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## Chapter 1 - Local Policies

- **Chaffey College Curriculum Overview, Philosophy and Maintenance**
- **BP 4020 Program, Curriculum, and Course Development**
- **AP 4020 - Program and Curriculum Development**
- **AP 4021 - Program Discontinuance In revision**
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- **BP 4025 Philosophy and Criteria for Associate Degree and General Education**
- **AP 4025 Philosophy and Criteria fo Associate Degree and General Education**
Overview

The Master Plan for Higher Education in California 1960-1975 established the tripartite system and how the three segments should be governed and coordinated so that unnecessary duplication will be avoided. Junior colleges were mandated to offer instruction through but not beyond the fourteenth grade level including, but not limited to, one or more of the following: (a) standard collegiate courses for transfer to higher institutions, (b) vocational-technical fields leading to employment, and (c) general, or liberal arts courses. Studies in these fields may lead to the Associate in Arts or Associate in Science degree.

In keeping with the original mandate guiding junior college instruction, Chaffey College offers curriculum at the lower level (freshman and sophomore). Curriculum development and revision at the College is guided by title 5 and local Board Policy and Administrative Procedure.

Curriculum Philosophy

A college’s curriculum is a living breathing entity. It is not static, and it is never “finished.” Courses, certificates and programs are subject to periodic review. Oversight of curriculum initiation, revitalization, reduction and discontinuance influences student success. Legal mandates assure compliance. However, faculty and staff contribute to the heart and soul of a college’s curriculum.

Board Policy and Administrative Procedure 4025: Philosophy and Criteria for Associate Degree and General Education describes the College’s approach to the associate degree and general education curriculum in alignment with the College’s Core Competencies (BP4025 http://www.chaffey.edu/policies/approved/4025_BP.pdf):

- The ability to demonstrate effective communication and comprehension skills.
- The ability to demonstrate critical thinking skills in problem solving across the disciplines and in daily life.
- The ability to demonstrate knowledge of significant social, cultural, environmental and aesthetic perspectives.
- The ability to assess their own knowledge, skills and abilities; to set personal, educational and career goals; to work independently and in group settings; to demonstrate computer literacy and to cultivate self-reliance, financial literacy and physical, mental and social health.
The specific requirements of a Chaffey College Associate degree include (AP 4025 http://www.chaffey.edu/policies/approved/4025-AP.pdf):

1. General Education (minimum of 18 units from the following: ) Students who are qualified to be certified for the CSU General Education pattern of classes or the IGETC pattern of classes also fulfill the associate degree General Education for Chaffey College.

   a. Language and Rationality (minimum of 2 courses)

   b. Natural Sciences (one laboratory science course)

   c. Humanities (minimum 4 units)
      i. Arts (one course)
      ii. Humanities (one course)

   d. Social and Behavioral Sciences

2. Major Requirements (minimum 18 units) Complete an associate degree program as described under “Programs of Study” area in the Chaffey College catalog.

3. Electives (any additional units necessary to meet minimum degree requirement)

All degree requirements including General Education must be completed with an overall grade point average of 2.0 (“C”) or better. In addition, all courses that count toward the Associate Degree major or area of emphasis must be satisfactorily completed with grades of “A”, “B”, “C”, or “P”. (Title 5 §55063).

Curriculum Maintenance Responsibilities

Curriculum maintenance is a faculty responsibility, in line with responsibilities required of title 5 §53200:

For the purpose of this Subchapter:
(a) “Faculty” means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.
(b) “Academic senate,” “faculty council,” and “faculty senate” means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term “academic senate” also constitutes reference to “faculty council” or “faculty senate.”
(c) “Academic and professional matters” 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 or 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; and
(11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

(d) “Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:
(1) relying primarily upon the advice and judgment of the academic senate; or
(2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

The Curriculum Committee functions under the umbrella of the Faculty Senate. The Committee consists of a mix of staff, faculty and students. The Committee has established by-laws outlining responsibilities, membership and requirements. The Curriculum Committee meets regularly during the academic year to review and approve course, program and certificate creations, modifications, deactivations and reactivations. In addition, the Curriculum Committee engages in reflective dialogue on a wide range of topics effecting California Community College Curriculum, such as repeatability, CTE responses to industry demand, student transfer and student success, student learning outcomes, and institutional effectiveness.

In general, curriculum is reviewed every six years, with CTE curriculum being reviewed every two years. Faculty are informed of the need to update curriculum through the curriculum review page in the college’s program review process.

Articulation and curriculum go hand in hand. The articulation officer is a member of the curriculum committee and works closely with the curriculum chair in establishing criteria and deadlines.
BP 4020  Program, Curriculum, and Course Development

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Furthermore, these procedures shall include:

- definitions, standards, and categories for programs and courses;
- appropriate involvement of the faculty and Faculty Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development;
- consideration of job market and other related information for career technical programs.

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

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

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

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

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

The Superintendent/President shall establish procedures to assure that curriculum at the District comply with the definition of “credit hour” or “clock hour,” where applicable. The Superintendent/President shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a
BP 4020  Program, Curriculum, and Course Development

credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

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

Policy
Category: Executive Expectations

Adopted: 02/27/14
(Replaces former Board Policy 4.2.1)
AP 4020  Program and Curriculum Development

The Chaffey College Curriculum Office coordinates and guides the curriculum processes. The course initiator should discuss plans with department faculty, deans, curriculum representative, advisory committee (if appropriate), and articulation officer (if appropriate). Upon consensus, the appropriate proposal form is completed per the Chaffey College curriculum management system (Curricunet) in accordance with applicable regulations.

The completed proposal shall receive a technical review by an approved subcommittee appointed by the Curriculum Committee. Any revisions shall be addressed prior to full Curriculum Committee review.

Following technical review approval, the proposal shall be forwarded for full Curriculum Committee approval consisting of two readings. Proposals shall be evaluated for appropriateness to mission, need, quality, feasibility, and compliance. For specific criteria, see Chancellor’s Office, California Community Colleges Program and Course Approval Handbook available in the Curriculum Office.

Chaffey College recognizes the primacy of faculty in the area of curriculum development. Accountability for quality, effective curricula that meet applicable standards is a shared responsibility. The Curriculum Committee, a committee of the Faculty Senate, consists of a faculty curriculum chair, Faculty Senate President or designee, articulation officer, two representatives (elected on alternating years) from:

- Athletics and Physical Education
- Business and Applied Technology
- Health Sciences
- Language Arts
- Mathematics and Science
- Social and Behavioral Sciences
- Visual and Performing Arts

In addition, two representatives shall come from Counseling and Matriculation representing student services and two representatives shall come from Instructional Support. There may be occasions when a particular area may not be able to have two sitting members on the Curriculum Committee, however, that will be up to the area in question. It is the Curriculum Committee's position that each area will have the opportunity for equal representation.

Learning modalities, including distance education, hybrid and CIV impact pedagogy, and therefore must be represented within the membership of the Curriculum Committee.
AP 4020 Program and Curriculum Development

In addition, the following shall be considered standing positions on the Curriculum Committee due to the nature of the curriculum approval process and/or articulation issues:

- Articulation Officer
- Transfer Center Officer
- Catalog & Schedule Coordinator
- SLO Facilitator
- Librarian
- Faculty Senate President
- Curriculum Chair
- Curriculum Office staff

The Chief Instructional Officer or designee will also serve on the Curriculum Committee, as well as a second Dean.

The primary responsibility of the Curriculum Committee is assuring academic excellence in curriculum matters by ensuring that curriculum is academically sound, comprehensive, and responsive to the evolving needs of the institution and the community through review and approval of:

- New and modified course proposals for Title 5 compliance
- Courses as they relate to programs of study
- Appropriate requisites
- CSU and UC general education proposals in collaboration with the articulation officer
- Policy changes pertaining to curricula issues
- Implementation of state regulations and guidelines pertaining to the curriculum development process
- Proposed programs of study
- Student Learning Outcomes

An ongoing review of courses and programs is conducted to maintain compliance with internal and external policies. Courses are reviewed on a six-year rotational cycle and updated as needed. CTE curriculum is updated on a two-year cycle.

Curriculum proposals shall be accepted year round. Proposals and catalog changes meeting Curriculum Office deadlines shall be reflected in the following academic year's
AP 4020 Program and Curriculum Development

college catalog. The initiator shall check with her/his school for internal timelines and technical review deadlines.

Proposals approved by the Curriculum Committee shall be forwarded to the Governing Board for approval throughout the year. Applicable proposals shall then be forwarded to the Chancellor's Office, California Community Colleges, for approval. The College Catalog is a collaborative publication reflecting these approvals.

Complete curriculum records are maintained through the curriculum management system.

For purposes of federal financial aid eligibility, a "credit hour" shall not be less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit or the equivalent amount of work over a different amount of time; or

- At least an equivalent amount of work as required in the paragraph above of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Also see AP 4021 titled Program Discontinuance and AP 4022 titled Course Approval.

References: Title 5 Sections 51021, 55000 et seq., and 55100 et seq.;
WASC/ACCJC Accreditation Standard II.A;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
California Community Colleges Program and Course Approval Handbook;
The Academic Senate for California Community Colleges Good Practices for Course Approval Processes and The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice;
34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8

Approved: 3/8/13
(Replaces former Administrative Procedure 4.2)
AP 4021 Program Discontinuance

The purpose of the Program Discontinuance Review is to provide the Superintendent/President of the college with a recommendation for continuing or discontinuing programs (CTE and non-CTE) in response to the following:

- A significant decline in enrollment over time.
- Changes in labor market demand and/or technology.
- Facility or equipment issues.
- Availability of qualified faculty.
- A significantly low number of students served by the program.
- Failure to meet licensure requirements, state mandates, certification standards or accreditation requirements.

Role of Program and Services Review (PSR) in Program Discontinuance

As a shared governance body consisting of management, faculty, and classified members, the PSR Committee reviews program self-studies. The PSR Committee documents any concerns related to the criteria above in the self-study and may place a program on warning status. The PSR Committee may initiate the warning status but does not initiate the Program Discontinuance Review process.

If a program is placed on warning status, program faculty develop a Program Improvement Plan in lieu of the Visionary Improvement Plan required in PSR. If there is no full-time faculty, the school dean, with the assistance of the program coordinator, will prepare the plan. Progress on the Program Improvement Plan is assessed annually by the PSR Committee.

The school dean or Chief Instructional Officer may recommend removal from warning status or move to the Program Discontinuance Review process at any time, informed by the PSR process or other pertinent data.

Program Discontinuance Review Process

A written request for Program Discontinuance Review may be initiated by the Chief Instructional Officer or may be submitted to the Chief Instructional Officer by the school dean. The request should state the specific reason(s) a discontinuance review is being requested and should include supporting data and other rationale. Once the Program Discontinuance Review process has started, a decision made at any level to continue the program (not discontinue) will require a Program Improvement Plan.
AP 4021 Program Discontinuance

The Chief Instructional Officer convenes a Program Discontinuance Review Committee consisting of:

- The school dean
- Four faculty members appointed by the Faculty Senate: one should be from the program in question, one should be from outside the program, and the remaining two are at the discretion of the Faculty Senate. If there is no full-time faculty member in the program being reviewed for discontinuance, a faculty member from the educational unit or related area should be appointed.
- A classified employee nominated by the Classified Senate
- A dean assigned by the Chief Instructional Officer

The Program Discontinuance Review Committee:

- Reviews the rationale for discontinuing the program and verifies any supporting data as determined by Institutional Research and/or other formal labor market information.
- Seeks out and documents input from the program faculty including the Curriculum Committee.
- Seeks out and documents input from any other faculty or students who would be affected by the program’s discontinuance.
- Provides a recommendation to the Chief Instructional Officer that considers the negative impact on students and faculty of discontinuing the program. A minority recommendation may be submitted by the committee if not all members are in agreement.
- The Program Discontinuance review must be completed within the academic term in which the process is started.

The Chief Instructional Officer reviews the recommendation of the Program Discontinuance Review Committee and either accepts or rejects the recommendation or sends it back to the committee with instructions for revision. If the Chief Instructional Officer accepts the Committee’s recommendation, then he/she forwards the recommendation to the Superintendent/President for consideration. Faculty and/or students who disagree with the Chief Instructional Officer’s recommendation may appeal directly to the Superintendent/President. Recommendations for program discontinuance that are approved by the Superintendent/President are forwarded to the Governing Board for final determination.
AP 4021  Program Discontinuance

Once discontinuance of a program has been approved by the Board, a timeline for program termination is developed by the school dean, with the assistance of the program coordinator. Every effort should be made to make appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption (Accreditation Standard II.6.b.). Retraining and reassignment of program faculty must also be addressed in accordance with the current CCFA bargaining agreement.

Once discontinuance of a program has been approved by the Board, the appropriate school dean will notify the Curriculum Chair to initiate program discontinuance on the Program Inventory with the Chancellor's Office. This will involve formal approval of the program deactivation by the Curriculum Committee, completion of appropriate forms and paperwork to be filed with the Chancellor's Office, and appropriate certificate or degree unit changes required as a result of the program deactivation.

References: Education Code Section 78016;
           Title 5 Sections 51022 and 55130

Approved: 4/17/12
           (Replaces former Administrative Procedure 4.2.2)
Program Initiation (in progress)
AP 4022 Course Approval

For curricular purposes, a course shall be defined as "an organized pattern of instruction on a specified subject offered by a community college" and an educational program shall be defined as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." (Title 5 §58050)

Procedures for submitting for Board approval individual degree-applicable credit courses offered as part of an educational program approved by the California Community Colleges Chancellor's Office shall include the following:

- The creation of a course proposal by discipline faculty which states development criteria for the course, including: appropriateness to the mission of Chaffey College; demonstrated need for the course within the Chaffey College community; adherence to Title 5 curriculum standards; provision of adequate resources to realistically maintain the program or course at the level of quality described in the proposal; and guarantee that the course is designed so as to not conflict with any law, including state and federal laws, both statutes and regulations.

- Appropriate review, including two readings by the Curriculum Committee, where peer review is offered and consensus regarding suggestions for modifications is reached. This review period is to include the following: the originating faculty, the Curriculum Committee including a Technical Review Committee, Discipline faculty review, coordinator review, Dean review, Articulation officer review, Librarian review, and a representative for the Vice President of Instruction. After this level of review has been completed, the course proposal then goes to the Chaffey College Governing Board for final review and approval. After this final approval has been granted, the Curriculum Office then submits the course proposal to the Chancellor's Office Curriculum Inventory for statewide review and final approval. (Program and Course Approval Handbook)

Effective fall 2007, the Curriculum Committee and the Governing Board also approve non-degree applicable credit courses and degree-applicable credit courses that are not part of a state-approved educational program (aka "stand-alone" courses). Additional requirements for these types of courses include:

- The Curriculum Committee must receive annual training provided for in Title 5 §55100 regarding local approval of stand-alone courses. This training is to occur within the first three weeks of each fall semester in order to meet the Chancellor's Office deadline for submission of certificate and paperwork verifying that training has occurred in compliance with Title 5 §55100.
AP 4022 Course Approval

- If a stand-alone course is denied approval by the California Community Colleges Chancellor's Office, the reason for denial shall be reviewed by the course originator in collaboration with the Curriculum Committee Chair. At that time, a determination will be made as to whether to resolve the issue causing the course denial, or to pull the course from the Chancellor's Office approval process. No course shall be offered at Chaffey College, credit or non-credit, unless it has approval from the California Community Colleges Chancellor's Office.

- Students may not count 18 units or more of stand-alone semester units toward satisfying the requirements for a certificate or completion of an associate degree.

- The Committee will observe regulatory limits on the number of stand-alone courses that may be linked to one another by prerequisites or co-requisites.

All approved courses will be reported to the California Community Colleges Chancellor's Office Curriculum Inventory.

Reference: Title 5 Section 55100
Program and Course Approval Handbook

Approved: 4/17/12
BP 4025 Philosophy and Criteria for Associate Degree and General Education

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

The awarding of an associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are:

- The ability to demonstrate effective communication and comprehension skills.
- The ability to demonstrate critical thinking skills in problem solving across the disciplines and in daily life.
- The ability to demonstrate knowledge of significant social, cultural, environmental and aesthetic perspectives.
- The ability to assess their own knowledge, skills and abilities: to set personal, educational and career goals; to work independently and in group settings; to demonstrate computer literacy and to cultivate self-reliance, financial literacy and physical, mental and social health.

Central to an associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. The general education curriculum includes coursework that demonstrates Language Arts; Social and Behavioral Sciences; Mathematics and Science; Visual and Performing Arts. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College-educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live.

The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes and Core Competencies for the college.

In the establishing or modifying a general education program, the college will integrate the requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.

The Superintendent/President shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Faculty Senate involvement.
BP 4025 Philosophy and Criteria for Associate Degree and General Education

References: Title 5 Section 55061; WASC/ACCJC Accreditation Standard II.A.3

Policy Category: Executive Expectations

Adopted: 6/28/12
AP 4025 Philosophy and Criteria for Associate Degree and General Education

Central to the associate degree and general education requirements is the District's mission to improve lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

The philosophy and criteria regarding the associate degree symbolize a successful student's journey through patterns of learning experiences designed to develop certain competences and insights as identified within the District's Core Competencies of Communication, Critical Thinking and Information Competency, Community/Global Awareness and Responsibility, and Personal, Academic and Career Development. These Core Competencies are exhibited by the following:

- Comprehend, analyze, and respond appropriately to oral, written and visual information.
- Effectively communicate/express information through speaking, writing, visual and other appropriate modes of communication/expression.
- Identify vital questions, problems, or issues and evaluate the plausibility of a solution.
- Analyze, compose and assess the validity of an argument.
- Compute and analyze multiple representations of quantitative information, including graphical, formulaic, numerical, verbal and visual.
- Compare, contrast and analyze scientific concepts and scientific observation.
- Select, analyze and evaluate the accuracy, credibility, relevance and reasonableness of information and its sources.
- Identify the social and ethical responsibilities of the individual in society.
- Demonstrate commitment to active citizenship by recognizing and evaluating important social, ecological, economical and political issues.
- Demonstrate an understanding and appreciation for individual, social and cultural diversity.
- Demonstrate professional and ethical responsibilities of the individual.
- Identify personal, academic, psychological, and social needs, determine resources and access appropriate services.
- Develop, implement, and evaluate progress towards achieving personal goals, academic goals, career goals and career resilience.
AP 4025 Philosophy and Criteria for Associate Degree and General Education

- Demonstrate the ability to use technology to assess, evaluate, and present information.

The graduation requirements for associate degrees are set forth in AP 4100 titled Graduation Requirements for Degrees and Certificates. The District’s General Education requirements are as follows:

General Education Requirement:
The associate degree will be granted upon completion of 60 semester units of course work and the fulfillment of the specific requirements listed below.

1. General Education (minimum of 18 units from the following:) Students who are qualified to be certified for the CSU General Education pattern of classes or the IGETC pattern of classes also fulfill the associate degree General Education for Chaffey College.
   a. Language and Rationality (minimum of 2 courses)
   b. Natural Sciences (one laboratory science course)
   c. Humanities (minimum 4 units)
      i. Arts (one course)
      ii. Humanities (one course)
   d. Social and Behavioral Sciences

2. Major Requirements (minimum 18 units) Complete an associate degree program as described under “Programs of Study” area in the Chaffey College catalog.

3. Electives (any additional units necessary to meet minimum degree requirement)

All degree requirements including General Education must be completed with an overall grade point average of 2.0 (“C”) or better. In addition, all courses that count toward the Associate Degree major or area of emphasis must be satisfactorily completed with grades of “A”, “B”, “C”, or “P”. (Title 5 §55063)

References: Title 5 Section 55061; WASC/ACCJC Accreditation Standard II.A.3

Approved: 4/17/12
Chapter 2 - Roles and Responsibilities of Curriculum Committee Members
I. COMMITTEE RESPONSIBILITIES

A. REVIEW OF COURSES AND CERTIFICATES/DEGREES

The primary responsibilities of the Chaffey College Curriculum Committee are to review and approve degree-applicable credit courses, non-degree credit courses, noncredit courses, certificates, and programs of study. The Curriculum Committee recommends to the Faculty Senate additions, deletions, and modifications in both major degree programs and general education patterns for the Associate in Arts (AA) degree, the Intersegmental General Education Transfer Curriculum (IGETC), the California State University (CSU) General Education Certification Requirements, and Occupational Certificate Requirements. The Faculty Senate then sends those recommendations to the College’s Board of Trustees for approval (Title 5 §55002; Chaffey College BP/AP 4020, AP 4022).

B. PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION

The Curriculum Committee, in its review of all curriculum proposals, acknowledges the college’s Mission Statement, as well as the philosophy and criteria which mark a successful student’s journey through patterns of learning experiences designed to develop certain competencies, known as the College’s Core Competencies. The Curriculum Committee also embraces the concept of academic freedom to develop curriculum and determine methods of classroom instruction and student evaluation (Chaffey College BP 4030). The Curriculum Committee also acknowledges best practices conducive to course articulation in developing and reviewing curriculum and coursework (Chaffey College AP 4050).

C. REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES

(TITLE 5 §55003; CHAFFEY COLLEGE AP 4260 (B)) The Curriculum Committee reviews prerequisites, co-requisites, and advisories.

D. REVIEW OF DISTANCE EDUCATION CURRICULUM

The Curriculum Committee reviews and approves courses delivered by distance education (DE). DE courses are separately reviewed and approved by the Curriculum Committee. Refer to the section in the Chaffey College Curriculum Handbook on Distance Education for further information. (Title 5 §55200; Chaffey College AP 4105).

E. REVIEW OF COURSE REPEATABILITY AND COURSE REPETITION
The Curriculum Committee reviews course repeatability and course repetition to ensure compliance with Title 5 §§55000; §55040; §56029; §55253, §58161; Chaffey College BP/AP 4225, AP 4227, AP 4228, AP 4229).

F. COURSE/CERTIFICATE/PROGRAM DISCONTINUANCE
The Curriculum Committee participates in the review and evaluation of courses, certificates and program for discontinuance. (Title 5 §55130; Chaffey College AP 4021).

G. REVIEW OF DISCIPLINE PLACEMENT
The Curriculum Committee reviews courses for discipline placement. Please refer to the Discipline Placement section in the Chaffey College Curriculum Handbook.

H. REVIEW OF MATRICULATION AND ARTICULATION
The Curriculum Committee shall assist faculty, as well as the Articulation Officer, in meeting state mandates, as well as Chaffey College district goals and objectives as stated in the college’s Mission Statement.

I. REVIEW OF COLLEGE CATALOG AND SCHEDULE
The Curriculum Committee collaborates with the Catalog/Schedule Coordinator to ensure that the Chaffey College Catalog contains only those courses offered on a regular basis.

J. REVIEW OF CURRICULUM COMMITTEE COMMUNICATION WITH COLLEGE COMMUNITY
The Curriculum Committee requests, considers, and responds to reports from various Faculty Senate committees and college groups that have a direct bearing on matters of curriculum. Furthermore, the Curriculum Committee assures that the curriculum at Chaffey College supports the College’s Mission, supports its goals, meets the needs of its students and enhances student access through alternative delivery systems.

K. REVIEW AND EVALUATION OF CHAFFEY COLLEGE CURRICULUM APPROVAL PROCESS
The Curriculum Committee shall review and evaluate its approval process to assure optimal curriculum approval at the local level. This shall include a review of technology, technical review, meeting schedules and agenda, yearly curriculum timelines, and Curriculum Committee communication to the college community.

L. REVIEW AND EVALUATION OF CHAFFEY COLLEGE BOARD POLICIES AND ADMINISTRATIVE PROCEDURES
The Curriculum Committee shall assist in the College’s review of Chapter 4, Instruction, in the Chaffey College Policy Manual (http://www.chaffey.edu/policies).

M. CREATION OF CURRICULUM COMMITTEE PROCEDURES
The Curriculum Committee shall create Curriculum Committee Procedures (CCPs) when necessary to spell out the process of the Curriculum Office’s implementation of Title 5, the Chancellor’s Office (CO) mandates, Chaffey College’s Board Policies or Administrative Procedures, or suggested best practices from the Academic Senate of the California Community Colleges (ASCCC). These CCPs will ensure consistent application of process and procedures in meeting compliance. These CCPs will be reviewed and approved by the Curriculum Committee and the Faculty Senate. These CCPs will provide transparency to the college community regarding Curriculum Committee actions. These CCPs will be housed in the Chaffey College Curriculum Handbook.
II. CURRICULUM COMMITTEE VOTING MEMBERSHIP

The voting membership of the Curriculum Committee shall include:

A. Two representatives, elected in alternating years, from the above referenced areas:
   - Kinesiology, Nutrition, and Athletics
   - Business and Applied Technology
   - Health Sciences
   - Language Arts
   - Mathematics and Science
   - Social and Behavioral Sciences
   - Visual and Performing Arts
   - Chino Campus
   - Counseling and Matriculation
   - Instructional Support

B. There may be occasions when a particular area may not be able to provide two sitting members on the Curriculum Committee; however, that will be up to the area in question. It is the Curriculum Committee’s position that each area has the opportunity for equal representation.

C. In addition, the following shall be considered standing positions on the Curriculum Committee due to the nature of the curriculum approval process and/or articulation issues:
   - Articulation Officer
   - Transfer Center Director
   - Director, Admissions and Records (non-voting)
   - Director, Financial Aid (non-voting)
   - Catalog & Schedule Coordinator
   - Librarian
   - Faculty Senate President
   - Curriculum Chair (non-voting)
   - Curriculum Vice-Chair (non-voting)
   - Curriculum Office AAII (non-voting)
   - Associate Superintendent of Instruction and Institutional Effectiveness, (non-voting)
   - Strong Workforce Representative

D. Student Learning Outcomes (SLOs), PSR, learning modalities, including distance education, that impact pedagogy must have representation within the voting membership of the Curriculum Committee. An Outcomes and Assessment Committee Representative will report the presence of SLOs to the Curriculum Committee. A PSR Representative will report PSR updates to the Curriculum Committee.

E. A dean, appointed by the Associate Superintendent of Instruction and Institutional Effectiveness, shall serve on the Curriculum Committee as a voting member.

F. In the event of a tie vote, discussion will be re-opened, followed by a second vote. If the tie still persists, the Curriculum Chair shall cast the deciding vote.
III. CURRICULUM COMMITTEE NON-VOTING MEMBERS

A. The Curriculum Chair, the Curriculum Vice-Chair, and the Curriculum Office AAII shall be considered non-voting members, except in the event of a tie, when the Curriculum Chair shall cast the deciding vote.

B. The Associate Superintendent of Instruction and Institutional Effectiveness, shall serve on the Curriculum Committee as a non-voting member.

C. The Director of Admissions and Director of Financial Aid shall serve on the Curriculum Committee as non-voting members.

IV. STUDENT REPRESENTATION

Student participation in “the formulation and development of district and college policies and procedures on curriculum” (Title 5, §51023.7) occurs within the Chaffey College Board of Trustees. The President of the Associated Students of Chaffey College (ASCC) is a standing member of the Chaffey College Board of Trustees. All Curriculum Committee actions go before the Board of Trustees, giving the President of the ASCC an opportunity to inform his or her peers. (Title 5 § 51000, §51022, §55100, §55130, §55150. BP/AP 4020).

V. CURRICULUM COMMITTEE STANDING COMMITTEES

A. Technical Review Committee
   1. The Technical Review Committee shall consist of the Curriculum Chair, the Curriculum Vice-Chair, the Articulation Officer, the Catalog and Schedule Coordinator, and one voting member from the Curriculum Committee.
   2. Responsibilities of the Technical Review Committee include review of all curriculum proposals for compliance with Title 5 minimum standards, stylistic and grammatical standards, articulation issues, and Title 5 coding.

VI. INDIVIDUAL CURRICULUM COMMITTEE MEMBER’S RESPONSIBILITIES

1. Attend meetings as scheduled
2. Review summary notes
3. Review curriculum presentations and issues with respective constituency
4. Participate in resolving divisional concerns between the first and second reading of curriculum proposals
5. Stay current with reading of course and program approvals in curriculum management database

VII. CURRICULUM COMMITTEE CHAIRPERSON RESPONSIBILITIES

1. Philosophical Duties
   • Shall provide leadership among units in an effort to develop a coordinated curriculum
   • Shall provide leadership in the development and planning of a college-wide curriculum
   • Shall take an active facilitative role in the development of innovative curricula
   • Shall oversee the updating of curriculum in relation to programs on campus
2. Maintenance Duties

- Shall oversee the maintenance of the college curriculum
- Shall plan, organize, and preside over Curriculum Committee meetings
- Shall refer issues to the Curriculum Committee for discussion and consideration
- Shall conduct periodic reviews of the college curriculum
- Shall attend the following meetings:
  a. Faculty Senate
  b. College Planning Council
  c. Curriculum Committee
  d. Outcomes and Assessment Committee

- Shall attend local and state committee meetings as circumstances are deemed appropriate and necessary.

3. Selection Procedure
   The Faculty Senate and College Administration shall mutually agree on the selection of the Curriculum Committee Chairperson. The term of office is two years.

4. Reassigned Time
   The Curriculum Committee Chairperson is given 0.50 reassigned time during his/her term of office.

VIII. CURRICULUM COMMITTEE VICE-CHAIR RESPONSIBILITIES

1. Philosophical Duties

- Support the Curriculum Chair in providing leadership among units in an effort to develop a coordinated curriculum
- Support the Curriculum Chair in providing leadership in the development and planning of a college-wide curriculum
- Support the Curriculum Chair in taking an active, facilitative role in the development of innovative curricula
- Support the Curriculum Chair in updating of curriculum in relation to programs on campus

2. Maintenance Duties

- Shall support the Curriculum Chair in overseeing the maintenance of the college curriculum
- Shall plan, organize, and preside over Curriculum Committee meetings in the absence of the Curriculum Chair
- Shall attend the following meetings in the absence of the Curriculum Chair:
  a. Faculty Senate
  b. College Planning Council
  c. Curriculum Committee
  d. Outcomes and Assessment Committee
• Shall attend local and state committee meetings as circumstances are deemed appropriate and necessary.

3. Selection Procedure

The Faculty Senate and College Administration shall mutually agree on the selection of the Curriculum Committee Vice-Chair. The term of office is one year.

4. Reassigned Time

The Curriculum Committee Vice-Chair is given 0.30 reassigned time during his/her term of office.

IX. CURRICULUM COMMITTEE MEETING PROCEDURES

1. The meeting shall be called to order and action items addressed when a quorum exists. A quorum is 50% of the voting membership, plus one.

2. The Curriculum Committee may, by majority vote, accept, reject, or request modifications to curriculum proposals to ensure that the curriculum is academically sound and meets all Title 5 regulations.

3. Substitutions of elected curriculum members are limited to members on extended leave or sabbatical leave; replacement members shall serve until the elected member returns or until the term of the elected member expires.

4. First and second reading of curriculum can be approved simultaneously by a majority vote.

5. When a course or program is returned to Chaffey College from the Chancellor’s Office and is not approved, or if additional information is requested, the Curriculum Committee Chairperson will meet with faculty responsible for the curriculum proposal or modification. Reasonable attempt shall be made to resolve the issue under question from the Chancellor’s Office.

6. Any amendment to the bylaws can be made after two readings by the committee and a vote after the second reading that passes by 2/3 vote of the membership.

7. The Articulation Officer will review the General Education Requirements for compliance with state standards; relevance to national, state and community needs, and report to the Curriculum Committee regularly. The Curriculum Chair will then present this report to the Faculty Senate for approval.

X. CURRICULUM COMMITTEE AGENDA

1. In meeting the requirements of the Brown Act, the Curriculum Committee agenda shall be posted 72 hours prior to the Curriculum Committee meeting in an area accessible for public viewing. The agenda shall include:

   • A list of curricular issues requiring discussion and a vote of the committee.
   • A listing of proposals for new and modified courses for first and second reading.
   • A listing of proposals for new and modified programs and certificates.
• A listing of courses/certificates/programs proposed for deactivation.

2. The Agenda of the Curriculum Committee is customarily mailed and/or e-mailed to:
   a. All Faculty
   b. College President
   c. College Administrators
   d. CCFA President
   e. Governing Board members
   f. Student Government President
   g. Classified Senate President

XI. CURRICULUM COMMITTEE SUMMARY NOTES

1. What follows is the suggested format for summary notes of each Curriculum Committee meeting. The Curriculum Committee Summary Notes are a valuable and necessary record of meetings, as they:

   • are a record of business that has been completed
   • form a record of the issues with which the Curriculum Committee has dealt
   • summarize the meeting for anyone absent or interested in the proceedings
   • facilitate continuity from meeting to meeting

2. What the Summary Notes should include:

   The Summary Notes of the Curriculum Committee are not a court record, yet they need to be complete. As such, it is not necessary to record specific dialogue, nor are names necessary to mention except when an individual is the proponent of a motion, a resolution, or a significant course of action to be undertaken by the Senate. Any item which requires a vote should have a thorough documentation of the discussion concerning that issue. The vote needs to be recorded by name. The Curriculum Committee Summary Notes should include information such as:

   a. Members present or absent at each meeting
   b. Units/areas that have not been represented for an extended period of time
   c. Date of the meeting
   d. Exact time the meeting began and ended
   e. Information items
   f. Synopsis of discussion about each topic; a fine balance needs to be struck between being concise and providing enough detail about the topic to be useful upon review
   g. Motions made, seconded, and action taken
   h. A record of all votes, recorded by name

   Therefore, the Summary Notes should be clear, coherent, concise yet complete, and accurate. The Curriculum Office AAII takes the Summary Notes.

3. Summary Notes Mailing List
The Summary Notes of the Curriculum Committee are customarily mailed and/or e-mailed to:

a. All Faculty  
b. College President  
c. College Administrators  
d. CCFA President  
e. Governing Board members  
f. Student Government President  
g. Classified Senate President  

The officially approved Summary Notes shall be maintained in a permanent log in the Curriculum Office and posted on the College’s Intranet in the Curriculum Folder.
Chapter 3 - Regulatory and Statutory Criteria for Curriculum Approval

- Degree Credit Courses – Criteria, Standards, Chancellor’s Office Data Elements
- Non-degree Credit Courses - Criteria, Standards, Chancellor’s Office Data Elements
- Degree Programs and Certificates – Standards
- Noncredit Courses Criteria and Standards
- Credit Hour Calculations
The course outline of record (COR) should contain sufficient information to permit the curriculum committee to correctly determine whether the course should be recommended for approval and classified as degree credit, non-degree credit, or noncredit under Title 5 of the California Administrative Code. This information, as contained on the curriculum management database system, and consistent with Title 5 requirements includes the following:

- Consultation and Description
- Units/hours
- Objectives
- Requisites
- Content
- Student Learning Objectives
- Methods of Instruction
- Out of Class Assignments
- Methods of Evaluation
- Resources
- General Education
- Comparable Courses

This information creates a Course Outline of Record that contains required standards of approval as required by Title 5 §55002 – grading policy, units, intensity, prerequisites and corequisites, basic skills requirements if applicable, difficulty, and level.

**Degree Credit Course Criteria**

A degree credit course must meet one of the following criteria specified in Title 5, Section 55805.5:

- A lower division course accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.
- A course that applies to the major in non-baccalaureate occupational fields.
- An English course not more than one level below the first transfer level composition course, typically known as English 1A. Each student may count only one such course as credit toward the associates degree.
- A mathematics course above and including Elementary Algebra.
- A credit course in English or mathematics taught in or on behalf of other departments and which, as determined by the local governing board, requires entrance skills at a level equivalent to those necessary for the courses specified in subsections C) and D) above.
Degree Credit Course Standards

Degree Credit Courses must adhere to the following regulations established in Title 5 § 55002:

§ 55002. Standards and Criteria for Courses.

(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

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

(C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

(D) Prerequisites and Co-requisites. 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 co-requisites that are established, reviewed, and applied in accordance with the requirements of this article.

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

(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, co-requisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

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

(5) Repetition. Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.

Chancellor’s Office Data Elements

In addition to the criteria specified in Title § 55002 (a)(3), the Chancellor’s Office of the California Community Colleges requires that the following additional information be contained on the Course Outline of Record for all Credit Courses:

- Taxonomy of Programs (TOP) code
- Course Identification Number
- Course Title
- Credit status
- Transfer status
- Basic skills status
- SAM code (occupational status)
- Course classification code (CB11 – required by SB361 and AB1943)
- Special class status (CB13 – for disabled students Title 5 §56029)
- Prior to college level (CB21 – English/ESL courses prior to college level)
- Funding agency category (CB23 – funding for course development was an Economic Development Grant)
- Program status (CB24 – stand alone or in a program, AB1943)
The course outline should contain sufficient information to permit the curriculum committee to correctly determine whether the course should be recommended for approval and classified as degree credit, non-degree credit, or noncredit under Title 5 of the California Administrative Code.

Criteria

A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee and is approved by the district governing board and falls within one of the categories described below:

- Pre-collegiate basic skills courses (as defined in Section 55502 (b) of Title 5).
- Courses designed to enable students to succeed in college-level work (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills.
- Pre-collegiate occupational preparation courses designed to provide foundation skills for students preparing for entry into college-level occupational courses or programs.
- Essential occupational instruction for which meeting the standards of an associates degree credit course is neither necessary nor required.
- Courses not part of a degree or certificate program, including IGETC, CSU GE and local GE patterns. Also known as “Stand Alone” course. January, 2015, all Stand Alone courses must be sent to the Chancellor’s Office for approval.

Standards

In addition to meeting the criteria above, a non-degree credit course must conform to the following standards specified in Title 5. Section 55002(b):

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum
committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

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

(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

(D) Prerequisites and co-requisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or co-requisites for the course that are established, reviewed, and applied in accordance with this article.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, co-requisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.

(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.
Chancellor’s Office Data Elements

In addition to the criteria specified in Title § 55002 (a)(3), the Chancellor’s Office of the California Community Colleges requires that the following additional information be contained on the Course Outline of Record for all Credit Courses:

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

Title 5 §55000 defines and “educational program as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” Proposals for new programs and certificates must meet the following criteria:

Mission

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

Need

There must be a demonstrable need--at this time and in the region the college proposes to serve with the program--for a program that meets the objectives as stated.

Quality

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

Completeness

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

Rigor

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

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

Effectiveness

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

Feasibility

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

Compliance

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

Minimum Requirements for the Associate Degree

Title 5 §55063 outlines the minimum requirements for an associate degree. Effective for all students entering a California Community College after Fall 2009:

- competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by completing an assessment
- competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by completing an assessment
- The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education
and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

- **Requirements for a major or area of emphasis that include the following:**
  - (1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges “Taxonomy of Programs,” or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.
  - (2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a “P” if the course is taken on a “pass-no pass” basis.

- **General Education Requirements that include a minimum of 18 semester of general education coursework which includes a minimum of three semester in each of the areas of Natural Sciences, Social and Behavioral Sciences, and Humanities, Language and Rationality. Ethnic Studies will be offered in at least one of the areas required by subdivision.**

- While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University, if such course is accepted by that system to satisfy a general education requirement.

- For the purpose of this section, “satisfactorily completed” means either credit earned on a “pass-no pass” basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.
Noncredit Courses Criteria and Standards

The course outline should contain sufficient information to permit the curriculum committee to correctly determine whether the course should be recommended for approval and classified as degree credit, non-degree credit, or non-credit under Title 5 of the California Administrative Code.

Criteria

A noncredit course must fall under one of the nine areas covered by the Education Code, Section 84711(a), items 1 through 9. These courses may or may not be designed to prepare students to succeed in degree-applicable courses.

Standards

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

- (c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.

- (1) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.

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

- (3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.

- (4) Repetition. Repeated enrollment is allowed only in accordance with provisions of section 58161.
STANDARDS FOR CREDIT HOUR CALCULATIONS

Chaffey College follows standards for credit hour calculations as guided by the Program and Course Approval Handbook, 6th edition, and are governed by the standards in title 5 §55002(a)(2)(B), §55002(b)(2)(B), and §55002.5, which collectively provide definitions and parameters for credit hour calculations for most courses. §55002(a)(2)(B) grant local governing boards the authority to specify the relationship between unit of credit and hours of classroom instruction, states the minimum weekly hours for one unit of credit, and provide for prorating hours of in-class to outside-of-class work appropriate to term length and instructional format. The calculation of units of credit for cooperative work experience programs is established in §55256.5(c)(1-2).

This section will address the Chaffey College calculations for:

1. Standard formula
2. Fractional unit awards and minimum thresholds
3. Cooperative work experience formula
4. Open entry/open exit course credit calculation

1. Standard Formula

The standard formula for credit hour calculations applies to the majority of courses and course types and is derived from title 5, section 55002.5. Colleges are required to define one unit of credit as a minimum of 48 total hours of student work, inclusive of all contact hours plus outside-of-class, or homework, hours pursuant to title 5, section 55002.5(a). This is based on the assumption of 3 hours of student work per week over a 16-week term, for 1 unit of credit. The Chancellor’s Office recommends the use of 54 total hours of student work (18 weeks x 3 hours) for this calculation, rather than the minimum 48. As a result, all examples in this section use 54 hours as the basis for this calculation. In practice, local districts may use a number or a range between 48 and 54, depending on local practices, but must apply this number consistently in credit hour calculations. This number is referred to as the “hours-per-unit divisor” in the sections below. The total of all contact hours and outside-of-class hours, as described below, is referred to as “total student learning hours” and is the dividend in the credit calculation formula.
Courses not classified as cooperative work experience, clock hour, or open entry/open exit use the following method for calculating units of credit:

Divide total student learning hours by the hours-per-unit divisor, round down to the nearest increment of credit awarded by the college. Expressed as an equation:

\[
\frac{\text{Total Contact Hours + Outside-of-class-Hours}}{\text{Hours-per-unit Divisor}} = \text{Units of Credit}
\]

The result of this calculation is then rounded down to the nearest .5 increment or to the nearest fractional unit award used by the district, if smaller than .5. This formula applies to both semester and quarter credit calculations. While this formula can yield a value below the lowest increment of credit awarded by the college, zero-unit courses are not permissible.

DEFINITIONS

The following definitions are used in the application of this formula:

- **TOTAL CONTACT HOURS**: The total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in title 5 §58161. This number is the sum of all contact hours for the course in all calculations categories, including lecture, recitation, discussion, seminar, laboratory, clinical, studio, practicum, activity, to-be-arranged, etc.

- **OUTSIDE-OF-CLASS HOURS**: Hours students are expected to engage in course work outside of the classroom. Federal and state regulations for credit hour calculations are based on the total time a student spends on learning, including outside-of-class hours. As a matter of standard practice in higher education, lecture and related course formats assume two hours of student work outside of class for every hour in-class. All other academic work, including laboratory, activity, studio, clinical, practicum, TBA, etc. must provide an equivalent total number of student learning hours as required for lecture, with the ratio of in-class to outside-of-class work prorated appropriately for the instructional category. Traditionally, these rations are expressed as the following:

<table>
<thead>
<tr>
<th>Instructional Category</th>
<th>In-Class Hours</th>
<th>Outside-of-class Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture (Lecture, Discussion, Seminar, &amp; Related Work)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Activity (Activity, Lab w/Homework, Studio, and Similar)</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Other categories or ratios for inside- to outside-of-class hours are possible, but should fall within the parameters for one unit of credit as described above. Standard expectations in higher education for credit hour calculations generally align with the in-class to outside-of-class rations as described in this
Deviations from these widely accepted standards, while permitted, can negatively affect course transferability and articulation and should be used with caution. Since TBA hours are required to be listed separately on the COR, any outside-of-class hours expected of students in relationship to TBA contact hours must be included in the total student learning hours for the calculation.

- **HOURS-PER-UNIT DIVISOR:** The value, or value range, used by the college to define the number of hours required to award each unit of credit. This value must be a minimum of 48 and a maximum of 54 hours for colleges on the semester system. This number represents the total student learning hours for which the college awards one unit of credit. College may use any divisor within this range, but should maintain consistency between the divisor and the dividend. For example, if a college uses the 51=1 unit calculation to determine the hours of lecture and outside of class work in the dividend, they should use 51 as the divisor. Colleges that indicate the minimum and maximum range of 48-54 should show the same range for the dividend in the equation and resulting unit calculation.

**Term Length and Hours-per-unit Divisor**

Colleges must exercise caution in determining the hours per unit divisor for credit hour calculations. Because California finance laws assume that primary terms average 17 weeks on the semester system, and because student attendance and related apportionment state compliance auditing is based on the student contact hours delineated in the official COR, the Chancellor’s Office strongly recommends that colleges use the 18 week semester or the 12 week quarter as the basis for the student contact hour calculation used in the COR, even if a college has been approved to use a compressed academic calendar. The 18-week semester or 12 week-quarter primary term provides the greatest flexibility in terms of contact hours, and colleges do not risk an audit finding for excessive apportionment claims such as they might experience using a 16-week semester basis for the contact-hour calculation. Additionally, it is important to note the flexible calendar program is designed around the 35-week traditional academic calendar, so basing contact hour targets around an 18-week semester assures that instructional hours lost to “flex” activities will not result in the district not providing the minimum number of hours required and title 5, §55002.5, to award a unit of credit.

**Calculation Categories and outside-of-Class Hours**

As outlined in the sample table above, colleges can use a variety of calculation categories to describe configurations and expectations for contact to outside-of-class hours. The traditional credit hour model
for classroom instruction (lecture, discussion, recitation, etc.) assumes one hour in the classroom and two hours of outside work each week for the length of the primary term for one unit of credit. All other categories must provide at least as much time, with the in-class to outside-of-class hours reflecting standard practices and expectations for that academic activity. The sample table provides the three most common configurations and names for these categories, but practices and nomenclature may vary among institutions.

The activity or laboratory with homework category, described in the table as an expectation of two hours in the classroom and one hour of outside-of-class work, should be used with caution. In the natural sciences and other disciplines, it is standard practice to base the number of units awarded for laboratory solely on contact hours, even though there may be some expectation of student work or preparation outside of class. Any alteration of this relationship for laboratory courses in the natural sciences and clinical hours in many allied health filed, can jeopardize programmatic accreditation and acceptability in meeting major or general education requirements when transferred to a baccalaureate degree-granting institution. Use of this category should be restricted to only those instructional areas where it is clearly aligned with accepted practices in higher education. This category is commonly found in the visual and performing arts, physical education, CTE fields, and other disciplines. The term “activity” as used in this context is not intended to limit or define the use of this term locally. Some colleges use this term – and related credit calculation – interchangeably with laboratory.

The Course Outlines of Record for many districts do not specify the outside-of-class hours for lecture, laboratory, or other course formats. In instances where districts only record total contact hours for the course as a whole or in each instructional category on the Course Outline of Record, the calculation of credit hours must include the expected hours of student work outside of class as described above. When this information is not included in the COR, periodic audits of course submissions may require clarification of local policy and practices for awarding credit hours to ensure that colleges are properly accounting for hour (sic) outside-of-class hours in their calculations.

While most courses fall into one of the calculation categories listed above, some courses use a combination of categories, such as lecture combined with a lab, activity, TBA, studio, or clinical hours on a single course outline of record. Guidance for alignment with standard practice in higher education and sample calculation tables for common course formats and combinations of calculation categories are contained in Appendix B of the Chancellor’s Office Program and Course Approval Handbook, 6th edition.
2. FRACTIONAL UNIT AWARDS AND MINIMUM THRESHOLDS

Title 5 §55002.5© and (d) govern the awarding of fractional units of credit. Section (c) requires colleges to award units in a minimum of .5 increments. Section (d) allows colleges to award units in increments smaller than .5 if permitted by local policy.

Calculations for each increment of credit award by the college represent the minimum threshold for awarding that increment of credit. Students are awarded the next increment of credit only when they pass the next minimum threshold. For example, if a course is designed to require 180 total student learning hours (108 contact hours and 72 outside of class hours), the calculation of units works as follows:

$$\frac{180}{54} = 3.33$$

3 units of credit

In this example, the college would not award 3.5 units until the total student learning hours reached the 189-hour minimum threshold for 3.5 units. However, if a college offers credit in .25 increments, this example would yield a 3.25 unit course. Another example is a course offered for 36 contact hours, with 4 hours of homework, resulting in 40 total student learning hours. In a district that awards p. 35

3. COOPERATIVE WORK EXPERIENCE FORMULA

Credit hour calculations for work experience are governed by the regulations set forth in title 5, section 55256.5. In title 5, section 55256.5(c)(1-2) the following requirements are specified:

- Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
- Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

4. CLOCK HOUR PROGRAMS

The definition of a clock hour program and standards for awarding of units of credit for these programs is defined in 34 Code of Federal Regulations sections 668.8(k)(2)(i)(A) and 668.8(l), respectively. In this regulation, a program is considered to be a clock-hour program for purposes of the Title IV, Higher Education Act (HEA) program if a program is required to measure student progress in clock hours when:
• Receiving Federal or State approval or licensure to offer the program; or
• Completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue.

Programs that meet this definition are required to use a federal formula for determining the appropriate awarding of credit that is outlined in 34 Code of Federal Regulations section 668.8(l). Compliance with this credit hour calculation is a component of regional accreditation review; however, title 5 regulations do not include specific guidance or methods for calculating credit in clock hour programs.

5. OPEN ENTRY/OPEN EXIT COURSE CREDIT CALCULATION

Courses approved by the curriculum committee as meeting the definitions in title 5, section 58164, for open entry/open exit courses are required by title 5, section 58164(b) to calculate one unit of credit as a minimum of 48 hours of total student work, regardless of the course format. This is not functionally different from the standard formula described previously, but it is contained in a separate section of title 5. Fractional units are awarded in the same proportion.
Chapter 4 – General Education Requirements for Articulation

- Transfer Curriculum Pattern – IGETC
- Transfer Curriculum Pattern – CSU-General Education
- Comparable Courses (in progress)
INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC) REQUIREMENTS
(Meeting UC General Education Requirements)

Requirements

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

Area 2    Mathematical Concepts and Quantitative Reasoning

Area 3        Arts and Humanities
    A:  Arts
    B:  Humanities

Area 4         Social and Behavioral Sciences

Area 5        Physical and Biological Sciences
    A:  Physical Science (Lecture Course)
    B:  Physical Science (Lecture and Lab Course)
    C:  Biological Science (Lecture Course)
    D:  Biological Science (Lecture and Lab Course)

Area 6        Language Other Than English

Criteria

Subject Area: English Communication
(3 courses; 9 semester, 12-15 quarter units)*
* Students transferring to UC do not have to meet the oral communication requirement.

The English Communication requirement shall be fulfilled by completion of three semesters or nine units of lower-division courses in English reading and written composition (1 course), critical thinking-English composition (1 course), and oral communication* (1 course). Successful completion of the course in reading and written composition shall be prerequisite to the course in critical thinking-English composition. The second semester of English composition required by the University of California may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Written work shall be evaluated for both composition and critical thinking.
Texts chosen in this area should reflect an awareness of cultural diversity. Courses designed exclusively for the satisfaction of remedial composition cannot be counted towards fulfillment of the English composition requirement.

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

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, and belief from knowledge, to use elementary inductive and deductive processes, and to recognize common logical errors or fallacies of language and thought.

**Subject Area: Mathematical Concepts and Quantitative Reasoning**
(1 course; 3 semester, 4-5 quarter units)

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of Intermediate Algebra. (See the description of "Algebra 2," Statement On Competencies In Mathematics Expected Of Entering Freshmen - 1988, revised February, 1988.) Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in statistics must emphasize the mathematical bases of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

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

**Subject Area: Arts and Humanities**
(at least 3 courses; 9 semester, 12-15 quarter units)

The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to develop an historical understanding of major civilizations and cultures, both Western and non-Western, and an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.
At least one course shall be completed in the Arts and one in the Humanities. Within the arts area, performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

The Arts and Humanities historically constitute the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person. Our understanding of the world is fundamentally advanced through the study of Western and non-Western philosophy, language, literature, and the fine arts. Inclusion of the contributions and perspectives of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Subject Area: Social and Behavioral Sciences
(at least 3 courses: 9 semester, 12-15 quarter units)

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

Courses in the Social and Behavioral Sciences allow students to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. Each of us is born into, lives, and must function effectively within an environment that includes other individuals. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Subject Area: Physical and Biological Science
(at least 2 courses: 7-9 semester, 9-12 quarter units)

The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science and one in Biological Science, at least one of which incorporates a laboratory. Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors. The contemporary world is influenced by science and its applications, and
many of the most difficult choices facing individuals and institutions concern the relationship of scientific and technological capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.
(Meeting CSU General Education Requirements)

Requirements

A. Communication in the English Language & Critical Thinking
   A1. Oral Communication
   A2. Written Communication
   A3. Critical Thinking

B. Physical Universe and Its Life Forms
   B1. Physical Science
   B2. Life Science
   B3. Laboratory Activity
   B4. Mathematics/Quantitative Reasoning

C. Arts, Literature, Philosophy, and Foreign Languages
   C1. Arts (Art, Dance, Music, Theatre)
   C2. Humanities (Literature, Philosophy, Foreign Languages)

D. Social, Political, and Economic Institutions and Behavior; Historical Background
   D1. Anthropology and Archeology
   D2. Economics
   D3. Ethnic Studies
   D4. Gender Studies
   D5. Geography
   D6. History
   D7. Interdisciplinary Social or Behavioral Science
   D8. Political Science, Government, and Legal Institutions
   D9. Psychology
   D10. Sociology and Criminology

E. Lifelong Understanding and Self-Development

Criteria

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

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

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

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

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

C. A minimum of twelve semester units or eighteen quarter units among the arts, literature, philosophy and foreign languages.

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student’s better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories
specified as opposed to the completion of the entire number of units required in one category.

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

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

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

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

- Comparable courses are used to establish the transferability of a course and only serve any usefulness up until the college receives an articulation agreement from 4 year institutions; when the articulation agreement is received, it will replace the comparable course info in Curricunet.
- These actions are changing past practices. We will wait until the course comes up for its regular review (or new course proposal) before messing with comparable courses.
- These actions will impact the technical review performed by the articulation officer.
- See about creating a box on the comparable course page that says, if you are not comfortable with the articulation officer alerting your listed comparable courses, please check this box.
- The AO will fill in the field in Curricunet on Comparable Course Page, with information regarding CSU-GE or IGETC articulation
- Conditions for comparable courses:

New Transfer-level Course (1-99): 2 comparable courses OR C-ID alignment; in the case of areas that have “national curriculum”, (i.e. Cal Fire, FAA), disciplines faculty will attach documentation regarding the transferability of their curriculum, to the comparable course page. Remember that CTE courses will soon be added to ASSIST.

New Non-transfer level Course (400-600): Comparable course information not required;

Transfer Course Modification (1-99): 2 comparable courses OR C-ID alignment, OR course-to-course articulation agreement; if course has IGETC approval, it automatically in transferable by virtue of UCOP approval; UCOP (UC Office of the president and they run the UCTCA (UC Transfer credit agreement) approved courses do not need comparables; if course is CSU-GE approved, (after submission by AO to CSUGE Review Board), course does not need comparables because it has been deemed transferable because its applicability to the CSU-GE pattern. in the case of areas that have “national curriculum”, (i.e. Cal Fire, FAA), disciplines faculty will attach documentation regarding the transferability of their curriculum, to the comparable course page. Remember that CTE courses will soon be added to ASSIST.

Non-Transfer Course Modification (400-600): Comparable course information not required;

Ask for attachment features for advisory committee minutes for courses and programs/certificates;
Chapter 5 – The Course Outline of Record

The Purpose of the Course Outline of Record

Course Outlines of Record and Students Learning Outcomes (SLOs)
The Purpose of the Course Outline of Record

DRAFT

The Course Outline of Record (COR) is the primary course-level curriculum document in our college. It provides the template for course syllabi, offers the students, community, and other educational institutions information about our courses and programs, and plays an integral role in program evaluation and accreditation review. It is also the primary vehicle for individual programs and departments to outline the scope, rigor and direction of their curriculum.

The Course Outline of Record:
• Facilitates articulation with four-year schools.
• Provides faculty with a template indicating the objectives, content, evaluation standards, methods of instruction, and assignment types required in all sections of a given course and is used to develop individual syllabi.
• Provides data for the review and revision of course and program sequence, rigor, and scope during Program Evaluation and Planning.
• Documents academic standards in the Accreditation Review process.
• Serves as an educational standards contract between the students and Chaffey College.

Differences Between Course Outlines and Syllabi

The course outline of record should not be confused with the syllabus. While a course outline is a contract between the college and the student containing the requirements and components of the course, a syllabus describes how the individual instructor will carry out the terms of that contract through specific assignments. Syllabi give specific dates, grading standards, and other rules of the conduct of a course required by the individual instructor. A course outline gives the basic components of the course required to be taught by all instructors. A syllabus allows the individual instructor to include methods and topics which may go beyond the course outline. It gives the instructor the opportunity to bring out his or her particular talents and strengths.

(California State Academic Senate Curriculum Committee, Stylistic Considerations in Writing Course Outlines of Record / Purposes of the Course Outline of Record, 1999)

II. Cross-Listing Courses

If a course covers material common to more than one subject area, it may be appropriate to list the course under both subjects, e.g. Social Psychology listed as both PSYC 123 / SOCI 123. This practice is referred to at Chaffey College as cross-listing. Courses proposed for double-listing must meet the following criteria for consideration by the Curriculum Committee:
1. The course must be recorded in two separate, but identical course outlines of record.

2. To ensure collaboration and agreement between departments on all proposed courses, faculty members from the proposed subject areas must author the COR for their area. Using the example above, this means that a Psychology faculty member will write and propose the PSYC 123 COR and a Sociology faculty member will write and propose the SOCI 123 COR. In cases where the subject-area faculty cannot agree to identical CORs, the Curriculum Committee Faculty Chair may be called upon to
arbitrate the disagreement. If faculty authors are still unable to reach consensus after arbitration, the course will not be considered for double-coding.

3. Courses may also be cross-listed in both disciplines or designated as interdisciplinary.

a. Cross-listed Example: PSYC 123 ~ Social Psychology must list both Psychology and Sociology in section A.2. SOCI 123 must list both Sociology and Psychology in the same section. This enables faculty from either discipline to teach the course under both subject codes.

b. Interdisciplinary Example: Both PSYC 123 and SOCI 123 ~ Social Psychology list the following in Section A2 of their CORs: “Interdisciplinary: Psychology and Sociology.” This requires faculty to meet minimum qualifications for both Psych and Soc as described on the BOG Disciplines List under Interdisciplinary Studies.

III. Course Discipline Assignment – please see Discipline Placement Policy, Chapter 3.

For further discussion of the interplay between curriculum and Student Learning outcomes, please see Chapter 8.
In 2010, Chaffey College SLO Committee, along with the Curriculum Committee, designed a series of text boxes for the five stages of the Nichols Model which resides on the course checklist in the curriculum database management system (Curricunet). This location for SLO assessment data and related evidence was intentionally selected because of the synergy between curriculum and student learning outcomes.

Faculty are encouraged to update course and program SLOs, enter in course SLO data, and record reflect dialog among colleagues as a part of the SLO process. Changing or entering SLO data from the course checklist DOES NOT require any curriculum modification – these activities occur separate and apart of the curriculum review process performed by the curriculum committee. These activities, do, however, show up on the program review for that discipline and oversight is provided by the Outcomes and Assessment Committee. Again, this oversight was deliberately selected to create widespread dialogue regarding curriculum, student learning outcomes, and student success.

The course SLOs, program SLOs and institutional Core Competencies are nested, demonstrating the relationship between what occurs in the classroom, and what is desired of graduates at the institutional level. A word document demonstrating this nesting is available as a report for Curricunet.

The Curriculum Committee has engaged in periodic review of how the course SLOs should display on the Course Outline of Record. At the present time, it has been decided that since the elements and the design of the college’s Course Outlines of Record (CORs) follow requirements from Title 5, and since Title 5 does not require SLOs as a part of the COR, that the course SLOs appear as an addendum for each COR.
### Sample SLO Addendum

**LEARNING OUTCOMES**  
**CHAFFEY COLLEGE**  
**GEOG 10 - Cultural Geography of North America**

| Core Competency: | COMMUNICATION  
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Students will practice effective communication and comprehensions skills and strategies. Examples will include, but are not limited to the following:</td>
</tr>
<tr>
<td></td>
<td>• Comprehend, analyze, and respond appropriately to oral, written, and visual information.</td>
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<tr>
<td></td>
<td>• Effectively communicate/express both qualitative and quantitative information through oral, written, visual, and other appropriate modes of communication/expressions.</td>
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<tr>
<td></td>
<td>• Ask questions and utilize appropriate resources to continually expand comprehension and oral, written, and visual communication skills.</td>
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| Core Competency: | CRITICAL THINKING AND INFORMATION COMPETENCY  
<table>
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<tr>
<td></td>
<td>Students will demonstrate critical thinking skills in problem solving across the disciplines and in daily life. Examples will include, but are not limited to the following:</td>
</tr>
<tr>
<td></td>
<td>• Identify vital questions, problems, or issues and evaluate the plausibility of a solution.</td>
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<tr>
<td></td>
<td>• Compute and analyze multiple representations of quantitative information, including graphical, formulaic, numerical, verbal, and visual.</td>
</tr>
<tr>
<td></td>
<td>• Analyze, compose, and assess the validity of an argument.</td>
</tr>
<tr>
<td></td>
<td>• Apply scientific processes to solve problems and measure and observe natural phenomena.</td>
</tr>
<tr>
<td></td>
<td>• Select sources of information based on analysis and evaluation of accuracy, credibility, relevance, and reasonableness of information.</td>
</tr>
<tr>
<td></td>
<td>• Analyze and assess assumptions, biases, and multiple perspectives to develop a well-informed, valid argument.</td>
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| Core Competency: | COMMUNITY/GLOBAL AWARENESS AND RESPONSIBILITY  
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<tr>
<td></td>
<td>Students will demonstrate knowledge of and strategies to consider significant social, cultural, environmental and aesthetic perspectives. Examples will include, but are not limited to, the following:</td>
</tr>
<tr>
<td></td>
<td>• Identify and apply the social and ethical responsibilities of the individual in society.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate social and ethical responsibility within a community.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate commitment to active citizenship by recognizing and evaluating important social, ecological, economical, and political issues.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate an understanding and appreciation for individual, social, and cultural diversity.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Learning Outcome:</th>
<th>Students will be able to recognize various geographic features on a map of N. America including major biomes, vegetative regions, rivers, lakes, islands, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Learning Outcome:</td>
<td>Upon the successful completion of GEOG 11 (grade C or higher) students will comprehend the societal impact of the &quot;Trail of Tears&quot; on Native American populations and which tribes were involved.</td>
</tr>
<tr>
<td>Course Learning Outcome:</td>
<td>Upon the successful completion of GEOG 11 (grade C or higher) students will comprehend the diversity of the N. American society, cultural traditions and cross-cultural interactions.</td>
</tr>
<tr>
<td>Course Learning Outcome:</td>
<td>Upon the successful completion of GEOG 11 (grade C or higher) students will comprehend the settlement and geographic expansion of Canada and the USA.</td>
</tr>
</tbody>
</table>

Chapter 6 – The Curriculum Approval Process

- Curriculum Timeline
- Approval Process - New Credit Course
- Approval Process - Existing Credit Course Modification
- Approval Process - New Noncredit Course
- Approval Process - Existing Noncredit Course Modification
- Approval Process - New Credit Program
- Approval Process - Existing Credit Program Modification
- Approval Process - New Noncredit Program/Certificate
- Approval Process - Existing Noncredit Program/Certificate Modification
- Approval Process - New CTE Program
- Approval Process - Existing CTE Program modification
- Approval Process - Stand-Alone Courses
- Full Curriculum Review Versus Consent Agenda Items (new)
In general curriculum approval timelines involve a variety of processes occurring campus wide. The production of the college catalog, the schedule of classes and program review, as well as timelines from external factors, such as external accrediting agencies and regional consortium deadlines, all impact the College’s curriculum timelines.

In recent years, the curriculum office has produced an annual timeline with relevant dates and deadlines for curriculum approval which has served to inform all stakeholders.
Occasionally the need for a new for-credit course arises at the College. When determining the need for these new courses, the following suggestions are offered:

- Discuss plan for new course with all discipline faculty and with school dean first.
- Locate two comparable courses to guarantee that new course is appropriate to the first two years of a four year institution, preferably a CSU or a UC. This requirement harkens back to the mission of a California Community College, that is, to serve the first two years of higher education within the State of California. By providing comparable courses, you will help the Articulation Officer make the case for course-to-course articulation.
- Consult the State’s Minimum Qualifications Guide produced by the Chancellor’s Office: [http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_MQHandbook/#/0](http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_MQHandbook/#/0). This document is updated every two years (approximately) and care should be taken to consult the most recent version.
- Consider any discipline placement issues and reach out to related discipline’s faculty for collegial consultation.
- Remember to factor in time for the articulation process if the course is thought to be a candidate for CSU-GE or IGETC placement.
Approval Process - New Credit Course

Course Originator
- Course originator discusses plans for new course with colleagues and Dean. If the course is in a CTE area, Advisory Committee must be folded into the discussion. Course must be at the lower division level at a 4 year institution - CSU or UC preferred. The course originator must locate 2 comparable courses to guarantee lower division level course and appropriateness for articulation. Comparable courses are not to be used from other community colleges.

Discipline Dean
- Dean signs off that this new credit course approval meets the department, school and College's mission.

Technical Review
- Technical Reviewers include the Curriculum Chair, the Articulation Officer, the Catalog/Schedule Coordinator, and a faculty member of the Curriculum Committee at large. Technical Reviewers will review the proposed Course Outline of Record (COR) to verify that all required COR elements as outlined in Title 5 are present: units, contact hours, prerequisite skills and limitations on enrollment, catalog description, objectives, content, methods of instruction, methods of evaluation, and three sample out of class assignments, one of which must be an example of critical thinking assignments, and course texts. Appropriate repeatability shall also be checked during the Technical Review. The Articulation Officer will check for appropriate comparable courses. The catalog/schedule coordinator will check for technical aspects of the course, including the TOP Code and the SAM Code. All four technical reviewers must complete their reading before the course can be moved along.

Librarian
- The librarian will review the COR’s textbook information to assure the most current editions of textbooks, including complete information (edition, year of publication and publisher) are included. The librarian shall work with the course originator in the instances where copyright infringement may occur. The librarian may also help suggest open educational resources.

Originator Again
- After the librarian and technical reviews are complete, the course may need to be returned to the originator to make requested changes. The course may be moved forward to the curriculum committee at large before these requested technical reviewers’ changes are completed because the curriculum committee readers may also spot needs for changes.

Curriculum Committee
- The curriculum committee conducts a first and second reading of the course proposal. If there is a majority of curriculum committee reviewers (which may also include the Technical Reviewers and librarian), the course may be approved for first and second reading at one time. Caution should be taken when a new course is being approved for first and second reading simultaneously. The Curriculum Committee approval date must be entered into the appropriate location in Curricunet on the course codes page by the Curriculum Office AAII.

Curriculum Office AAII
- The Curriculum Office AAII will prepare the monthly Board of Trustees curriculum agenda item prior to each monthly deadline for this task.

Board of Trustees
- By law, the Board of Trustees must review and approve the college’s curriculum. It is Chaffey’s practice to send a curriculum report to the Board every month. Board meetings generally fall on the third Thursday of each month. After Board approval, the Board approval date must be entered into the appropriate location in Curricunet on the course codes page by the Curriculum Office AAII.

Curriculum Office AAII
- After Board approval, The Curriculum Office AAII must submit the course to the Chancellor’s Curriculum Inventory for final review and approval. This is done via the online Curriculum Inventory at the Chancellor’s Office.

Chancellor’s Office Approval
- The Chancellor’s Office review and approval process could take several months. Courses may not be advertised or approved BEFORE Chancellor’s Approval has been received. Once the Chancellor’s Office has approved the course, this approval date must be entered into the appropriate location for the course’s entry in the college’s curriculum management database by the Curriculum Office AAII.
Course updates should be routine for faculty overseeing their curriculum. Course modifications are required for a variety of reasons:

- 5 year update
- Changes to course content, etc.
- To address articulation issues
- CTE two year update

If certain elements are changing with the modification, the modification should become a new course proposal. Changing various elements in a COR can trip the line between course modification and new course proposal. This is the difference between a “substantial course modification” and a nonsubstantial course modification. Substantial course modifications often result in the need to launch a new course proposal, because the nature of the change is major!

**Substantial changes include the following**

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

**Nonsubstantial changes are considered the following**

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

- **Originator**
  - Originator needs to update course for a variety of reasons: 5 year update; changes to course content, etc.; to address articulation issues; CTE two year update; If certain elements are changing with the modification, the modification should become a new course proposal.

- **Technical Review**
  - Technical will review the proposed Course Outline of Record (COR) to verify that any changes in the course modification do not trip the line requiring a new course proposal. Technical reviewers also check all required COR elements as outlined in Title 5 are present. Technical reviewers will also check for the presence of any new mandated or locally required elements.

- **Librarian**
  - The librarian will review the COR’s textbook information to assure the most current editions of textbooks, including complete information (edition, year of publication and publisher) are included. The librarian shall work with the course originator in the instances where copyright infringement may occur. The librarian may also help suggest open educational resources.

- **Curriculum Committee**
  - The curriculum committee conducts a first and second reading of the course proposal. If there is a majority of curriculum committee reviewers (which may also include the Technical Reviewers and librarian), the course may be approved for first and second reading at one time.

- **Curriculum Office AAII**
  - The Curriculum Office AAII will prepare the monthly Board of Trustees curriculum agenda item prior to each monthly deadline for this task.

- **Board of Trustees**
  - By law, the Board of Trustees must review and approve the college’s curriculum. It is Chaffey’s practice to send a curriculum report to the Board every month. Board meetings generally fall on the third Thursday of each month. After Board approval, the Board approval date must be entered into the appropriate location in Curricunet on the course codes page by the Curriculum Office AAII.

- **Chancellor’s Office**
  - After Board approval, The Curriculum Office AAII must be submit the modified course to the Chancellor’s Curriculum Inventory for final review and approval. This is done via the online Curriculum Inventory at the Chancellor’s Office.

- **Curriculum Office AAII**
  - The Chancellor’s Office review and approval process could take several months. Courses may not be advertised with a new title, description or unit change (or unit reconfiguration) BEFORE Chancellor’s Approval has been received. Once the Chancellor’s Office has approved the course, this approval date must be entered into the appropriate location for the course’s entry in the college’s curriculum management database by the Curriculum Office AAII.
Title 5 § 58160. Noncredit Course Funding.

(a) In order to be eligible to be claimed for state apportionment, a noncredit course must be approved pursuant to sections 55002 and 55150 and fall into one of the following statutory categories:

1. Elementary and secondary basic skills courses and other courses such as remedial academic courses in reading, mathematics, and language arts;
2. Courses in English as a second language, including vocational English as a second language;
3. Short-term vocational courses and programs with high employment potential;
4. Workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision making, problem solving skills, and other courses required for preparation to participate in job-specific technical training;
5. Courses in citizenship for immigrants;
6. Parenting, including parent cooperative preschools, courses in child growth and development and parent-child relationships;
7. Courses and programs for persons with substantial disabilities;
8. Courses and programs for older adults;
9. Courses and programs in home economics; and
10. Courses in health and safety education.

(b) The provisions of sections 58050, 58051, 58051.5, 58130 and related provisions of this chapter also apply in determining whether a noncredit course is eligible for funding.

(c) In order to be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5, a career development or college preparation noncredit course must be part of a program or sequence of courses approved by the Chancellor pursuant to section 55151.

(d) Courses of the type described in section 55151 may not be claimed for enhanced funding if they are not part of a program or sequence of courses which is approved by the Chancellor pursuant to that section, but such courses may continue to be offered and be claimed for basic noncredit funding, provided that each individual course has been approved by the Chancellor pursuant to section 55150 and falls into one of the categories described in subdivision (a).

## Approval Process - New Noncredit course

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Originator</strong></td>
<td>- Course originator discusses plans for new noncredit course with colleagues and dean. Noncredit courses must fall within one of the 10 approved categories of content as approved in Title 5. The program’s plan for noncredit curriculum shall fit within the College’s mission. The interplay between noncredit and credit curriculum shall be discussed by discipline faculty.</td>
</tr>
<tr>
<td><strong>Dean</strong></td>
<td>- Dean signs of that this new noncredit course proposal meets the department’s, the school’s and the College’s mission.</td>
</tr>
<tr>
<td><strong>Technical Review Committee</strong></td>
<td>- Technical Reviewers include the Curriculum Chair, the Articulation Officer, the Catalog and Schedule Coordinator, and a faculty member chosen from the Curriculum Committee. They will review the Course Outline of Record to ensure all elements required by title 5 of a noncredit course are present: contact hours, catalog description, objectives, content, methods of instruction, methods of evaluation, and three sample assignments (one of which must be a Critical Thinking assignment). Repeatability on noncredit courses is allowed. Units, prerequisites skills/limitations on enrollment, and required textbooks are not required in the COR for noncredit courses according to Title 5 §55000, §55002.</td>
</tr>
<tr>
<td><strong>Originator</strong></td>
<td>- The course may need to be returned to the originator to make requested changes. The course may be moved forward the curriculum committee at large before these requested technical reviewers’ changes are completed because the curriculum committee readers may also spot needs for changes.</td>
</tr>
<tr>
<td><strong>Curriculum Committee</strong></td>
<td>- The curriculum committee conducts a first and second reading of the course proposal. If there is a majority of curriculum committee reviewers (which may also include the Technical Reviewers), the course may be approved for first and second reading at one time. Caution should be taken when a new course is being approved for first and second reading simultaneously. The Curriculum Committee approval date must be entered into the appropriate location in Curricunet on the course codes page by the Curriculum Office AAII.</td>
</tr>
<tr>
<td><strong>Curriculum Office AAII</strong></td>
<td>- The Curriculum Office AAII will prepare the monthly Board of Trustees curriculum agenda item prior to each monthly deadline for this task.</td>
</tr>
<tr>
<td><strong>Board of Trustees</strong></td>
<td>- By law, the Board of Trustees must review and approve the college’s curriculum. It is Chaffey’s practice to send a curriculum report to the Board every month. Board meetings generally fall on the third Thursday of each month. After Board approval, the Board approval date must be entered into the appropriate location in Curricunet on the course codes page by the Curriculum Office AAII.</td>
</tr>
<tr>
<td><strong>Curriculum Office AAII</strong></td>
<td>- After Board approval, The Curriculum Office AAII must be submit the course to the Chancellor’s Curriculum Inventory for final review and approval. This is done via the online Curriculum Inventory at the Chancellor’s Office.</td>
</tr>
<tr>
<td><strong>Chancellor’s Office Approval</strong></td>
<td>- The Chancellor’s Office review and approval process could take several months. Courses may not be advertised or approved BEFORE Chancellor’s Approval has been received. Once the Chancellor’s Office has approved the course, this approval date must be entered into the appropriate location for the course’s entry in the college’s curriculum management database by the Curriculum Office AAII.</td>
</tr>
<tr>
<td><strong>College Notification</strong></td>
<td>- Upon receipt of the Chancellor’s Office letter of approval, the Curriculum Office AAII will notify the following: Vice President of Instruction (VPI), VPI’s representative on the Curriculum Committee; faculty originator and that faculty member’s dean; Catalog and Schedule</td>
</tr>
</tbody>
</table>
# Approval Process - Existing Noncredit Course Modification

- **Originator**
  - Course originator discusses plans for noncredit course modification with colleagues and dean. Noncredit courses must fall within one of the 10 approved categories of content as approved in Title 5. The program’s plan for noncredit curriculum shall fit within the College’s mission. The interplay between noncredit and credit curriculum shall be discussed by discipline faculty.

- **Dean**
  - Dean signs off that the noncredit course modification proposal meets the department’s, the school’s and the College’s mission.

- **Technical Review Committee**
  - Technical Reviewers include the Curriculum Chair, the Articulation Officer, the Catalog and Schedule Coordinator, and a faculty member chosen from the Curriculum Committee. They will review the Course Outline of Record to ensure all elements required by title 5 of a noncredit course are present: contact hours, catalog description, objectives, content, methods of instruction, methods of evaluation, and three sample assignments (one of which must be a Critical Thinking assignment). Repeatability on noncredit courses is allowed. Units, prerequisites skills/limitations on enrollment, and required textbooks are not required in the COR for noncredit courses according to Title 5 §55000, §55002.

- **Originator**
  - The course may need to be returned to the originator to make requested changes. The course may be moved forward to the curriculum committee at large before these requested technical reviewers’ changes are completed because the curriculum committee readers may also spot needs for changes.

- **Curriculum Committee**
  - The curriculum committee conducts a first and second reading of the course proposal. If there is a majority of curriculum committee reviewers (which may also include the Technical Reviewers), the course may be approved for first and second reading at one time. Caution should be taken when a new course is being approved for first and second reading simultaneously. The Curriculum Committee approval date must be entered into the appropriate location in Curricunet on the course codes page by the Curriculum Office AAII.

- **Curriculum Office AAII**
  - The Curriculum Office AAII will prepare the monthly Board of Trustees curriculum agenda item prior to each monthly deadline for this task.

- **Board of Trustees**
  - By law, the Board of Trustees must review and approve the college’s curriculum. It is Chaffey’s practice to send a curriculum report to the Board every month. Board meetings generally fall on the third Thursday of each month. After Board approval, the Board approval date must be entered into the appropriate location in Curricunet on the course codes page by the Curriculum Office AAII.

- **Chancellor’s Office Approval**
  - The Chancellor’s Office review and approval process could take several months. Courses may not be advertised or approved BEFORE Chancellor’s Approval has been received. Once the Chancellor’s Office has approved the course, this approval date must be entered into the appropriate location for the course’s entry in the college’s curriculum management database by the Curriculum Office AAII.

- **College Notification**
  - Upon receipt of the Chancellor’s Office acknowledgment of curriculum change, the Curriculum Office AAII will notify the following: Vice President of Instruction (VPI), VPI’s representative on the Curriculum Committee; faculty originator and that faculty member’s dean; Catalog and Schedule Coordinator, Articulation Officer, Counseling, Transcript Evaluator, Admissions and Records and the Curriculum Chair.
Approval Process - New Credit Program

Originator
• Program originator discusses plans for new program with colleagues and Dean. If the program is in a CTE area, please refer to the specific area of this Handbook for CTE Program approval. Program should reflect appropriate standards, rigor and criteria as outlined in title 5 and elsewhere in this handbook. Program goal should reflect the purpose of the program as outlined in the Program and Course Approval Handbook, 6th edition. The program should have a defined core. If the proposed program is an ADT, the ADT template must be adhered to, and courses must have C-ID approval.

Dean
• Dean signs off that this new credit program proposal meets the department, school and College’s mission.

Technical Review
• Technical Reviewers include the Curriculum Chair, the Articulation Officer, the Catalog/Schedule Coordinator, and a faculty member of the Curriculum Committee at large. Technical Reviewers will review the proposed new credit program proposal to verify that all required elements are present: program title, program description, program courses, and unit total. The catalog/schedule coordinator will check for technical aspects of the proposal, including the TOP Code and the SAM Code. All four technical reviewers must complete their reading before the course can be moved along.

Originator
• After technical reviews are complete, the program may need to be returned to the originator to make requested changes. The program may be moved forward to the curriculum committee at large before these requested technical reviewers’ changes are completed because the curriculum committee readers may also spot needs for changes.

Curriculum Committee
• The curriculum committee conducts one reading of the program proposal. The Curriculum Committee approval date must be entered into the appropriate location in Curricunet on the course codes page by the Curriculum Office AAII.

Curriculum Office AAII
• The Curriculum Office AAII will prepare the monthly Board of Trustees curriculum agenda item prior to each monthly deadline for this task.

Board of Trustees
• By law, the Board of Trustees must review and approve the college’s curriculum. It is Chaffey’s practice to send a curriculum report to the Board every month. Board meetings generally fall on the third Thursday of each month. After Board approval, the Board approval date must be entered into the appropriate location in Curricunet on the course codes page by the Curriculum Office AAII.

Chancellor’s Office
• After Board approval, The Curriculum Office AAII must submit the program to the Chancellor’s Curriculum Inventory for final review and approval. This is done via the online Curriculum Inventory at the Chancellor’s Office.

Curriculum Office AAII
• The Chancellor’s Office review and approval process could take several months. Programs may not be advertised or approved BEFORE Chancellor’s Approval has been received. Once the Chancellor’s Office has approved the course, this approval date must be entered into the appropriate location for the course’s entry in the college’s curriculum management database by the Curriculum Office AAII.
Approval Process - Existing Credit Program Modification

- Program originator discusses plans for modified program with colleagues and Dean. If the program is in a CTE area, please refer to the specific area of this Handbook for CTE Program approval. Program should reflect appropriate standards, rigor and criteria as outlined in title 5 and elsewhere in this handbook. Program goal should reflect the purpose of the program as outlined in the Program and Course Approval Handbook, 6th edition.

- Dean signs off that this modified credit program proposal meets the department, school and College’s mission.

- Technical Reviewers include the Curriculum Chair, the Articulation Officer, the Catalog/Schedule Coordinator, and a faculty member of the Curriculum Committee at large. Technical Reviewers will review the modified credit program proposal to verify that all required elements are present: program title, program description, program courses, and unit total. The catalog/schedule coordinator will check for technical aspects of the proposal, including the TOP Code and the SAM Code. All four technical reviewers must complete their reading before the course can be moved along.

- After technical reviews are complete, the program may need to be returned to the originator to make requested changes. The program may be moved forward to the curriculum committee at large before these requested technical reviewers’ changes are completed because the curriculum committee readers may also spot needs for changes.

- The curriculum committee conducts one reading of the program proposal. The Curriculum Committee approval date must be entered into the appropriate location in Curricunet on the course codes page by the Curriculum Office AAII.

- The Curriculum Office AAII will prepare the monthly Board of Trustees curriculum agenda item prior to each monthly deadline for this task.

- By law, the Board of Trustees must review and approve the college’s curriculum. It is Chaffey’s practice to send a curriculum report to the Board every month. Board meetings generally fall on the third Thursday of each month. After Board approval, the Board approval date must be entered into the appropriate location in Curricunet on the course codes page by the Curriculum Office AAII.

- After Board approval, The Curriculum Office AAII must submit the program to the Chancellor’s Curriculum Inventory for final review and approval. This is done via the online Curriculum Inventory at the Chancellor’s Office.

- The Chancellor’s Office review and approval process could take several months. Programs may not be advertised or approved BEFORE Chancellor’s Approval has been received. Once the Chancellor’s Office has approved the course, this approval date must be entered into the appropriate location for the course’s entry in the college’s curriculum management database by the Curriculum Office AAII.
Approval Process - New Noncredit Program/Certificate
The new noncredit program/certificate originator discusses plans with colleagues and Dean. If the program is in a CTE area, please refer to the specific area of this Handbook for CTE Program approval. The new noncredit program/certificate should reflect appropriate standards, rigor and criteria as outlined in title 5 and elsewhere in this handbook. The new noncredit program/certificate goal should reflect the purpose of the program as outlined in the Program and Course Approval Handbook, 6th edition.

Dean signs off that this new noncredit program/certificate proposal meets the department, school and College’s mission.

Technical Reviewers include the Curriculum Chair, the Articulation Officer, the Catalog/Schedule Coordinator, and a faculty member of the Curriculum Committee at large. Technical Reviewers will review the new noncredit program/certificate proposal to verify that all required elements are present: program title, program description, and program courses. The catalog/schedule coordinator will check for technical aspects of the proposal, including the TOP Code and the SAM Code. All four technical reviewers must complete their reading before the course can be moved along.

After technical reviews are complete, the new noncredit program/certificate proposal may need to be returned to the originator to make requested changes. The proposal may be moved forward to the curriculum committee at large before these requested technical reviewers’ changes are completed because the curriculum committee readers may also spot needs for changes.

The curriculum committee conducts one reading of the new noncredit program/certificate proposal. The Curriculum Committee approval date must be entered into the appropriate location in Curricunet on the course codes page by the Curriculum Office AAII.

The Curriculum Office AAII will prepare the monthly Board of Trustees curriculum agenda item prior to each monthly deadline for this task.

By law, the Board of Trustees must review and approve the college’s curriculum. It is Chaffey’s practice to send a curriculum report to the Board every month. Board meetings generally fall on the third Thursday of each month. After Board approval, the Board approval date must be entered into the appropriate location in Curricunet on the course codes page by the Curriculum Office AAII.

After Board approval, The Curriculum Office AAII must be submit the program to the Chancellor’s Curriculum Inventory for final review and approval. This is done via the online Curriculum Inventory at the Chancellor’s Office.

The Chancellor’s Office review and approval process could take several months. Programs may not be advertised or approved BEFORE Chancellor’s Approval has been received. Once the Chancellor’s Office has approved the course, this approval date must be entered into the appropriate location for the course’s entry in the college’s curriculum management database by the Curriculum Office AAII.
Approval Process - Existing Noncredit Program/Certificate Modification

- The existing noncredit program/certificate modification originator discusses plans with colleagues and Dean. If the program is in a CTE area, please refer to the specific area of this Handbook for CTE Program approval. The noncredit program/certificate program modification should reflect appropriate standards, rigor and criteria as outlined in title 5 and elsewhere in this handbook. The noncredit program/certificate goal should reflect the purpose of the program as outlined in the Program and Course Approval Handbook, 6th edition.

- Dean signs off that this new noncredit program/certificate proposal meets the department, school and College’s mission.

- Technical Reviewers include the Curriculum Chair, the Articulation Officer, the Catalog/Schedule Coordinator, and a faculty member of the Curriculum Committee at large. Technical Reviewers will review the new noncredit program/certificate modification proposal to verify that all required elements are present: program title, program description, and program courses. The catalog/schedule coordinator will check for technical aspects of the proposal, including the TOP Code and the SAM Code. All four technical reviewers must complete their reading before the course can be moved along.

- After technical reviews are complete, the new noncredit program/certificate proposal may need to be returned to the originator to make requested changes. The proposal may be moved forward to the curriculum committee at large before these requested technical reviewers’ changes are completed because the curriculum committee readers may also spot needs for changes.

- The curriculum committee conducts one reading of the noncredit program/certificate modification proposal. The Curriculum Committee approval date must be entered into the appropriate location in Curricunet on the course codes page by the Curriculum Office AAII.

- The Curriculum Office AAII will prepare the monthly Board of Trustees curriculum agenda item prior to each monthly deadline for this task.

- By law, the Board of Trustees must review and approve the college’s curriculum. It is Chaffey’s practice to send a curriculum report to the Board every month. Board meetings generally fall on the third Thursday of each month. After Board approval, the Board approval date must be entered into the appropriate location in Curricunet on the course codes page by the Curriculum Office AAII.

- After Board approval, The Curriculum Office AAII must be submit the program to the Chancellor’s Curriculum Inventory for final review and approval. This is done via the online Curriculum Inventory at the Chancellor’s Office.

- The Chancellor’s Office review and approval process could take several months. Programs may not be advertised or approved BEFORE Chancellor’s Approval has been received. Once the Chancellor’s Office has approved the course, this approval date must be entered into the appropriate location for the course’s entry in the college’s curriculum management database by the Curriculum Office AAII.
Career Technical Education (CTE) curriculum must be driven by industry demands. The approval process for CTE curriculum is different than the approval process for other community college curriculum in that evidence must be provided to prove a need for the proposed curriculum. This evidence needs to be in the form of

- Advisory Committee Recommendations (and accompanying minutes)
- Labor Market Analysis
- Similar Programs at Surrounding Schools

In addition to the regular approval process, CTE programs and certificates must be submitted for two readings from our local regional consortium – the Regional Desert Consortium (http://www.desertcolleges.org). Consultation of this website will provide appropriate forms and dates for their approval process, which must be complete before the curriculum is submitted to the Chancellor’s Office.

It is Chaffey College’s practice to have the curriculum approved by the Board of Trustees before the curriculum is submitted to the regional consortium.

Individual CTE courses do not have to be submitted to the regional consortium for approval – just degrees and certificates.
Advisory Committee

• NEW CTE program proposals may originate with Advisory Committees. Sector/Deputy sector navigators, and/or faculty. Advisory Committee members should reflect the employment picture for graduates of the degree or certificate and therefore, provide feedback regarding the need for the proposed curriculum. Detailed minutes of the advisory committee meetings shall include committee members’ names and place of employment/position, as well as specific details regarding the design of the degree or certificate. A handbook for working with advisory committees is included in this handbook.

Institutional Research

• Institutional Research shall prepare a labor market demand analysis report which will be a part of the approval packet for the regional consortium and for the Chancellor’s Office. The creation of this report may occur before the advisory committee meeting, or after.

Originator

• Program/certificate originator discusses plans for new curriculum with colleagues and Dean. This discussion should include a review of the labor market demand report.

Dean

• Dean signs off that this new CTE program/certificate meets the department, school and College’s mission.

Technical Review Committee

• Technical Reviewers include the Curriculum Chair, the Articulation Officer, the Catalog/Schedule Coordinator, and a faculty member of the Curriculum Committee at large. Technical Reviewers will review the proposed CTE program/certificate proposal to verify that all required elements as outlined in Title 5 are present: title, description, required courses and units. The catalog/schedule coordinator will check for technical aspects of the course, including the TOP Code and the SAM Code. All four technical reviewers must complete their reading before the proposal can be moved along.

Originator

• The new CTE program/certificate may need to be returned to the originator to make requested changes. The Proposal may be moved forward the curriculum committee at large before these requested technical reviewers’ changes are completed because the curriculum committee readers may also spot needs for changes.

Curriculum Committee

• The curriculum committee conducts one reading of the new CTE program/certificate proposal. The Curriculum Committee approval date must be entered into the appropriate location in Curricunet on the course codes page by the Curriculum Office AAll.

Curriculum Office AAll

• The Curriculum Office AAll will prepare the monthly Board of Trustees curriculum agenda item prior to each monthly deadline for this task.

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**Board of Trustees**
- By law, the Board of Trustees must review and approve the college’s curriculum. It is Chaffey’s practice to send a curriculum report to the Board every month. Board meetings generally fall on the third Thursday of each month. After Board approval, the Board approval date must be entered into the appropriate location in Curricunet on the course codes page by the Curriculum Office AAII.

**Regional consortium 1st Reading**
- The Curriculum Chair and the AAII shall prepare the packets for regional consortium first reading. Slightly different information is required in each of the two regional consortium reviews. Please consult regional consortium websites for dates, details and appropriate forms.

**Regional Consortium 2nd Reading**
- Changes requested at the first regional consortium must be folded into a revised packet for the 2nd regional consortium meeting.

**Curriculum Office AAII**
- After Board approval, The Curriculum Office AAII must submit the course to the Chancellor's Curriculum Inventory for final review and approval. This is done via the online Curriculum Inventory at the Chancellor’s Office.

**Chancellor’s Office**
- The Chancellor’s Office review and approval process could take several months. Programs/certificates may not be advertised or approved BEFORE Chancellor’s Approval has been received. Once the Chancellor’s Office has approved the program/certificate, this approval date must be entered into the appropriate location for the program’s entry in the college's curriculum management database by the Curriculum Office AAII.
Depending on the nature of the modification to the CTE program, the proposal may or may not go back to the regional consortium for review before submission to the Curriculum Inventory.

The following modifications will require review by the regional consortium:

- If unit change totals more than 18 or greater total units on the program/certificate
- If Chancellor’s Office approval is desired on a low unit certificate which was originally locally approved
- If focus of the program/certificate significantly changes
- If the TOP code for the program/certificate changes

This modification proposal should then be submitted to the regional consortium for two readings and then submit to the Curriculum Inventory.

The following modifications will not require review by regional consortium, and can be submitted directly to the Curriculum Inventory:

- If unit change totals 19 units or more on the program/certificate
- If courses are substituted or changed on the program/certificate
- If the title of the program/certificate changes

This modification proposal can be submitted directly to the Curriculum Inventory.
When a course is NOT part of an approved program as defined above, it is referred to as a “stand-alone course.” Stand-alone courses are identified with CB24 code of “2”. This term also refers to courses that are required for a certificate of fewer than 18 semester units that has not been approved by the Chancellor’s Office as a Certificate of Achievement. Stand-alone courses must be submitted for review and approval through the regular process for courses in the curriculum inventory. All stand-alone courses, including experimental courses and selected topics courses as described below, must have a control number prior to be offered and claimed for apportionment. The Course Outlines of Record for all types of stand-alone courses must contain all required elements and adhere to the same standards as other credit courses.

From “Program and Course Approval Handbook, 6th edition”
Suggested Practices with CTE Advisory Committees

Spring 2016

Introduction

CTE Advisory Committees have been a requirement of CTE curriculum for a long time, however, their input is increasingly important. Towards that end, this document has been prepared to suggest approaches to running an advisory committee meeting, recording minutes from these committee meetings, and employer surveys.

WHY? The submission of curriculum proposal packets for approval to both the Desert Regional Consortium and to the Chancellor’s Office have become increasingly detailed. CTE programs are now requested to include information about and from their advisory committees as never before. The review process and scrutiny of CTE proposal packets in intense.

In an attempt to help Chaffey CTE faculty contribute meaningful information regarding their advisory committees, this document has been created to guide discussions and produce required information for CTE curriculum proposals. Proposal packets now must include copies of advisory committee minutes, with the names and occupations of those in attendance. Discussions and recommendations of the advisory committee must be included in the minutes to support the proposed curriculum.

In addition to advisory committee minutes, the CTE proposal packet now requires an “employer survey.” What should be included in an employer survey? What questions should be asked?

This document begins to answers questions regarding suggested practices with advisory committees.
Advisory Committee Meetings

Who Should Serve on Advisory Committees?

Local/regional industry representatives and college faculty. Think of who might be prospective employers of our graduating students. When appropriate, faculty from feeder, four year institutions might be appropriate. Local faculty in the discipline/field, both full and part-time, are appropriate advisory committee members. There is no set number of advisory committee members. You will need enough people to have robust discussions about the future of your program.

What to Discuss with Your Advisory Committee Meeting?

Well, curriculum is a great place to start. Has a suggested arisen for new courses, certificates or degrees? Advisory committee and Sector/Deputy Sector Navigators are now considered to be guides for industry demands. Our curriculum needs to reflect these industry demands. Please be detailed when recording conversation about courses, certificates and programs. List either course concepts for new course proposals, or course changes for changes to existing curriculum.

You may also want to ask your advisory committee members if they are aware of any industry studies recently published – and documents or brochures – which they might be able to bring along to share with the group to help inform the discussion about trends within your discipline.

Also remember that these advisory committee discussions can help inform the completion of your Program and Services Review (PSR).

Where to Meet?

There are no set requirements for where to meet, however, the location should be easily accessible to all those attending. Have fun!

How Often to meet?

There is not set number of times an advisory committee must meet, nor is there a specified time of year to hold the advisory committee meetings. Frequency and time of meeting should reflect the needs of the discipline for which the advisory committee has been formed.

Recording Minutes

Advisory Committee minutes MUST be recorded. The minutes must include the following:

- Date of Meeting
- Location of Meeting
- Names of Attendees and Occupations/Businesses Represented
It is suggested to ALWAYS prepare an agenda. No one likes to waste their time coming to a disorganized meeting. Agenda help organize information and guide discussions. An agenda will also give attendees some idea as to the time commitment for the meeting.

**Curriculum** should probably always be included on your agenda, especially if faculty are pondering modifications to existing curriculum or new curriculum. This includes **courses, certificates and degrees**. Your minutes MUST reflect recommendations or advisory committee actions (as in votes) supporting curriculum modification or creation. Equipment purchases are also a good thing to discuss with your advisory committee. Their input can assist with your purchase requests during PSR time!

The regional consortium will be looking for these recommendations in your minutes, as well as the Chancellor’s Office when they read the curriculum proposal for approval. There is an example of advisory committee minutes included in the addendum to this document.

**Employer Surveys**

**Why?**

An employer survey supports the growth of new or existing businesses and to identify opportunities to assist with workforce development needs in the Inland Empire. How do businesses hire employees, or what do employers value when interviewing potential employees or how does educational attainment affect hiring decisions?

**What to Include?**

Here are some sample areas to include in an employer survey:

- **Business Recruitment Practices**: How does your advisory committee member’s business recruit?
  - Word of mouth/networking
  - Online application
  - Staffing agency
  - Internships
  - Online advertisement
  - Print advertisement
  - Other

- **Importance of Education Level for Employment**: How important are the following levels of education for employment at your advisory committee member’s business?
  - High school or equivalent
  - Vocational certificate
  - Industry recognized certificate
  - Associate degree
  - Bachelor’s degree
What skills and training are required for employment at the advisory committee member’s business?
- Previous work experience
- Technical skills
- Soft skills
- Post-secondary education

What skills do your advisory committee members feel their current employees lack?
- Written communications
- Leadership
- Critical thinking
- Computer applications
- Problem solving
- Creativity/innovation
- Oral communication
- Self-direction
- Professionalism/work ethic
- Teamwork/collaboration
- Any others not listed

A list of additional skills which employers feel their employees are lacking within the Inland Empire was compiled by the Centers of Excellence for Labor Market Research, Desert/Inland Empire Region. These skills include:

- Ambition
- Basic letter and envelope writing, handling of money
- Basic life skills such as cooking healthy meals, and speaking about personal lives to patients
- Basic math
- CAD/CAM FEA software training, e.g. Solidworks, MasterCAM
- Cannot stress enough that too many people in the workforce have the writing skills of a fourth grader...
- Client interaction
- Common sense
- Community leadership

Once you have administered your employer survey, you will want to tally up the percentages of your responses and present this information in either a word document or a spreadsheet for a professional presentation.

Our thanks to the Centers of Excellence which provided suggested material for the Employer Survey in their publication, Small business Survey in the Inland Empire and Low and High Desert Regions, November, 2014.
ADDENDUM A

Sample Advisory Committee Minutes:

Advisory Committee Board Members
Broadcasting & Cinema Five Certificates
Minutes from Electronic Meeting from 10/15/14

Participants:
Yajaira Lopez, Cal St. Northridge Cinema and Television Arts Major
Dolores Jenerson-Madden, Broadcasting and Cinema Specialist Chaffey College
Olivia Klaus, Documentary and Independent Producer
Don Schroeder, PhD, Producer/Director/Writer
Neil Smith, CEO of LumaForge, IT Consulting and System Integration Company

Question: Please provide your rationales for approving the 5 Certificates in Broadcasting and Cinema?

1) Motion Picture Production Certificate of Career Preparation

Rationales for Approval:
1. This certificate will provide the future generation of the motion picture industry. By providing such a hands on experience for students, a new wave of production crews, producers and directors will emerge being prepared for all tasks on and off set. By getting hands on experience with film stock will not only teach the traditional aesthetics and history of the motion picture industry, but also provide students with a solid foundation that can be adapted toward a more digital technology as well.
2. Survey of American Cinema (CINEMA26) is important for this certificate so that the student has an understanding of the history and development of cinema in the U.S. Without this course, the student would not be conversant with the many elements of cinema.
3. Beginning Motion Picture Production (CINEMA30) is the core practicum in filmmaking. Its theory and practice are essential to a career in motion picture production.
4. The Motion Picture Certificates course in Postproduction for Broadcasting and Cinema (BRDCAST70) covers the basics of editing, postproduction sound, and visual effects, each of which are essential to understanding the complete process of cinema production.
5. A good course for the Motion Picture Certificate is Producing for Broadcast and Cinema (CINEMA80) is an overview of the processes and procedures necessary to produce for television and cinema. Its content would be important groundwork for a career in motion picture production.
6. It is a bonus that Chaffey College continues to offer Cinema 30, The Beginning Motion Picture Production course where students actually shoot using film cameras, because it teaches the students what actual film looks like in comparison to the video world the majority of them have grown up in.
7. The Cinema 80 Producing for Broadcast and Cinema class is as essential if not more important than learning to shoot the camera, because it covers all of the elements that producers and some of the work of the Director and 1st Assistant Director, which some of the students aspire to occupationally.
8. Cinema 20, the Screenwriting course is important because you can’t create a movie if you don’t have a script. The entire production of any film, short or long form is based on a well-written script. Multiple departments rely on the contents of the script to accomplish their work.

9. Receiving a Motion Picture Production certificate is important because film companies look for individuals with the exact experience needed for their projects. This program gives students the opportunity of working with equipment that is used in several companies today. The projects in this program will make students explore the different fundamentals of motion picture production. Overall, this certificate will prepare them for not only motion picture production, but for any production.

2) On-Air Radio Production Certificate of Career Preparation

Rationales for Approval:
1. Introduction to Electronic Media (BRDCAST3) is an introduction and exploration of TV, Radio, and the Internet. It offers an understanding of radio station economics, broadcast and Internet distribution of radio content.
2. Beginning Audio Production (BRDCAST55) offers the basics of running an audio production studio, including microphone selection, audio board operation, and basic sound mixing. It is the foundation of the process of on-air radio production.
3. Beginning Radio Production (BRDCAST 67) covers the basics of producing a radio program, including preparation, FCC rules and regulations, and broadcast protocols. It also offers a practicum in radio broadcasting, which permits students to produce an actual radio program on Chaffey’s own radio station.
4. Excellent radio production is as intensive as film and video production, though with considerably fewer positions. Thus the Broadcast 80 course includes not only in its title, but also in its content producing for Broadcast, which radio was one of the first venues.
5. It is very technical so the Broadcast 67 class is a basic foundation to both on-air and sound engineering for radio broadcast. The fact that each student produces a 1-hr radio program and is not only the on air talent but also their own engineer is very impressive, though it does increase the amount of knowledge that they need to acquire. It is good that this course is a 3-unit course with an associated lab.
6. The Broadcast 3 course is necessary for students to learn the place of Radio in the entire electronic media spectrum.
7. I currently work in the marketing department for a radio station. In the radio station disc jockeys train interns who want to be on-air. These are interns who do not have a strong experience in on-air radio production. This certificate will give students an advantage over other individuals. I know that courses for this certificate will give them the exact radio experience needed for on-air radio production.

8. Having hands-on, on-air experience with the on campus radio station is priceless. Not only will students learn the foundations of having working through programming and solutions in a real world setting, but also establish the foundation of the format to then be able to expand into a digital and satellite based radio production process as well.

3) Post Production Editing Certificate of Career Preparation
Rationales for Approval:
1. By providing students access to various editing platforms will prepare them to be able to handle any set up for post-production work upon graduation. By providing students with actual projects to be completed, it will provide them the scope of steps that it takes to not only edit a polished project but also troubleshoot solutions that come up on every project from lack of footage options, to sound quality issues that come up, to music selection for setting the tone of the project, to color correcting to help improve the imagery of the project, and beyond.
   
   The most used term in production - "we'll just fix it in post" - makes this certificate vital to ensure students are prepared for their current and future projects to come up with solutions that fix the many mistakes made throughout the filming and production process of a project before it ever hits the editors hands.

2. Required Education to become a Video/Film Editing Assistant. There are several degree programs in film and video editing that will help one’s resume and chances of getting noticed. Students must take classes that will help them master computer programs like Final Cut Pro and become experienced in using Apple computers if they wish to stand out from the pack. Potential video editing assistants must also be comfortable with video and lighting equipment because they may be used in varying roles on a film set.

3. Careers and Economic Outlook.
   Video editing assistants’ salaries vary depending on the size of the project - the larger the project, the larger the budget. For comparison, the average annual salary for a video editor was $64,060 as of 2012, according to the U.S. Bureau of Labor Statistics (www.bls.gov); assistants would have a lower salary than this. PayScale.com reported in March 2014 that video editors with 0-5 years of experience earned a median salary around $36,000, which would be closer to an assistant’s earnings. Many video editing assistants see their position as a stepping stone to moving up the ladder and becoming full-time editor or, in some cases, director.

4. Given the information cited in the content above, it is important that students earning the Post Production Editing Certificate have a well-rounded approach to a variety of skills, as well as exposure to multiple editing applications. The editing and special effects applications should include: Final Cut Pro, Adobe Premiere, AVID Media Composer as well as a basic understanding on After Effects, Photoshop, and Cinema 4D (for actual 3D aspect) needed in motion graphics.

5. I would recommend that in addition to the Cinema 22 Introduction to Media Writing that students be required to take a course that focus on screenwriting for the film industry, such as Cinema 20 Screenwriting – Cinema. Editors need to be able to understand the script and follow it in the storytelling aspect of editing any film, in particular narrative projects.

6. Introduction to Media Writing (CINEMA22) offers students an introduction to the fundamentals of various media formats. Without this understanding, the student would not be prepared to provide postproduction services such as editing or formatting to these various outlets.

7. Postproduction for Broadcasting & Cinema (BRDCAST70) offers students the fundamentals of editing and other postproduction processes that are essential to finishing media programs. Students gain hands-on knowledge of the essentials of editing.
8. Survey of American Cinema (CINEMA26) and Survey of World Cinema (CINEMA25) provide a broad overview of the history and genres of cinema. Without this fundamental understanding of the cinema art form, students would be under-prepared to enter a career in postproduction.

9. The best way to learn the practical aspects of any production or postproduction process is an internship where the student is physically involved in the actual work of filmmaking. Internships course Cinema (CINEMA96ABCD) offers this invaluable opportunity.

10. In the industry Post Production Editing is just important as filming. Students must know how to make the film better by editing. This program will teach students editing software and tools. Mastering postproduction editing will help students become skilled editors. Overall, a certificate in Post Production Editing is rewarding because students will be prepare to work in the industry as an editor.

4) Screenwriting Certificate of Career Preparation

Rationales for Approval:

1. The Screenwriting certificate is not only the most creative one to provide, but also the most vital for the entertainment industry. By preparing students to create the stories that will be the future box offices and television successes is a huge opportunity to ensure that quality, thought provoking, and compelling ideas go from paper and picture. These courses provide students who have the ideas and passion for writing, to know the theories, structure and genres that can hone in talents for success.

2. Screenwriting - Cinema (CINEMA20) is the fundamental class in this certificate path. It offers the basics of writing for the screen including structure, dialogue, script formatting, and character development.

3. Survey of World Cinema (CINEMA25) and Survey of American Cinema (CINEMA26) give the students a broad understanding of the history and genres of cinema art. This understanding is crucial for the student who wishes to pursue a career in screenwriting.

4. Beginning Motion Picture Production (CINEMA30) provides students with an understanding of the practical processes and procedures of filmmaking. This knowledge is essential for the student who wishes to write screenplays for this art form.

5. The inclusion of the World cinemas and American cinema survey courses provide students with a required background and understanding of how storytelling is effective and ineffective in the realm of screenwriting as a form of storytelling.

6. The fact that students are exposed to Cinema 22 is essential due to the explosion of new media and mobile communications and is a strong companion with the Cinema 20 Screenwriting course.

7. In practice most screenwriters have actually little to no hands on experience operating a camera and setting up lighting and doing basic editing, all of which the Cinema 30 Motion Picture Production course provides.

8. When entering the industry or undergraduate program individuals are expected to have experience in screenwriting. Becoming a screenwriter requires knowledge, hard work, and creativity. Taking several courses in screenwriting will prepare students of what is required in the industry. A certificate in screenwriting will make students into solid screenwriters.
5) Television and Video Production Certificate of Career Preparation

Rationales for Approval:
1. By providing students with the single and multi-camera experience of production, not only prepares them for television production work, but also is vital to explore several expanded paths toward documentary, non-profit and corporate employment opportunities.
2. I highly recommend Cinema 80 Producing for Broadcast and Cinema a required class, rather than an option of three classes.
3. Broadcast 60 Beginning Single Camera Production course would correlate well with the Broadcast 62 Beginning TV Studio Production course, and a new Studio production course focusing on another element of TV Studio Production.
4. With the training in this certificate, students have a better opportunity of getting internships and beginning jobs at cable TV facilities and Internet video programming upstart companies.
5. The student who wishes to prepare for a career in TV and Video Production must have a basic understanding of not only the processes involved, but also the equipment and procedures for actual video production. Beginning Single Camera Production (BRDCAST60) covers this information for the student who wishes to make TV and video programs using the single-camera technique, a ubiquitous process in production.
6. Similarly, an understanding of multi-camera production as is offered in Beginning TV Studio Production (BRDCAST62) provides the basics of TV and Video production in a TV studio where students get hands-on experience using studio cameras, TV switchers, graphics generators, sound console operation, lighting, and procedures for producing live programs.
7. High Definition Cinematography (BRDCAST74) offers the student practical knowledge and experience with high definition video equipment that is the format for all TV and video production today. With this knowledge, the student would be prepared to pursue a career in TV or Video Production.
8. A certificate in television and video production will prepare students for any career opportunities. A majority of jobs today require experience in production. Students must know what they are doing and expected when working on a project. Also, currently companies of different industries are looking for people who have experience in television or video production. Companies are using marketing tools to promote their products and services. An important marketing tool is video production. Not only will student have opportunities in the entertainment industry but also they will have opportunities in other industries.
Courses submitted to the curriculum committee for review will be placed on the agenda in one of the following categories depending on the nature of the changes or proposal:

Full review for substantive changes

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

Consent Agenda for minor changes

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

It should be noted that although the Curriculum Committee checks for the presence of course and program SLOs, it is NOT NECESSARY to launch any type of curriculum modification or approval process for the addition of SLOs, or data.

If Faculty wish to change the following areas:

- Changes in the text and/or instructional material
- Addition of a focus area to a special topics list for the next letter in the sequence

They are encouraged to take advantage of these changes to review the entire COR, and therefore launch a full modification.
# Chapter 7 - Curriculum Topics

- Discipline Placement Policy
- Cooperative Work Experience (in revision) - AP4103
- Contract Education - BP/AP 4104
- Distance Education - Local SLO Practice
- Distance Education - AP 4105
- Course Repetition - BP/AP 4225
- Course Repetition - Significant Lapse of Time AP 4228
- Course Repetition - Variable Units - AP 4229
- Repeatable courses - AP 4227
- Pass/No Pass - AP 4232
- Credit By Exam - BP/AP 4235
- Requisites, Co-requisites, Advisories and Other Limitations on Enrollment - BP/AP 4260
- Community Education - BP/AP 4400
- Supplemental Instruction
- Open Entry/Open Exit Courses
- Independent Study - AP 4101
- Honors Curriculum
- Criteria for Establishing Imminent Need
When new courses are created or existing courses are modified, sometimes the issue of discipline placement arises. In such instances, the goal should always be to arrive at collegial consensus regarding discipline placement. Consensus can be a tricky thing, and it should be acknowledged first and foremost that actions are taken with the students’ best interest in mind. Give and take will be required when reviewing course descriptions, course content, and course objectives. Theoretical frameworks should be collegially compared when discussing a course from multiple disciplinary perspectives. **Final decisions will not be taken until all interested stakeholders have had an opportunity for input.** The following steps are recommended by the Chaffey College Curriculum Committee, in following with best practices recommended by the ASCCC Curriculum Committee:

- Initial discipline placement will be made by the course originator in consultation with the discipline faculty, discipline coordinator, and school dean. In the case where a new course proposal, or a proposal for an existing course modification, gives rise to discipline placement questions, the issue will be initially discussed within the curriculum committee. The curriculum
committee chair will send an email to appropriate faculty summarizing the issues discussed at the curriculum committee meeting.

- If a consensus regarding discipline placement is not reached at this first curriculum committee discussion, the Curriculum Committee will identify areas of concern and request further review by curriculum committee representatives in collaboration with the proposal initiator, representatives from the additional discipline, as well as appropriate deans.
- Review will be conducted under the guidelines in *Minimum Qualifications for Faculty and Administrators in California Community Colleges, 2014*. The placement recommendation will be based on a careful review of course content, course objectives, comparable courses at other institutions, and other relevant issues.
- Upon completion of review, curriculum committee representative(s) will recommend placement of course in appropriate discipline[s] in one of four categories:
  - **Single Discipline**: For purposes of both student credit and faculty qualifications, course should be taught in one discipline only. The vast majority of courses at Chaffey College are identified and taught by one discipline.
  - **Dual-Coded**: Students will have the option to get credit in more than one listing. Dual-coding addresses student credit only; it does not specify faculty preparation. This option allows students to legitimately fulfill program or graduation requirements. The course would be taught by faculty in one discipline only.
  - **Cross-Listed**: Course will be listed in two or more disciplines. Cross-listing, unlike Dual-Coding, addresses faculty qualifications, specifying that faculty with minimum qualifications in either discipline can teach the course. Qualifications of individual faculty will remain the purview of the schools or union as appropriate.
  - **Interdisciplinary**: Course will be identified as interdisciplinary and may be offered in two or more disciplines as determined by the appropriate schools. The course would be either team-taught by faculty in both disciplines or taught by a single instructor with preparation in both disciplines, as specified in *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. The issue here is faculty qualifications.
- Curriculum committee members involved with the discipline placement discussion will submit discipline placement recommendation with rationale to Curriculum Committee and to school representatives.
- Rationale will be reviewed by the entire Curriculum Committee at second reading. Initiator and/or school representatives will have an opportunity to address committee at this time. **Final decisions will not be taken until all interested stakeholders have had an opportunity for input.**
The task of assigning courses to disciplines is important for two reasons. First it helps describe the course by classifying it in a discipline (e.g., Anthropology 103 is clearly an anthropology course). Second, it indicates what preparation is needed to teach the course. Only a faculty member with a master’s degree or its equivalent in anthropology may teach Anthropology 103 (except if this course is also listed under another discipline).

A college curriculum committee must be very careful to place courses in disciplines according to the preparation needed by the person who will be determined qualified to teach them. Curriculum committee members should remember that placing courses within disciplines is done to assure that the instructor qualified to teach those courses are likely to possess the appropriate preparation to teach them effectively. Curriculum committee members should resist the impulse to place courses in disciplines primarily to broaden the pool of those who may be considered qualified to teach those courses or to restrict the pool of potential instructors as a means of protecting the assignments of any faculty member or group of faculty who have traditionally taught such courses.

We also must keep in mind that cross-listing a course might affect its articulation status. If, for example, Journalism 140 is also listed as Speech Communication 140, then the articulation agreements for either course need to be extended to the other course title. Articulation could be denied if a receiving institution questions the appropriateness of such a cross-listing on the grounds that a course whose content could be taught by an instructor in a different discipline would not have sufficient concentration in the discipline for which it is being articulated. This problem would be more likely to occur with articulation to University of California campuses, which require faculty review of community college courses, than at California State University campuses, where articulation relies on community college certification. For this reason, curriculum committees should include your college’s articulation officer, who can provide insight into these concerns and make suggestions. (From ASCCC (2014) Minimum Qualifications for Faculty and Administrators in California Community Colleges http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_MQHandbook/#/0
Cooperative Work Experience - AP 4103 (in revision)

Chaffey Community College District
Administrative Procedures
Chapter 4, Instruction

AP 4103 Work Experience

A plan is developed and submitted to the State Chancellor’s Office, which includes:

- The systematic design of a program whereby students gain realistic learning experiences through work;
- A specific description of the respective responsibilities of the college, the student, the employer, and other cooperating agencies;
- Guidance services;
- A sufficient number of qualified academic personnel to direct the program;
- Processes that assure students’ on-the-job learning experiences are documented with written measurable learning objectives, students are required to meet certain criteria and are evaluated, and the basis for awarding grades and credit is described;
- Adequate clerical and instructional services are provided.

In addition, procedures address the maintenance of records that include the type and units of work experience in which student is enrolled, where employed, job held, basis for determining student qualifications, statement of student hours worked, evaluation of performance, and issuance of a work permit.

Supervising faculty maintain records that show consultation with the employer and the student, evaluation of the student’s achievement, and the final grade.

References: Education Code Section 78249:
Title 5 Sections 55250 et seq.

Approved: 5/15/12
BP 4104 Contract Education

Contract education is defined as those situations in which a community college district contracts with a public or private entity for the purposes of providing instruction or services or both by the community college. The District may provide educational, training, and related services to public and private organizations or individuals by means of contract education in those circumstances where the District is prohibited from using public funds to provide the requested training or services, or where public funds are not available to provide the training or services. All contract education activities shall produce sufficient revenue to cover all costs associated with the training or services provided. All contract education activities provided by the District are within the definition and scope of contract education provided in Title 5, Section 55170 and Education Code Sections 78020-78023.

References: Title 5, Section 55170
Education Code, Sections 78020 - 78023

Policy
Category: Executive Expectations

Adopted: 01/22/15
AP 4104 Contract Education

The District may contract for instructional classes to be offered in service to public or private agencies or groups.

As part of its economic and workforce development efforts, the District provides instructional classes and customized training and services to business, industry, government agencies, and other public or private organizations. The process may involve creation of new courses or training, revision of existing course outlines for use in a particular training program, special assistance and assessment, and consultative or developmental services to define specific needs. The District may contract with business, industry, government agencies, other public or private organizations, or individuals to develop and/or deliver these services. In certain cases, these services may be funded by the contractor (client) through public training funds. These contracted activities are generally closed to the public. Contracted services shall be self-supporting and shall not use unrestricted general funds of the District. When contract education involves academic credit classes, faculty appointments will be consistent with minimum qualifications, and curriculum approval processes and registration procedures will be followed.

Feasibility Criteria
These basic criteria shall serve as a method to evaluate the District's involvement in any given agreement. District administrators shall review and recommend agreements on the basis of these standards:

- The aims and objectives of the agreement shall further the District's mission, mandates, and goals.
- The scope, objectives and outcomes of the agreement shall be feasible, measurable, and attainable.
- The District and/or its institution shall recover, from all revenue sources, an amount equal to or greater than the actual costs, including administrative costs, incurred in providing contracted services.

Scope of Work Definition
Contract education generally involves three broad and distinct areas: Needs Analysis, Program Development and Implementation, and Outcomes Evaluation.

- Needs Analysis: May involve consultation, assessments, skills testing, job and function analyses, etc., to determine the client's needs, skills or performance gaps and prepare action plans to meet the client's objectives.
AP 4104 Contract Education

- Program Development and Implementation: Typically involves customization or development of new curricula, delivery of services and/or instruction, and program administration.
- Outcomes Evaluation: Creation and/or utilization of methods or instruments to track client’s training and performance outcomes.

Contract Education Options
When contracted services include instructional components, various options are available as follows:

- For-credit: Closed classes, offered for community college credit for a particular client on a self-supporting contractual basis.
- Not-for-credit: Classes of a seminar, workshop, and/or technical nature not earning community college credit and offered for a particular client on a self-supporting contractual basis.

Contract Ratification by Governing Board or District Administration
The District’s Governing Board shall ratify all performance agreements. For the purpose of this procedure, performance agreements are defined as a contract that requires an expenditure tied to specific deliverables.

The Superintendent/President or designee shall have authority to ratify agreements which do not involve District expenditure. Examples include income generating agreements, facility use agreements, and service agreements in which the parties agree to perform specific roles in exchange for service.

Reference: Title 5 Section 55170

Approved: 11/18/14
Courses proposed for hybrid (50% and under) or Distance Education (51% or over) status, must undergo a separate approval process as outlined in Title 5 § 55206:

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

In fall, 2015, the Chaffey College Curriculum Committee, after much discussion, decided to base approval of proposals for Distance Education courses, in part, to the status of the SLO assessment occurring in the face-to-face version of that same course. At least two rounds of SLO assessment must be entered onto the course SLO page in Curricunet, and loops must be closed in a meaningful way, before a DE course proposal will be entertained by the Curriculum Committee.

Two rounds of SLO assessment can be considered as any of the following:

- The same course SLO assessed over two different semesters
- Two difference course SLO assessed during the same semester
- Two different course SLO assessed over two different semesters
AP 4105 Distance Education

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Chief Instructional Officer shall utilize secure credentialing/login and password to authenticate or verify the student's identity. As they emerge, the District shall utilize new or more effective technologies and practices to verify student identification.

The Chief Instructional Officer shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

Definition: Distance education means instruction in which the instructor and student are separated by distance and interact synchronous or asynchronous through the assistance of communication technology.

Course Approval: Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4020, Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Certification: When approving distance education courses, the Curriculum Committee will certify the following:

Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.

Course Quality Determinations: Determinations and judgments about the quality of the distance education course are made with the full involvement of the Instructional Dean, Program Faculty/Coordinator, and the Curriculum Committee. The same
AP 4105  Distance Education

standards of course quality shall be applied to distance education as are applied to traditional classroom courses (Title 5 Section 55207).

Instructor Contact: Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.

Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

References:  Title 5 Section 55200 et seq.;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
34 Code of Federal Regulations Part 602.17

Approved:  2/8/13
Course Repitition - BP/AP 4225

BP 4225 Course Repetition

The Superintendent/President shall establish procedures to ensure that students may not repeat a course unless allowed by a provision of Title 5.

When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

References: Title 5 Sections 55000 et seq., Title 5 Sections 55040 et seq., 56029, 55253, and 58161

Policy Category: Executive Expectations

Adopted: 07/24/14

(Replaces former Board Policy 4.6.5)
AP 4225 Course Repetition

A student earning a satisfactory grade in a course may not enroll in that course again unless one of the following exceptions applies:

- In courses designated by the District as repeatable in accordance with Administrative Procedure 4227.
- In enrollments based on lapse of time in accordance with Administrative Procedure 4228.
- In variable unit courses offered on an open-entry/open-exit basis in accordance with Administrative Procedure 4229.
- In documented cases of extenuating circumstances for one additional enrollment as determined by the administrator supervising Admissions and Records. Extenuating circumstances are verified cases of accidents, illness, or other circumstance beyond the student’s control.
  - Students must have received a passing or substandard grade on the prior enrollment, but not a withdrawal.
  - Prior grade will be disregarded in computing the student’s GPA.
- In an occupational work experience course, if the College offers only one course in occupational work experience in a given field and that course is not offered as a variable unit open-entry/open-exit course.
  - No more than 8 credit hours of occupational work experience in a given field may be taken during the enrollment period. The student may not exceed a total of 16 credit hours of cooperative work experience education.
  - The exception applies only to occupational work experience and not to general work experience.
  - All previous grades and credits must be factored in computing the student's GPA.
- In classes designed to address disabled students’ needs as specified in Title 5 Section 56029.
  - All previous grades and credits must be factored in computing the student’s GPA.
- In a course that is required by statute or regulation as a condition of an individual student’s paid or volunteer employment as determined by the administrator supervising Admissions and Records. Verification that the course is required by statute or regulation must be documented.
  - All previous grades and credits must be factored in computing the student’s GPA.
- In cases of significant change in industry or licensure standards such that repetition of the course is necessary for the student’s employment or licensure as determined by the administrator supervising Admissions and Records.
AP 4225 Course Repetition

Verification that the course is required for employment or licensure must be documented.
- All previous grades and credits must be factored in computing the student’s GPA.

A student receiving a substandard grade may enroll in the credit course again under the following specified circumstances. Substandard academic grades include the grading symbols “D,” “F,” “FW,” “NP,” or “NC.” Withdrawals from courses count toward the total enrollment limitation.

- A student whose prior enrollment resulted in a substandard grade or who withdrew from a course and received a “W”.
  - The student may enroll one additional time and may be recommended to use available College resources to pass the course.
  - If the student receives a substandard grade or withdrawal in the second enrollment, the student may petition to enroll in the same course a third time with the appropriate dean.
  - A student may only enroll in the same course for a fourth time if authorized by another provision of this policy.
  - Military withdrawal, withdrawals due to extraordinary conditions (Title 5 Section 58509), and withdrawals where the district determines discriminatory treatment has occurred do not count toward the enrollment limit.
  - When students repeat a course in which they previously received a substandard grade receive a letter grade upon completion of the course, the first two prior grades will be disregarded in computing the GPA.

- In courses designated by the District as repeatable in accordance with Administrative Procedure 4227
- In variable unit courses offered on an open-entry/open-exit basis in accordance with Administrative Procedure 4229.
- In documented cases of extenuating circumstances for one additional enrollment as determined by the administrator supervising Admissions and Records. Extenuating circumstances are verified cases of accidents, illness, or other circumstance beyond the student’s control.
  - Students must have received a passing or substandard grade on the prior enrollment, but not a withdrawal.
  - Prior grade will be disregarded in computing the student’s GPA.

- In an occupational work experience course, if the college offers only one course in occupational work experience in a given field and that course is not offered as a variable unit open-entry/open-exit course.
AP 4225  Course Repetition

- No more than 8 credit hours of occupational work experience in a given field may be taken during the enrollment period. The student may not exceed a total of 16 credit hours of cooperative work experience education.
- The exception applies only to occupational work experience and not to general work experience.
- All previous grades and credits must be factored in computing the student's GPA.
- In classes designed to address disabled students' needs as specified in Title 5 Section 56029.
  - Prior grades will be disregarded in computing the student's GPA.
- In a course that is required by statute or regulation as a condition of an individual student's paid or volunteer employment as determined by the administrator supervising Admissions and Records. Verification that the course is required by statute or regulation must be documented.
  - All previous grades and credits must be factored in computing the student's GPA.
- In cases of significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure as determined by the administrator supervising Admissions and Records. Verification that the course is required for employment or licensure must be documented.
  - All previous grades and credits must be factored in computing the student's GPA.

In addition to the foregoing enrollment limitations, a student's enrollment in active participatory courses related in content in physical education and visual or performing arts is limited to four enrollments in levels and/or variations if the course the student is seeking to enroll in is related in content to one that he or she has previously been or is currently enrolled in unless an exception applies. All grades and credits received count in computing GPA, unless an exception applies. A course related in content includes any course with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each level or variation.

- Enrollment based on significant lapse of time in accordance with Administrative Procedure 4228 count toward the four enrollment limit, except that if a student has exhausted the four enrollment limit, one additional enrollment may be permitted.
- In variable unit courses offered on an open-entry/open-exit basis in accordance with Administrative Procedure 4229, except that if the course is an active
AP 4225  Course Repetition

A participatory course in physical education, in which case each enrollment in a portion of the course counts toward the limitation for courses that are related in content.

Courses designated by the District as repeatable in accordance with Administrative Procedure 4227 that are active participatory courses in physical education, visual arts, or performing arts are subject to the enrollment limitations for courses that are related content. Students may only have four enrollments in one course or a combination of courses related in content. All grades and credits received count in computing the student's GPA.

A student may repeat a course at another accredited college to alleviate a substandard grade earned at Chaffey College, except that not more than two substandard grades may be disregarded in one course. The student shall file a petition with the Admissions and Records Office and verify the grade with an official college transcript.

Grades disregarded through academic renewal in accordance with Administrative Procedure 4240 are not subject to the limitations outlined in this policy.

Courses that are repeated shall be recorded on the student's permanent academic record using an appropriate symbol. Annotations on the permanent academic record shall be legible, and preserve the legibility of the record, ensuring a true and complete academic history. Nothing herein shall be construed in such a way that it conflicts with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, with Title 5, or District procedures relating to retention and destruction of records.

Repeated Coursework at other Accredited Institutions
Courses repeated at other accredited colleges or universities will be evaluated for consideration under the Course Repetition policy on a case-by-case basis by Student Petition. Upon receipt of both a Student Petition requesting the review and official transcripts from the other accredited institution, an academic counselor will review the courses in question and evaluate their equivalency. In cases where the courses are found to be equivalent, the petition is recommended for approval by the counselor and forwarded to Admissions for the correction on the academic history to be made.

An annotation, "O," on the transcript describes the repeat and indicates that the repeated course was taken at another institution. As above, any previous substandard Chaffey grades that have been repeated at another institution (once approved) shall be disregarded in the computation of units attempted, units earned, grade, and grade point average.
AP 4225  Course Repetition

Provisions that Permit Repetition of Work not Recorded as Substandard

Repeatable Courses
Repeatable courses are clearly identified in the college catalog. Each identified course is one in which course content differs each time it is offered, and each student who repeats the course is gaining an expanded educational experience for one of the two following reasons:
- Skills or proficiencies are enhanced by supervised repetition and practice within class periods
- Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

Incomplete and In-Progress Courses
A student may not repeat a course for which he/she has received an "I" (Incomplete) grade. A student has one (1) year to complete an "I" (Incomplete) grade. When the "I" grade is reconciled, the General Guidelines for Course Repetition then apply and are in effect.

A student may repeat a course for which he/she has received an "IP" (In-Progress) grade by enrolling for that course in the subsequent term to attempt earning a satisfactory grade. An "IP" grade may be assigned only one time for each course and is limited to open-entry/open-exit courses.

Unofficial Repeats
A student may repeat a course in which he/she has received a satisfactory grade of A, A-, B+, B, B-, C+, C, when that student's level of competency in that course has diminished over a period of time.

A student may repeat a course when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. The student must petition to retake the course prior to registration.

The most recent grade will be considered an unofficial repeat; therefore, units and grade points in the latest repetition of the course will not be used in calculations of units attempted, earned, or grade point average.

References: Education Code Section 76224;
Title 5 Sections 55040, 55041, 55042, 55043, 55253, and 56029
AP 4225  Course Repetition

Approved:  05/20/14
(Replaces former Administrative Procedure 4.6.5)
AP 4228 Course Repetition – Significant Lapse of Time

Students may be permitted to repeat courses in which a "C" or better grade was earned where:

- The District has established a recency prerequisite for the course or an institution of higher education to which the student seeks to transfer has established a recency requirement that applies to that course, and;
- That minimum recency has elapsed since the student was awarded a grade in the course. The minimum recency may not be less than 36 months.

All enrollments, including the additional enrollment allowed as a result of the significant lapse of time, in an active participatory course in physical education, visual arts, or performing arts (families) counts toward the total enrollments.

When a course is repeated due to a significant lapse of time, the District will disregard the previous grade and credit when computing a student's grade point average.

Reference: Title 5 Section 55043

Approved: 05/20/14
AP 4229  Course Repetition – Variable Units

Students may be permitted to repeat variable unit courses that are NOT offered in an open-entry/open-exit basis in accordance with Administrative Procedure 4225, Administrative Procedure 4227, and Administrative Procedure 4226. Students may be permitted to enroll in variable unit open-entry/open-exit courses as many times as necessary to enable them to complete the entire curriculum of the course once.

Students may not repeat variable unit open-entry/open-exit courses unless one of the following four exceptions applies:

- The course is required for legally mandated training. All previous grades and credits must be factored in computing the student’s GPA.
- The course is a special class for students with disabilities which the student needs to repeat for one of the reasons described in Title 5 Section 56029. All previous grades and credits must be factored in computing the student’s GPA.
- In documented cases of extenuating circumstances for one additional enrollment as determined by the administrator supervising Admissions and Records. Extenuating circumstances are verified cases of accidents, illness, or other circumstance beyond the student’s control. Student may enroll one additional time in that portion of the course. Students must have received a passing or substandard grade on the prior enrollment in that portion of the course, but not a withdrawal. Prior grade in that portion of the course will be disregarded in computing the student’s GPA.
- The student wishes to repeat the course to alleviate substandard work. The student may enroll one additional time and may be recommended to use available College resources to pass the course. If the student receives a substandard grade or withdrawal in the second enrollment, the student may petition to enroll in the same course a third time with the Counseling Department. The student must receive approval from the appropriate dean in the subject area and from a Counselor to be approved to repeat the course. When a student is allowed to repeat a portion of the course in which they received a substandard grade and the student receives a letter grade upon completion of that portion of the course, the prior grade in that portion of the course will be disregarded in computing the GPA except that no more than the first two substandard grades in the portion of the course may be disregarded.

Whenever a student enrolls in a physical education active participatory course offered in an open-entry/open-exit basis, regardless of the number of units the student enrolls in, the enrollment will count as a repetition of the course.

Reference:  Title 5 Section 55044
AP 4229  Course Repetition – Variable Units

Approved:  05/20/14
AP 4227 Repeatable Courses

The District may not designate courses as repeatable unless the course is one of the three types specified below. If a course is one of the three types below, then District policy may designate the course as repeatable and students may enroll multiple times in the course, even if they received a satisfactory grade on a prior enrollment. A subsequent passing grade shall alleviate an immediately preceding substandard grade.

The District may designate courses as repeatable:

- If repetition of that course is required by CSU and/or UC for completion of a bachelor's degree. A student may enroll in no more than 4 enrollments plus one additional enrollment if the significant lapse time exception applies, even when no apportionment is claimed.
- A course in which student athletes enroll to participate in an organized competitive sport sponsored by the district or a conditioning course which supports the organized competitive sport. A student's enrollment in the course is to whichever is less. Participation of a student for up to 4 enrollments in the course or up to 350 contact hours per year, per enrolled student, per sport (of the 350 hours, up to 175 contact hours in courses dedicated to the sport and 175 contact hours in courses that focus on conditioning or skill development for the sport).
- Courses that are designed specifically for participation in non-athletic competitive events between students from different colleges as repeatable. The outcomes of the course must be tied to the student's participation in the competition. The event must be sanctioned by a formal collegiate or industry governing body. A student may enroll in no more than 4 enrollments, either in one single course or a combination of courses that are related in content, even when no apportionment is claimed.

The enrollment limits, including the enrollment limits for courses that are related in content, apply even if the student receives a substandard grade or "W" during one of the enrollments or petitions for repetition due to extenuating circumstances.

Other conditions under which a course may be repeated are covered in Administrative Procedure 4225 (Course Repetition), Administrative Procedure 4228 (Significant Lapse of Time), and Administrative Procedure 4229 Course Repetition – Variable Units.

References: Title 5 Sections 55040, 55041, 55253, and 56029

Approved 05/20/14
AP 4232 Pass/No Pass

Courses may be offered in either or both of the following categories:

- Courses in which all students are evaluated on a Pass/No Pass basis.
- Courses in which students may elect to receive either a letter grade or a Pass/No Pass option.

All sections of a given course must be offered with the same grading options. Courses offered on a Pass/No Pass only basis and courses where Pass/No Pass grading is an option are clearly identified in the college catalog and schedule of classes.

In courses with a letter grade or Pass/No Pass option, it is the student's responsibility to request the Pass/No Pass option through the application process.

- Students who elect to be graded on a Pass/No Pass basis in any course with a letter grade option must pick up the appropriate forms from Admissions and Records.
- Completed forms must be returned to Admissions and Records by the deadline to add classes.
- A student electing to be evaluated on the "Pass/No Pass" basis will receive both course credit and unit credit upon satisfactory completion of the course.
- A student may reverse his/her enrollment from Pass/No Pass status to receive an evaluative grade provided the reversal is completed prior to the deadline to add classes for the section number in question. Short term classes' deadlines vary and the deadline for these classes will be subject to the deadlines published in the schedule of classes for that semester.
- Once a Pass/No Pass option has been selected for a course, and the last day to add a class has passed, a letter grade cannot be issued.
- The student is held responsible for all assignments and examinations required in the course, and will be evaluated by standards identical for all students in the course.

Students may enroll in a maximum of eight optional Pass/No Pass units per semester; however, courses offered only on a Pass/No Pass basis are exempt from the eight unit maximum. A maximum of 16 units of credit for optional Pass/No Pass courses may apply toward graduation requirements; this does not apply to courses offered only on a Pass/No Pass basis.

Units earned on a Pass/No Pass basis shall not be used in computing a student's grade point average. A "Pass" grade is granted for performance that is equivalent to a letter
AP 4232  Pass/No Pass

grade of "C" or better. All units earned on a Pass basis shall be counted in satisfaction of Chaffey College requirements. A student who fails to perform satisfactorily will be assigned a "No Pass" grade. Units attempted for which "No Pass" is recorded shall be considered in probation and dismissal procedures.

Transfer institutions may consider "No Pass" grades to be equivalent to "F" grades. Additionally, they may not accept course work for which a "Pass" grade has been issued. Students planning to transfer to a four-year institution should review the Pass/No Pass acceptance policy of the transfer institution.

Reference: Title 5 Section 55022

Approved: 4/17/12
(Replaces former Administrative Procedure 4.6.14)
BP 4235 Credit by Examination

Credit may be earned by students who satisfactorily pass authorized examinations. The Superintendent/President shall establish administrative procedures to implement this policy.

Reference: Title 5 Section 55050

Policy Category: Executive Expectations

Adopted: 6/28/12
(Replaces former Board Policy 4.6.7)
AP 4235 Credit by Examination

Registered students who have substantial prior experience in the content of college-level courses and who can present evidence may petition to receive credit for courses listed in the college catalog which are approved for credit by examination. Any course listed in the course description section of the college catalog bearing the designation [Cx] after the course title may be challenged for credit by examination with the consent of the instructor in the appropriate administrative unit and after admissions eligibility criteria are met.

A department (discipline area) may establish a limit on the number of courses that may be challenged for credit by examination. This information will be housed in the Dean’s office.

The District will grant credit to any student who satisfactorily passes an examination in accordance with the credit by examination policy and procedure listed in the college catalog.

Such credit will be granted only to a student who:

- is registered in the Chaffey Community College District
- has earned at least 12 units of credit from Chaffey College (waived for high school students enrolled in articulated tech prep courses)
- is in good standing (cumulative GPA of 2.0 or higher)
- has met all course prerequisites
- has not previously received a grade for the course

Such credit will be granted for a course listed in the college catalog that specifically may be challenged through the credit by examination policy.

Units earned through credit by examination shall not be counted toward the 12-unit residency requirement for an Associate degree. Credits acquired by examination are not applicable to meeting unit load requirements for Veteran’s or Social Security benefits. In all cases, the student’s academic record is clearly annotated to indicate any credit granted as Credit by Examination.

There will be a fee for credit by examination testing.

There are four options for credit by examination:

1. College Entrance Examination Board (CEEB) Advanced Placement (AP) Tests
AP 4235 Credit by Examination

- Achievement of a score of 3 or higher on tests administered by the CEEB will be considered for credit.
- A Student Petition must be submitted to request the evaluation of official scores for CEEB credit.
- Maximum credit issued for CEEB examinations: no maximum.

2. College Level Examination Program (CLEP)
   - Chaffey College recognizes the College Level Examination Board Test in General Examinations (except for English Composition) and most Subject Examinations.
   - A score of 50 or higher is required for consideration for credit under CLEP General Examinations.
   - Evaluations for Subject Examinations are done by the Counseling Department and minimum scores and credit awarded vary by discipline.
   - Official test results must be submitted with a Student Petition in order to have an evaluation done for CLEP credit. The Counseling Department evaluates and makes recommendations for credit, and the Office of Admissions and Records grants the credit based on those recommendations.
   - Maximum credit issued for General Examinations are as follows:
     - Humanities = 6 units
     - Mathematics = 6 units
     - Natural Sciences = 6 units
     - Social Sciences = 6 units
   - Maximum credit issued for Subject Examinations: no maximum.

3. English Equivalency Examination of the California State University
   - Students may receive credit for English 1A and English 1C through the successful (pass) completion of this examination. Official results of the examination must be sent to both the Chaffey College English Department and the Office of Admissions and Records and is handled under a Student Petition process.
   - Maximum credit issued: 6 semester units.
AP 4235 Credit by Examination

Reference: Title 5 Section 55050

Approved: 4/17/12
(Replaces former Administrative Procedure 4.6.7)
BP 4260 Prerequisites and Co-requisites

The Superintendent/President is authorized to establish prerequisites, co-requisites, and advisories on recommended preparation for courses in the curriculum. All such prerequisites, co-requisites, and advisories shall be established in accordance with the standards set out in Title 5. Any prerequisites, co-requisites, and advisories shall be necessary and appropriate for achieving the purpose for which they are established.

The procedures shall include a way in which a prerequisite, co-requisite, or advisory may be challenged by a student on grounds permitted by law. Prerequisites, co-requisites, and advisories shall be identified in District publications available to students.

References: Title 5 Sections 55000 and 55003

Policy Category: Executive Expectations

Adopted: 07/24/14
(Replaces former Board Policy 4.6.9)
AP 4260 Prerequisites and Co-requisites

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.

1. Information in the Catalog and Schedule of Courses.
   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 co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.

2. Challenge Process
   A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
      i. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the student is permitted to enroll. If the challenge is denied, the student will be dropped from the course. If it is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to remain in the course.
      ii. If space is available in the waitlist for a course when a student files a challenge to the prerequisite or co-requisite, the district shall reserve a spot on the waitlist for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the district fails to resolve the challenge
AP 4260  Prerequisites and Co-requisites

within the five (5) working day period, the student shall be allowed to remain
on the waitlist and, if the student is given the opportunity to enroll from the
waitlist in the normal operation of the waitlist process, enroll in the course.

iii. If no space is available in the course when a challenge is filed, the challenge
shall be resolved prior to the beginning of registration for the next term and, if
the challenge is upheld, the student shall be permitted to enroll if space is
available when the student registers for that subsequent term.

iv. Where multiple disciplines are involved in a challenge, the discipline faculty
for the prerequisite course evaluates and signs the challenge, rather than the
faculty for the challenged course.

A. Grounds for challenge shall include the following:

i. Those grounds for challenge specified in Title 5 Section 55200(f).

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

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

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

B. Curriculum Review Process

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

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

ii. Establish prerequisites, co-requisites, and advisories on recommended
preparation (advisories) only upon the recommendation of the faculty senate
except that the faculty 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.
AP 4260 Prerequisites and Co-requisites

iii. 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 a communication skill, computational skill, or interdisciplinary prerequisite subject to a statistical validation performed by the Office of Institutional Research. In establishing sufficient statistical evidence to enforce prerequisites that have a communication or computational skills component or are interdisciplinary, at a minimum the Office of Institutional Research will:
         (a) Compare the performance outcomes in the target course of students who did and did not complete the proposed prerequisite course prior to enrolling in the target course.
         (b) Examine effect size differences and average percent gain. For the purposes of local validation, sufficient evidence will be considered to exist if an effect size of 0.20 or higher is observed.
         (c) Examine a restricted bivariate correlation coefficient with corrections for restriction of range to determine the relationship between successful performance in the proposed prerequisite course and performance in the target course. A positive correlation coefficient of .35 or higher will be considered sufficient evidence that a relationship exists between the proposed prerequisite course and the target course (p ≤ .05).
         (d) Determine whether enforcement of the proposed prerequisite course has a disproportionate impact on a particular subgroup of students by race/ethnicity, gender, age, disability status, or economically disadvantaged status.
         (e) Sufficient evidence to enforce the prerequisite will be considered to exist if at least two of the three criteria identified in 2(B)(iii)(a)(2)(a – c) have been met. In instances where one of the three criteria is met, additional conversation will occur and the determination will be made by the curriculum committee. If none of the criteria is met, insufficient evidence will be considered to exist to enforce the proposed prerequisite.
AP 4260 Prerequisites and Co-requisites

(3) Or as a separate action, approve any other type of 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 co-requisite 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.

(4) Or approve any limitation on enrollment established for an honors course, a course that includes intercollegiate competition or public performance, or a course taken by a cohort of students who will be enrolled in two or more courses.

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

(6) 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
AP 4260 Prerequisites and Co-requisites

prerequisite have been met excepting only approval by the curriculum committee.

(7) 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.

c) The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.

d) 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 communication skills, 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).

iv. Program Review. As a regular part of the program review process or at least every six years, except that the prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

v. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so
AP 4260 Prerequisites and Co-requisites

that a student is not permitted to enroll unless he/she has met all the
conditions or has met all except those for which he/she has a pending
challenge or for which further information is needed before final determination
is possible of whether the student has met the condition.

vi. Instructor’s Formal Agreement to Teach the Course as Described. Each
college shall establish a procedure so that courses for which prerequisites or
corequisites are established will be taught in accordance with the course
outline, particularly those aspects of the course outline that are the basis for
justifying the establishment of the prerequisite or corequisite. The process
shall be established by consulting collegially with the faculty senate and, if
appropriate, the local bargaining unit.

Review of Individual Courses

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

1. Advisories on Recommended Preparation

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

2. Limitations on Enrollment

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

A. Performance Courses. The college may establish audition or try-out as a
limitation on enrollment for courses that include public performance or
intercollegiate competition such as but not limited to band, orchestra, theater,
AP 4260  Prerequisites and Co-requisites

competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:
1. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
2. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

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

C. A limitation on enrollment for sections of courses targeted to students participating in state sanctioned programs (e.g. Puente, AMAN/AWOMAN) may be established.

D. Cohort Courses/Sections. Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record
AP 4260  Prerequisites and Co-requisites

a list of each certificate or associate degree requirement that the course meets
and of the other course or courses which satisfy the same associate degree or
certificate requirement.

E.  Health and Safety/Certification. When courses have a requirement for enrollment
by an outside agency, enrollment in that course may be considered “limited,”
(e.g. current TB test for child development courses; CPR certification for EMT
courses, etc.).

References:  Title 5 Sections 55000 et seq.

Approved:  04/15/14
BP 4400 Community Education Program

The District shall maintain a community education program that maintains classes and conferences established in civic, vocational, literacy, health and fitness, homemaking, technical, recreational and general education, including, but not limited to classes in the fields of career enrichment, music, dance, drama, art, handicraft, home and garden, science, literature, nature study, sports and athletics, as well as classes designed for children and adolescents including driver education, the arts, academics, sports and fitness.

The community education program shall be designed to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled in it. Community education classes shall be open for admission to adults and to minors who can benefit from the programs.

No General Fund monies may be expended to establish or maintain community education classes. Students involved in community education classes shall be charged a fee not to exceed the cost of maintaining the classes. Classes may also be offered for remuneration by contract or with contributions or donations of individuals or groups.

Reference: Education Code Section 78300

Policy Category: Academic Affairs

Adopted: 08/28/14
(Replaces former Board Policy 4.6.11)
AP 4400 Community Education Program

The District's Community Education policy is based on the following standards against which the Board will measure specific requests:

- Community education may be established and maintained in civic, vocational, literacy, health, homemaking technical and general education, including, but not limited to, classes in the fields of visual and performing arts, handicraft, science, literature, nature study, aquatic sports and athletics.

- Offerings are designed to provide instruction and to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled in them.

- Community education offerings shall be open for the admission of adults and of those minors who, in the judgment of the Governing Board, may benefit from them.

- Cooperative agreements with a wide range of civic, cultural, educational, recreational, and commercial sources within the District and the surrounding areas are encouraged.

Reference: Education Code Section 78300

Approved: 06/12/14
(a) The term “open entry/open exit courses” refers to courses in which students enroll at various times, and complete at various times or at varying paces. Open entry/open exit courses may be conducted as either credit or noncredit courses and may be offered with or without regularly scheduled hours.

(b) For open entry/open exit courses for which credit apportionment is claimed, one unit of credit shall be awarded for approximately 48 hours of recitation, study, or laboratory work. Increments of less than one unit of credit shall be awarded in the same proportion.

(c) Where an open entry/open exit course provides supplemental learning assistance pursuant to section 58172, which supports another course or courses, the course outline of record for the open entry/open exit course must identify the other course or courses that it supports and the specific learning objectives to be addressed and the educational competencies students are to achieve.

(d) Full-time equivalent student computations for enrollment in open entry/open exit courses shall be made pursuant to the provisions of subsection (e) of section 58003.1.

(e) The maximum number of hours a student may be enrolled in an open entry/open exit course shall be determined by the curriculum committee established pursuant to section 55002 based on the maximum time reasonably needed to achieve the educational objectives of the course.

(f) State apportionment shall not be claimed under this section for:

1. Optional attendance at artistic or cultural presentations or events (such as, but not limited to, films, concerts, plays, or art exhibitions).

2. Activities which are primarily student use of district facilities, equipment, or resources without provision of instruction involving specifically defined learning objectives and educational competencies set forth in the course outline of record.


Guideline for Section 58164

Open entry/open exit courses may be conducted as either credit or noncredit courses. Students may enroll at various times and complete open entry/open exit courses at varying paces. When an open entry/open exit course provides learning assistance in support of another course or courses, the outline of record for the supplemental open entry/open exit course must identify the course or courses it supports, as well as the specific learning objectives the student is to pursue.

Determination of student contact hours should be based on a maximum number of hours which the curriculum committee considers reasonably necessary to achieve the learning objectives of the primary course or courses being supplemented. Thus, the supplemental course outline should be prepared in light of the primary course objectives, but the hours for the supplemental outline will then be based on the objectives and related assignments specified in the supplemental course outline.

For credit open entry/open exit courses, units of credit are to be awarded based upon the objectives and the time typically required to achieve these objectives. One unit of credit should require about 48
hours of recitation, study, or laboratory and may be counted in increments of less than one unit.
Colleges and their curriculum committees need to remain cognizant of the relationship of units to hours
when reviewing courses and they should carefully scrutinize the amount of time reasonably needed to
reach the objectives.
Courses should be designed in such a way that most students who are appropriately placed in the
course would be able to master the objectives and complete the course successfully in about 48-51
hours per unit of credit. Some students may need more hours to do the same and may need greater
assistance from faculty and staff. Some students may need fewer hours to complete the course.
Regardless of the number of hours the student needs to complete the course, the number of units
earned will be the same, and the number of hours needed by most students to complete the course will
be around 48-51 hours per unit of credit.
As in the past, apportionment may not be claimed for optional attendance at artistic and cultural
presentations or events or for using college/district facilities, equipment or resources that are not
related to instructional learning objectives and competencies as outlined in course outline of record.
There must be instruction that involves objectives and competencies that are in an approved course
outline.
This section of the regulation became effective on January 29, 2006.

From: CCC Supplemental Learning Assistance and Tutoring Regulations and Guidelines
http://extranet.cccco.edu/Portals/1/AA/Credit/supplemental_learning_and_supervised_tutoring_reg
s_guidelines.pdf
Supplemental Instruction (SI) is a series of weekly study sessions facilitated by a trained student leader. Attendance is voluntary and open to anyone enrolled in the selected course. The study sessions will help students improve understanding of course material, develop study strategies, and prepare for tests.

Instruction Methods and Evaluation Methods should be indicated in the appropriate fields from the SI page on the course checklist in Curricunet.

For further information about Supplemental Instruction, please see their website: http://www.chaffey.edu/titlev/si/
AP 4101  Independent Study

Independent study courses provide individual students challenging and in-depth study on approved topics within any subject area. They provide the students experience in planning and outlining a course of study on their own initiative under instructor and departmental supervision.

Students desiring to register for an Independent Study course must first develop their own project and submit this in writing for the approval of the instructor who will guide the project, and the appropriate administrator.

A learning contract is established in consultation with a faculty member and must be submitted to the Admissions and Records office by the deadlines established by the college. It must include the number of units and hours of study required, the work product to be evaluated, and the college facility required.

It is recommended that students who contemplate enrolling for Independent Study courses should have completed one semester of college work and should have taken at least a minimum of one previous course in the specific department in which they will do the Independent Study.

Students enrolling in an Independent Study course in a Career Technical Education field must pursue a major or certificate in the Career Technical Education area of which the independent study project is a part.

Academic standards for independent study are the same at those applied to other credit or noncredit courses.

Procedures for evaluation of student progress are the same as those applied to other credit or noncredit courses.

Access to the instructor is the same as that commonly available to students in courses conducted by other instructional methods.

The University of California (UC) determines credit after transfer, which means that independent study courses are not counted for admission. Students should be advised to see a counselor for details.

References:  Title 5 Sections 55230 et seq.

Approved:  4/17/12
HONORS CURRICULUM
Approved by the Honors Committee Spring 2011
Approved by the Curriculum Committee Spring 2011

1. Honors Courses

a. Definition
These are courses offered and specially designated as “Honors sections” in the catalog. These classes are characterized by rigorous research and writing components, with an emphasis on presenting and sharing that research and writing. While these classes are geared toward students in the Honors Program, non-Honors students may also enroll. All students enrolled in an Honors course will be expected to meet the rigorous Honors research and writing requirements, regardless of whether or not they are Honors students. A field trip or out-of-class component is also required for all students in such courses.

b. Curriculum Committee process
   i. New Honors course – will go through the standard Curriculum Committee course approval process for a new course
   ii. Modification of an existing Honors course – will go through the standard Curriculum Committee approval process for a modification – including SLO information

2. Honors Contracts

a. Definition
A contract seeks to replicate, insofar as it is possible, the Honors Course experience for Honors students enrolled in non-Honors courses. Honors contracts may be undertaken only by students in the Honors Program, though the Honors Committee may make exceptions in extenuating circumstances for non-Honors students. The decision as to whether or not to allow student in a given course and section to undertake a contract rests solely with the instructor of the course and section in question. In order to complete a contract, an Honors student, with the permission and input of his or her instructor, devises a plan that would augment the non-Honors course, fulfilling the research, writing, presentation and out-of-class component required by Honors Courses. The student and instructor then fill out a form, which must be approved and kept on record at the Honors Program office. At the end of the semester, the
instructor indicates to the Honors Program office whether or not the student has fulfilled the terms of the contract.

b. Curriculum Committee process
   i. nothing; contracts are between the faculty member and the individual Honors student

3. Honors Addendum

a. Definition
   The Honors Addendum is the form that modifies an existing transfer-level course, allowing the course to be offered as an Honors Course.

b. Curriculum Committee process
   i. The Honors Addenda will be submitted to the Curriculum Committee after Honors Committee review and approval. The Honors Committee will look for Honors and alignment to the overall course.
   ii. SLOs will be included on the honors addenda
   iii. Once the curriculum office receives these addenda, they will be attached to COR.
   iv. Curriculum Committee will review these addenda on an “as needed” basis at the Curriculum Committee meetings. At this time, general approval will be requested. The Curriculum Office staff will email any concerns or questions to the Honors Committee.
CRITERIA FOR ESTABLISHING “IMMINENT NEED”
Chaffey College Curriculum Committee

Imminent Need Criteria
(Adopted Fall 2005)

Proposals that meet one or more of the following criteria will be evaluated for expedited approval:
- stricture imposed by a regulatory agency (e.g., state board or licensing agency)
- grant requirement that enforces a timeline as a condition of funding
- legislation or directive from state legislators or Chancellor’s Office
- course, program, or requisite change with significant impact on enrollment management
- course, program, or requisite change with significant impact on accreditation
- course, program, or requisite change with significant impact on articulation
- course, program, or requisite change with disproportionate impact on student access or success
- other pressing need (subject to approval as “imminent need” by Curriculum Committee)

Note: Failure to meet foreseeable deadlines does not constitute “imminent need.”
Chapter 8 - Curriculum and the College Planning Process

- Curriculum and SLOs
- Curriculum and PSR
- Curriculum and College Planning
Curriculum and student learning outcomes enjoy a two-way interaction. SLO evidence often results in changes to curriculum, either in the Course Outline of Record, course SLOs, program design, program SLOs or through the re-working of a course syllabus. Curriculum reviews SLO efforts to the extent that DE proposals are now subject to a review of existing, face-to-face SLO assessments before approval, and all course modifications are subject to a review of a review of overall course SLO assessment by the Curriculum Committee.

The Outcomes and Assessment Committee maintains a list of activities which would rigorously “close the SLO loop,” many of which are centered on various aspect of course/program/certificate modification:

1. Modify your syllabus to spend more or less time covering a particular concept/topic
2. Modify the Course Outline of Record for the course
3. Modify the Course Outline of Record for the entire program of study
4. Establish Pre-requisites or co-requisites
5. Eliminate pre-requisites or co-requisites
6. Add new material/topics/content
7. Engage in professional reading in your field to check trends
8. Engage in other professional development activities related to your teaching style
9. Employ new technologies in your classroom
10. Re-write your course SLOs
11. Re-write your program SLOs
12. Re-considered the effectiveness of your assessment tool
13. Changed your assessment tool
14. Sought student input into the SLO process
15. Modified your program review
16. Requested additional faculty or staff
17. Requested technology
18. Spent more time thinking and discussing “student success” with your colleagues
19. Reviewed results and decided to assess in the same manner again
20. Employed Learning-to-Learn strategies
21. Employed elements of Hope Theory
22. Other

While this list is by no means exhaustive, it does provide faculty with specific guidance on how to deal with their course SLO assessment in terms of curriculum design.
Program and Services Review (PSR) is a continuous, collaborative process of gathering, interpreting, and using data to inform decision-making. PSR links program and service goals with the college’s mission and strategic plan. Strong program reviews demonstrate continuous quality improvement as a result of data and learning outcomes assessment, visionary improvement plans, and overall self-evaluation. Program reviews form the basis for future human and physical resource needs.

Chaffey College’s Program and Services Review (PSR) process is the foundation upon which all programs assess, maintain, and enhance program quality and vitality. The College’s program review represents self-study and emphasizes long-term planning.

Curriculum review is a highlighted portion of program review. Faculty are asked to address the status of courses, programs and certificates as to their currency and relevancy within the discipline. Plans for new courses or programs are discussed, as are plans for suspension or deactivation of courses and programs. The curriculum review and update is an important piece to PSR in that it reflects the

Curriculum review in PSR is particularly important for CTE disciplines. PSR provides a planning venue for CTE faculty to present future plans along with gathered input from Advisory Committees, external accrediting agencies, and sector navigators. Overall program review for CTE programs is related to the review of programs for Perkin’s funding. Curriculum review and update are the center piece for CTE planning.
Institutional effectiveness and planning at Chaffey College includes fiscal and operational effectiveness while promoting student success. The State’s Framework of Indicators measures the ongoing condition of the College’s operational environment in four major areas:

- Student performance and outcomes
- Accreditation status
- Fiscal health
- Programmatic compliance with state and federal guidelines

Student performance and outcomes are measured by course completion rate, remedial rate, Career Technical Rate, completion of degrees, completion of certificates, and student transfer numbers. These indicators directly impact the College’s curriculum. Informed discussions, and evidence-based decision making are a part of the curriculum review process at Chaffey College. In this manner, the Curriculum Committee and the curriculum approval process and embedded within the Chaffey College planning process.

It has been said that curriculum is the heart of the mission of every college. College curriculum approval processes have been established to ensure that rigorous, high quality curriculum is offered that meets the needs of students. Curriculum design and approval is at the very heart of the college planning process.
Chapter 9 – Curricunet Instructions

How to Create a DE Proposal for An Active Course

How To Modify An Existing Course
1. Log onto Curricunet (the curriculum side, NOT the PSR side of Curricunet): [www.curricunet.com/chaffey](http://www.curricunet.com/chaffey)
2. Log on: first initial + last name
3. Password: changeme (unless you changed it!)
4. Under “BUILD” click on Courses

5. On the next window, use the drop down menu to select your discipline,

And then and then enter the course number into the space provided, and click “ok.”
6. On this next screen, find the RED (active) version of your course and click on the little paper icon.

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7. On the next screen, you will see a drop down menu from Which to select the type of proposal you are making to your course. The obvious choice here is “Distance Ed.” Then click “NEXT.”

8. The next screen will give you a blank box in which to type the rationale for offering this course via Distance Education. This rationale should reflect faculty dialogue within the department regarding the reason why DE has been chosen to deliver this course to students. Additionally, this rationale should reflect issues of student access, enrollment and scheduling, and should be in line with the college’s mission statement. Click “OK” when you have finished your rationale.

9. This next screen will start looking familiar if you have done previous course modifications. You will see a “Course Checklist” in the upper right corner. Click through the items in the course checklist. The goal here is to turn everything from blue to green upon completion of each page in this course checklist. Remember to SAVE and FINISH when done with each page from this checklist.

10. NEW FEATURE: RATIONALE FOR OFFERING THIS COURSE VIA DE.
In compliance with ACCJC Accreditation Standards and Department of Education requirements, you are now asked to provide a rationale for your decision to offer this course via distance education as proof of evidence-based decision making. Although you are asked on Curricunet to provide a rational on the 2nd screen for the DE modification, this screen does not appear for the Curriculum Committee at large to review. Please attach a word document containing a 3-5 sentence paragraph addressing how the DE modality will impact student access (i.e., scheduling challenges, student population, waitlist issues, etc.), or pedagogy, or any other pertinent issue you considered when deciding to offer this course via distance education. Yes – we know you already provided a rationale in the earlier box, but we need you to do it again to the entire Curriculum Committee can review it. After you have attached this short word document, please click on ADD and FINISH.
11. The fourth item down in that Course checklist is **Distance Education**. Upon clicking on this Distance Education link, the next page will give you this page. Click where it says “Delivery Method” and you will get a drop-down menu that provides the three delivery methods currently in use here at Chaffey College: CIW, Hybrid or completely online. Please remember, Chaffey has defined “hybrid” as 50/50 online time, and “online” as 100 online. Click on the appropriate delivery format. Indicate the semester and year you would like this DE course to begin. Click **ADD** and then **FINISH** when completed.

12. At this point, you will see your Course Checklist **expand** to include items needing to be completed for the DE course checklist. Again, click on each link and when complete, make sure to click on **FINISH**. This will turn these links from blue to green.

13. Advance yourself through the last two screens, “DE: Admin Codes/Dates” and Codes Dates. Do not worry about filling these 2 pages in – the curriculum office will complete those pages. Upon completing these pages, you should see the familiar “AUDIT” button on the left column of the screen. Advance yourself through this audit process 3 screens until you get to a screen with a drop-down menu that says “pre-launch.” Please click on this pre-launch button and this proposal will enter the Curricunet queue. Thank you for your curriculum oversight!
5. On the next window, in approximately the same location on the left side of the screen, click on the word "MODIFY."
6. Now, use the drop down menu to select your discipline, and then enter the course number into the space provided, and click “ok.”

7. On this next screen, find the RED (active) version of your course and click on the little paper icon.

8. On the next screen, you will see a drop down menu from which to select the type of proposal you are making to your course. In most cases, even though you may be making a slight modification to your course, you will click on the “MAJOR MODIFICATION” choice. Yes – we know what you are planning on modifying may not seem like a “major modification”, however, these are the choice we have from Curricunet!

9. The next screen will give you a blank box in which to type the rationale for this modification. Sometimes we modify our courses to align with a C-ID descriptor for an ADT degree. Sometimes we modify a course to change the title or acronym on the course. Sometimes we modify to update textbooks. Feel free to include as little or as much information in this rationale box. This rationale should reflect faculty dialogue within the department. Additionally, this rationale should reflect issues of student access, enrollment and scheduling, and should be in line with the college’s mission statement. Click “OK” when you have finished your rationale.
10. If you want to make a modification to:
   - **Course title**, go to Consultation/Description
   - **Course acronym**, go to Consultation/Description. Please make sure that the new acronym has been loaded into Curricunet before you start this process. Consult with the Curriculum Office for advice.
   - **Course description** in the catalog or schedule, go to Consultation/Description
   - **Course configuration** (i.e., from lecture to lecture/lab) go to Units/Hours (sometimes these types of modifications require a new course proposal – please consult the Curriculum Office for advice).
   - **Course units** – this requires a NEW COURSE proposal, NOT a course modification – start over and follow the directions for How to Create a New Course in Curricunet.
   - **Course pre-requisites, co-requisites and advisories**, go to Requisites. Remember to complete the Content Review area in this section please!
   - **To add, modify or delete course content**, go to CONTENT page. Remember if your course has any portion of units assigned to a lab, the LAB CONTENT area must be filled in.
   - **Student Learning Outcomes or entering assessment data** – YOU SHOULD NOT BE HERE! SLO statements and data are added through the course SEARCH feature lower down the left portion of the screen. These additions do not require curriculum committee action and should not be launched as modifications of any type.
   - **Textbooks**, go to Resources
   - **Comparable Courses**, go to Comparable Courses. Please remember that comparable courses must come from the first 2 years (freshmen or sophomore) at a **four year institution NOT ANOTHER COMMUNITY COLLEGE**.
   - **For changes to TOP Codes or SAM codes**, please contact the Curriculum Office.

For changes to programs and certificates, please see the directions How to Make Modifications to an Existing Program/Certificate in Curricunet.

11. Upon completing these pages, you should see the “AUDIT” button on the left column of the screen. Advance yourself through this audit process – clicking through **3 screens** until you get to a screen with a
drop-down menu that says “pre-launch.” Please click on this pre-launch button and this proposal will enter the Curricunet queue.

12. Once the curriculum committee starts the review process for your course, you will periodically receive automated messages from Curricunet, instructing you to go back into your proposal and make requested changes. Log yourself into Curricunet and down the left side of the homepage, click on

Thank you for your curriculum oversight!
EDIT TRACKER

9-28-16 – CHANGED BYLAWS/Membership section to include the Director of Admissions and Record and the Director of Financial Aid

9-28-16 – ADDED CRITERIA FOR LOW UNIT CERTIFICATES: This info to be included in the college catalog. Research doing an AP; add this to Chapter 7 – Curriculum topics

9-28-16 – need to write a section on Curriculum and Financial Aid and have it approved by Curriculum Committee

11-23-16 will need to add in language regarding program viability from work on AP4021

11-23-16 update version of AP 4105, 4100 when completed through edit process (President’s Cabinet)

2-2017 Document changes to DE addendum and process

3-1-2017 add High School Articulation member to bylaws and committee membership as a voting member

3-1-2017 document changes to Tech Reviewers

3-1-2017 Document changes to CTE Tech Review to include LMI data from COE and Advisory Committee minutes

Spring AP 4021 Program Viability and AP 4023 Program Initiation

4-26-17 – insert the updated document containing the By-Laws when reproducing this handbook next Fall. The updated by-laws reflect changes made to the committee membership.

4-27-17 – at the request of the VPI, The By-laws were edited to reflect that position on the curriculum committee as a non-voting member.