative courses in literature, philosophy, and religion, as well as additional courses in the arts, and foreign languages. For the purposes of satisfying the requirement specified in this paragraph, a course in American Sign Language shall be deemed a course in foreign language.

(D) English. A minimum of 30 high school credits shall be required in English. Courses in English are those which develop the principles and applications of language toward logical thought, clear and precise expression and critical evaluation. To satisfy the core curriculum requirement in English, a course shall be designed to develop reading, writing, and verbal expression skills as applicable to the needs and interests of an adult. Such courses may include introductory or integrative courses in literature and English grammar, writing strategies, and mechanics.

(E) Mathematics. A minimum of 20 high school credits shall be required in mathematics. Courses in mathematics develop the ability to reason with and apply mathematical operations and principles. To satisfy the core curriculum requirement in mathematics, a course shall be designed to help a student gain facility in the operations of mathematics as well as its practical applications. Such courses may include algebra, geometry, applied mathematics, and calculus.

(3) Course content standards for the coursework described in subdivision (2) must meet or exceed the standards for the high school curriculum established by the California State Board of Education.

(e) Notwithstanding the requirements of this section, any student enrolled in a high school diploma program prior to June 30, 2009, may receive a high school diploma based on completion of the curriculum required for the program as set forth in the college catalog in effect at the time the student first enrolled in the program; provided the student remains continuously enrolled without a break of more than one primary term subsequent to the Spring 2009 term.

(f) In order for a high school diploma program to qualify for enhanced noncredit funding pursuant to Education Code sections 84750.5 and 84760.5, the application for approval must satisfy the requirements of section 55151.

(g) For the purposes of this section, a noncredit course awarding 10 high school credits must be designed to require a minimum of 144 hours of lecture, study or laboratory work.

Note: Authority cited: Sections 66700, 70901, 78401, 84750.5 and 84760.5, Education Code. Reference: Sections 70901, 70902, 78401, 84750.5 and 84760.5, Education Code.

### **55155. Noncredit Certificates.**

(a) Any noncredit educational program leading to a certificate must be approved by the college curriculum committee and the district governing board.

(b) All noncredit educational programs leading to a noncredit certificate of completion or certificate of competency must be approved by the Chancellor pursuant to section 55151.

(c) If a district does not seek enhanced funding for a noncredit educational program, or it does not qualify for enhanced funding pursuant to section 55151, a noncredit educational program leading to a certificate may be established by the district without approval by the Chancellor except as required in section 55154. A district may award a certificate to a student completing a noncredit educational program, but may not designate or refer to it as a certificate of completion or a certificate of competency in a recognized career field pursuant to section 55151.

(d) A certificate awarded to a student completing a noncredit educational program may not be referred to as a certificate of achievement regardless of its length or whether it has been approved by the Chancellor.

(e) A description of each approved noncredit educational program shall be included in the college catalog.

(f) Provisions of this section regarding the naming or designation of certificates shall become effective for the Fall 2008 term.

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



**TITLE 5 REGULATIONS  
POLICIES FOR PREREQUISITES, COREQUISITES AND ADVISORIES ON RECOMMENDED  
PREPARATION**

**§ 55003.**

(a) The governing board of a community college district may establish prerequisites, corequisites, and advisories on recommended preparation, but must do so in accordance with the provisions of this article. Nothing in this subchapter shall be construed to require a district to establish prerequisites, corequisites, or advisories on recommended preparation; provided however, that a prerequisite or corequisite shall be required if the course is to be offered for associate degree credit and the curriculum committee finds that the prerequisite or corequisite is necessary pursuant to sections 55002(a)(2)(D) or 55002(a)(2)(E). Unless otherwise specified in this section, the level of scrutiny required to establish prerequisites, corequisites, and advisories on recommended preparation shall be based on content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (f) of this section. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis.

(b) A district governing board choosing to establish prerequisites, corequisites, or advisories on recommended preparation shall, in accordance with the provisions of sections 53200-53204, adopt policies for the following:

(1) the process for establishing prerequisites, corequisites, and advisories on recommended preparation. Such policies shall provide that in order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established.

(2) procedures to assure that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline of record, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.

(3) the process to ensure that each section of the prerequisite or corequisite is to be taught by a qualified instructor and in accordance with a set of objectives and with other specifications defined in the course outline of record, as required in section 55002 for all courses.

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

(5) the bases and process for an individual student to challenge the application of a prerequisite or corequisite.

(c) A district governing board choosing to use content review as defined in subdivision (c) of section 55000 to establish prerequisites or corequisites in reading, written expression or mathematics for degree-applicable courses not in a sequence shall first adopt a plan specifying:

(1) the method to be used to identify courses to which prerequisites might be applied;

(2) assurance that courses are reasonably available to students when prerequisites or corequisites have been established using content review as defined in subdivision (c) of section 55000. Such assurance shall include sufficient availability of the following:

(A) appropriate courses that do not require prerequisites or corequisites, whether basic skills or degree-applicable courses; and

(B) prerequisite or corequisite courses;

(3) provisions for training for the curriculum committee; and

(4) the research to be used to determine the impact of new prerequisites based on content review.

(d) Prerequisites or corequisites may be established only for any of the following purposes:

(1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or

(2) the prerequisite will assure, consistent with section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or

(3) the corequisite course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or

(4) the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

(e) Except as provided in this subdivision, no prerequisite or corequisite may be established or renewed unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be scrutinized using content review as defined by subdivision (c) of section 55000 or content review with statistical validation as defined by subdivision (f) of this section, if:

(1) it is required by statute or regulation; or

(2) it is part of a closely-related lecture-laboratory course pairing within a discipline; or

(3) it is required by four-year institutions; or

(4) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.

(f) Content review with statistical validation is defined as conducting a content review (as defined in subdivision (c) of section 55000) and the compilation of data according to sound research practices which shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite.

(g) If the curriculum committee, using content review with statistical validation, initially determines, pursuant to section 55002(a)(2)(E), that a new course needs to have a communication or computation skill prerequisite or corequisite, then, despite subdivision (e) of this section, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met. The requirements of this subdivision related to collection of data shall not apply when the prerequisite or corequisite is required for enrollment in a program, that program is subject to approval by a state agency other than the Chancellor's Office and both of the following conditions are satisfied:

(1) colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and

(2) the district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(h) Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.

(i) By August 1 of each year districts choosing to establish prerequisites, corequisites or advisories shall submit to the Chancellor's Office in the manner specified by the Chancellor the prerequisites and corequisites that were established during the prior academic year. Districts shall also specify the level of scrutiny, i.e., content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (e) of this section, used to determine whether the prerequisite or corequisite was necessary and appropriate for achieving the purpose for which it was established.

(j) Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.

(k) The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures, as required by section 55521(a)(3). Any assessment instrument shall be selected and used in accordance with the provisions of subchapter 6 (commencing with section 55500) of this chapter.

(l) If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the district shall:

(1) ensure that courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.

(2) monitor progress on student equity in accordance with section 54220. Monitoring shall include:

(A) conducting an evaluation to determine the impact on student success including whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor.

(B) where there is a disproportionate impact on any such group of students, the district shall, in consultation within the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(m) Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived as to any student for whom space in the corequisite course is not available.

(n) No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.

(o) The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite, provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course. If the student is dropped, the applicable enrollment fees shall be promptly refunded.

Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.

(p) Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:

(1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;

- (2) The prerequisite or corequisite is in violation of this section;
- (3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
- (4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;
- (5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; or
- (6) Such other grounds for challenge as may be established by the district governing board.
- (q) In the case of a challenge under subdivision (p)(3) of this section, the district shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to section 59327.
- (r) District policies adopted pursuant to this section shall be submitted to the Chancellor's Office as part of the district's matriculation plan pursuant to section 55510.

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

**TITLE 5 REGULATIONS  
DISTRICT POLICY FOR COURSE REPETITION**

**55040.**

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

(b) The policies and procedures adopted pursuant to subdivision (a) may,

(1) designate certain types of courses as "repeatable courses" consistent with the requirements of section 55041.

(2) permit a student to repeat a course in an effort to alleviate substandard academic work consistent with the requirements of section 55042.

(3) permit or require a student to repeat a course due to significant lapse of time consistent with the requirements of section 55043.

(4) permit a student to repeat a portion of a variable unit open-entry/open-exit course which the student previously completed only under the circumstances described in section 55044.

(5) permit a student to repeat a course which is not designated as a repeatable course, regardless of whether substandard academic work was previously recorded, where the district determines, consistent with section 55045, that there are extenuating circumstances which justify the repetition.

(6) permit a student to repeat a course in occupational work experience under the circumstances described in section 55253. When an occupational work experience course is repeated pursuant to that section, the grade received each time shall be included for purposes of calculating the student's grade point average.

(7) permit a student with a disability to repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student for one of the reasons specified in section 56029. The district policy may allow the previous grade and credit to be disregarded in computing the student's GPA each time the course is repeated.

(8) permit a student to repeat a course determined to be legally mandated as defined in section 55000, regardless of whether substandard academic work has been recorded. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies and procedures requiring students to certify or document that course repetition is legally mandated.

(9) permit a student to petition the district to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for employment or licensure. Such courses may be repeated for credit any number of times. The governing board of the district may establish policies and procedures requiring students to certify or document that there has been a significant change in industry or licensure standards necessitating course repetition.

(c) The policies and procedures adopted by the governing board of each community college district pursuant to subdivision (a) **may not permit student enrollment in active participatory courses, as defined in section 55000, in physical education, visual arts or performing arts that are related in content, as defined in section 55000, more than four times for semester courses** or six times for quarter courses. This limitation applies even if a student receives a substandard grade or "W" during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances as provided in section 55045.

(d) When course repetition occurs pursuant to this section, the student's permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

(e) Notwithstanding the limits set forth above, apportionment will be limited as set forth in section 58161.

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

#### **55041. Repeatable Courses.**

(a) Districts may only designate the following types of courses as repeatable:

(1) Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree. The governing board of a district must retain supporting documentation that verifies that the repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree. The supporting documentation must be retained by the district as a Class 3 record basic to audit as required by section 59020 et seq.;

(2) Intercollegiate athletics, as defined in section 55000; and

(3) Intercollegiate academic or vocational competition, as defined in section 55000, where enrollment in the course and courses that are related in content, as defined in 55000, is limited to no more than four times for semester courses or six times for quarter courses. This enrollment limitation applies even if the student receives a substandard grade or "W" during one or more of the enrollments in such a course or petitions for repetition due to special circumstances as provided in section 55045.

(b) The district must identify all courses which are repeatable and designate such courses in its catalog.

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

(d) Notwithstanding the limitations above, apportionment will be limited as set forth in section 58161.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 76000, Education Code.

#### **55044. Repetition of Variable Unit Courses.**

(a) If a community college district offers credit courses for variable units on an open-entry/ open-exit basis pursuant to section 58164, the district policies and procedures on course repetition adopted pursuant to section 55040 shall provide that a student may enroll in the course as many times as necessary to complete one time the entire curriculum of the course as described in the course outline of record. However, the district policy may not permit the student to repeat any portion of the curriculum for the course, unless:

(1) the course is required for legally mandated training;

(2) the course is a special class for students with disabilities which the student needs to repeat for one of the reasons described in section 56029;

(3) repetition of the course to retake a portion of the curriculum is justified by extenuating circumstances pursuant to section 55045; or

(4) the student wishes to repeat the course to alleviate substandard work recorded for a portion of the curriculum as authorized pursuant to section 55042.

(b) Notwithstanding subdivision (a), each time a student enrolls in a physical education activity course offered on an open entry/open exit basis, regardless of the number of units for which the student enrolls, the enrollment shall count as a repetition of the course for purposes of sections 55041 and 58161.

(c) When course repetition of a portion of a course is permitted under the circumstances described in subdivision (a), the district policy may allow the previous grade and credit to be disregarded in computing the student's GPA.

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

#### **58164. Open Entry/Open Exit Courses**

(a) The term "open entry/open exit courses" refers to courses in which students enroll at various times, and complete at various times or at varying paces. Open entry/open exit courses may be conducted as either credit or noncredit courses and may be offered with or without regularly scheduled hours.

(b) For open entry/open exit courses for which credit apportionment is claimed, one unit of credit shall be awarded for approximately 48 hours of recitation, study, or laboratory work. Increments of less than one unit of credit shall be awarded in the same proportion.

(c) Where an open entry/open exit course provides supplemental learning assistance pursuant to section 58172, which supports another course or courses, the course outline of record for the open entry/open exit course must identify the other course or courses that it supports and the specific learning objectives to be addressed and the educational competencies students are to achieve.

(d) Full-time equivalent student computations for enrollment in open entry/open exit courses shall be made pursuant to the provisions of subsection (e) of section 58003.1.

(e) The maximum number of hours a student may be enrolled in an open entry/open exit course shall be determined by the curriculum committee established pursuant to section 55002 based on the maximum time reasonably needed to achieve the educational objectives of the course.

**(f) State apportionment shall not be claimed under this section for:**

(1) optional attendance at artistic or cultural presentations or events (such as, but not limited to, films, concerts, plays, or art exhibitions).

(2) activities which are primarily student use of district facilities, equipment, or resources without provision of instruction involving specifically defined learning objectives and educational competencies set forth in the course outline of record.

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

#### **55253. College Credit and Repetition**

(a) For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours or 24 quarter credit hours, subject to the following limitations:

(1) General Work Experience Education.

A maximum of six semester credit hours or nine quarter credit hours may be earned during one enrollment period in general work experience education.

(2) Occupational Work Experience Education.

A maximum of eight credit hours may be earned during one enrollment period in occupational work experience education.

(b) If a college offers only one course in occupational work experience in a given field and that course is not offered as a variable unit open-entry/open-exit course, the district policy on course repetition adopted pursuant to section 55040 may permit a student to repeat that course any number of times

so long as the student does not exceed the limits on the number of units of cooperative work experience education set forth in subdivision (a). Consistent with section 58161, attendance of a student repeating a cooperative work experience course pursuant to this subdivision may be claimed for state apportionment.

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

### **56029. Special Class Repeatability**

Repetition of special classes is subject to the provisions of article 4 (commencing with section 55040) of subchapter 1 of chapter 6 and section 58161. However, districts are authorized to permit additional repetitions of credit or noncredit special classes to provide an accommodation to a student's educational limitations pursuant to state and federal nondiscrimination laws. Districts shall develop policies and procedures providing for repetition under the following circumstances:

- (a) When continuing success of the student in other general and/or special classes is dependent on additional repetitions of a specific special class;
- (b) When additional repetitions of a specific special class are essential to completing a student's preparation for enrollment into other regular or special classes; or
- (c) When the student has a student educational contract which involves a goal other than completion of the special class in question and repetition of the course will further achievement of that goal.

Note: Authority cited: Sections 67312, 70901 and 84850, Education Code. Reference: Sections 67310-67312 and 84850, Education Code; and title 29 United States Code section 794.



## CurricUNET Review & Submission

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CurricUNET is the Internet-based curriculum processing system used at Allan Hancock College to propose, review, and house curriculum. CurricUNET is accessible to AHC faculty and staff anywhere there is Internet access.

Based on the type of proposal being submitted one of the following CNET processes will be selected when submitting a proposal:

Once a curriculum proposal is launched in CurricUNET (CNET) faculty originators must keep track of their proposals throughout the curriculum review process. Reviewers of proposals may request edits and/or changes at multiple stages throughout the process. CurricUNET sends an email notification to participants in the review process whenever there is a proposal that needs their attention. Participants include department members, department chair and dean, articulation officer, librarian, AP&P chair and representatives.

For specific instructions on how to submit a proposal please refer to the Curriculum User's Guide (TBA)