



CURRICULUM DEVELOPMENT GUIDE 2021

**Certification Training and Training Local Committees
ASCCC Curriculum Institute 2021**

The ASCCC Curriculum Institute 2021 highlighted:

1. Vision for Success, Core Commitments, and Call to Action for Equity
2. Submission Requirements for credit programs (AA, AS, and COA), noncredit, and ADT
3. Common Submission Errors
4. Resources

Vision for Success

Core Commitments

1. Increase credential obtainment by 20%
2. Increase transfer by 35% to UC and CSU
3. Decrease unit obtainment for a degree
4. Increase employment for CTE students
5. Reduce and erase equity gaps
6. Reduce regional gaps

1. Focus on students' goals
2. Design and decide with the student in mind
3. Pair high expectations and high support
4. Evidence-based decisions
5. Own student performance
6. Enable innovation and action
7. Cross-system partnership

Call to Action for Equity

1. Systemwide review of police and first responder training and curriculum.
2. Campus leaders host open dialogue and address campus climate.
3. Campuses audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.
4. District Boards review and update your Equity plans with urgency.
5. Shorten the time for the full implementation of the DEI Integration Plan
6. Engage in the Vision Resource Center "Community Colleges for Change."

Types of Programs Reviewed by CCCCCO at Submission

With streamlining and auto-approval, the Chancellor's Office no longer reviews every type of award when it is submitted to COCI.

Awards that **are reviewed at submission:** *

- **New and Revised** ADTs
- **New** CTE Certificates of Achievement
- **New** CTE AS/AA Degree
- **New and Revised** CDCP Noncredit (short term vocational)

*Colleges are still responsible for maintaining supporting documents for **all** awards, as specified in PCAH, even if the Chancellor's Office does not review them at submission.

College Perspective: Local Responsibility and Equity

- Program development guidelines in Program and Course Approval Handbook (PCAH) include considerations of appropriateness to mission, demonstrated need, adequacy of resources, and adherence to curriculum standards, and regulatory compliance
- Streamlining curriculum means more responsibility on curriculum committees to review these areas, even if the Chancellor's Office will not be reviewing at submission
- Colleges need to document local review and approval processes for accreditation, annual curriculum certification, and eventual periodic review of curriculum by Chancellor's Office
- Great opportunity to explore equity and disproportionate impact on your students

Certificates, Programs, and Degrees

Requirements for All Program Submissions

- Proposal fields in Chancellor's Office Curriculum Inventory (COCI) are filled in correctly
- Course outlines of record (CORs) for **all courses** are attached
- Narrative is complete and accurate
- Information in COCI fields, narrative, and supporting documents match exactly (i.e. Units, CORS, course titles, etc.).

Supporting Documentation

- Required supporting documentation varies by award type and program goal
- For details refer to PCAH (7th ed):
 - Associate Degree for Transfer (ADTs): p. 73-79
 - Associates in Arts / Associates in Sciences (AA/AS): p. 79-89
 - Certificates of Achievements: p. 89-93
 - Career Development and College Preparation (CDCP) certificates: p. 129-137

Credit Programs

Review of AA/AS Degrees

- Compliance standards for associate degrees per title 5, § 55063
- All curriculum components will be reviewed
- CORs for all courses
- Narrative (with all components)
- Supporting documentation for CTE associate degrees

Review of Career and Technical Education (CTE) Programs

- Program Narrative and Associated Courses
- Labor Market Information (LMI) & Analysis
 - Within two years & regional for the college
 - Data on Wages should be included
 - Employer survey can be used in lieu of LMI
- Regional Consortia Recommendation for the specific program
- Advisory Committee Recommendation for the specific program

- Program Review Date: Must be every 2 years (Education Code 78016)

Associate Degrees for Transfer

CSU Breadth Updates

To qualify for full certification, a student must satisfactorily complete 39 lower-division semester units, or the quarter unit equivalent, of instruction appropriate to meet the objectives of Articles 3 (Premises) and 4 (Subject-Area Distribution). If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 40 semester units or the quarter equivalent. CCC GE certification does not guarantee that all CSU campus admission requirements have been met. Units must be distributed as follows below (except as specified in 5.3.5 below):

- Area A, 9 semester units (or the quarter equivalent) including instruction in oral communication, written communication, and critical thinking.
- Area B, 9 semester units (or the quarter equivalent) including instruction in physical science and life science, at least one part of which must include a laboratory component, and mathematics/quantitative reasoning. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 10 semester units (or the quarter equivalent).
- Area C, 9 semester units (or the quarter equivalent) with at least one course in the arts and one in the humanities.
- Area D, 6 semester units (or the quarter equivalent).
- Area E, 3 semester units (or the quarter equivalent).
- Area F, 3 semester units (or the quarter equivalent).

Pursuant to SB1440

The following completion requirements must be met:

- (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements. (Note: This degree may only be completed using the IGETC GE pattern.)
 - (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

- (2) Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is an acceptable grade for courses in the major.

Chancellor’s Office Review for ADTs

- The Program Title and Taxonomy of Programs (TOP) code that is entered in the COCI system, should match the information on the transfer model curriculum (TMC) template.
- The Classification of Instructional Programs (CIP) Code should always be included in the COCI system.
- The **Program Goal** should always be Transfer.
- The **Program Award** should always be AAT or AST.
- **Apprenticeship** is always “False”.

- The District Governing Board approval date must be prior to the submission date of the ADT.
- Total Units for the Degree (minimum and maximum) must be 60.

ADT Narrative

- College Name
- ADT Program Name
- Statement of Program Goals and Objectives
- Catalog Description must match in COCI and Narrative, and include the following (PCAH 7th ed, p. 78):
 - Completion of 60 semester units or 90 quarter units of degree-applicable courses.
 - Minimum overall grade point average of 2.0.
 - Minimum grade of “C” (or “P”) for each course in the major, and
 - Completion of IGETC and/or CSU GE-Breadth.

Items 3-8 of the narrative are not required for an ADT.

ADT Templates

- Use **current version** of the TMC template
- Current templates can be found on the Chancellor’s Office website at:
<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>
- The **college name** must be on the template.
- The total units for the major (minimum and maximum) must **match** the information on COCI and the TMC template.

ADT Supporting Documentation

C-ID – Course Identification Numbering System

- Courses pending C-ID approval over 45 days may be included in the degree if the program application demonstrates evidence that those courses have been submitted to and are under review in the C-ID System. Thus, for evidence, please submit a screenshot from the C-ID website that includes the date of submission, course name, and college (PCAH 7th ed., pp. 78-79).

The **TMC** Template may also require other forms of course documentation:

- **AAM** – Articulation Agreement **by Major**
- **BCT** – CSU Baccalaureate Level Course List **by Department**
- **GECC** – CSU GE Certification Course List **by Area**

Noncredit Programs

- All curriculum components will be reviewed
- COCI proposal fields for data elements
- Course outline of record meets standards in title 5, § 55002 (c), and approved by the district governing board
- Refer to PCAH 7, Part III, noncredit curriculum standards and criteria

Noncredit Programs: Certificate of Completion and Certificate of Competency

- All curriculum components will be reviewed
- Narrative (with all components)
- CORs for all courses
- Appropriate supporting documentation for short-term vocational (“CTE”) certificates
- Refer to PCAH 7, Part III, Section 3 for noncredit program criteria and standards
- Adult High School Diploma (AHSD) and apprenticeship - PCAH 7, Part III, Section 3 (pp. 135 – 137)

Review of Career Development and College Preparation (CDCP) Certificates

- Only CDCP Programs in the domain of Short-Term Vocational require Chancellor’s Office approval before chaptering:
 - Program is a **Certificate of Completion**
 - Includes New and modified Short-term vocational certificates
 - Includes New and modified Apprenticeships
- The submission must include all required documentation (PCAH 7th ed, p. 132) including:
 - Narrative – 4 items
 - Course Outlines of Record for all associated courses
 - Associated courses with predominantly CB11 – K and CB22 - I
 - Labor Market Information
- All COCI fields must coincide with COR and supporting documentation

Common Submission Errors

Mismatch between COCI, Narrative, and supporting documents including but not limited to:

- Units
- Course titles/Program title
- Net Annual Labor Demand

Missing supporting documentation but not limited to:

- CORs not listed
- ADT missing TMC template/ASSIST documents
- CTE awards missing advisory minutes, etc.

Resources for Curriculum Reviewers

- The PCAH (7th edition)
- The TOP code manual
- The Data Element Dictionary

ASCCC Curriculum Institute 2020

Description: Colleges are required to train curriculum committees annually to be eligible for continued local approval certification. This document **highlights** elements of **local approval certification** for 2020-2021.

This serves as a template for committee members. There are additional resources that may be helpful in training local curriculum committee members and curriculum developers.

Local Approval Certification 2020-2021

- First local approval certification was due December 2016 and included local approval for credit courses, including new courses for approved programs, modified courses, and stand-alone courses.
- **2019-2020** Local Approval Certification (Memo AA 19-35) included all credit and noncredit course proposals, modified credit programs, local credit programs, CTE C-ID aligned credit programs, and noncredit CDCP programs (except for short-term vocational). It did not include ADTs, noncredit CDCP STV programs, and new CTE programs not C-ID aligned

Required Annual Certification Form signed by Chief Executive Officer, Chief Instructional Officer, Academic Senate President, and Curriculum Chair.

Required Copy of local board policy defining standards for credit hour calculations

For 2019-2020, **signatories** acknowledged and certified that:

- o Course hours and units are **correct** in accordance with CCCCO Course Calculations.
- o The college/district course outline of record has been approved by the District Governing Board.
- o The college has developed local policy, regulations, or procedures specifying the accepted relationship between **contact hours, outside-of-class hours, and credit** for calculating credit hours to ensure consistency in awarding units of credit.
- o Credit **cooperative work experience** plan has local board approval and is on file;
- o Credit and noncredit courses and programs that are submitted to the Chancellor's Office Curriculum Inventory (COCI) system are **accurate and compliant** with California Education Code, California Code of Regulations, title 5, and the current CCCCO Program and Course Approval Handbook (PCAH, 7th edition);
- o Credit and noncredit programs have the required attachments in accordance with the current CCCCO PCAH; and
- o **Mandatory training** for curriculum committees and responsible administrators regarding curriculum rules and regulations to ensure compliance ((CCR, §55002(a) (1)).

Who should be trained? Curriculum committee, curriculum specialist, deans and other curriculum developers, chief executive officer, chief instructional officer, academic senate president, faculty and support staff involved in curriculum development.

- o Annual Certification Approval Policy. The Chancellor's Office requires each college to annually submit:
 - Annual Certification: Chief Executive Officer, Chief Instructional Officer, Academic Senate President, and Curriculum Chair.
 - Local Governing Board Policy
 - Policy must define the **standards for credit hour calculations**. Submit as PDF

- **Non-submission of the Annual Certification will result in a deactivation of “auto-approval” status**
- The periodic review process will be ongoing
- The Chancellor’s Office is here to help. College curriculum specialists are encouraged to work closely with assigned CCCCCO regional curriculum staff members (regional assignments posted to CCCCCO Curriculum web page)
- Ongoing information updates will be shared periodically (listservs, curriculum training venues, guidance memos, etc.).

Example: Periodic Review Process:

- 2/1/2020 – CCCCCO conducts periodic review, annotates findings, and notifies college of required revisions (discrepancies requiring corrective action).
- The college receives periodic review discrepancy notification from CCCCCO and has 60 days to *respond* to CO (response by 4/1/2020).
- The college *corrects* discrepancies and submits amended curriculum via COCI (by 10/1/2020).
- CCCCCO reviews corrected curriculum and notifies the college. *NOTE: Non-punitive process. The goal is to assist the colleges in aligning curriculum with policy through technical assistance and guided support. This does not include AD-Ts.*

REMINDERS:

- Make sure course hours and units are correct
- Development of local policy for consistency in awarding units of credit
- Course outline of record approved by district governing board
- Cooperative Work Experience (CWE) plan has local board approval and is on file
- Accuracy of credit curriculum submitted to COCI
- Credit programs have the required attachments in accordance with the current (7th edition) Program and Course Approval Handbook (PCAH).
- Mandatory training for curriculum committees and responsible administrators regarding curriculum rules and regulations to ensure compliance (CCR title 5, §55002(a) (1))

Added: July 27, 2020.

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PURPOSE

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 (AP&P) Committee in the curriculum approval process. This handbook is primarily oriented toward CCC 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 Academic Policy and Planning (AP&P) Committee is a sub-committee of the Academic Senate and is a faculty committee that, with advice from administration, reviews and recommends new and/or modified curriculum. The recommendations of the AP&P Committee are submitted to the Academic Senate and then to the Board of Trustees for further review and approval.

THE ACADEMIC POLICY AND PLANNING (AP&P) COMMITTEE & TECHNICAL REVIEW (TRC) COMMITTEE INCLUDING ROLES AND RESPONSIBILITIES

OVERVIEW

The AP&P committee makes curriculum and related curricular matters recommendations to the Academic Senate and then to the Board of Trustees. It 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 AP&P Committee makes curriculum decisions in accordance with the philosophy, policies and procedures, mission, and objectives of the college. It ensures compliance with regulatory and accreditation standards.

FUNCTIONS

1. Provide recommendations, through the Academic Senate, to the Superintendent/President and District Board of Trustees regarding courses and instructional programs. These include:
 - a. New curriculum and programs
 - b. Proposed changes and revisions to existing curriculum and programs
 - c. Discontinuance of existing programs
 - d. General Education criteria
 - e. Board policies pertaining to curricular matters
2. Provide recommendations, as needed, to the Academic Senate on policies which define AP&P Committee processes for creating and modifying curriculum and programs. These policies are then housed in the AP&P Curriculum Development Handbook.
3. Submit recommendations (from 1 and 2 above) in a Summary Report to Academic Senate at least once per semester.
4. Annually prepare and deliver a report of accomplishments, challenges, and recommendations for improvement to Academic Senate at its first meeting in May.

MEMBERSHIP

Eligibility

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

Voting Members

There shall be a member from each instructional department (including noncredit); one counselor, one member representing faculty from Academic Services, and one student member who shall be from the Associated Student Body Government (ASBG).

Non-voting Members

The vice president academic affairs shall be ex officio without vote; the articulation officer shall be ex-officio without a vote (unless such member sits as the department representative from the counseling department); one member from the senate executive committee, one member from the admissions and records office; and the curriculum specialist are all non-voting members.

Length of Membership

The term of office for faculty/department representative shall be for two years except where the incumbent is elected as the AP&P chairperson. In this case, term of office will then be extended to cover his/her tenure. The tenure of office for the student member shall be one year.

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. There is no limit on the number of times a department representative or AP&P chair may be reelected. 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 Discipline/Counselor
English
Health Sciences
Life and Physical Sciences
Mathematical Sciences
Public Safety

EVEN Years

Business
Fine Arts
Kinesiology, Recreation, & Athletics
Industrial Technology
Languages and Communication
*Academic Services
Social & Behavioral Sciences

*The academic services area includes the college nurse, learning assistance, and library faculty.

Election of the AP&P Committee Chair

The election of the committee chair shall be in accordance with the Academic Senate Elections Code. The chair shall be elected on or before November 1 for the following term. Any presently serving 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 committee chair shall 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 committee chair in accordance with the Academic Senate Elections Code. The term of office shall be two years. Currently, or previously serving voting members of the AP&P committee or other community college curriculum committee shall be eligible.

Agenda

In addition to developing the agenda and presiding over meetings, the chair may appoint ad hoc committees to study, investigate and report on any subject within the committee's purview. The chair, in collaboration with the office of the Vice President, Academic Affairs, is responsible for preparing, distributing, and posting the agenda.

Meetings

Meetings are held as mutually agreed by the committee, typically every other Thursday afternoon from 2 - 4 PM unless the curriculum review load requires more frequent Thursday meetings. The Technical Review Committee meets on the alternating Thursday afternoons.

Minutes

The curriculum specialist is responsible for preparing and posting the minutes. The AP&P chair is responsible for committee action on the minutes.

AP&P Approved: 03/2018

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.

CONDUCT OF MEETINGS

Each meeting requires a quorum of at least 2/3 of the committee membership. These meetings shall be conducted according to Robert's Rules of Order and Brown Act rules. All meetings are open to all.

Agenda items include but are not limited to:

- Approval of the minutes
- Approval of the agenda
- First readings
- Second readings
- Consent agenda
- Public Comment
- Reports of subcommittees, department representatives, ad hoc reports, minority, etc. can be given orally or in writing.

COMMITTEE ACTIONS ON AGENDA ITEMS

The AP&P Committee may take various actions:

Consent Agenda

- Recommend for adoption – The AP&P committee chair identifies proposals that do not warrant full committee review. These proposals include, but not limited to, textbook changes, student learning outcomes changes, course drops with no impact on courses and programs, certain corrections, typographical modifications during course review, etc. The committee can move any consent agenda item/s to full review of the AP&P committee if there are any issues and concerns.

First Reading

The initiator is required to attend at least the first reading to be able to answer the committee's concerns regarding the proposal. In the absence of the initiator, the department representative should be able to answer the committee's questions regarding the proposal.

- Accept for consideration – The AP&P committee deems the proposal is compliant with college and Title 5 requirements. The AP&P committee may request for more information

and additional modifications. These additional information and modifications may require department approval and dean review. Some recommendations include but not limited to:

- Required documentation for content review for new prerequisites, corequisites, and advisories
- Required documentation for repeatability
- Required documentation on transferability
- Required documentation for AHC GE/MCGS/HW, CSUGE, and IGETC
- Required documentation for CTE courses and programs, especially new courses and programs
- Required documentation on distance learning offering and update

Second Reading

The second reading is designed to update the AP&P committee of the recommendations. On occasions, new issues and concerns may be identified and may require committee additional action.

- Recommend for adoption – The committee deems the proposal acceptable for senate and board of trustee approval and implementation.
- Accept rationale for prerequisites, corequisites, and advisories (PCA) – The committee deems that the PCA are appropriate and complies with Title 5 definitions of PCA and Limitation of Enrollment (LOE).
“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))
- Accept rationale/update for Distance Learning – The committee deems the proposal meets all the requirements for distance learning offering.

Other Agenda Items and Committee Actions

First and Second Readings on the same committee meeting

- Since the implementation of the Technical Review Committee, the AP&P committee witnessed overall improvement in the curriculum proposals. The required elements of the proposals are addressed prior to full committee review.
- This is used to address urgent matters as well as facilitate inclusion of proposals in the Summary Report.
Recommend for adoption pending... - The committee deems the proposal appropriate for adoption. The AP&P Committee relegates recommendations to the committee chair when issues and concerns are minor and can be resolved “off the table”.
- Withdraw - The AP&P Committee may ask for a formal withdrawal of a proposal for various reasons that include but not limited to: incomplete proposal, weakly written proposal, emergence of other issues related to the proposal, etc. The initiator must decide on withdrawing the proposal.
- Disapprove - The AP&P committee may disapprove a proposal that shows major issues that warrant further action by the initiator. The initiator may opt to redesign and resubmit the proposal at a later date.
- Table - The AP&P committee may table a proposal when there is inadequate information regarding the proposal to make a committee action.

SUMMARY REPORTS

The AP&P committee periodically submits Summary Reports to the academic senate and then the board of trustees for review and approval. The report includes, but not limited to:

- New courses including noncredit courses
- Modified courses
- Course reviews
- New programs
- Modified programs
- Course drops include sunset
- Miscellaneous include new distance learning, new textbooks, new SLOs, corrections, etc.
- AHC GE/MCGS/HW, CSU GE, and UC IGETC

If the Academic Senate Executive committee has concerns about curriculum procedures or processes, they may either return the report to AP&P committee for reconsideration and possible amendment or bring its concerns to the Academic Senate for discussion.

CURRICULUM-RELATED BOARD POLICIES AND ADMINISTRATIVE PROCEDURES

The AP&P committee reviews and modifies existing and new board policies and administrative procedures (BP/AP) that relate to curriculum and curricular matters. The AP&P committee recommendations are then sent for approval to the Academic Senate and then for adoption to the Board of Trustees.

ACCOMPLISHMENTS, CHALLENGES, AND RECOMMENDATIONS FOR IMPROVEMENT REPORT

The AP&P committee completes an annual report of the accomplishments, challenges, and recommendations for improvement report to the Academic Senate in May.

THE COLLEGE CATALOG AND SCHEDULE

Reference: AHC BP/AP 4260 Prerequisites, Corequisites, Advisories

The college shall provide the following explanations both in the college catalog and in the schedule of courses:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co- requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of contract course, co-requisite, non-credit basic skills course, non-degree-applicable basic skills courses, prerequisites, and satisfactory grade.

Spring 2021

- The Catalog Committee had conducted meetings in spring 2021 with the intention of addressing catalog development, online publications, and related activities.
- The AP&P Committee calendar is aligned with catalog development.
- The online catalog provides additional opportunities to include spring curriculum submission.

Added: 2021-07-21

TECHNICAL REVIEW COMMITTEE (TRC)

Background: In fall 2016, the TRC was created to provide technical assistance to the curriculum proposal processes as well as ensure compliance with Title 5 and accrediting agency requirements.

Goal: Identify and address issues regarding course and program proposals prior to full AP&P committee review.

Roles and Responsibilities

TRC Chair

- Coordinate and assign proposals to the TRC members
- Determine proposal readiness for full AP&P committee review
- Participate in other curriculum-related activities

TRC Members

- Ensure completion of required curriculum management system fields
- Ensure consistency among the different proposal fields
- Correct spelling, grammar, and format issues
- Ensure adequate supportive documentation
- Ensure an integrated course outline of record
- Participate in other curriculum-related activities

Evaluation Process

1. Evaluate proposal process

- TRC proposal review to AP&P Committee review
- TRC proposal review to AP&P approval

2. Survey initiators

Use a 3-point Likert scale – strongly agree, agree, and disagree:

- The TRC is helpful in writing the course/program proposal.
- The TRC is available and responds in a timely manner.
- The worksheets facilitate ease of completion of course/program proposals
- Any suggestions for improving the TRC process.

Approved 3/27/2017

CURRICULAR MATTERS: COLLEGE-WIDE ROLES AND RESPONSIBILITIES

Vice President Academic Affairs (Chief Instructional Officer)

- Provide leadership and guidance to all faculty and staff in curriculum development.

Academic Senate Executive Officer

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

AP&P Chair

1. Ensure curriculum standards and criteria are in compliance with regulations.
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 (CurriQunet 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.
13. Certify via signature appropriate approval process.
14. Provide regular training and seminars for faculty and staff.

AP&P Vice Chair

1. Ensure curriculum standards and criteria are in compliance with regulations.
2. Facilitate AP&P meetings as needed and other chair roles.
3. Serve as a curriculum resource for faculty and staff.
4. Closely collaborate with AP&P chair.
5. Be familiar and know where to access information.
6. Serve as chair of AP&P sub-committee(s) such as Technical Review Committee.
7. Attend various meetings on curricular matters.
8. Keep the committee and the college abreast of trends and changes in the state and local levels.

AP&P Committee Approval: 04/26/2018

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 CurriQunet related issues.
8. Assist AP&P chair and VP Academic Affairs in implementing committee recommendations and decisions.

AP&P Representatives and/or Department Representatives

1. Review / approve / recommend curriculum.
2. Review / approve / recommend curriculum related policies.
3. Represent and advocate for their respective 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 committee work and discussion.
8. Maintain curriculum quality/integrity/standards/compliance with Title 5 requirements and accreditation standards of the courses by careful review and consideration.
9. Keep abreast with curriculum trends and updates.

Articulation Officer

1. Advise on course transfer and/or articulation.
2. Assist faculty in curriculum development.
3. Ensure compliance.
4. Keep committee abreast on transfer and articulation course submissions.
5. Regularly attend and participate at AP&P meetings.
6. Review proposals for impact to articulation

Library and Learning Resources Team including Distance Learning Coordinator and Adaptive Specialist

- Review the course outline to determine adequate resources for courses. If deemed inadequate, the library estimates the cost of the required and additional resources. NOTE: Funding for the resources is the responsibility of the library.

Department Chair

1. Collaborate with initiators and AP&P representatives.
2. Record department vote.
3. Review/approve on behalf of the department curriculum proposals.
4. Guide part-time faculty with curriculum development processes.

Academic Dean

1. Support initiators in curriculum development that include but not limited to allocating adequate resources.
2. Provide expertise on feasibility and related considerations for course and program proposals.
3. Ensure appropriateness of codes and related data elements.
4. Review proposals. Facilitate proposal through the approval process.

The Initiator (Originator)

1. Discuss and/or review curriculum development throughout the process with faculty peers, department chair, academic dean, AP&P representative, library and learning resources staff.
2. Consult with the Counseling department, the Articulation Officer, and other college officers especially for transfer and articulation and financial aid.
NOTE: The discussions include but not limited to appropriateness to the mission of the college, need, curriculum standards, adequate resources, and compliance with Title 5 requirements and accreditation standards.
3. For Distance Learning (DL) conversion and update, collaborate with the DL coordinator and alternate media specialist to ensure adequate and appropriate use of educational technology and compliance with accessibility. Documentation of education and training in the use of educational technology is required with new distance learning conversion.
4. Adhere to curriculum development processes. Attend and present at least the first reading of the proposal/s. This allows the AP&P committee to discuss any issues and concerns regarding the proposal/s. In the event that the initiator cannot attending the first reading, make sure that the department representative is abreast of the proposals to be able to speak on behalf of the initiator.

THE COMMITTEE POLICIES, PROCEDURES, AND PROCESSES

DISCIPLINE PLACEMENT: PLACING COURSES WITHIN DISCIPLINES

Citation

[Title 5 §53200](#)(c): “(1) Curriculum, including establishing prerequisites and **placing courses within disciplines**” ...also known as the 10+1!

Equivalency: Ed. Code [§87359](#)(b)

Minimum Qualifications: Ed. Code [§87360](#)(b)

Minimum Qualifications

Degrees and credits generally must be from accredited institutions ([§53406](#)).

An occupational license or certificate is required in certain instances ([§53417](#))

A district may hire a person who possesses qualifications different from, but equivalent to, those on the disciplines list, according to criteria and procedures agreed upon by the governing board and the academic senate ([§53430](#))

Second Minimum Qualification

Education Code section [§87360](#) requires that sensitivity to and understanding of diversity be included in the district’s final hiring criteria.

Discipline Defined

- A “discipline” is defined as a grouping of courses that share common academic or vocational preparation and are typically defined by a degree, degrees (MFA, MA, BA, MS, etc.), or specific professional preparation.
- Discipline is from the perspective of faculty preparation. Faculty must meet the MQs for the discipline(s) of the course they are assigned to teach. It is not the same as local departments or subject areas.

Example:

Local Department or Subject Name: Child and Family Studies
Official Discipline: Early Childhood Education
Not the same as your local designator, a TOP code, or an FSA.

Disciplines List

- Specifies the *minimum* qualifications for each discipline
- Revisions to the list are considered annually
 - Through local senate or through professional organization
 - Must have two separate senate districts approve the proposal
 - Must provide evidence to support rationale for change
 - Minimum of two statewide hearings
- The Board of Governors considers the recommendations of the Academic Senate and formally acts on them.
- Faculty must meet the MQs for the discipline of their assignment.

Minimum Qualifications for Interdisciplinary Studies

Master's in the interdisciplinary area OR master's in one of the disciplines included in the interdisciplinary area and upper division or graduate coursework in at least one other constituent discipline.

Any time **interdisciplinary studies** discipline is used, the disciplines for a particular course MUST be specified.

Disciplines versus Departments

- Departments are locally defined organizational structures.
- Disciplines, as defined in the Minimum Qualifications Handbook are not necessarily the same as local departments or subject areas.

Example:

Local Department or Program Name: Child and Family Studies

Local Subject Code: CFS

Official Discipline: Early Childhood Education

- Instructional faculty teach courses assigned to disciplines, not departments.
The term "assigned" frequently leads to confusion for local faculty and Senates. Do not mistake "assigned" with "owns".

Minimum Qualifications

A college/ district may establish additional qualifications which are more rigorous than the state established MQs. However, local MQs cannot be less rigorous than the state established MQs. Equivalency must be established locally and must be at least equivalent to the minimum qualifications.

Why do we care about Faculty Qualifications?

Minimum Qualifications are requirements that: ensures faculty preparation in the content area, ensures learning, and addresses accreditation standards.

ACCJC Standard III.A.1:

“The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services.”

ACCJC Standard III.A.2:

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution

Local Considerations

- Equivalency must be established locally and must be **at least equivalent** to the minimum qualifications.
- A district may establish additional qualifications which are more rigorous than the state established MQs. However, local MQs cannot be less rigorous than the state established MQs.

Basic Considerations

- Determine the minimum qualifications necessary to teach a course. (Who should be included in these discussions?)
- Local academic senates maintain responsibility for placing courses in disciplines [\(§53200\(c\)\(1\)\)](#).
- All credit & noncredit courses **must** be placed within a discipline or disciplines.

Options for Assigning Courses

1. Course assigned to a single discipline
Example: ENGL 101 assigned to English. The minimum qualification for English provides adequate preparation to teach the course content.
2. Course assigned to more than one discipline with an “or”
Example: ARTS 101 assigned to Art *or* Graphic Design. The minimum qualifications for either discipline provide adequate preparation to teach the course content.
3. Course assigned to more than one discipline with an “and”
Example: HUMA 120 assigned to Humanities *and* Ethnic Studies. The minimum qualifications for both disciplines *together* provide adequate preparation to teach the course content.

Multiple Disciplines

- There is no need for more than one course outline of record (COR) or listing in the catalog under multiple subject codes.
Example: ARTS 101 is assigned to Art OR Graphic Design on the COR. The college only maintains one COR for ARTS 101. The course is listed in the catalog ONLY as ARTS 101. However, faculty who meet MQ for Art or Graphic Design can teach the course.
- A course may be “double-coded” or “cross-listed”—i.e., recorded on two or more CORs and listed in the catalog under each subject code. (AKA: **Multiple Prefixes Offering (MPO)**)
CAUTION: Be careful about creating double-coded /cross-listed courses. It is rarely to the

students benefit and is sometimes a bad solution to a local conflict or misunderstanding of who is eligible to teach a course.

Example: Social Psychology is recorded on two separate CORs, one as PSYC 120, one as SOCI 120. It is listed in the catalog under both subject codes. These courses should have identical CORs.

Local Disciplines Assignment

A district may locally assign any discipline on the state list for local use, but they do not have to use any discipline. For instance, if a district has not locally adopted the discipline of Art History, it could assign all the Art History courses to the discipline of Art. In this case, the MQs for Art History classes in that district would be those defined for the Art discipline, not the Art History discipline (unless the district chooses to change this).

Impacts of Decisions of Discipline Placement

- **Single Discipline** - Faculty who meet minimum qualifications or the locally determined equivalent for THAT listed discipline are eligible to teach the courses within that discipline.
- **More than one discipline with an “or”** - Faculty who meet minimum qualifications or the locally determined equivalent in ANY of the listed disciplines are eligible to teach the course.
- **More than one discipline with an “and”** - Faculty who meet minimum qualifications or the locally determined equivalent for all the listed disciplines are eligible to teach it.

Reference:

ASCCC. Curriculum Institute Presentation. (2021). Number 1 of the 10 + 1: Assigning Courses to Disciplines.

Added: 2021/07/21

CROSS-LISTING (MULTIPLE PREFIXES OFFERING/DUAL CODED COURSES)

Cross-listing - “double-coded”; recorded on two or more CORs and listed in the catalog under each subject code. (AKA: Multiple Prefixes Offering (MPO))

Reference:

CCCCO Curriculum and Instructional Unit. Academic Affairs Division. Taxonomy of Programs. (Revised June 2012).

Taxonomy of Program (TOP) - a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes.

At the college level, local program titles often differ substantially from college to college.

Example:

A Mechanized Agriculture program can also be known by other names like Agriculture Engineering Technology, or Agriculture Equipment Operations and Maintenance.

Because they have similar outcomes, information on all three is collected and reported at the state level under TOP code 0116.00, which carries the standardized title. Agricultural Power Equipment Technology.

The TOP was designed to aggregate information about programs. However, a TOP code must also be assigned to every course in the system.

Although the TOP does not contain as many specific choices as would a system designed for courses, **each course should be given the TOP code** that comes closest to describing the course content.

TOP codes and titles serve a variety of purposes at the state level. They are used:

- In the Inventory of Approved and Projected Programs to make information available about where programs of particular types are offered around the state.
- In the Management Information Systems database to collect and report information on student awards (degrees and certificates) issued in particular types of programs.
- In the Management Information Systems database, to collect and report information on enrollment and Full Time Equivalent Students (FTES) in courses within curriculum categories.
- In Career and Technical Education (CTE) accountability reports on program completions and course success.

There are also some state purposes for which only the first two digits of the Taxonomy, the most general level of classification, are used.

- In reports on staffing, the teaching assignment of each classroom faculty member is characterized by the two-digit TOP discipline of most of the courses he or she teaches.
- In budget reports, spending on instructional programs is broken down by twodigit TOP discipline.
- In facilities planning, assignable square feet for laboratories varies according to the TOP discipline.
- Certain data collected by TOP codes are also reported by the CCC Chancellor's Office to the federal government. For this to happen, the data must be converted to the system of classification used by the U.S. Department of Education, which is called the Classification of Instructional Programs (CIP). A **TOP to CIP CROSSWALK** is used for this purpose.

What the TOP is NOT Intended For

Because it is a convenient and uniform system of classification, the Taxonomy of Programs has been used within districts and colleges for various local purposes. None of these uses is mandated by law or suggested by the Chancellor's Office. In some cases, the fit between the TOP structure and local organizational or educational needs is not very good. The belief has developed among some people that the TOP controls various aspects of college and district operations. To the extent this is so, it is only so by local college or district choice. No State rule imposes the TOP for local purposes.

Examples:

- The TOP does not control faculty minimum qualifications or faculty service areas. These are controlled by the minimum qualifications "disciplines list" adopted by the Board of

Governors upon the recommendation of the Academic Senate. The disciplines lists are not based on the TOP.

- The TOP is not intended to have any effect on faculty load calculations or faculty compensation.
- The TOP does not control how a college organizes its departments or divisions, or which programs are placed under which divisions.
- The TOP does not control how local instructional budgets are allocated.
- The TOP should not influence how local program review is conducted.

Current Practices:

1. Cross-listed courses have multiple course prefixes, same course numbers (ideally), multiple discipline or interdisciplinary studies placement, and content-appropriate TOP code.
2. Every cross-listed course has a course outline of record. The distance education status may differ among the cross-listed courses.
3. New cross-listing proposals require collaboration among involved/affected discipline faculty. These collaborations and consensus should be documented and attached to the request for cross-listing proposal (Proposal types: New course, course review, or major course modification).
4. The discipline faculty initiator of the “source” course shall be the default discipline responsible for course review and modifications unless deemed otherwise by the involved/affected faculty. Involved/affected discipline faculty collaborate on course review and modifications.

Approved: Fall 2009. AP&P and Academic Senate.

Reviewed: 7-27-2021.

NONCREDIT MIRRORED COURSES

Reference:

ASCCC. Curriculum Institute 2021. College and Career Readiness: Noncredit Pathways.

Randy Beach, Wendy Brill-Wynkoop, and Emma Diaz

Noncredit courses are approved by districts and “chaptered” by CCCCCO via the CO Curriculum Inventory (COCI)

Ten Noncredit Instructional Categories

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

[*A noncredit instructional category eligible to be sequenced to lead to a Career Development and College Preparation \(CDCP\) \(“enhanced funding”\) certificate program, pursuant to Ed Code § 84760.5.](#)

Title 5 §55155. Noncredit Programs

Career Development and College Preparation

- Certificates of Competency (Elementary and Secondary; ESL)
- Certificate of Completion (Short-term Vocational with high employment potential)

Adult High School Diploma

Noncredit Pre-apprenticeship

Important to remember to design programs and courses with noncredit students in mind

- Noncredit students come for a variety of reasons
- Most vulnerable; multiple challenges
- Noncredit students are credit students/credit students are noncredit students
- Communicate expectations and opportunities
- Innovate with urgency of eliminating equity gaps and achieving full student equity

Noncredit Support Courses

These courses are designed together with credit faculty to support students who are currently enrolled or are preparing to enroll in credit courses. Some options include:

- Corequisite support courses
- Modularized support courses
- Intensive review courses
- Mirrored courses

The courses that build bridges between credit and noncredit can be a way to introduce noncredit offerings to faculty that typically teach credit courses. Some crucial areas of support include:

- Career and academic counseling
- Financial aid services
- Academic support including tutoring
- Supportive services such as CalWORKS, CAEP, EOPS, and DSPS
- Partnerships between credit and noncredit faculty

English and Math Support

- AB 705 and Guided Pathways prompted many colleges to rethink how noncredit can support students as they onboard into credit coursework.
- Corequisite noncredit courses can provide concurrent support in Math and English supporting the pathway from noncredit to credit to transfer.

Benefits to Students

Build foundational level skills

Focus on skill attainment, not grades or units

Meet the students where they are

Provide low-cost educational opportunities

Individualize Instruction and Tutoring

Work at your own pace

Provide a Stress-Free Learning Environment

<u>Strengths</u>	<u>Challenges</u>
Students can enroll for free	Course not counted for financial aid
Students do not accumulate excessive units	Basic skills restrictions
Flexibility of course scheduling (open entry/open exit)	Enrollment cannot be required
No repeatability limits	Different instructors for credit/noncredit courses
	No enhanced funding
	Longer approval process
	Difficulty navigating enrollments

Mirrored Credit and Noncredit Courses

- Credit and noncredit course with identical course outline of record.
- Usually seen in ESL and short-term vocational classes.
- Creates pathways for the adult noncredit learners.
- Courses are scheduled at the same time with one instructor teaching all students.
- Sections are typically listed with a specified number of seats in the credit and noncredit sections.
- Noncredit students attend all class sessions and complete the same work as the credit students.
- Noncredit students cannot earn units for successfully completing the course, but they may earn a certificate.

Benefits to Students

Helpful for students that are transitioning from noncredit to credit.

Low-stakes option for students who want to attempt a course, need extra time mastering the content, or do not qualify for financial aid

Provides a unique opportunity for students to explore the rigor and expectation of credit courses without the pressure of tuition fees, failing grade, or repeatability restrictions.

Credit for Prior Learning (CPL) can be used to earn units later. Refer to **BP/AP 4235 Credit for Prior Learning**.

Added: 07-27-2021.

SUNSET POLICY

Current Practice: The sunset list is distributed for department and discipline faculty review and action. The initiator would either initiate course deactivation in the curriculum management system or complete first or second appearance report.

Department Initiated Course Drop

A Request to Drop a Course form should be submitted when a department agrees to drop a credit course that has been successfully taught within the previous two years. These forms are submitted when a new course replaces an old one, or when the department wishes to remove a course from the curricula. The form requires approval by the department and is distributed to the committee for review. Please ensure prior to submitting a request to drop that a review of possible impact to other courses and programs has been done and affected faculty are aware of changes in the curriculum. This process may also be completed via the Course Deletion proposal process in CurriQunet.

Sunset List (Fall Semester)

Any credit course that has not been taught for a period of two calendar years will be placed on a sunset list, where it will remain 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 on the sunset list. During that semester, the department will be required to present a response to the committee via the First Appearance Report form in regard to the course. Should the department wish to offer the course again, via department vote, 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 three semesters, i.e., spring, summer, and/or fall. If the department does not submit a response to the committee via the

First Appearance Report form, or the response rationale is not approved by the committee, the course will be dropped from the catalog.

Subsequent to a course remaining on the sunset list for one year, if a course is yet again not successfully taught during that year, it will appear for a second time on the sunset list during the fall. At this time, should the department vote to offer it again, the department will be required to present a response to the committee via the Second Appearance Report form in regard to the course. The course will be reviewed at a regularly scheduled committee meeting that semester. 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 any of the next three semesters, i.e. spring, summer, and/or fall. The course initiator, lead instructor, or department designee should attend the scheduled committee meeting to present the department's rationale for retention to the committee.

Rationales for offering the course again 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.

Exempt

Courses in the areas of Emergency Medical Services, Environmental Health and Safety, Fire Technology, Wildland Firefighting, and Law Enforcement, as well as Special Topics x99 (ex. 199, 399, 499, 599) courses that are not core to any degree/certificate program are exempt from the Sunset Policy. The program coordinators in these disciplines will review their list of courses annually and drop curriculum that is no longer in use by the program.

First Appearance Report

Six response rationale options (see below) are provided on the form, which is to be completed based on departmental agreement.

- It is recommended that if option 3, 4, 5, or 6 is selected, the appropriate department member (course initiator, lead instructor, or department designee) should attend the scheduled meeting for the purpose of presenting the rationale and responding to committee questions.
- Option 4 courses will be exempt from the Sunset Policy.
- Should option 3 or 5 be selected, course status will be reviewed subsequent to each option's process.
- Should option 6 be selected and approved, the course status will be reviewed by a date specified by the committee.
- Courses successfully taught will be removed from the sunset list.
- For courses not successfully taught, and non-approved response rationales, courses will move to the Second Appearance Report.

Second Appearance Report

Six response rationale options (see below) are provided on the form, which is to be completed based on departmental agreement.

- It is recommended that if option 3, 4, 5, or 6 is selected, the appropriate department member (course initiator, lead instructor, or department designee) should attend the scheduled meeting for the purpose of presenting the rationale and responding to

committee questions. A copy of the rationale submitted the previous year requesting retention of the course should also be included.

- Option 4 courses will be exempt from the Sunset Policy.
- Should option 3 or 5 be selected, course status will be reviewed subsequent to each option's process.
- Should option 6 be selected and approved, the course status will be reviewed by a date specified by the committee.
- Courses successfully taught will be removed from the sunset list.
- For courses not successfully taught, and non-approved response rationales, courses will be dropped.

Courses That Have Been Dropped. When a course is dropped, it is removed from the catalog, and listed as inactive. Re-activating a course requires a departmental faculty course review process and must occur within three years. Subsequent to a course being inactive for three years, it automatically becomes archived. To offer a course that has been archived, a new course proposal must be submitted via the current curriculum approval process. While the new course may be based upon a previously dropped course, the new course proposal should include revisions necessary to ensure course currency.

Note: Current and future consideration should be given to a dropped course and its potential impact on other courses, existing degree programs, existing certificates, course articulation, and C-ID (Course Identification Numbering System) status.

Response Rationale Options

1. This course should not be on the sunset list because it was offered successfully.
2. The department concurs that the course should be dropped from the curriculum.
3. Offer again during the upcoming spring, summer, and/or fall terms.
4. The department wishes to change the course to a Special Topic x99 (ex. 199, 399, 499, 599).
5. The department wishes to retain the course, with course modifications via the current curriculum proposal process.
6. The department wishes to continue with this course due to extenuating circumstances.

AP&P Committee & Academic Senate Approval: 06/14/2016

INSTRUCTIONS

1. The discipline faculty and department ascertain whether the courses in the sunset list have not had any successful offering within the last two years.
2. The discipline faculty and department decide on whether the courses continue to be relevant, current, and viable to be offered in the upcoming semesters.
3. The discipline faculty and/or department complete the appropriate sunset forms: FIRST APPEARANCE form or the SECOND APPEARANCE form.
4. Based on discipline faculty and department decision, the course may be:
 - Retained with plans to enhance likelihood of successful offering
 - Modified to improve relevance and currency.
 - The discipline faculty must create a COURSE REVIEW proposal, if the course is part of the periodic course-program review cycle; or a MAJOR MODIFICATION, if the course is not on the scheduled course-program review cycle.

- Attach the completed FIRST APPEARANCE form or the SECOND APPEARANCE form.
- Dropped. The discipline faculty must create a COURSE DROP proposal with the rationale of low enrollment, unsuccessful course offering, or sunset. The discipline faculty must be mindful of the impact of course drop on other courses and programs. If the COURSE DROP would result in a Program Deactivation, the discipline faculty and department must review and implement the BP/AP 4021 Program Vitality.

Added: 2021-07-21

Sunset Policy: First Appearance Report

The following course has been identified as one that is subject to the college's sunset policy because it has not been successfully taught for at least two calendar years. When a course is dropped, it is removed from the catalog, and listed as inactive. Re-activating a course requires a departmental faculty course review process and must occur within three years. Subsequent to a course being inactive for three years, it automatically becomes archived. To offer a course that has been archived, a new course proposal must be submitted.

Course Prefix & Number _____ Course Title _____

1. _____ This course should not be on the sunset list because it was offered successfully: _____
(Indicate term and year).

2. _____ The department concurs that the course should be dropped from the curriculum. Include confirmation for the following:

Ran Course Impact Report: _____ (Indicate term and year)

Communicated with departments that may be impacted: _____ (Indicate term and year)

Please note: Current and future consideration should be given to a dropped course and its potential impact on other courses, existing degree programs, existing certificates, course articulation, and C-ID (Course Identification Numbering System) status.

For rationale responses 3-6 below, indicate:

A. _____
(Last term and year offered.) (Last term and year successfully taught.)

B. Include/attach evidence to demonstrate enrollment data. (Examples: annual update, program review, mandates, external board requirements, or other atypical circumstances)

3. _____ the course will be offered again during the upcoming spring, summer, and/or fall terms.

4. _____ The department wishes to change the course to a Special Topic 199 or 399 (circle one). (The College Catalog indicates these courses are not included in any major core.)

5. _____ The department wishes to retain the course, with course modifications via the current curriculum proposal process, for the following specific reasons (Attach additional rationale if needed.)

Please provide submission date and initiator for course modification proposal.

6. _____ The department wishes to continue with this course due to the following extenuating circumstances. Attach additional rationale if needed.):

PREPARED BY:

DEPARTMENT ACTION:

_____ # YES _____ # NO _____ # ABSTENTIONS _____
Signature of Initiator

REVIEWED BY:

_____ AP&P Representative

Date: _____

_____ Department Chair

Date: _____

_____ Academic Dean* Indicates ability of the District to financially support course offering within the next two semesters.

Sunset Policy: Second Appearance Report

The following course has been identified as one that is subject to the college's Sunset Policy because it has not been successfully taught for at least three calendar years. When a course is dropped, it is removed from the catalog, and listed as inactive. Re-activating a course requires a departmental faculty course review process and must occur within three years. Subsequent to a course being inactive for three years, it automatically becomes archived. To offer a course that has been archived, a new course proposal must be submitted.

Course Prefix & Number _____ Course Title _____

1. _____ This course should not be on the sunset list because it was offered successfully: _____
(Indicate term and year).

2. _____ The department concurs that the course should be dropped from the curriculum. Please include confirmation for the following:

Ran Course Impact Report: _____ (Indicate term and year).

Communicated with departments that may be impacted: _____ (Indicate term and year).

Please note: current and future consideration should be given to a dropped course and its potential impact on: other courses; existing degree programs; existing certificates; course articulation; and C-ID (Course Identification Numbering System) status.

For rationale responses 3-6 below, indicate:

A. _____
(Last term and year offered.) (Last term and year successfully taught.)

B. Include/attach evidence to demonstrate enrollment data. (Examples: annual update, program review, mandates, external board requirements, or other atypical circumstances)

3. _____ The course will be offered again during the upcoming spring, summer, and/or fall terms.

4. _____ The department wishes to change the course to a Special Topic 199 or 399 (circle one). (The College Catalog indicates these courses are not included in any major core.)

5. _____ The department wishes to retain the course, with course modifications via the current curriculum proposal process, for the following specific reasons (Attach additional rationale if needed.): _____

Please provide submission date and initiator for course modification proposal.

6. _____ The department wishes to continue with this course due to the following extenuating circumstances (Attach additional rationale if needed.) _____

PREPARED BY:

Signature of Initiator

DEPARTMENT ACTION:

YES _____ # NO _____ # ABSTENTIONS _____

REVIEWED BY:

AP&P Representative

Date: _____

Department Chair

Date: _____

Academic Dean*

Date: _____

Academic Dean* Indicates ability of district to financially support course offering within the next two semesters.

CURRICULUM DEVELOPMENT AND APPROVAL PROCESSES

CURRICULUM PROPOSALS

INSTRUCTIONS

1. Determine the justification for creating a curriculum proposal.
2. Create a proposal based on the planned curriculum. New curricula require additional specific documentation. Include considerations for the course impact on other courses and programs.
3. Refer to resources to meet the requisite curriculum elements.

CREDIT COURSES

Proposal Type	Uses	Additional Requirements
Agency Mandate	Specific mandate changes in the course.	Attach: Agency Mandate document
Corrections	Miscellaneous changes that are not covered in other proposal types including but not limited to discipline placement, repeatability, and College Now. Follow-up changes required by reviewers from other institutions and approving agencies – including but not limited to C-ID, CSU and UC requirements.	
Course Drop	Deactivation of the course. Reported in COCI.	Review: Course and Program Impact reports and provide appropriate accommodations for students who are impacted by the change.
Course Outcomes Change Only	Limited use: CLO change only.	The other course elements cannot be modified.
Course Review	Course modification during curriculum review cycle.	
ERT Conversion	Temporary and expedient course conversion to emergency remote teaching.	Expedited approval process.
Major Modification	Course modification not during curriculum review cycle.	
New Course	New course development.	Review: Required documentation for C-ID and CTE.

New Topic	New topic development.	Review: Specific Course numbering and alignment with the “shell” template.
Text Change Only	Limited use: Text and materials change.	The other course elements cannot be modified.

Commonly Missed Elements of the Course Proposals

- Unclear justification. Provide a brief but detailed rationale of the proposal. Include specific changes made.
Example:
Scheduled course review. Removed prerequisite English course. Minor edits in topics, assignments, and methods of evaluation. Updated text and materials.
- Missing documentation
Examples:
 - Need to attach CONTENT REVIEW form and related documents for new requisites.
 - Need to attach C-ID descriptors and related documentation when proposing modifications to meet CSU and UC transferable courses.
 - Need to attach AGENCY MANDATE citation to reflect the need for the changes.
 - Need to attach rationale for repeatability.
- Missing responses to the course and technical elements including but not limited to discipline placement, DE addendum and contact types, data elements and feasibility, graduation requirements alignment, older text, and rationale, etc.
- Missing course elements like assignments, content, objectives, learning outcomes, etc.

NONCREDIT COURSES

Proposal Type	Uses	Additional Requirements
Deactivate NC Course	Deactivation of the NC course. Reported in COCI.	
Modify NC Course	NC course modification not during curriculum review cycle.	
New NC Course	New NC course development.	Review: NC requirements based on the categories.
NC Course Review	NC course modification during curriculum review cycle.	
NC ERT Conversion	Temporary and expedient NC course conversion to emergency remote teaching.	Expedited approval process.

Commonly Missed Elements of the Course Proposals

- Unclear justification. Provide a brief but detailed rationale of the proposal. Include specific changes made.
Example:
Scheduled noncredit course review. Minor edits in topics, assignments, and methods of evaluation. Updated materials.

- Missing responses to the course and technical elements including but not limited to discipline placement, DE addendum and contact types, credit hours, data elements and feasibility, course materials, etc.
- Missing course elements like assignments, content, objectives, learning outcomes, grading, etc.
- Missing collaboration documentation with related disciplines.

CREDIT PROGRAMS

Proposal Type	Uses	Additional Requirements
Deactivate Program	Program drop	Requires implementation of BP/AP 4021 Program Vitality.
Major Program Modification	Program modification	Requires update of documentation and current course outlines.
New Credit Program	New program	Requires documentation depending on program type.

NONCREDIT PROGRAMS

Proposal Type	Uses	Additional Requirements
Delete NC Program	NC program drop.	Requires implementation of BP/AP 4021 Program Vitality.
Modify NC Program	NC changes.	Requires update of documentation and current course outlines.
New NC Program	New NC program	Requires documentation.

Commonly Missed Elements of the Program Proposals

- Unclear justification. Provide a brief but detailed rationale of the proposal. Include specific changes made.
Example:
Program update. Modifications include removal of a course, addition of a course, changes in program learning outcome, agency-mandated unit changes, CSU-UC requirements, or revisions in the TMC.
- Missing documentation like labor market information, TMC documentation, narrative, etc.
- Out-of-date course outlines (greater than 5 years)

References

- Program and Course Approval handbook (PCAH) 7th edition
Part II: Credit Curriculum
Part III: Noncredit Curriculum
- Bloom's Taxonomy

CURRICULUM DEVELOPMENT TIMELINES

- The AP&P Committee Catalog Development Calendar maps committee meetings, summary reports, senate and board of trustees, and CSU and UC approvals.
- For transfer and articulation: The articulation officer (AO) submits course proposals for CSU GE approval in December. Upon CSU GE approval, the AO submits these course proposals to UC IGETC approval in June. These CSU and UC approvals would be included the ONLINE CATALOG REFRESH.
- Depending on the curriculum proposal, the CCCC would chapter, review, and/or approve the proposals and would be granted a control number. Only curriculum with control numbers can be included in the schedule.

CURRICULUM APPROVAL PROCESS

All curriculum proposals go through the approval process that begins with the initiator (originator).

Level 01	Originator
Level 02	Learning Resources, Dean, Librarian, LRC Staff
Level 03	APP Committee Co-chair, TRC Member
Level 04	Department APP Rep
Level 05	Department Chair, Department Review
Level 06	Dean
Level 07	APP Committee Chair, APP Committee Member, VP Academic Affairs

Common Causes of Delays in AP&P Committee Approval

- Incomplete proposals
- Review and approval of various levels in the approval process
- Lack of response from initiator regarding committee recommendations
- AP&P Committee workload

Strategies to Avoid/Reduce Delays in Committee Approval

- Monitor curriculum proposal as it is reviewed at various approval levels.
- Keep abreast of the committee activities. Read AP&P Committee agenda. Work closely with your department representative.
- Attend AP&P Committee meeting when the proposal is on the agenda
- Respond to CurriQunet communications and submit recommended changes and additional documents.

CURRICULUM DUPLICATION

- Is the content currently available in any other course in your discipline, a related discipline, or other department?
- Indicate the persons contacted and the results of each contact. If the faculty contacted were not supportive of the course, provide rationale for offering the course and address reasons for duplicating existing curriculum.

Current Practice

AP&P committee action is based on careful review of the proposal.

The committee will not have a committee action until all the issues and concerns regarding curriculum, including but not limited to duplication, have been addressed by the respective faculty and disciplines.

Faculty, support staff, and/or administrators. who do not support the curriculum proposal due to but not limited to curriculum duplication, may submit a **minority report** that details reasons for non-support of the curriculum proposal.

PREREQUISITES, COREQUISITES, AND ADVISORIES (PCA)

References:

AHC BP/AP 4260 Prerequisites, Corequisites, Advisories

2012 CCC BOG Guidelines for Title 5 regulations Section 55003 Policies for Prerequisites, Corequisites, and Advisories on Recommended Preparation

file:///J:/AP&P/CDH/Resources/Prerequisites_Guidelines_55003%20Final.pdf

“Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation.”

Title 5 §55003(i) Reporting of the Establishment of PCA to the State.

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.

Curriculum Review Process (AHC BP/AP4260 Prerequisites, Corequisites, Advisories)

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

1. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
2. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Title 5 Sections 53200-53204 and within the limits set forth in Title 5 Section 55003. Certain limitations on enrollment must be established in the same manner.
3. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
 - a) The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:
 - (1) Approve the course; and,
 - (2) As a **separate action**, approve any prerequisite or co- requisite, only if:
 - (a) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:

- i. Involvement of faculty with appropriate expertise;
 - ii. Consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards;
 - iii. Be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
 - iv. Specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
 - v. Identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under iv.
 - vi. Matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
 - vii. Maintain documentation that the above steps were taken.
- (3) Approve any **limitation on enrollment** that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
 - (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
 - (5) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.
 - (6) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.
- b) A course which should have a prerequisite or co-requisite as provided in (5) or (6) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
 - (1) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
 - (2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co- requisites.
 - a) The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.
 - b) If the District chooses to use content review as defined in Title 5 of the Code of California Regulations section 55000(c) to define prerequisites and co-requisites in reading, written expression, or mathematics for courses that are degree applicable and are not in a sequence, it must adopt a plan consistent with Title 5 of the Code of California Regulations section 55003(c).

INSTRUCTIONS:

- 1. Refer: Course Review packet for periodic review of requisites.
- 2. During off-periodic review cycle, complete the CurriQunet fields: REQUISITES, REQUISITE JUSTIFICATION, and ENTRANCE SKILLS

- Determine if the course is exempt from prerequisites review.
- Include Entrance Requirements for prerequisites and advisories.
- Attach as appropriate forms – CONTENT REVIEW, LIMITATION on ENROLLMENT, CSU/UC COMPARISON, or other documentation as deemed appropriate.

Added: 2021-07-21

PCA: CONTENT REVIEW
WITHIN THE SAME DISCIPLINE OR ACROSS DISCIPLINES

Course Prefix and Number _____

Department _____ Responsible Instructor _____

PCA being reviewed: _____ Type: _____

Use one form for each prerequisite/corequisite/advisory if the course has more than one.

Review Team (Recommended: Four instructors; preferably two of whom teach the course being reviewed; one who teaches the preceding course, and one who teaches the subsequent course, as appropriate)

Recommended Materials:

1. Course outline for record being reviewed preceding course and subsequent course
2. For each course, current text, typical tests, sample projects, quizzes, and any other relevant evaluation tools as used within the courses and evidenced by the course outline, written grading standards (possibly from syllabus).
3. Use instructional research program (Tableau) prerequisite-corequisite data reflecting student success based on completion and non-completion of prerequisite course.

Process:

- | | |
|--|--|
| <p>1. <u>Examine objectives of course being reviewed.</u>
Are objectives current? _____
Will student successfully completing this course have a reasonable chance of success in subsequent course? _____</p> | <p>3. <u>Examine the evaluation tools used within the course.</u>
Do the tests, quizzes, projects, assignments reflect skills which the student would have acquired in the preceding course? _____</p> |
| <p>2. <u>Examine objectives of preceding course.</u>
Are the objectives equivalent of the entrance skills necessary to succeed in the course being reviewed? _____</p> | <p>4. <u>Examine the text used for the course</u>
Does the textbook require a base of knowledge the student would have obtained in the preceding course? _____</p> |

Based on the attached documentation, it is the recommendation of the faculty that:

- ____ The prerequisite/corequisite/advisory (Circle one) is appropriate.
- ____ The prerequisite/corequisite/advisory (Circle one) should be deleted.
- ____ The prerequisite/corequisite/advisory (Circle one) should be modified.
- ____ The course outline should be modified to reflect outcomes of content review and to include entrance/exit skills.

Originator _____	Date _____	Department Chair _____	Date _____
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Approved: _____
Academic Dean _____ Date _____

PCA: CSU/UC COMPARISON

Course Prefix and Number _____

Department _____ Responsible Instructor _____

Prerequisite being reviewed: _____

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following CSU/UC campus offers the same course and is identified as:

<u>Institution</u>	<u>Name of Parallel Course</u>	<u>Prerequisite of Parallel Course</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

_____ Originator	_____ Date	_____ Department Chair	_____ Date
_____ Approved: Academic Dean		_____ Date	

PCA: LIMITATION ON ENROLLMENT

Course Prefix and Number _____

Department _____ Originator _____

Prerequisite being reviewed: _____

Use one form for **each** prerequisite/corequisite/advisory if the course has more than one

_____ The prerequisite/restriction on enrollment is necessary for the health and safety. Students or other persons would be at risk without this requirement for the following reason(s):

_____ The course is not a major degree core requirement or a graduation requirement for which there is no alternative course available.

Alternative Course(s)

Prefix & No.	Name of Course
_____	_____

Prefix & No.	Name of Course
_____	_____

Originator	Date	Department Chair	Date
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Approved:

Academic Dean	Date
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COURSE NUMBERING

- 100-199 – Baccalaureate-level courses and will transfer to the CSU and other four-year institutions. Some of these courses would not be appropriate for specific majors or for general education (GE) requirements for graduation.
- 300-399 – Intended for certificate and associate degree programs. In some cases, with special arrangements, they may be acceptable for transfer to four-year universities.
- 400-499 – Vocational credit course that are not applicable to the associate degree programs and do not transfer to four-year institutions.
- 500-599 – College preparatory in nature and are not applicable to associate degree programs and do not transfer to four-year institutions.
- 149/302 - Cooperative Work Experience
- 189/389 - Independent Projects
- 199/399/499/599 – Special Topics

When assigning course prefix/numbering to new courses, 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, contact the curriculum specialist.

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 resubmitted to AP&P committee for approval as a regular course or must discontinue offering as an experimental course.

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

Special Topics courses are courses “which employ 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.”

A course shell establishes the underlying framework for offering curriculum that results in the student realizing common goals and objectives. A secondary, topic-specific, COR will be submitted for approval prior to scheduling the course.

Example:

ART 399 is developed to offer varying topics in ART. Once approved, new topics are introduced in the schedule of classes: ART 399A, Southwestern Pottery. The next topic introduced in the schedule of classes 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).

Criteria for Special Topics Courses Shells include:

1. Unit range of 0.5 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 "Special Topics" has a standard listing in the catalog as to the nature of the offerings once a shell is established. The course is listed as ART 199/399/499/599 depending on the rigor.
6. Special topics courses may not be used as core units in a major.
7. Special topics courses are exempt from the sunset rule. The Office of Academic Affairs requests department yearly review of these courses for conversion to a regular course or drop.

Agency-Mandated Course Changes

The AP&P committee does not override local, state, or federal agency mandates. The AGENCY-MANDATED proposal type flags the committee of the urgent nature of these mandates. The initiator must attach the agency mandate document in the course proposal. The initiator may also use NEW COURSE proposal type for mandated course additions to programs.

"College Now" Listing

The College Now courses provide qualified high school students (juniors and seniors) with the opportunity to enroll in college level classes.

- CONCURRENT ENROLLMENT (Dual Enrollment) refers to college agreements with local high schools to offer college courses in the high school campus.
- The AP&P Committee sends the College Now list to the department representatives to ensure accuracy and currency of the list.

Added: 2021-07-21

"Early Entry" Listing

Under Education Code 78401(c), colleges may allow admission of minors to their noncredit programs. Under this provision, Allan Hancock College allows students 16 years of age and older to register for the noncredit courses listed below when the course is not available at their local High School, or when the content of the course ensures their educational success at their local High School.

- The AP&P Committee sends the Early Entry list to the department representatives to ensure accuracy and currency of the list.

Added: 2021-07-21

Course Outline of Record & Compliance and Academic Freedom

A COR must be specific enough to guide instructors in the development of the 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 own teaching styles and subject expertise (whenever possible) as well as meet special student learning needs.

AN INTEGRATED COURSE OUTLINE OF RECORD

At the most fundamental level, “integration” occurs when each COR element reinforces the purpose of the other elements. There should be an obvious relationship among the objectives, methods of instruction, assignments, and methods of evaluation.

Example

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

DISTANCE EDUCATION

Definition:

Distance Education (DE) - instruction in which the instructor and student are separated by distance and are interacting through the assistance of communication technology. Instruction in such a course or course section is designed to be provided through distance education and/or face-to-face instruction. (AHC BP/AP 4105).

Spring 2021: Committee Actions on Distance Education

- The committee voted to adopt “Distance Education” to refer to the teaching modality. It continues to be interchangeably referred to “Distance Learning”.
- Regarding the different types of DE, the committee believes that the course descriptions as these appear in the Schedule of Classes adequately inform the students of specific types of DE course offerings.
- The committee, in collaboration with the Distance Education team of experts, created the template language in the DE addendum.
- The committee adopted three DE offering subtypes: (1) Emergency Remote Teaching (ERT); (2) DE Synchronous Only; and (3) DE

Types of Distance Education

1. Fully Online (FO) (AKA 100% online) – Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system and using other required materials. All approved instructional contact hours are delivered through these online interactions. Fully online classes do not require in-person assessments or activities. If synchronous online activities are required, the schedule of classes indicates dates and times.

Examples:

- Online instruction with all activities and exams delivered online, whether synchronously or asynchronously.
 - Online instruction with activities delivered online, with required proctored online exams.
 - Online instruction with required lab activities that are conducted by students remotely without physical location requirements, but which may require use of lab kits or other prescribed materials.
2. Partially Online (PO) (AKA Hybrid) - Instruction involving regular and effective online interaction for -any portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of the required in-person components.

Examples:

- Online instruction with required scheduled weekly meetings, or on-campus exams on scheduled days.
 - Online instruction with requirement to attend a specified museum at a specified time as part of instruction hours.
 - Required scheduled labs on a specified campus or location and/or at a specific time.
3. Online with Flexible In-person component (OFI) – Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college’s learning management system and using other required materials. Approved instructional contact hours are delivered through online interactions, supplemented by required in-person assessments or activities that are available at approved locations during a specified range of time. The schedule of classes indicates dates, range of times and locations of all required in-person components. Examples:
- Online instruction with required in-person proctored exams at a proctoring location near the student and during a specified range of times. (e.g. Week of Oct. 7-13, 8 a.m. to 6 p.m.)
 - Online instruction with required museum tour as part of instructional hours that can be accomplished at a museum near the student during a specified range of time. (e.g. Any museum of fine art during the week of Oct. 7-13)
 - Online instruction with required lab at a collaborating college facility near the student during the college’s open lab hours during a specified range of time. (e.g. Week of Oct. 7-13, 8 a.m. to 6 p.m.). Reference: DEETAC, Distance Education Guidelines, 2019.

Subtypes of Distance Education Instruction Modality

Distance Education - instruction in which the instructor and student are separated by distance and are interacting through the assistance of communication technology. Instruction in a course or course section is provided through distance education synchronously, asynchronously, and/or face-to-face.

Distance Education - Synchronous Only - instruction in which the instructor and student are separated by distance and are interacting through the assistance of communication technology. Instruction in a course or course section is provided through distance education synchronously and/or face-to-face.

Emergency Remote Teaching (ERT) – instruction in which the instructor and student are separated by distance and are interacting through the assistance of communication technology. Instruction in a course or course section is provided through distance education synchronously only in the event of mandates that preclude face-to-face instruction.

Course Outline Distance Education Addendum

INSTRUCTIONS:

1. Use the template to complete the various fields in the course management system.
2. Include additional provisions as deemed available and appropriate to the course.

3. Collaborate with the DE team regarding available educational resources to enhance student learning.

Instructor-initiated Contact

In compliance with the Distance Education requirements,

Instructor-initiated contact hours per week must minimally match the number of units per week.

For example, in a three-unit course, an instructor should initiate a minimum of three hours of contact with the students per week using a variety of methods such as email, discussion boards, announcements, and review sessions. **This applies to both credit and noncredit courses.**

The initiator must include the appropriate CONTACT TYPES with an approximate frequency during the course offering.

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course.

- Assignments will be submitted primarily through the district Course Management System (CMS).
- Students can submit multiple file types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and/or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor-initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for DE course, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio/videoconferencing (Zoom, Cranium Café)
- Interactive mobile technologies

- Chat, text, Twitter
- Telephone
- Virtual offices hours

Adjustments to Evaluation

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make the Course Accessible to Disabled Students

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e., sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide “built-in” accommodation (i.e., closed, or open captioning, “alt tags”) which are accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

- Images, graphs, charts, or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
- Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript may be sufficient.
- Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
- Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
- Outside webpages and links
- Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
- Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like “click here” and “more” must be avoided.

- Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
- Avoid text images. Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
- Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
- Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
- Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Is there any aspect of the course that cannot be made accessible to students with disabilities?

- ☐ NO
- ☐ YES. [If YES, briefly describe the problem and how the problem will be resolved. Use attachment if necessary.](#)

ADA Compliance

All web and electronic content that is public facing as well as any online course content will be compliant with [Section 508 of the Rehabilitation Act of 1973](#) and the [WCAG 2.0 AA guidelines](#).

Added: 2021-07-21
AP&P Committee Approval: Spring 2021

CURRICULUM MANAGEMENT SYSTEM (CURRIQUNET) FEATURES THE COURSE OUTLINE OF RECORD

TAB: PROPOSAL INFORMATION SCREEN

Proposal Information Screen	Proposal Information Screen
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JUSTIFICATION OF NEED

What need does the new course/course modification serve? For course modification/course review, specify how the outline will be modified.

TIP: Brief. Direct to the point.

Examples:

Course review. Updates on objectives, content, and assignments.

Proposal Information

Proposal Date * 

Proposed Start Year

Semester

Enrollment Projections

College Now

Level

How did you determine de
multiple measure placeme
access to English 101 eligi

100 - (Baccalaureate, Degree Applicable, Transferable)
300 - (Degree Applicable, Non-transferable)
400 & 500 - (Non-Degree Applicable, Non-transferable)
500 - (Non-Degree Applicable, Non-transferable, Basic Skills)
7000 - (Non-credit)

COLLEGE NOW – appropriate for high school students. Make sure that the course is included in the most current College Now list.

LEVEL – ensures consistency in the course numbering system. It provides additional information regarding the course.

How did you determine demand for this course and what is the basis for enrollment projections? Attach supporting data.

TIP: Describe your findings regarding the demand for the course. Cite supporting information and attach relevant documents.

Curriculum Duplication Is the content currently available in any other course in your discipline, a related discipline, or other department? No Indicate the persons contacted and the results of each contact. If the faculty contacted were not supportive of this course, provide rationale for offering this course (address the reasons for duplicating existing curriculum).
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Curriculum Duplication

- There is a need to collaborate with discipline faculty to determine whether the duplicated course would compete with another course in terms of student enrollment.
- Certain courses – like noncredit mirrored courses – are meant to duplicate credit courses to provide opportunities for other groups of students.

Mission Appropriate ALLAN HANCOCK COLLEGE MISSION STATEMENT <i>Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community</i> How does this course/program proposal align with Allan Hancock College's mission statement? Educational Master Plan? Strategic Plan? Will it provide a basic skill, transfer, or vocational need? Will it be included in a certificate? Degree? Licensure?) Please refer to your program review, and/or annual update. This course fits in within the statewide and national push to provide alternative placements for students to complete their English GE requirements for transfer or vocational programs.
--

- The course proposal must align with mission statement, educational master plan, and strategic plan. These documents are available at the college website.
- Basic skill, transfer, or vocational need.
- Inclusion in a certificate or degree warrants a review and/or modification of the program outline.

Program Selection

☐ Show selected

- ☐ Agribusiness: Viticulture (Associate in Science - Active)
- ☐ Agribusiness: Viticulture (Certificate of Achievement - Active)
- ☐ Agribusiness: Pairing Wine and Food (Certificate of Accomplishment - Active)
- ☐ Media Arts: Animation (Associate in Science - Active)
- ☐ Architectural Drafting (Associate in Science - Active)
- ☐ Architectural Drafting (Certificate of Accomplishment - Active)
- ☐ Art (Associate in Arts - Active)
- ☐ Auto Body Technology (Associate in Science - Active)

1 of 460 items are selected

- Accurately select the program. This would include the course in a program impact report.
- Selection may include more than one program.

Adequate Resources

Identify the college resources that will be needed, and that are currently available for offering this course/program.

- Collaborate with dean and administrators regarding new courses since these would entail a review of needs and available resources to ensure viability of the course.

TAB: FEASIBILITY ANALYSIS (Dean's Page)

Proposal Information Screen	Feasibility Analysis (Deans page)
Feasibility Analysis (Deans page)	The college must demonstrate that it has the necessary resources to offer and sustain its courses and programs at the level of quality described in the course outline of record within two years of adoption. These include, but are not limited to, available faculty, facilities, appropriate support staff and student services, equipment, materials, and library resources. In addition, new course or program proposals must demonstrate need, alignment with the college mission and strategic plans, and appropriateness to California Community College system. (Reference, California Education Code Section 66010.4.a. CCR, Title 5, Section 55130, AHC Board Policy and Administrative Procedure 4020)
Co-Contributor	

- The dean completes these fields.
- This page documents the provision of resources to be able to successfully offer the course.

TAB: CO-CONTRIBUTOR

Proposal Information Screen	Co-Contributor
Feasibility Analysis (Deans page)	Contributor
Co-Contributor	☐ Show selected Clear
	☐ Abel, Sean (sean.abel@hancockcollege.edu)

- The co-contributor can make edits to the proposal. However, s/he cannot launch or delete the course proposal.

TAB: COMPARABLE TRANSFER COURSE

Proposal Information Screen	Comparable Transfer Course For new 100 level transferable courses please find a comparable (similar units and PCAs) lower division course in the CSU or UC system or a comparable transferable level course in the CCC system. If no comparable course exists, provide rationale for transferability in the JUSTIFICATION field below. ☒ Is there a comparable course?
Feasibility Analysis (Deans page)	
Co-Contributor	
Comparable Transfer Course	

Transfer Info

☒ Is there a comparable course?

Transfer Info

Course Title

University System

Campus

Course Number, i.e. ACCT 101

Catalog Year

Justification

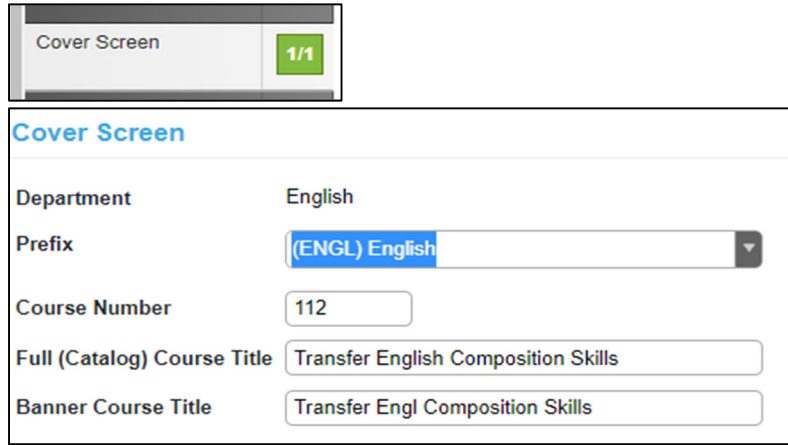
- Collaborate with counseling/articulation regarding the transferability of the course.
- Provide additional information.

TAB: DISCIPLINE

Proposal Information Screen	Discipline Discipline Placement ☒ English (Masters Required) Condition: or ☒ Reading (Masters Required)
Feasibility Analysis (Deans page)	
Co-Contributor	
Comparable Transfer Course	
Discipline	

- Discipline Placement is determined by the course content. It indicates the minimum qualifications to be able to teach the course.
- When listing multiple disciplines, make sure to indicate the condition whether it is intended as multiple discipline placement (“or”) versus interdisciplinary studies placement (“and”).

TAB: COVER SCREEN



The screenshot shows a tab labeled "Cover Screen" with a "1/1" indicator. Below the tab, the "Cover Screen" section contains the following fields:

Department	English
Prefix	(ENGL) English
Course Number	112
Full (Catalog) Course Title	Transfer English Composition Skills
Banner Course Title	Transfer Engl Composition Skills

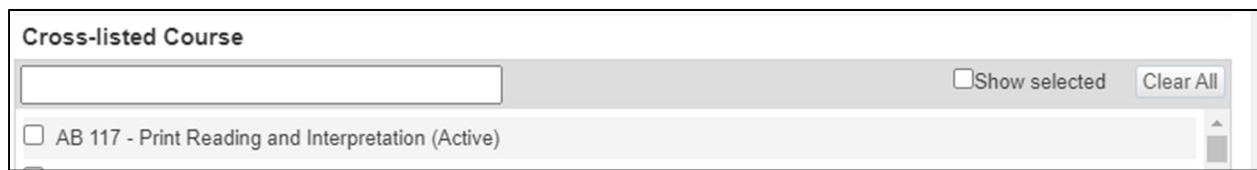
Department

- Is different from discipline placement.
- Indicates department faculty/dean review and approval of the course.
- Indicates department responsible for the course review and modification as well as offering.

Full (Catalog) Course Title – no character limitation. It is the official course title that appears in the college catalog. The CCCCO requires regular and full course title.

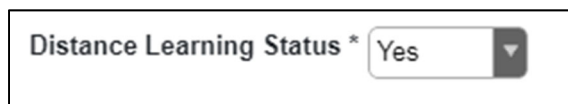
Banner Course Title – college-specified course title that is listed in Banner online schedule of classes. The Banner course title is **limited to 30 characters**, spaces included.

Current Practice: The initiator/originator must be mindful of how the course title reads, even when abbreviated, to meet the character limitations.



The screenshot shows the "Cross-listed Course" section with a search bar, a "Show selected" checkbox, and a "Clear All" button. Below the search bar, a list of courses is displayed, including "AB 117 - Print Reading and Interpretation (Active)".

Refer: Cross-listing. Multiple prefixes offering. Dual coded courses.



The screenshot shows the "Distance Learning Status *" field with a dropdown menu set to "Yes".

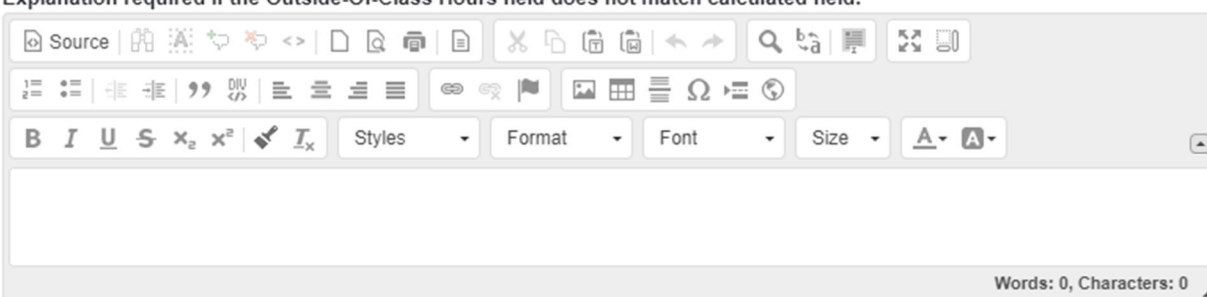
A "Yes" response would enable access to two tabs: **Distance Learning** and **Contact Type**.

The instructional category table defines the units and hours ratio. It indicates the standard ratios for in-class and outside-of-class hours. Refer to the units and hours policy.

Credit Courses – Refer to the instructional category table for lecture, laboratory, and integrated lecture-laboratory. The integrated lecture-laboratory category is to be used very sparingly. Refer: PCAH7, p. 57-60.

Noncredit Courses – “This is the number of instructional hours normally required for a student to complete the course of study. Instructional hours should be sufficient to cover the scope and breadth of the course and to ensure student progress toward achieving the course objectives. Contact hours may be stated as a specific number or a range of minimum to maximum number of hours according to local practice.” PCAH 7, p. 122. Use the 16- and 18-week calculations to show a range of hours for noncredit courses.

Explanation required if the Outside-Of-Class Hours field does not match calculated field.

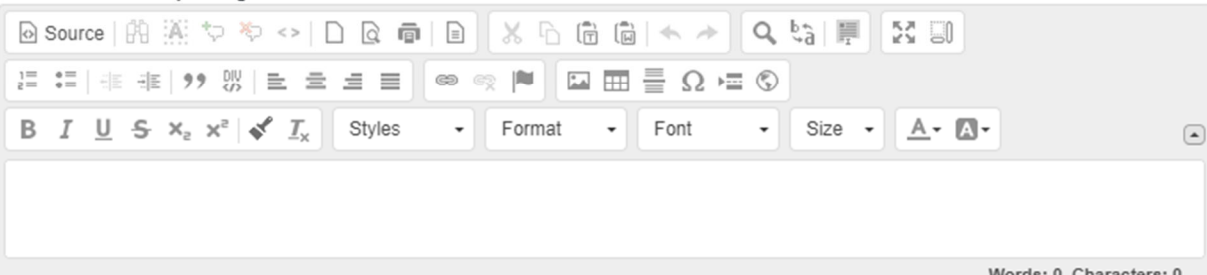


The screenshot shows a rich text editor with a toolbar containing icons for source code, undo, redo, bold, italic, underline, strikethrough, subscript, superscript, text color, background color, link, unlink, list, indent, outdent, and a search icon. Below the toolbar are dropdown menus for Styles, Format, Font, and Size, followed by text color and background color buttons. The editor area is empty, and the status bar at the bottom right indicates "Words: 0, Characters: 0".

*There is a required explanation field if the outside-of-class hours do not match the standard ratios.

Repeatable: number of times course may be repeated

Justification for repeating course



The screenshot shows a rich text editor with a toolbar containing icons for source code, undo, redo, bold, italic, underline, strikethrough, subscript, superscript, text color, background color, link, unlink, list, indent, outdent, and a search icon. Below the toolbar are dropdown menus for Styles, Format, Font, and Size, followed by text color and background color buttons. The editor area is empty, and the status bar at the bottom right indicates "Words: 0, Characters: 0".

Repeatability refers to course repetition/s after a successful attempt. It is separate from repeating a course due to a substandard grade. Refer: PCAH, 7th (p. 62-63) on repeatability.

Grading Method	Letter Grade or Pass ▼
	Letter Grade Only
	Letter Grade or Pass/No Pass
	Noncredit
	Pass/No Pass
	Satisfactory Progress

Credit Courses Options

- ☐ Letter Grade Only
- ☐ Letter Grade or Pass/No Pass
- ☐ Pass/No Pass

Noncredit Courses Options

- ☐ Noncredit
- ☐ Satisfactory Progress

Note: Refer to college and transfer institution policies regarding the Pass/No Pass option.

TAB: COURSE ATTRIBUTES

Course Attributes
 Last updated by Dave DeGroot on 4/19/2021 at 2:24 PM

Concurrent Enrollment	No ▼
C-ID course number	N/A
Credit by Exam	Yes ▼
Maximum Course Enrollment	

Concurrent Enrollment – refers to course offering at the local high schools. It requires an agreement between the college and the specific local high school. Collaborate with articulation officer regarding these agreements. All concurrent enrollment courses must be listed as **College Now**.

TAB: REQUISITES

Requisites
 Requisite Type *
 Subject
 Requisite Course
 Limitations on Enrollment

Prerequisite
 Corequisite
 Advisories
 Limitations on Enrollment

Non Course Requirement (Do not enter AHC courses into textbox)

Source
 Styles
 Format
 Font
 Size

TAB: REQUISITE JUSTIFICATION

☒ Requisites have been entered on the Requisites Page

Proposal

☒ New or modified prerequisite, corequisite, or advisory (must complete content review process and attach [Content Review Worksheet](#))

☐ Re-establish existing requisite per scheduled Course Review (must complete content review process and attach a current [Content Review Worksheet](#))

☐ New or modified limitation on enrollment (must complete and attach [Limitation on Enrollment form](#))

☐ Remove requisite/advisory/limitation on enrollment

Content Review Process [AP 4260](#)

Pre/Corequisite analysis is based upon content review, by the discipline faculty, of identified skills in the course outline and in the preceding course outline, review of syllabi, sample tests and assignments, and student's chances for success.

Content review completed?

Must complete Content Review Worksheet and attach to proposal in "Attached Files".

Exempt from Content Review

- ☒ Requisite is required by four-year institutions (if checked, must attach [CSU/UC Comparison Worksheet](#)).
- ☐ Requisite required by statute or regulation (If checked, the supporting statute or regulation document must be attached.)
- ☐ Requisite is part of a closely-related lecture-laboratory course pairing within a discipline. Related course:
- ☐ Necessary for the health and safety of the student.
- ☐ Baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite (if checked, must attach supporting document).
- ☐ CCC Chancellor's Office recommended placement guidelines for corequisites.

TAB: ENTRANCE SKILLS

[illegible]

TAB: COURSE CONTENT

Lecture Content

Source |

B **I** **U** **S** **x₂** **x₂** **I_x** **Styles** **Format** **Font** **Size** **A** **A**

1. Poetry
2. Folklore and Fantasy
3. Fact and Fiction
4. Final Project Presentations

Words: 10, Characters: 63

Lab Content

Source |

B **I** **U** **S** **x₂** **x₂** **I_x** **Styles** **Format** **Font** **Size** **A** **A**

Words: 0, Characters: 0

TAB: STUDENT LEARNING OUTCOMES

Student Learning Outcomes

Outcome ✓ Show Details + Add Item

ENGL137 SLO1 - Analyze and write children's literature.

ENGL137 SLO2 - Review and evaluate children's books.

ENGL137 SLO3 - Apply the principles of creative dramatics in portraying children's literary works.

TAB: OBJECTIVES

[Blooms Taxonomy](#)

Objective ✓ Show Details + Add Item

analyze and write children's poetry.

review and evaluate children's books.

recite children's poetry.

apply the principles of creative dramatics in portraying children's literary works.

relate a fable, folk, or fairy tale in storytelling mode.

compare and contrast fairy tales in written and/or oral form.

TAB: METHODS OF INSTRUCTION

The screenshot shows the 'Methods of Instruction' tab. It features a section titled 'Instruction Type' with four checkboxes: 'Demonstration', 'Discussion', 'Field Trips', and 'Lab'. The 'Lecture' checkbox is selected and highlighted with a grey bar. Below this is a 'Detail' section containing a rich text editor with various icons for text formatting, alignment, and linking. At the bottom of the 'Detail' section, it says 'Words: 0, Characters: 0'. Below the 'Detail' section are two more checkboxes: 'Methods of Instruction Description:' and 'Service Learning'.

TAB: ASSIGNMENTS

The screenshot shows the 'Assignments' tab. At the top, there is a heading 'Assignments' followed by a paragraph of instructional text: '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.' Below this is a section titled 'Assignment' with a dark header. Underneath is an 'Assignment Type' dropdown menu. The dropdown is open, showing four options: 'Other Assignments', 'Outside Assignments', 'Sample Assignment(s)', and 'In-Class Assignments'. Below the dropdown is a rich text editor with various icons for text formatting, alignment, and linking. At the bottom of the rich text editor, it says 'Words: 0, Characters: 0'.

Use “OUTSIDE ASSIGNMENTS” to refer to course requirements done outside of class hours. These assignments should align with the other elements of the course outline and should reflect the knowledge level of the student.

Provide “SAMPLE ASSIGNMENTS” to serve as an example of an assignment. The sample assignment may not necessarily be included in the all the course offerings.

TAB: METHODS OF EVALUATION

Evaluation Method

- ☒ Exams/Tests
- ☐ Quizzes
- ☐ Research Projects
- ☐ Portfolios
- ☐ Papers
- ☐ Oral Presentation
- ☐ Projects
- ☐ Field Trips
- ☐ Simulation
- ☐ Group Projects
- ☒ Class Participation
 - ☐ Class Work
 - ☐ Home Work
 - ☐ Lab Activities
 - ☐ Class Performance
- ☒ Writing Requirements

Please describe the methods by which students and instructors will know how the objectives have been met. (Give types of instruments used for purposes of evaluation and at least one specific example of an essay question requiring the student to think independently and write.) For activity courses where an essay may be inappropriate, give a sample of an evaluation tool which assesses the student's ability to perform the skill/activity focused on in the course.



Please examine the following poems in depth by answering the questions below. Poems: 1. "Cat" by Mary Britton Miller, p. 56. 2. "Mice" by Rose Fyleman, p. 53. Questions for Discussion: 1. What invitations do the above poems extend to children? Explain your answer in detail, giving quoted examples from the poems. A. for enjoyment? B. to overcome the impossible? C. to look within self? D. to recall familiar experiences? E. to promise of new experiences? F. to read about others? G. to wonder? H. to laugh? I. to imagine? J. to participate? 2. From the text section "An Invitation to Folklore and Fantasy," pp. 148-150, select two stories you are unfamiliar with. Read the stories and write a short report on each. Include setting, characterization, style, plot, and theme. Did you like the stories? Explain why. (Limit reports to 1 1/2 to 2 pages each story.)

There is a need to have at least one item selected in the evaluation methods. Provide additional information in the field.

Align the methods of evaluation with the assignments. List specific assignments that are going to be part of the student's grade for the course.

TAB: REQUIRED TEXTS AND OTHER MATERIALS

Adopted Text(s)						
Author	Title	Edition	Year	Rationale		
Author						
Title						
Edition						
Year						
Rationale						

Transferrable courses: Make sure that text and other materials are no older than five years. Consider: open educational resources (OER), zero-textbook costs (ZTC), or low-textbook cost (LTC) as deemed appropriate and acceptable to transfer institutions.

Provide a rationale for texts and materials that are greater than five years. Make sure that the “older texts” continue to be accessible to students.

TAB: DISTANCE LEARNING

Refer: Distance Education (p.46)

Use the template to complete the adjustments of assignments, adjustments to evaluation tools, strategies to make course accessible to disabled students, and ADA compliance.

1. This is a new proposal for Distance Learning or an existing course that has been substantively changed and its approval
2. This course has already been approved by the Curriculum Committee as Distance Learning. No substantive changes have been made to the course outline that would affect the Distance Learning modality (i.e. units, hours, objectives, content, assignments, evaluation modalities).
3. Emergency Remote Teaching (ERT) – existing courses that use face-to-face instruction but are converted to remote instruction through the use of technology in the event of mandated restrictions on face-to-face instruction.

Distance Learning Approval Status (please look above for the complete option)

2. This course has already been approved by the Curriculum Committee as Distance Learning...

1. This is a new proposal for Distance Learning or an existing course...

2. This course has already been approved by the Curriculum Committee as Distance Learning...

3. Emergency remote teaching (ERT)...

By selecting "Yes", you state that your delivery method is Distance Learning, this course will satisfy federal definitions for Distance Education, and this course will satisfy the following:

- This course requires regular and substantive interaction between instructor and students.
- In this course interaction will be initiated by the instructor.
- This course is not self-paced.

Correspondence Education

No

Distance Education Delivery Method

- ☐ ERT
- ☐ Audio/videoconferencing (Zoom, Cranium Café), etc.
- ☒ Internet

☐ Other

Explain.

Course/Contact Hours

Instructor-initiated contact per week must minimally match the number of units per week. 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.

Instructor Initiated Contact Hours Per Week

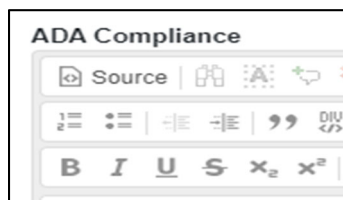
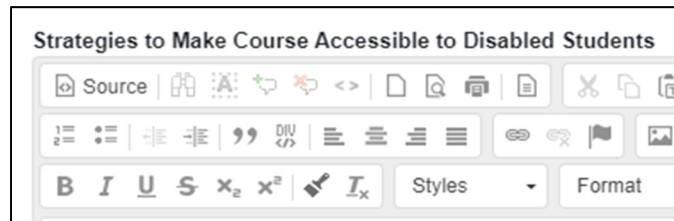
Distance Learning Request - Proposed Changes

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL course. These adjustments will be submitted primarily through the district Course Management System (CMS).

Adjustments to Assignments

The district CMS contains many tools instructors can use to facilitate different types of student interaction.

Instructors may use the assignments tool and/or discussion tool to facilitate student interaction.



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

Inform Students

Students will be referred to the college website via Canvas, email, and Zoom contact as well as informed at the course orientation.

Additional Comments

None

“Inform Students” refers to instructor-initiated contact with the students to keep them abreast of the course requirements and activities.

DL Certification

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.)

Training

N/A

TAB: CONTACT TYPE

Contact Type

Distance Education Contact

Contact Type

Other Contact Type

Source Insert Link Unlink Bold Italic Underline Strikethrough Text Color

Undo Redo Text Color

- CWE Orientation
- CWE Semester Meetings
- Chat room
- Discussion Board
- Email Communication (group and/or individual communications)
- Group Meetings
- In-Person
- Labs
- Unlabeled

Include all the appropriate types of “contact type”.

TAB: GENERAL EDUCATION CRITERIA

There is no need to attach the General Education worksheets except for CSU Area F.

AHC General Education Guiding Principles

- ☐ **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.

AHC General Education Category Definitions

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

AHC General Education Guiding Principles

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

Instructional Object Number

Other Evidence in the Outline

Source
Image
Table
Link
Unlink
Undo
Redo
Find
Print
Save
Cut
Copy
Paste
Undo
Redo
Search
Find & Replace
Fullscreen

Bold
Italic
Underline
Strikethrough
Subscript
Superscript
Text Color
Background Color
Styles
Format
Font
Size
Font Family

Words: 0, Characters: 0

Selecting a level (see above) would open a field that requires citing specific instructional objective number (course objective/s) or other evidence in the course outline.

Current Practice: The committee verifies completion of the worksheet but relies on the discipline faculty's expertise to cite the specific evidence in the course outline.

CSU General Education

Area A - English Language Communication and Critical Thinking

A1. Oral Communication & A2. Written Communication
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.

A3. Critical Thinking
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.

☐ A1 - Oral Communication

☐ A2 - Written Communication

☐ A3 - Critical Thinking

CSU General Education

Area A - English Language Communication and Critical Thinking

A1. Oral Communication & A2. Written Communication
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.

A3. Critical Thinking
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.

☒ **A1 - Oral Communication**

Instructional Object Number

Other Evidence in the Outline

Source

B I U S x₂ x²

Styles Format Font Size A- A+

Selecting a **CSU GE Category** (see above) would open a field that requires citing specific instructional objective number (course objective/s) or other evidence in the course outline.

The GENERAL EDUCATION CRITERIA tab also applies for:

- IGETC Intersegmental General Education Transfer Curriculum
- MCGS Multicultural/Gender Studies
- Graduation Requirement: AHC Health and Wellness

TAB: INSTITUTIONAL LEARNING OUTCOMES

Institutional Learning Outcomes

☒ COMMUNICATION

Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

- Read effectively for many purposes including information gathering, appreciation, and analysis.
- Write clearly, concisely, and accurately in a variety of contexts and formats and for many audiences.
- Speak effectively in many different situations, involving diverse people and viewpoints.
- Listen actively and analyze the substance of others' comments.
- Demonstrate effective visual literacy.

☒ CRITICAL THINKING & PROBLEM SOLVING

Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

- Apply a variety of critical and creative strategies for solving complex problems.
- Generate and explore questions and arrive at reasoned conclusions.
- Synthesize ideas and information from various sources and media.
- Evaluate the credibility and significance of sources and material used as support or evidence.
- Identify assumptions, discern bias, and analyze reasoning and methods.

☐ GLOBAL AWARENESS & CULTURAL

Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.

- Develop an awareness of one's own cultural framework and how it informs one's perspectives and experiences.
- Recognize the interdependence of societies that participate in or depend on world economies, political systems, and the planet's finite and fragile resources.
- Act with sensitivity, respect, and integrity in interactions with individuals and peoples of diverse perspectives, beliefs, and values.
- Develop an awareness of the importance of civic and community participation.

The course can have more than one institutional learning outcome (ILO) as deemed appropriate by the discipline faculty.

TAB: INSTRUCTIONAL MATERIAL FEES

Instructional Material Fees

☐ Course routinely requires a materials fee

Material Fee Amount

Check one

☐ This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore.

☐ This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus.

☐ A waiver is to be provided for students who wish to provide their own materials.

All conditions addressed below must be met to charge a material fee.

The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.

Which learning outcomes for this course require the use of the materials listed?

Source | 

B *I* U S x_e x²   Styles Format Font Size  

Words: 0, Characters: 0

The students receive tangible personal property (material) for the fee charged.

List all materials covered by the fee. (ex. 1, 2, 3, etc.)

When considering Material Fees, collaborate with the dean. Refer: CCCCO (2013). Guidelines for Required Instructional Materials in the California Community Colleges.

TAB: ATTACHED FILES

Attached Files

Press Select to browse for files. To attach selected files to this record, press Upload files.

Attachments

AHC ENGL 137 UC and CSU Comparison Sheet.c

[View File](#)



Use easy to recognize document title.
Good practice to indicate dates. **2021 AHC ENGL 137**

TAB: CODES/DATES

Codes/Dates

Entry of Special Dates

ERT		
Academic Senate		
Board of Trustees		
CC Approval		
Deactivation Date		
DL Conversion		
Technical Review	4/23/2021	
GE Approval		
Last Outline Revision		
PCA Established		
State Approval		

Actual Effective Semester		▼	Actual Effective Year	
UC Approval Semester		▼	UC Approval Year	
CSU Approval Semester		▼	CSU Approval Year	
CSU GE Approval Semester		▼	CSU GE Approval Year	
Date Reviewed Semester	Spring	▼	Date Reviewed Year	2015
Implementation Date				
Catalog Year				

Originator *	Kopecky, Susannah ▼
Course Origination Date	10/21/2011
CB00 State ID	CCC000023412
CB03 TOP Code	1501.00 - English ▼
CB04 Course Credit Status	D - Credit - Degree Applicable ▼
CB05 Course Transfer Status	B - Transfer CSU ▼
CB08 Basic Skill Status (PBS Status)	N - Course is not a basic skills course ▼
CB09 SAM Code	Non-Occupational ▼
CB10 COOP Work EXP-ED	N - Is not part of Coop Work Exp ▼
CB11 California Classification	▼
CB13 Special Class Status	N - Not Special ▼
CB21 Course Prior to College	Y = Not Applicable ▼
CB22 Non Credit Course Category	Y - Not Applicable ▼
CB23 Funding Agency Category	Y - Not Applicable ▼
CB24 Program Course Status	1 - Program Applicable ▼

CB25 - Course General Education Status

☐ A. Course meets any of the following:

1. CSU General Education Breadth Area A2: Written Communication
2. CSU General Education Breadth Area A3: Critical Thinking
3. UC IGETC Area 1A: English Composition
4. UC IGETC Area 1B: Critical Thinking-English Composition
5. Course has a general education certification or articulation agreement that ensures the course fulfills English composition requirements at an accredited four year institution (6) Course fulfills local general education requirements for English Composition as outlined in Title 5 Section 55063

☐ B. Course meets any of the following:

1. CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning
2. UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning
3. Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

☐ C. Course is not transferrable to fulfill general education mathematics or quantitative reasoning at a four-year institution, but fulfills local general education requirements for Analytical Thinking or Mathematics Competency as outlined in Title 5 section 55063

☐ Y. Not Applicable

CB26 - Course Support Course Status

TAB: ASSIST

ASSIST

☐ Queue for Assist

Last Request From Queue 

Last Direct Request 

ASSIST (<https://assist.org>) is the official course transfer and articulation system for California's public colleges and universities. The tab provides the information on course transfer and articulation.

CURRICULUM MANAGEMENT SYSTEM (CURRIQUNET) FEATURES THE PROGRAM OUTLINE OF RECORD

TAB COVER

Cover	10/10	Program Title *	Viticulture Level 2
Co-Contributor		Department *	Life & Physical Sciences
Program Proposal	14/14	Discipline *	(VEN) Viticulture and Enology
Catalog Description	1/1	Award Type *	Certificate of Achievement 16 or more semeste
Program Learning Outcomes (PLO)	1/1	Date Reviewed Semester *	Certificate of Achievement
Program Requirements	1/1	Year *	Certificate of Completion
CTE Documentation	4/4	Program Goal *	Certificate of Competency
Supporting Documents	2/2	Does award also prepare st	Associate in Science
			Associate in Arts
			Associate in Arts for Transfer
			Certificate of Accomplishment
			Associate in Science for Transfer

The cover screen includes the AWARD type: certificates and associates degrees.

Program Goal *	CTE (all non-ADT awards with CTE TOP-Code
Does award also prepare st	Transfer
	CTE (all non-ADT awards with CTE TOP-Codes)
	Local (community need)
	CTE and Transfer
Proposed Start	8/10/2021

The PROGRAM GOAL refers to whether the program is geared toward transfer, career and technical education (CTE), or a combination of both. The PROPOSED START is based on the next catalog publication.

How will this program, or program modification, meet student, employer, or community needs? *

The initiator should provide a detailed JUSTIFICATION or NEED for a new program especially for career technical education. This ensures that the program would meet the academic and career opportunity needs of the community.

Proposed Program Mission Statement *

The PROGRAM MISSION STATEMENT is discipline-specific and aligns with the overarching college mission as stated “AHC provides quality educational opportunities that enhance...”

Cover	10/10
Co-Contributor	
Program Proposal	14/14
Catalog Description	1/1
Program Learning Outcomes (PLO)	1/1
Program Requirements	1/1

Program Goals and Objectives *

The goal of this program is to provide students with skills and knowledge for intermediate, ongoing employment in the viticulture industry in positions such as vineyard supervisor, vineyard foreperson, or assistant vineyard manager. This is achieved through courses designed to introduce students to expanding ideas and concepts in viticulture, including biology, and ecophysiology of vines and grape cultivars as well as to understand viticultural activities and processes in final grapes produced, how these processes might impact wines, including yearly activities and grapevine phenology describing alternatives to make sound viticultural decisions during the entire year to ensure quality fruit and healthy vines.

72

Briefly describe the curriculum addition/modification (i.e. development of new curriculum: instructional methodology, etc.) *

This certificate is being created to include the essential elements of intermediate workforce development for those interested in working in vineyard management. It is the second of three stackable certificates.

When used a part of a NEW PROGRAM, there are no modifications. Indicate: "Development of a new curriculum".

When used as part of PROGRAM MODIFICATION, provide the list of modifications to the programs. For example: Remove VEN 377. Add: VEN 314. Move VEN 325 from selected list to the core of the program. Include a rationale: This would facilitate program completion.

Explain how the program is appropriate to the objectives and conditions of higher education and community college education in California and how it conforms to statewide master planning. *

Technical expertise and knowledge are at the forefront of what the AllanHancock College Viticulture Program attempts to develop and instill in its students. Through a variety of courses, students engage in the study and practice of positions within the viticulture industry. This provides them the opportunity to develop a critical awareness of the discipline and the industry.

This program proposal clarifies the pathway through our Viticulture and is in congress with the college's mission to support the "creative, intellectual, cultural, and economic vitality of our diverse community" and the larger college educational masterplan of providing "focused" learning for the students we serve, as well as providing a path to "life long learning" as envisioned by the mission statement of the California Community College system.

Program Proposal	14/14
Catalog Description	1/1
Program Learning Outcomes (PLO)	1/1
Program Requirements	1/1

Enrollment and Completer Projections

Enter estimated number of program completers: *

15

What were the enrollment projections based on? *

Program Proposal	14/14	Place of Program in Existing Curriculum Are there related programs currently being offered at AHC? Duplication with other departments? Will this program replace another program? Do the program courses currently exist? *
Catalog Description	1/1	Source B I U S x₂ x² I_x Styles Format Font Size A A This is a modification of an existing certificate in that the original certificate is being streamlined/reduced and three stackable, focused certificates are being added.
Program Learning Outcomes (PLO)	1/1	
Program Requirements	1/1	
CTE Documentation	4/4	

Program Proposal	14/14	Similar Programs in the Service Area Describe all similar programs offered by colleges within commuting distance of the college or service area. How does the program differ? Attach catalog pages. *
Catalog Description	1/1	Source B I U S x₂ x² I_x Styles Format Font Size A A There are no similar programs available at area community colleges.
Program Learning Outcomes (PLO)	1/1	
Program Requirements	1/1	
CTE Documentation	4/4	

Cover	10/10	Faculty persons contacted at colleges offering similar programs. * Source B I U S x₂ x² I_x Styles Format Font Size A A N/A Words:
Co-Contributor		
Program Proposal	14/14	
Catalog Description	1/1	
Program Learning Outcomes (PLO)	1/1	Adequate Resources Identify the college resources that will be needed, and that are currently available for offering this program.
Program Requirements	1/1	
CTE Documentation	4/4	
Supporting Documents	2/2	
Library Resources		☒ Lab Equipment ☒ Media Equipment ☒ Qualified Staff ☒ Instructional Supplies ☒ Software/Technology ☐ Other

The subsequent fields address the adequacy of equipment, faculty, facilities, and classroom. It is important that there is close collaboration with the academic dean.

CATALOG DESCRIPTION TAB

Co-Contributor		Last updated by Larry Manalo Jr on 10/8/2021 at 11:39 AM Catalog Description <i>For CTE program the description must list the potential careers students may enter upon completion of the program. For transfer programs, the description must list baccalaureate major or related majors. *</i> Source B <i>I</i> <u>U</u> S x_2 x^2 Styles Format Font Size This viticulture level 2 certificate of achievement is designed for students who completed viticulture level 1 certificate of achievement in preparation for intermediate careers in vineyard management, vineyard pest management, vineyard irrigation, fertilizer sales, and management roles in vineyards and related facilities including sustainable, organic, and biodynamic practices. Some positions might be titled vineyard supervisor, vineyard foreperson, or assistant vineyard manager.
Program Proposal	14/14	
Catalog Description	1/1	
Program Learning Outcomes (PLO)	1/1	
Program Requirements	1/1	
CTE Documentation	4/4	
Supporting Documents	2/2	

The catalog description must provide requirements and prospects for transfer or job opportunities (CTE). Include approval by specific agencies or transfer institutions, if deemed appropriate.

Program Proposal	14/14	Program Completion Requirements Source B <i>I</i> <u>U</u> S x_2 x^2 Styles Format Font Size A total of 35 units is required for this certificate including Viticulture Level 1-Certificate of Achievement (23 units) Units: 23
Catalog Description	1/1	
Program Learning Outcomes (PLO)	1/1	
Program Requirements	1/1	
CTE Documentation	4/4	

The program completion requirements refer to the list of courses: core, selected units, and/or electives. It is best that the program outline aligns with the program maps that includes recommended courses by semester.

PROGRAM LEARNING OUTCOMES

Co-Contributor		Last updated by Larry Manalo Jr on 10/1/2021 at 7:59 PM Program Learning Outcomes (PLO) ✓ Show Details + Add Item Use basic ideas and concepts in viticulture, including biology, and ecophysiology of vines and grape cultivars, to work in the viticulture industry. Assess and differentiate effects of viticultural activities and processes in final grapes and wines produced using sustainable and ecological processes.
Program Proposal	14/14	
Catalog Description	1/1	
Program Learning Outcomes (PLO)	1/1	
Program Requirements	1/1	

The program learning outcomes (PLO) are the culminated outcomes from the required courses. Thus, every course in the program must lead to the student attainment of the program learning outcomes. It does not necessarily mean that the number of course determine the number of PLOs. For CTE programs, the PLOs may refer to the specific occupational competencies.

PROGRAM REQUIREMENTS

Co-Contributor

Program Proposal 14/14

Catalog Description 1/1

Program Learning Outcomes (PLO) 1/1

Program Requirements 1/1

CTE Documentation 4/4

Last updated by Sean Abel on 5/7/2021 at 9:44 AM

Course Block Definitions

Show Details

Add Item

A total of 35 units is required for this Level 2 certificate of achievement including the 23 units from Level 1.

Required core courses (9 units):

Plus a minimum of 3 units from the following:

The block definitions refer to the major categories of the program outline. These can be further expanded to add the requisite courses.

Required core courses (9 units):

Program Courses

Edit Program Courses

VEN 314 - Organic/Biodynamic Winegrowing 3.000 - 0.000 *Active*

Subject: VEN - Viticulture and Enology

VEN 315 - Fertilizers and Plant Nutrition 4.000 *Active*

Subject: VEN - Viticulture and Enology

VEN 325 - Vineyard Equipment Practices 2.000 *Active*

Subject: VEN - Viticulture and Enology

CTE DOCUMENTATION

Program Learning Outcomes (PLO) 1/1

Program Requirements 1/1

CTE Documentation 7/9

Supporting Documents 2/2

Library Resources

SOC Codes

<https://www.onetonline.org/find/>

Show selected

Launch Requirement: This list requires a minimum of 5 items

11-9013 Farmers, Ranchers, and Other Agricultural Managers

19-1012 Food Scientists and Technologists

45-1011 First-Line Supervisors of Farming, Fishing, and Forestry Workers

The Labor Market Information (LMI) features the applicable SOC (Standard Occupational Classification) code. The SOC system is a federal statistical standard used by federal agencies to classify workers into occupational categories to collect, calculate, or disseminate data.

LIBRARY RESOURCES

Program Learning Outcomes (PLO)	1/1
Program Requirements	1/1
CTE Documentation	7/9
Supporting Documents	2/2
Library Resources	
Feasibility Analysis - Dean's Page	
Transfer Documentation	1/1
Codes	4/4

Percentage of courses offered distance learning

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.

☒ 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.

Approximate cost of additional materials and equipment to implement new curriculum

Additional comments:

This provides a review of the available and anticipated needs of the program and its component courses.

FEASIBILITY ANALYSIS

Program Learning Outcomes (PLO)	1/1
Program Requirements	1/1
CTE Documentation	7/9
Supporting Documents	2/2
Library Resources	
Feasibility Analysis - Dean's Page	
Transfer Documentation	1/1
Codes	4/4

Feasibility Analysis - Dean's Page

Last updated by Sean Abel on 5/8/2020 at 10:27 AM

The college must demonstrate that it has the necessary resources to offer and sustain its courses and programs at the level of quality described in the course outline of record within two years of adoption. These include, but are not limited to, available faculty, facilities, appropriate support staff and student services, equipment, materials, and library resources. (Reference, California Code of Regulations, Title 5, 55130)

Program Title

Top Code

CIP Code

Lecture Load

Lab Load

Total Workload

The FEASIBILITY ANALYSIS reviews the college's resources to be able to offer the program and its component courses. It also includes reported of the requisite codes.

TRANSFER DOCUMENTATION

Status: In Review		View Proposal History
Transfer Documentation		
Last updated by Sean Abel on 5/8/2020 at 9:48 AM		
If this page is blank, then this program does not have "Transfer" as a selection. Please check the Cover page.		
Program Learning Outcomes (PLO)	1/1	☐ The Transfer GE Worksheet is completed and attached Is the degree based on Transfer Model Curriculum? * No
Program Requirements	1/1	
CTE Documentation	7/9	
Supporting Documents	2/2	
Library Resources		
Feasibility Analysis - Dean's Page		☐ Template is completed and attached ☐ Transfer Documentation is attached, as specified in the template
Transfer Documentation	1/1	☐ Articulation Agreement by Major (AAM) Attached for majority of courses (51% or more)
Codes	4/4	

If the program goal is deemed intended for transfer or transfer/CTE, it is important to include the articulation officer to facilitate communication with the other institutions.

CODES

Program Learning Outcomes (PLO)	1/1	Special Dates	
Program Requirements	1/1	Academic Senate	
CTE Documentation	7/9	Board of Trustees	
Supporting Documents	2/2	Deactivation Date	
Library Resources		Effective	
Feasibility Analysis - Dean's Page		Regional Consortium	
Transfer Documentation	1/1	State Approval Date	
Codes	4/4	Instructional Services	
CCCCO Entry		Date Reviewed Semester *	Fall
		Year *	2020
		Catalog Term *	2021/2022
		Top Code *	0104.00 - Viticulture, Enology and Wine Business*

This provides a snapshot of the program approval, inclusion in the college catalog, and implementation.

CCCCO Entry

	1/1	CCCCO Entry	
Program Learning Outcomes (PLO)	1/1	College has Submitted with C-ID Descriptors	
Program Requirements	1/1	Program Goal	CTE (all non-ADT awards with CTE TOP-Codes)
CTE Documentation	7/9	TOP Code	0104.00 - Viticulture, Enology and Wine Business*
Supporting Documents	2/2	Units for Degree Major/Emphasis (Minimum)	
Library Resources		Units for Degree Major/Emphasis (Maximum)	
Feasibility Analysis - Dean's Page		Total Units (Minimum)	
Transfer Documentation	1/1	Total Units (Maximum)	
Codes	4/4	Annual Completers	
CCCCO Entry		Faculty Workload	0.000
		New Faculty Position	
		New Equipment	0.00
		New/Remodeled Facilities	

This tab provides a snapshot of information sent to the CCC Chancellor's Office.

COURSE AND PROGRAM APPROVAL LEVELS BY PROPOSAL TYPE

Proposal Type	Initiator/Originator	Technical Review Committee (TRC)	Department Representative	Library/ Distance Learning/ Adaptive Specialist	Articulation Officer	Faculty /Department Review	Academic Dean	Department Chair	AP&P Committee	College Senate (Summary Report)	Curriculum Specialist	VP Academic Affairs	Board of Trustees (Summary Report)
Credit Courses													
NEW Course	X	X	X	X		X	X	X	X	X	X	X	X
NEW Topic	X	X	X	X		X	X	X	X	X	X	X	X
Course Review	X	X	X	X	X	X	X	X	X	X	X	X	X
Distance Learning Course	X	X	X	X	X	X	X	X	X	X	X	X	X
Major Course Modification	X	X	X	X		X	X	X	X	X	X	X	X
Minor Course Modification	X	X	X	X	X	X	X	X	X	X	X	X	X
Agency Mandate	X	X	X	X	X	X	X	X	X	X	X	X	X
Corrections	X	X	X	X	X	X	X	X	X	X	X	X	X
Course Drop/Deactivate Course	X		X	X	X	X	X	X	X	X	X	X	X
Course Outcomes Change Only	X	X	X	X	X	X	X	X	X	X	X	X	X
Textbook/Materials Change	X	X	X	X	X	X	X	X	X	X	X	X	X
Noncredit Courses													
NEW Noncredit Course	X	X	X	X		X	X	X	X	X	X	X	X
Modify Noncredit Course	X	X	X	X		X	X	X	X	X	X	X	X
Noncredit Course Review	X	X	X	X		X	X	X	X	X	X	X	X
Deactivate Noncredit Course	X	X	X	X	X	X	X	X	X	X	X	X	X
Programs													
NEW Credit Program	X	X	X	X		X	X	X	X	X	X	X	X
NEW Noncredit Program	X	X	X	X		X	X	X	X	X	X	X	X
NEW Program	X	X	X	X	X	X	X	X	X	X	X	X	X
Major Program Modification	X	X	X	X	X	X	X	X	X	X	X	X	X
Minor Program Modification	X	X	X	X	X	X	X	X	X	X	X	X	X
Deactivate Program*	X	X	X	X	X	X	X	X	X	X	X	X	X
Delete Noncredit Program*	X	X	X	X	X	X	X	X	X	X	X	X	X
Standard New Package#	X	X	X	X	X	X	X	X	X	X	X	X	X

*These proposal types are subject to Program Vitality evaluation process.

#Bundled proposals to ensure batch approval and implementation.