2017-2018

SOLANO COMMUNITY COLLEGE

CURRICULUM COMMITTEE MEMBER HANDBOOK

Subcommittee of the Academic Senate

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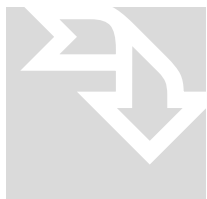
General Information

The Curriculum Committee is a subcommittee of the Academic Senate; its composition, responsibilities, and authority are based on Title 5 (§ 53200) "10+1" requirements. All Committee actions on courses, programs, and other curricular and instructional business are sent to the Solano Community College Governing Board for approval.

The functions of the Committee are:

- To evaluate the overall curriculum needs within the College.

- To participate, in cooperation with the departments, in the curriculum planning, development, and review of short-range and long-range curriculum.

- To develop and/or implement state mandated policies and regulations (ex: Title 5 and IGETC) applicable to the curriculum and instruction.

- To present recommendations, through the Academic Senate, to the Governing Board regarding additions, modifications, and deletions in the College curriculum.

- To approve prerequisites and place courses within disciplines.

- To develop degrees, certificate requirements, and general education requirements.

Purpose

The Academic Senate has delegated the responsibility for overseeing the college curriculum to the Curriculum Committee, a subcommittee of the Academic Senate. This means the Curriculum Committee is involved with everything that relates to the courses, programs, certificates, and degrees offered by Solano College as well as related policies and regulations.

The Curriculum Committee sets the curriculum standards at the College and monitors the courses and programs for compliance with those standards. This means the Committee reviews and approves or does not approve proposals for new programs, new courses, and modification of existing courses and programs. It also means the Committee is responsible for ensuring that courses and programs are in compliance with the Prerequisites, Co-requisites and Course Advisories Policy (Solano Community College District Policy #6023). Curriculum

Committee approval or non-approval of co- and prerequisites and course advisories is part of the curriculum process.

The Curriculum Committee is involved in graduation standards and general education requirements for Solano College as well as identifying the courses to be submitted for approval to the California State Universities and the University of California system.

In summary, the Curriculum Committee provides the leadership for all areas that involve the College's curriculum. It is a faculty committee that reviews and recommends additions, deletions, and changes to the College's courses and programs.

Structure

The voting membership of the Curriculum Committee includes:

- Two elected faculty representatives from each of the academic schools and one elected faculty representative from Student Services, the Articulation Officer, and a Librarian.

- Two appointed academic deans.

- Two student representatives, appointed by the ASSC, one majoring in an academic subject and one majoring in a vocational subject.

- Permanent, non-voting members:

    o Vice President of Academic Affairs

    o Curriculum Analyst

Administrative and faculty representatives shall be elected in the spring of the year to begin their term the following fall, and the student representatives will be selected by the ASSC at the beginning of the fall semester.

Terms of Members
The faculty and academic dean representatives shall serve two-year terms with half the representatives elected each year. Student representatives shall serve for one year.

Recalls
A committee member may be recalled by a majority vote of the group responsible for his/her election or by the curriculum Committee for not adequately carrying out his/her duties.

Committee Procedures

Meetings
The first meeting of the fall shall be called by the Chairperson. At that meeting, a calendar for the year will be adopted. The Curriculum Committee shall meet on a regularly scheduled basis. By policy, the Curriculum Committee is required to adopt a calendar for the year at the first meeting in the fall and to "meet on a regularly scheduled basis." All meetings are to adhere to relevant portions of the Brown Act. By tradition, the Committee meets on the 2nd and 4th Tuesdays of the month, beginning at 1:30 p.m. At the first meeting in the fall, the Committee is presented with a proposed calendar for the academic year, which shows all of the scheduled meeting dates and the agenda deadline dates for Technical Review and Content Review. Any changes or adjustments to the calendar are made at that first meeting, and the calendar

is then adopted and used to schedule Committee business throughout the academic year. Any special meetings, ad hoc or subcommittee meetings called during the year will not be reflected on this calendar.

Quorum & Meeting Operations

The operation of the meetings has evolved over the years as the result of efforts to move through the very large and complex agendas.

- The Committee meetings do NOT operate under Robert's Rules of Order.

- A quorum for all meetings is 51% of the voting membership.

- The Chair votes only in the case of a tie, but counts towards quorum.

- For each item on the agenda, there must be a "move to approve" and a "second;" then the item is opened for discussion. At the end of the discussion, a vote is taken. Approval of any item requires a simple majority vote of the members present.

- Prerequisites and co-requisites, as well as courses that involve Distance Education (according to the Title 5 Definition), must be approved explicitly and in a separate action from approval of the course. This means that for all new courses with a prerequisite and/or co-requisite there must be two actions for approval. One "move for approval" and "second" for the course and another "move for approval" and a "second" for the prerequisite and/or co-requisite. (This is also true for course modifications involving prerequisites and co-requisites.) The same procedure applies to DE courses.

- Committee members may suggest changes to curriculum proposals.

- Generally, curriculum items are not considered unless they are listed on a printed agenda.

- Generally, the Committee will not consider proposals if there is no one from the school present at the meeting to answer any questions.

- The Committee is to adhere to the rules of the Brown Act, including not taking action on any business that has not been published in the agenda.

Technical Review Committee:

Prior to a course or program being forwarded to the Curriculum Committee for Content Review, proposals are reviewed by the Technical Review Committee, a subcommittee of the Curriculum Committee.

- When the proposal reaches the technical review process, it is reviewed by various faculty Curriculum Committee members and curriculum support staff for compliance with best practices in curriculum development and Title 5 regulations.
- In addition to grammar and syntax, the Technical Review Committee should assure that all required components of the proposal are present.
- All Learning Outcomes are reviewed as part of the Technical Review process to assure compliance with outcome-based language, including the appropriate use of Bloom's Taxonomy.
- Subcommittee members should work directly with the faculty originator(s) to iron out any problems.
- The Technical Review Committee may select to return the proposal to the proposer(s) with input for improvement; advance the course to Content Review with recommendations for change; advance the proposal for Content Review.
- Approval of a course or program is an action item which certifies the technical compliance of the course prior to its Content Review conducted by the whole of the Curriculum Committee.

Composition of Technical Review Committee, a Subcommittee of Curriculum Committee

The primary responsibility for technical review is held by the Technical Review Committee, a subcommittee of the Curriculum Committee.

Voting members are:
- Curriculum Chair,
- Articulation Office,
- two faculty currently serving on the Curriculum Committee (appointed by the Curriculum Chair),
- one academic dean (appointed by the Vice-President of Academic Affairs).

Permanent, non-voting members include:
- Vice-President of Academic Affairs,
- Assessment Coordinator;
- Curriculum Analyst.

Representative faculty of curriculum proposals to be reviewed are also expected to attend to respond to questions or concerns of the committee.

Where Content is reviewed by the Technical Review Committee, this review is for reasons of accuracy, clarity, style and grammar only; this review is not to take the place of the content review by the whole committee.

Technical Review Committee members should conduct a review of the information below prior to the meeting of the committee, including recommendations.

The following table outlines the purview and responsibilities of members of the Technical Review Committee.

Technical Review: Course

	Cover		
All	Department	Course Number	
	Does the course number correspond with local numbering systems?	Yes ☐	No ☐
	Was the course number used previously?	Yes ☐	No ☐
	Full Course Title		
	Does the course title reflect what will be taught within the course content?	Yes ☐	No ☐
	Does the course title use number or letter to indicate course level?	Yes ☐	No ☐
	Does this number or lettering approach match other courses in the discipline?	Yes ☐	No ☐
	Computer Title	Does it provide sufficient information from the course title?	Yes ☐	No ☐

	Cover		
Curriculum Analyst	Do codes comply with CCCCO guidelines?	Yes ☐	No ☐
	CB03-TOP Code	CB09-SAM Code	
	Is this course CTE?	Yes ☐	No ☐
	Do TOP and SAM code CTE status match?	Yes ☐	No ☐
	Is level of CTE appropriate to the discipline?	Yes ☐	No ☐
	CB11 California Classification Codes	CB22-Non Credit Course Category	
	Is this course correctly indicated for credit?	Yes ☐	No ☐
	Or, if for non-credit is the correct designation used?	Yes ☐	No ☐
	CB08 Basic Skills Status	CB21 Prior to College Level	
	Is the Basic Skills status coded correctly?	Yes ☐	No ☐

	Cover		
Curriculum Analyst, Articulation Officer	Add Cross Listed	Is there an equivalent course in another discipline?	Yes ☐	No ☐
	Program Information	Will this course be part of a program? Major/GE	Yes ☐	No ☐
	Programs Impacted:		
	Are there program modification(s) created to reflect changes?	Yes ☐	No ☐

	Cover		
All	Course Description	Is the section complete in preparation for content review?	Yes ☐	No ☐
	Does it support what will be covered in the course content?	Yes ☐	No ☐
	Does it provide a global description of what will be covered in the course?	Yes ☐	No ☐
	Other Catalog Information	Is the section complete in preparation for content review?	Yes ☐	No ☐
	Is any additional information pertinent to the course?	Yes ☐	No ☐
	List Changes and/or Reason for the Proposal		
	If relevant, does the rationale state C-ID and/or ADT Compliance?	Yes ☐	No ☐

	Cover		
Curriculum Analyst, CC Chair	Proposed Start Year/Semester	Does the start time properly reflect Curriculum timelines?	Yes ☐	No ☐

	Division Administration and Inter-Division Recommendations		
All	Are there any recommendations?	Yes ☐	No ☐
	Are they supportable by the institution?	Yes ☐	No ☐

	Division Planning		
All	Projected Number of Sections	Are number of sections accurately reflected?	Yes ☐	No ☐
	Will other departments be affected? Which ones?	Yes ☐	No ☐
	Have they been consulted?	Yes ☐	No ☐
	Are there course/program modification(s) created to reflect changes?	Yes ☐	No ☐
	Facilities/Funding	If needed has it been discussed with appropriate parties?	Yes ☐	No ☐
	Minimum Qualifications	Have they been listed?	Yes ☐	No ☐
	Do they accurately reflect the course?	Yes ☐	No ☐

All	Course Objectives		
	Are they measurable, and do they start with an action verb indicating a cognitive, affective or psychomotor outcome per Bloom's taxonomy?	Yes ☐	No ☐
	Do the objectives appear to represent the identified content in preparation for content review?	Yes ☐	No ☐

Curriculum Analyst, CC Chair, Articulation	Units/Hours		
	Do the identified units and hours correspond to the formulas under "Unit Value" in the Curriculum Handbook?		
	Yes ☐ No ☐		
	Repeatability	Is this course Repeatable?	Yes ☐ No ☐
	If so, has the proper documentation for the repeatability status been provided?		Yes ☐ No ☐
	Class Size	Are these recommendations indicated for content review?	Yes ☐ No ☐
	Grade Option	Art the correct grading methods indicated?	Yes ☐ No ☐

Articulation, C Analyst, CC Chair	Degree/Transfer Applicability –		
	Is this course required for the major?	Yes ☐	No ☐
	Does the Transfer status of this course correctly conform to the course number?	Yes ☐	No ☐

Articulation Officer	General Ed		
	Does the course correctly correspond to the cited GE areas?	Yes ☐	No ☐
	Does the course need to be submitted for GE?	Yes ☐	No ☐

Articulation Officer	Articulation Info		
	If transferable, are colleges/universities indicated for review?	Yes ☐	No ☐
	Does the course need to be submitted to UC system?	Yes ☐	No ☐
	Does the course have a C-ID?	Yes ☐	No ☐
	Does it need to be submitted to C-ID?	Yes ☐	No ☐

Assessment Coordinator	Student Learning Outcomes –		
	Do the outcomes appear to reflect the content of the COR?	Yes ☐	No ☐
	Are the outcomes measurable outcomes which reflect what the student is able to do as a result of the course?	Yes ☐	No ☐
	Does each SLO start with an action verb indicating a cognitive, affective or psychomotor outcome per Bloom's taxonomy?		
	Yes ☒ No ☐		

All	Requisites		
	Are requisites appropriate?	Yes ☐	No ☐
	If outside of discipline has it been discussed?	Yes ☐	No ☐
	If other courses/programs are affected have they been consulted?	Yes ☐	No ☐
	Have affected courses/programs been submitted for modification if appropriate?	Yes ☐	No ☐

All	Content Review/Requisite Revalidation		
	Is this course proposal new course or a product of Curriculum Review?	Yes ☐	No ☐
	Have appropriate forms been submitted?	Yes ☐	No ☐

All	Distance Education		
	Does this course have a DE component	Yes ☐	No ☐
	Have appropriate forms been submitted?	Yes ☐	No ☐
	Is the section complete in preparation for content review?	Yes ☐	No ☐

All	Methods of Instruction		
	Are appropriate methods indicated?	Yes ☐	No ☐

All	Methods of Evaluation		
	Are there sufficient multiple methods?	Yes ☐	No ☐

All	Assignments		
	Are there sufficient assignments cited for evaluating student achievement in preparation for content review?	Yes ☐	No ☐
	For reading and writing assignments, is the number, frequency and length of assignments indicated in pages and words?	Yes ☐	No ☐

All	Course Content		
	Is this section complete in preparation for content review?	Yes ☐	No ☐

Articulation	Textbooks		
	Are the textbooks current (at least one published in the last five years)?	Yes ☐	No ☐
	If not, is the textbook appropriately designated "classic"?	Yes ☐	No ☐

All	Resources		
	Has the library indicated resource support for this course?	Yes ☐	No ☐

Other Subcommittees

Subcommittees will be established as needed to perform tasks directly related to Curriculum Committee business.

Ad Hoc Advisory Committees

Ad hoc committees will be established as needed for advisory, investigative, and information gathering functions. Members of these committees need not be members of the Curriculum Committee.

Curriculum Review

The Curriculum Review is the process by which Solano College guarantees that its curriculum stays current and that academic standards are preserved. The Committee has established a calendar whereby each discipline conducts a complete curriculum review at least once every six years, in keeping with Title 5 requirements (§55003(b)(3)). Each discipline is responsible for conducting and completing its Curriculum Review process.

The discipline will receive review materials from the Curriculum Office and the discipline should plan accordingly for timely submission of materials to the Curriculum Committee.   If a discipline fails to complete the Curriculum Review process within the semester specified on the calendar, the Curriculum Committee will not consider any curriculum proposals (new courses, course modification, or course deletions) from that discipline until the Curriculum Review process is completed. The Curriculum Committee reserves the right to grant extensions of the deadline, for extenuating circumstance, on a case-by-case basis.

Committee Actions

Approval of Curriculum Committee and Technical Review Committee motions shall require "Yes" votes by a simple majority of the voting members present. Motions and seconds shall be recorded in the respective committee's minutes.

Approval of a course by the committee does not guarantee funding, scheduling, or staffing.

All additions, deletions and modifications to the Solano Community College curriculum must be presented to and approved by the Curriculum Committee before being presented by the Academic Senate to the Board of Trustees for action. The Committee will only consider curriculum proposals that have been completed in accordance with instructions and directives that accompany the various proposal forms adopted by the Committee. All curriculum proposals submitted for Committee action must adhere to the deadline set forth in the Committee's calendar, adopted by the Committee at the beginning of each fall semester.

The Committee will approve or disapprove each proposal. The Committee may make recommendations for modifications. Curriculum representatives should notify their discipline of Committee actions.

Committee-approved curriculum proposals will be sent to the Solano College Board of Trustees for action.

New Programs and Program Review

The Academic Senate is the proper forum for the approval or disapproval of new programs and program reviews, as specified in Title 5, Section 53200, items #4 & #9. At the request of the Academic Senate, the Curriculum Committee may be required to study, investigate and make recommendations on matters relating to curriculum, prerequisites, and degrees/certificates for programs or program review. These recommendations may be forwarded to the Academic Senate for possible action by the Senate.

Graduation Requirements

The Curriculum Committee will consider changes to the graduation requirements at the request and direction of the Academic Senate. The recommendation of the Curriculum Committee shall be forwarded to the Academic Senate for possible action by the Academic Senate.

Amending Curriculum Committee Policy and Procedures

Amendments and revision to this Curriculum Committee Policy and Procedures Manual must be presented to the Academic Senate for action. Review of the Policy and Procedures will be done at least every six years.

Adopted: December 11, 1984.
Revised: September 1985, February 1993, May 1995, April 2001, October 2001, May 2012, May 2017.

The Agenda

Deadlines

The deadline for getting curriculum items on an agenda is usually ten working days prior to the date of the meeting. (Normally, this date is the Wednesday following a regularly scheduled Committee meeting.) No new proposals will be considered at the last meeting of each semester; that meeting is reserved for proposals that were tabled earlier in the semester. All agenda deadline dates for the academic year are included on the calendar adopted by the Curriculum Committee at the first fall meeting.

Development

The agenda is developed and distributed by the Curriculum Office and the Chair. Curriculum proposals and any other item of business for inclusion on an agenda are submitted to the Curriculum Office. On the Tuesday, one week prior to the meeting, the Curriculum Committee Chair reviews all items of business submitted for the agenda and places the items on the agenda in the appropriate category. Once the agenda has been set by the Chair, no further items may be placed on that agenda.

Compilation and Distribution

The Curriculum Office emails copies of the agenda and related materials to the Committee members at least three days prior to the meeting. Academic deans and administrative assistants as well as Admissions & Records receive an agenda and minutes and copies of any relevant curriculum items on the agenda. Copies of the agenda and minutes are posted online, after the Curriculum Committee has approved the minutes. If you have not received your agenda by the Monday preceding a scheduled meeting, call the Curriculum Office (ext. 7223) right away.

General Information

The order of the agenda is determined by the Committee Chair and the Curriculum Analyst based on what they think will provide the most efficient "flow" during the meeting. At the meeting, a member may request that an item or items be taken in a different order than they appear on the agenda. This request should be made before the time the agenda for the meeting is approved (usually the 2nd item of business on the agenda). Members may add items for discussion to the agenda under "Open Discussion" at the meeting but, traditionally, the Committee does not take action on any item of business that has not appeared on a published agenda. The Committee follows all applicable rules per Brown Act.

Review

The first rule of reviewing the agenda and related materials is to do it PRIOR to the meeting! Members should come to the meetings prepared to ask any questions they have about items on the agenda and then to vote to approve or not approve the item.   During the review, note on the agenda material any questions or concerns you want to bring up at the meeting. If you find you do not have all the material or information you need to do a thorough review or if you have a question regarding the agenda or related material, call the Curriculum Office staff at ext. 7223. They may be able to obtain the material you need or answer any procedural or technical questions.

Role of the Committee Member

Roles & Duties

Duties of the Chair

1. Call and conduct meetings of the Committee.

2. Prepare the agenda for meetings.

3. Edit minutes of each meeting and submit them to the Committee for ratification.

4. Provide additional information to the Committee when requested to do so.

5. Establish subcommittees and ad hoc committees as needed and monitor their progress

6. Prepare the curriculum Committee calendar, including deadlines, for the academic year and present it to the Committee for adoption.

7. Prepare and disseminate information to assist members in understanding changes in policies and regulations.

Curriculum development requires the cooperation of many people and offices. The Chairperson of the Committee will work closely with the Curriculum Office in monitoring the progress of course proposals and any other items to be presented to the Curriculum Committee.

Duties of the Members

1. Become informed about Curriculum Committee policies and procedures.

2. Attend all scheduled meetings, having read the agenda, minutes, and agenda items beforehand.

3. Study all items listed on the agenda and be prepared for discussion and making recommendations at meetings, per the *Course Outline of Record Checklist* (pg. 67).

4. Determine the merits of proposals based on an objective analysis of the information presented including the effects upon the college-wide curriculum.

5. Vote to approve or disapprove curriculum proposals and any other appropriate items brought to the Committee for a vote.

6. Make recommendations concerning instructional goals and policies of the College, at the request of the Academic Senate.

7. Serve as liaison from the Curriculum Committee to schools for information regarding curricular issues. Examples: course proposals, calendars, articulation, etc.

8. Inform those making proposals of the date on which the proposals will be considered and the disposition of their proposals by the Committee.

9. If a proposal is rejected, make certain proposer is informed of the reason(s) for the rejection.

New Members

New members are often overwhelmed with the scope and volume of their tasks as members of the Curriculum Committee. Some have expressed concern about making decisions on courses in areas outside of their own expertise. And while the Curriculum Committee is responsible for the overall direction and focus of the College's curriculum, the vast majority of the time members are reviewing courses and programs to determine whether they meet the established curriculum standards. They are considering such questions as: Does the course have the appropriate prerequisites? Does the outline show that the course will require critical thinking? Is there evidence of enough outside class work to support the amount of units?

Becoming familiar with the course standards is probably the first task a new member should undertake.

An extremely important role for the Committee member is serving as the **communication link** between the Curriculum Committee and his/her constituent group— Academic Deans, students, and faculty. Curriculum and instructional issues discussed at the Committee meetings need to be taken back to the member's constituent groups, and issues and concerns brought up by constituent groups need to be communicated back to the Curriculum Committee. The Committee member is responsible for making this two-way communication happen.

In partnership with the Dean, providing curriculum leadership within the school is **a primary responsibility of the faculty committee members.** This includes helping departmental faculty with the curriculum process, forms, and procedures. Even if you do not know the answers to all the questions regarding curriculum, you should know where to find them.

Members should be able to answer general questions about the process, deadlines, current issues and the Section K portion of the course outline, and/or know where to find answers. Committee members should be able to help proposers identify problem areas the proposer might encounter before starting and help proposers complete the course proposal forms if necessary. Committee members should be able to review and critique the proposal: is critical thinking reflected in the objectives, methods of evaluation, and the content outline? If degree applicable, does the course have the minimum standards as advisories? If repeatable, is repeatability reflected in the content outline? See the *Course Outline of Record Checklist* (pg. 67).

Curriculum Office Role

- Help Academic Deans, committee representatives, administrative assistants and proposers find answers to their questions about policies, the agenda, etc.

- Anticipate and resolve problems with proposals prior to placing on the agenda; enforce agenda deadlines.

- Ensure that Committee actions are implemented in all appropriate areas (i.e.: course master, catalog, schedule of courses, etc.)

When Reviewing a Course for Approval

The following are some questions to keep in mind as you review a course. See the *Course Outline of Record Checklist* (pg. 67) and the *Course Outline of Record: A Curriculum Reference Guide* (COR:CRG) for more:

- Does this course fit the mission of the College?

- Is this a college-level course?

- Is the incorporation of critical thinking apparent throughout the outline, particularly in the Objectives, Methods of Instruction and Methods of Evaluation? (COR:CRG 28-31)

- Is the course outline integrated? Does each part of the outline reinforce (integrate with) the purpose of the other parts in the outline? (COR:CRG 5)

Various areas on a new course proposal form interrelate. For instance:

- The number of units indicated in the Section K should correspond with the amount of content information provided in the Content Outline area.

- Methods of Evaluating Student Achievement need to link to stated Student Performance Objectives

- Course Preparation and Student Assignments/Homework need to be feasible: if the "Course Advisory" is the SCC Minimum English standard, but the "Required Writing Assignments" area includes a research project, then these two areas do not "mesh." The SCC Minimum English standard is equivalent only to eligibility for English 310D. Ability to do a research paper requires completion of English 1.

Curriculum Process

New Course Approval Process

Ideas for a new course may originate from staff, students, advisory committees, community groups or individuals. Course proposals for the Curriculum Committee must come from faculty. All proposals will be considered by the appropriate discipline, the Curriculum Committee and, upon approval of the Curriculum Committee, the administration.

Proposals for new courses and programs are completed and submitted to the Curriculum Office via CurricUNET META [META] for processing, then forwarded to the Curriculum Committee for action. Courses and programs recommended for approval by the Curriculum Committee are forwarded to the Superintendent-President to be added to the Governing Board's agenda. Approval of the Board is required for all curriculum actions. For new programs and noncredit courses, separate approval from the California Community Colleges Chancellor's Office and/or Commission on Postsecondary Education must be obtained before the program or noncredit course may be offered.

Approved courses and/or programs will be offered as needed upon recommendation of the discipline and approval of the administration. Approval of a new course does not guarantee that it will be offered.

Preparation of the Application for New Course Proposal Form

Adequate planning prior to preparation of the proposal application is essential. Advisory committees are most helpful in curriculum planning and revision. The appropriate Dean and the Curriculum Committee representative provide the curriculum leadership in the discipline and should be involved in the process throughout the development of a new course proposal. In addition, the curriculum planning process includes consulting with the Executive Vice President of Academic Affairs and the Articulation Officer, and the Library faculty. The VP of Academic Affairs should be consulted early in the process, during the planning stage. For transferable courses and general education courses, the proposal must be reviewed and signed off by the Articulation Officer prior to being submitted to the Curriculum Committee. For clarification of the curriculum process, contact the appropriate Dean, the Curriculum Committee representative, or the Curriculum Office.

General Proposal Submission/Approval Process

The Curriculum Committee representative has a very important role in the curriculum process. Together with the Academic Dean, the representative works with faculty to move curriculum proposals through the required process. A condensed version of the curriculum process is as follows:

STEP 1

Proposer confers with Dean and Committee representative about the viability of the proposal. If course has content that may overlap with another school(s)/department(s) or may affect a program in other school(s)/department(s), Academic Dean and Committee rep consult the Dean and Committee rep of the other school(s)/department(s).
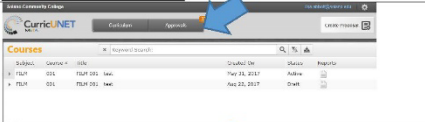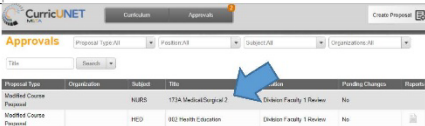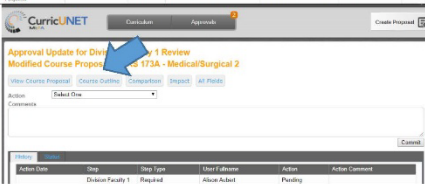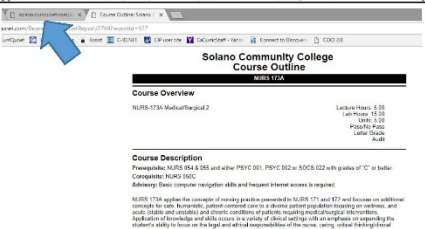
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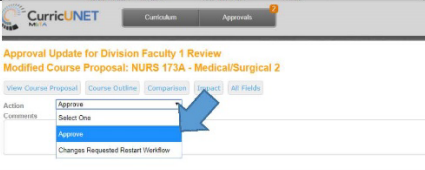
Necessary curriculum forms and all appropriate supplementary forms are completed via META.

Signatures are executed via META. For new courses, the signature process is:

- ▪ A: the Articulation Officer (for transfer courses only), the discipline's Curriculum Representative, the discipline's faculty members, and the discipline's Librarian Liaison.

- ▪ B: the appropriate Dean

1.	Log in to solano.curricunet.com	
2.	Click on Approvals	
3.	Select Course or Program you wish to review	
4.	Click on Course Outline to view Course contents	
5.	A new tab will open	
6.	Once you have viewed the course and are ready to take an action Click on Solano.curricunet.com/Approval Tab to go back.	

7.	Take an Action by Clicking on the Action drop down	
8.	Approve or Request Changes	
9.	You can add Comments next in the comment box	
10.	Commit Action	

A primary role of the Committee representative is to know and understand this process and, along with the Dean, to work with the faculty to move through it. **The Curriculum Committee representative's signature indicates that the curriculum meets the Curriculum Committee's curriculum technical and content standards.** It is possible that the representative does NOT support the proposal but does feel that the proposal meets the curriculum standards.

BEST PRACTICE:

Allow three weeks to complete the three levels of signatures before any Curriculum Committee deadline.

WHEN CAN A COURSE BE OFFERED?

For transferable courses, a "Fall to Fall, Spring to Spring" schedule applies. This means:

• If a transferable course is approved in the fall of a given year, it can be offered to students the following fall.

• If a transferable course is approved in the spring of a given year, it can be offered to students the following spring.

• Exceptions include Special Topics courses and changes to a course's Methods of Instruction to online.

Timeline and Signatures

In Step 3 (above), the discipline faculty of a course proposal must sign off on the course before it can proceed through subsequent steps.

Four discipline faculty signatures are the required minimum:

• One (1): the course originator

• Two (2): full-time discipline faculty members (If there are fewer than three full-time faculty in a discipline, then adjunct faculty or faculty from closely related disciplines can be used.)

• One (1): the Curriculum Rep

The three signatures noted above constitute the minimum number of signatures a proposal must obtain. Ideally, however, all full-time faculty of a discipline need to sign proposals—new courses, modifications, prerequisites, etc. —for that discipline.

Although the signature process is electronic, and email notifications should notify the next person in the signature tree that the course awaits their approval, course authors are responsible for ensuring that their course progresses through the signature tree in a timely fashion. Courses received by the Curriculum Office without all necessary signatures on or before the Agenda Due Date will not be placed on the next meeting's agenda.

Local Certification

The California Community College Chancellor's Office in cooperation with the California Community College Curriculum Committee has determined that the Curriculum Chair and the Chief Instructional Officer for the college may now locally certify the following curriculum items:

- Stand alone courses
- Substantial changes to existing credit courses
- Nonsubstantial changes to existing credit courses
- The addition of credit courses to existing programs

This certification is due to the Chancellor's Office by October 1 each year. The certification agreement must be signed by the Academic Senate President, the Curriculum Chair, the Chief Instructional Officer and the President of the College.

When the Curriculum Chair and the Chief Instructional Officer of a college certify these four curriculum items, they are ensuring the following:

- the college/ district has followed the Program and Course Approval Handbook processes and course and program information is accurate

- the college / district has followed the CCCCO Course Calculation guidelines and course hours and units are correct

- the college's / district's governing board has approved the course outline of record and/or program

- the college / district has provided training regarding curriculum rules and regulations to ensure compliance

- the college / district has developed local policy, regulations or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit

These items of assurance are primarily technical pieces; therefore, it is imperative that the Vice President of Academic Affairs partner with the Curriculum Chair and the tech review committee in the technical review process to ensure accuracy in all areas. Once these items are reviewed in the tech review committee and approved by the Curriculum Chair and the VPAA, the curriculum piece will be ready to move forward to the curriculum committee for further discussion on non-technical aspects such as topics, scope and student learning outcomes.

Standards and Criteria

The Program and Course Approval Handbook [PCAH] (6th ed.) is the basis for the curriculum development standards and criteria outlined below. More in-depth information and guidelines from this section of the Member Manual can be found in the PCAH. The PCAH is available via the statewide Academic Senate website or from the Curriculum Committee Chair.

Development Criteria

The following five criteria should guide authors and committee members through the program and course development, modification, and approval process; these criteria are also used by the Chancellor's Office for program approval. (PCAH 14-15)

A. Appropriateness to Mission
B. Need
C. Curriculum Standards
D. Adequate Resources
E. Compliance

Degree Credit Courses

"Local districts are responsible for ensuring that the submitted course outlines of record [COR] contain the required elements specifics in Title 5, section 55002, and that local approval is consistent with all standards in section 55000 et seq. The Chancellor's Office reviews credit course submissions to ensure that the associated data elements for each course are correct and compliant with regulations. The review criteria used by the Chancellor's Office staff are based on the standards for course curriculum established in Title 5 and explained in the Credit Course Standards section [of the PCAH]. Submission and validation of credit courses is conducted through the review of the following components submitted by local colleges: completed curriculum inventory proposal fields for data elements; course outline of record meeting the standards in Title 5, section 55002, and approved by the local governing board." [PCAH 27]

Credit courses are considered to be program-applicable when they are required or are on a list of restricted electives for a degree, certificate or program approved by the Chancellor's Office. The committee is tasked with examining a course to determine that it is "college level" and requires critical thinking.

Criteria

Only courses within the following categories may be offered as a degree credit course (§55062):

- lower division courses accepted toward the baccalaureate degree by the CSU or UC systems or designed as a transfer course

- applies to major/area of emphasis in the CTE fields (courses within a TOP code designated as vocational)

- English composition/reading courses not more than one level below the first transfer level course in these areas

- all Math courses above/including Elementary Algebra

- credit courses in English and Math taught in or on behalf of other departments and which, as determined by the local governing board are comparable to required skills at a level equivalent to those necessary for degree-applicable English and Math courses.

Standards

- **grading policy**, demonstrating proficiency in subject matter via written communication, problem solving and/or demonstration of skills (§55023)

- **units**, requiring a minimum of 48 hours (per unit) of lecture, lab, out-of-class assignments, or other types of study (§55002.5)

- **intensity & rigor**, as seen in the linking of the course topics, objectives, assignments, assessments, and reading materials in the COR. It is expected that for every one hour of lecture students will need to spend two hours outside of class to achieve a course's objectives.

- **recommended preparation** for success such as pre/co-requisites (§55003)

- **Basic skills prerequisites** for success dependent on communication and/or computation skills - may include eligibility to enroll in specific English and/or Math courses, determined by an approved assessment method.

- **difficulty & level**, ensuring the course requires critical thinking, learning skills and vocabulary appropriate for a college-level course as determined by the committee

Non-Degree Credit Courses

A credit course that is not part of an approved certificate or program (see "Degree Credit Courses") or that is part of a certificate of fewer than 18 semester units is known as a Nondegree-applicable Credit Course (also called a stand-alone course). (PCAH 43) Basic Skills courses fall into this category.

Certificate of Achievement: a group of courses within the same TOP code totaling 18 semester units, linked as pre/corequisites. Requires Chancellor's Office Approval.

Criteria

The four types of non-degree credit courses are (§55002b):
- nondegree-applicable basic skills courses (§55000j)
- courses designed to prepare students to succeed in degree-applicable credit courses that integrate basic skills instruction and assign grades partly upon demonstrated mastery of basic skills.
- precollegiate CTE preparation courses that provide foundation skills for enrollment in credit degree-applicable CTE programs.
- CTE courses for which meeting the standards for degree-applicable credit courses is neither necessary nor required.

Standards

- **grading policy**, demonstrating proficiency in subject matter via written communication, problem solving and/or demonstration of skills (§55023)

- **units**, requiring a minimum of 48 hours (per unit) of lecture, lab, out-of-class assignments, or other types of study (§55002.5) (SCCD lists unit hours as 48-54 hours per unit.)

- i**ntensity**, as evidenced by the COR; provide instruction in critical thinking, prepare students for independent study outside of class time, include reading/writing assignments, and prepare students to succeed in degree-applicable credit courses. (PCAH 31)

- **recommended preparation** for success such as pre/corequisities (§55003)

Non-Credit Courses & Programs

Procedures for the development and approval of non-credit curriculum are located in Part III of the 6th edition of the PCAH. The committee shall reference directly the PCAH until local practice is developed to be included in the Curriculum Handbook.

Programs & Certificates

Title 5 §55000(g) defines an 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."

Credit Programs

ASSOCIATE DEGREES (AA, AS, AA-T, AA-S)

The associate degree is composed of three parts: general education (GE), a major or area of emphasis, and additional graduation requirements or electives, bringing the degree's total units to 60 semester units, minimum (PCAH 65). Exceptions to these three requirements apply to an associate degree in nursing [CEC §66055.8].

CERTIFICATES OF ACHIEVEMENT

A Certificate of Achievement is any credit certificate requiring 18+ semester units of degree-applicable coursework that is approved by the Chancellor's Office. It can appear on a transcript, diploma, or completion award (PCAH 83). See Title 5 §55070 for details. Exceptions to the 18+ semester units rule may be made; see page 83 of the PCAH.

Certificates for fewer than 18 semester units without Chancellor's Office approval may be awarded, but must be called something other than "Certificate of Achievement" (PCAH 83).

Any group of credit courses in the same four-digit T.O.P. code, which total 18 or more semester units and which are linked to one another by prerequisites or corequisites, are defined as an 'educational program' that requires Chancellor's Office approval as a Certificate of Achievement. (PCAH 84)

Carnegie Unit & the Relationship of Hours to Units

For every one unit of credit, students are expected to complete a minimum of 48 hours of lecture, study, and/or lab work. (§55002.5) **The general expected range of hours per unit is 48-54**.

For each hour of lecture, students are expected to spend an additional two hours of study outside of class. In general, students are not expected to study outside the classroom in laboratory or activity courses.

Examples

	Units	Hours (min.) in-class	Homework (min.)	Total Student Learning Time

Lecture Only	1 lecture	16 hours lecture	32 hours	48 hours
Lab Only	1 lab	48 hours lab		48 hours
Lecture Only	3 lecture	48 hours lecture	96 hours	144 hours
Lecture/Lab Combined	3 lab	32 hours lecture + 48 hours lab	64 hours out of class study	

One hour of class or laboratory time is equal to 50 minutes (§58023).

One hour of out of class study time is equal to 60 minutes.

For information on repeatability, open courses, prerequisites, transferable courses, special courses for students with disabilities, open-entry/open-exit, independent study, and cooperative work experience education, please see the PCAH (44-60).

Unit Value

Overview and Principles of Effective Practices

A course outline of record that is well integrated will have built a solid case for the number of units being granted for the learning being achieved by the successful student. The definition of a Credit Hour requires 48-54 hours of lecture, laboratory/activity, study time, or any combination thereof. Developers of courses designed for transfer and some highly regulated career technical fields need to refer to applicable standards as they may require specific ratios of lecture, lab and study time.

The regulations also provide for variable unit courses. Such courses include work experience, activity courses where the number of units can vary from semester to semester, and skill courses where a student registers for the number of units he/she anticipates completing. Title 5 requires colleges to award units of credit in .5 unit increments at a minimum. Calculations for each increment of credit awarded 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.

Because of the unique nature of these courses, the variety of approaches for how they are implemented locally, and issues of repeatability, the developer who is unfamiliar with variable-unit courses should seek guidance from his/her curriculum committee chair, or other appropriate college personnel.

Standard Formula for Credit Hour Calculations

Standards for credit hour calculations are contained in title 5 §§55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). Courses not classified as cooperative work experience, clock hour, or open entry/ open exit use the following method for calculating units of credit.

Divide the total of all student learning hours (lecture, lab, activity, clinical, TBA, other + outside-of-class hours) by the hours-per-unit divisor, round down to the nearest increment of credit awarded by the college. Expressed as an equation:

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

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. 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 §§58050 - 58051. This number is the sum of all contact hours for the course in all calculations categories, including lecture, recitation, discussion, seminar, laboratory, clinical, studio, practica, activity, to-be-arranged, etc. Contact hours for courses may include hours assigned to more than one instructional category, e.g. lecture and laboratory, lecture and activity, lecture and clinical.

- **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 require two hours of student work outsid¬e of class for every hour in-class. All other academic work, including laboratory, activity, studio, clinical, practica, TBA, etc. must provide an equivalent total number of student learning hours as typically required for lecture, with the ratio of in-class to outside-of-class work prorated appropriately for the instructional category.

Typically, these ratios are expressed as follows:

Instructional Category	In-class Hours	Outside-of-class hours
Lecture (Lecture, Discussion, Seminar and Related Work)	1	2
Activity (Activity, Lab w/ Homework, Studio, and Similar)	2	1
Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

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 ratios as described in this table. 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 minimum of 48 and maximum of 54 hours for colleges on the semester system and a minimum of 33 and maximum of 36 for colleges on the quarter system. This number represents the total student learning hours for which the college awards one unit of credit. Colleges 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 that same range for the dividend in the equation and resulting unit calculation**.

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 11⅔ weeks on the quarter system (the two semesters or three quarters equal the traditional 35-week academic year), 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 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 also 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 by Title 5, section 55002.5, to award a unit of credit. Colleges using the 48-hour minimum calculation for determining credit hours risk problems with apportionment calculations and audits. Colleges must be specifically authorized by the Chancellor's Office to use a compressed calendar, which adds further caution to the use of the minimum end of the hour to unit range.

SCCD best practice is to cite the full 48-54 hour range to guard against problems with apportionment calculations and audits.

Likewise, the activity or laboratory with homework calculation 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 fields, can jeopardize programmatic accreditation where specific ratios or hours are required for program components or course 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 higher education. 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 calculations—interchangeably with laboratory.

The Course Outlines of Record for many districts do not specify the outside-of-class hours, relying instead on the assumption of traditional ratios for inside- to 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 course submission must include the expected hours of student work outside of class used to determine total student learning hours for the purposes of credit calculations as described above. The tables on the following pages provide guidance for the expected outside-of-class hours for a wide range of typical credit hour calculations.

Fractional Unit Awards and Minimum Thresholds
Title 5 requires colleges to award units of credit in .5 unit increments at a minimum. Calculations for each increment of credit awarded 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 (36 lecture, 72 lab, and 72 outside-of-class hours), the calculation of units works as follows:

$$180 / 54 = 3.33$$

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 common example is a course offered for 40 contact hours, with no hours of homework, resulting in 40 total student learning hours. In a district that awards credit in .5 increments, 40 total student learning hours / 54 = .75, which meets the minimum threshold for .5 units of credit, but does not pass the minimum threshold for 1 unit of credit. In this example, 40 total student learning hours (36 contact and 4 outside-of-class) would award .5 units of credit. This is similar to grading systems where, for example, a student earns a "B" for any percentage between 80 and 89. The student is only awarded an "A" when they reach the minimum threshold of 90 percent.

Cooperative Work Experience
Units for Cooperative Work Experience courses are calculated as follows:

•   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.

Clock Hour Courses / Programs
The definition of a clock hour program and standards for awarding of units of credit for these programs is defined in federal regulations 34 CFR §668.8(k)(2)(i)(A) and 668.8(l), respectively. In this regulation, a program is considered to be a clock-hour 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 as outlined in 34 CFR §668.8(l).

Special note for Clock Hours and Program Requirements for Title IV: In 2012, presentation on requirement that certain types of certificate programs must be treated as clock hour programs for Title IV (34 C.F.R. 668.8(k)(2)). As this requirement is no longer in effect as of July 1, 2016, schools must transition the programs back to credit hours.

Local Policy
Colleges are encouraged to develop local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit. The creation of a standing policy or formal calculation document helps districts fulfill the responsibility of local governing boards under Title 5 §55002 to establish the relationship between units and hours for the local curriculum development and approval process. See page 44 of the PCAH.

The Course Outline of Record

The Course Outline of Record (COR) is an accurate representation of the quality of instruction delivered and the expected content and objectives in a given course. Aside from serving as a contract between students, faculty, and the District, its purpose includes facilitating articulation with four-year institutions, providing data for Program Review and Planning, documenting academic standards, and providing a roadmap for the development of syllabi.

The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. [§55002 (a)3]

The Integrated COR

"In all cases, the methods of instruction should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives. A faculty member may also consider using the course student learning outcomes to identify methods of instruction, since those skills and abilities faculty will assess at the end of the course may be modeled through instructional methods" (COR:CRG 28)

See the ASCCC's *Course Outline of Record: A Curriculum Reference Guide* (Spring 2017)

There should be a relationship between:

- the course objectives and the methods of evaluation.

- the course objectives and the subject/content outline.

- the course objectives and the stated learning outcomes.

If appropriate for the type of course being developed, the COR should integrate critical thinking, writing/problem solving, college-level skills, and vocabulary. Access for students with disabilities should also be considered.

A complete COR includes:
All elements outlined in Title 5 §55002(a), (b) or (c) including unit value, contact hours, requisites, catalog description, objectives, and content. The outline must also include types or examples of outside assignments, instructional methodology, and methods of evaluation.

CurricUNET META Course Outline of Record

Cover
Course Department & Number

COURSE DEPARTMENT

This information identifies the discipline (department) under which a course will be offered. The course number indicates the transferability of a course and is assigned upon consultation with the appropriate Dean and the Curriculum Analyst.

COURSE NUMBER

The following is the numbering system used:

001-049	Qualify for the AA/AS Degree; transfer to the University of California system and the California State Universities.
050-099	Qualify for the AA/AS Degree and transfer to the California State Universities.
100-199	Qualify for the AA/AS Degree but, generally, do not transfer to four-year institutions. Some courses may be used to meet requirements in certain majors at some four-year institutions.
200-299	Vocational, credit courses which DO NOT apply to the AA/AS Degree and do not transfer to four-year institutions.
300-399	Credit courses which DO NOT apply to the AA/AS Degree. Exception: One English course one level below English 001 which may be applied to the Associate Degree as an elective and one elementary algebra course which may be applied as an elective. These courses do not transfer to four-year institutions.
500-599	Noncredit courses.
x48, x98	Special topics courses or Experimental courses

Course & Computer Titles
The official title of a course is unlimited in length and is the "full course title". The title that appears in the printed schedule of classes ("computer title") must be abbreviated to no more than 19 positions, including spaces.

Program Information

The program appears on the Solano College Inventory of Approved Programs. The Program title appearing on the Inventory and corresponding TOPs code number must be provided in the appropriate text fields.

A course that will be submitted to the Chancellor's Office as part of a New Program package. The Program title and corresponding TOPs code number must be provided in the appropriate text fields.

A course which does not fit appropriately under the umbrella of any the programs appearing on the Solano College Inventory of Approved Programs and is not part of a New Program package.

CB09 SAM Code

The Student Accountability Model code is determined by the appropriate Dean and manager. Click on the appropriate button to indicate whether the course is:

A = Apprenticeship

B = Advanced Occupational

C = Clearly Occupational

D = Possibly Occupational

E = Non-Occupational

Courses must be coded as either A or B to be considered part of the Gainful Employment Program.

CB11 California Classification Codes

A = Baccalaureate oriented/transfer or associate degree courses

B = Compensatory courses

C = Adult elementary and secondary basic skills courses

D = Personal development and survival courses

E = Courses for substantially handicapped persons

F = Parenting and family support courses

G = Community and civic development courses

H = General and cultural courses

I = Voc./tech. transfer, degree and certificate courses and continuing education vocational/technical certificate courses

Most courses fall in to category A for classification.

Change Information

These checkboxes are used during a course modification; indicate which areas of the COR are being modified.

Open Entry/Open Exit

With an open-entry/open-exit course, students may enter after the semester starts and exit upon completion of clearly defined course objectives. These courses are always positive attendance courses.

Impact Report Ran

CurricUNET META will run an impact report. It is recommended that faculty run an impact report to determine if changes to a particular course will impact any other courses or programs.

Catalog Description

The catalog description is a brief explanation of the course. It clearly identifies critical or key content areas for the student. Information about teaching methods and procedures not directly related to course content should not be included in a description.

- Maximum length: two to three short phrases or sentences

- Active voice: write in present tense language. The first sentence must begin with an active verb (Explores, Studies, Covers, Provides, etc.)

- Either phrases or full sentences as appropriate

- The subject is normally understood, does not need to be expressed--avoid "the student will learn..."

Justification

Provide an explanation of how the course came to be developed and how it fits into the mission of the college. Also, provide specific information on the need this course will address; e.g., current student enrollment in preceding or similar courses; survey of student interest on campus or among employers; community demand based upon needs survey, telephone requests, correspondence; employer demand.

Other Catalog Information

Indicate here if the course requires off-campus field trips, alternative meeting sites, or other special circumstances/requirements, etc.

Indicate in this area if the course is a credit/non-credit course and/or an open-entry/open-exit course. Credit/no-credit courses may not be taken for a regular letter grade.

Course Length

Indicate if the course will typically be offered for a full semester. If the course will typically be offered for less than a full semester, indicate the number of weeks for which the course will typically be offered.

Information provided in this section does not preclude the course being offered in a different format occasionally; however, it should reflect how the course will typically be offered.

Proposed Start

Select the semester when this course is to be offered for the first time. This can be an estimate.

Department Planning (new courses only)

If the course will impact another department and needs to be reviewed by the department, select it here. With this selected, another school's Dean's signature will be required.

Provide specific and complete information.

Estimate the total number of sections of the course that will be offered annually (fall, spring, and summer) for the next three years in the three blank boxes. In the "Basis for projection" field, provide the rationale used to reach the estimated number of sections.

Units & Hours

Units

The minimum standard for unit calculation for all credit courses is three hours work per week including class time for each unit of credit. See this manual's section on *Standards and Criteria* for details. Possible structures for meeting this requirement are as follows:

Lecture	1 hour lecture and 2 hours work outside class
Lab or Activity	3 hours lab or activity; or, 2 hours lab or activity & 1 hour work outside of class
Hours By Arrangement	48 hours/semester equals 1 unit (the equivalent of 3 hours per week)
Self-Paced	3 hours lab or independent work assigned, or any combination thereof
Learning Lab	Same as "Lab or Activity", above.
Work Experience	Hours are mandated by law

Half units of credit are permitted for all of the above structures. Requests for exceptions to the above will be considered by the Curriculum Committee on a case-by-case basis.

Weekly Contact Hours

Provide the exact breakdown of weekly hours. Refer to "Units" (above) for lecture/lab/activity hours per unit criteria. The weekly hours fields will automatically populate. For variable and optional unit courses, use a hyphen to express the range of hours.

Workload

For REGULAR and ONLINE courses, enter in the text fields the number of Category I, Category II, and Category III hours per week (based on the definitions below). The program will automatically calculate the workload values for each category and provide the total activity points for the course.

The following reflects the current contract as of Spring 2012 and is subject to change dependent upon the contract.

- **Category 1** courses require a minimum of one (1) hour outside the classroom for instructor preparation, evaluation, performance, set-up or breakdown, and rehearsal for each hour of class.

- **Category 2** courses require less than one (1) hour of instructor time outside class in preparation, evaluations, and facilities set-up or breakdown.

- **Category 3** courses require less instructor time outside class in preparation, evaluation, facilities set up or breakdown than Categories 1 and 2 courses.

If the course is less than a full semester, provide the prorated activity points information.

Proposal Information

REPEATABILITY

If a course is currently repeatable and no changes are being made to this portion of the course, no further action is necessary. The following information applies if a course is being changed from "not repeatable" to "repeatable", or if repeatability is being increased.

This area does not refer to repeating courses because of substandard grades or a lapse of time since the student previously took the course.

A course may be repeatable only if the course content differs each time it is offered and the student who repeats it is gaining an expanded educational experience for one of the following reasons:

1. Skills and proficiencies are enhanced by supervised repetition and practice within class periods.

2. Active participatory experience in individual study or group assignments is the basic means by which learning objectives are attained.

The course content outline must clearly and specifically show how the course differs and which skills or proficiencies are enhanced each time the course is repeated.

"Repeatable courses must be clearly identified in the college catalog, and repetition must be limited to not more than three semesters or five quarters." (PCAH 33, Title V.55041) Repeatability is approved by the Curriculum Committee. Courses may be identified as repeatable when:

- Repetition of the course is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment.

- The content of the course differs each time it is offered.

- The course is an "activity course" in which the student meets course objectives by repeating a similar primary educational activity and gains an expanded educational experience each time the course is repeated.

"Activity courses that are designated as repeatable include, but are not limited to, physical education courses and visual or performing arts courses in music, fine arts, theater or dance." (PCAH 33) There are limitations to physical education and visual or performing arts course repeatability. See the PCAH (33-34) for additional information.

Except in very limited circumstances, the content of a course may not be designated as repeatable for credit. Title 5 §55041 states that the content of a course may only be designated as repeatable if the course meets one of the following conditions: repetition of the course is necessary to meet the major requirements of CSU or UC for the completion of a bachelor's degree; for the purposes of intercollegiate athletics, as defined in §55000; and for intercollegiate academic or vocational competition, as defined in §55000, where enrollment in the course and courses that are related in content, as defined in §55000, is limited to no more than four times for semester courses or six times for quarter courses. This enrollment limitation applies even if the student receives a substandard grade or "W" during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances as provided in §55045.

COURSE FAMILIES

Where repeatability is not applicable, local curriculum committees may designate course families for "active participatory courses" where appropriate. Active participatory courses are those courses where individual study or group assignments are the basic means by which learning objectives are obtained. Courses that are related in content—families—are courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each variation.

Because, with few exceptions, students can only take each of the specified active participatory courses once, colleges may establish courses families. Title 5 allows for no more than four levels or experiences within a family such that each course may only be taken one time. Course families should provide students with an opportunity to build their knowledge, skills, abilities, and fitness levels in physical activity courses within a set or family of discreet individual courses. The need to develop leveled or distinct courses should be founded on these principles and should be done to ensure programmatic needs are met, where appropriate.

Course content for each course in a course family must be significantly different although the courses are related in content, including level-specific course objectives and outcomes. When local colleges create multiple courses or course levels, the courses may be offered simultaneously rather than scheduled separately, with the enrollment across all sections being counted together for minimum or maximum enrollment considerations, FTES computation, and teaching load. For example, a local college may create a Beginning, Intermediate, and Advanced Ceramics course sequence (CERM 100, 101, 102 for this example). CERM 100, 101, and 102 can then all be scheduled for Tuesdays and Thursdays from 9 to 12 with the same instructor.

A variation on leveling is to create courses with a more specific focus within an area of emphasis. For example, some colleges may split painting up into oil, acrylic, and watercolor courses or separate out relief printmaking from intaglio, lithography, or screen-printing. There are both curricular and pedagogical justifications for this approach. The primary concern with this approach is that receiving institutions (UC and CSU in particular) typically do not break up the curriculum in this way. Most schools in the CSU or UC systems only require one or two courses in any given medium for major transfer preparation. Local faculty should work closely with their articulation officers to assess the potential impact of this approach on students preparing to transfer.

Local curriculum committees are encouraged to be conservative in making such decisions. The definition of "courses that are related in content" is not intended to be so narrow that it becomes inhibiting or useless, but neither is it intended to allow colleges to proliferate levels and active participatory courses by turning every course in the curriculum into a family.

Enter the number of the recommended class size. Base the recommended maximum enrollment on the largest number of students who can be accommodated for sound learning conditions. Take into account the average drop-out rate in the discipline area when recommending class size.

The "Rationale for recommended size" is a text field. Rationale for the class size determination should be based on pedagogical reasons. See §19.402 of the Collective Bargaining Contract for more information on class size.

GRADING

- Letter grade or P/NP means that faculty can award either pass/no pass or a letter grade

- Non-Credit course does not receive a grade (and should be numbered 500-599)

- P/NP course only awards a "pass" or a "no pass" for the course

- Letter Grade Only awards only letter grades of A, B, C, D or F for the course.

Degree/Transfer Applicability

This information indicates the degree applicability of the course. Note: This information must correspond with the assigned course number.

Non-Credit Course

A course may be offered as non-credit only if it fits one of the following categories:

1. Parenting, including parent cooperative preschools, classes in child growth and development of parent/child relationships, and classes in parenting.

2. Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.

3. English as a Second Language

4. Citizenship for immigrants

5. Education programs for substantially handicapped.

6. Short-term vocational programs with high employment potential Education programs for older adults

7. Education programs win home economics

8. Health and safety education

All new non-credit courses must be approved by the Chancellor's Office prior to the course being offered. See Part III of the PCAH 6th edition.

General Education

Refer to the current SCC General Catalog under "Graduation Requirements" and "Transfer to Four-Year Colleges and Universities" to determine whether the proposed course is associate degree, IGETC and/or CSU G.E. applicable. This area should be completed AFTER consulting with the Articulation Officer.

Articulation Information

Required for transferrable courses only. Describe the work done on articulation with 4-year institutions. Provide detailed answers for all areas and attach supportive materials to the proposal when submitted to the Curriculum Office. For courses numbered 1 through 99, indicating transferability to U.C. and/or CSU, the completed course proposal application must be signed by the Articulation Officer BEFORE it can continue through the signature process. The Articulation Officer's recommendations are for advisory purposes.

Requisites

Although all corequisites and prerequisites must be validated every 5 years, the Committee allows the use of the "Re-validation of Prerequisite and/or Corequisite" form and process for those courses that have course preparations which have been validated by the department and approved by the Committee previously and have not changed. In order to add requisites, a requisite analysis must have been performed. ***For content review, it is required that the requisites and requisite analysis be reviewed and approved.***

Co & Prerequisites

CO-REQUISITES

There are two types of co-requisites:

ONE

A course or equivalent preparation that must be taken concurrently with another course. The skills and proficiencies of a co-requisite course are so INTERDEPENDENT with the content of another course that the courses (or equivalent preparation) must be taken together. The criterion for this type of course is not just that without the skills in one course the student will not reasonably succeed in the other but further that skill "A" in course "X" must be learned before the student can learn skill "B" in course "Y" - sort of back and forth or two-way prerequisite.

TWO

Course "X" is required for course "Y", but also course "Y" is not required for course "X". A course or equivalent preparation that may be completed before OR taken concurrently with another course. This forms a "one-way" co-requisite: Course "X" may be taken before or during course "Y".

Both types of co-requisites are listed under "Prerequisites," but the second type is followed by the parenthetical phrase "may be taken concurrently." A student's enrollment in a course with a co-requisite is blocked until the requirements of the co-requisite are satisfied.

DEFINITION

A course or equivalent preparation that must be completed before enrolling in another course. Skills and proficiencies gained in the prerequisite course or equivalent preparation are not taught in the subsequent course but, in order for students to succeed in the subsequent course, they must have the skills and or/proficiencies provided in the prerequisite course or equivalent preparation.

A student's enrollment in a course with a prerequisite is blocked until the requirements of the prerequisite are satisfied.

COURSE PREPARATION OPTIONS

- Sequential courses within and across disciplines
- Standard Co/Prerequisite
- Co/Prerequisite of a course in communication and/or computation for a course outside of those disciplines
- Recency or other Measures of Readiness
- Health and Safety

All corequisites and prerequisites must be validated and revalidated at least every five years during the curriculum review process. The validation process varies, depending upon the type of co/prerequisite:

TYPE OF CO/PRE REQUISITE	REQUIRES CONTENT REVIEW?*	REQUIRES STATISTICAL VALIDATION?**	OTHER REQUIREMENTS
Sequential within & across disciplines	✓		
Standard Co/Prerequisite	✓		
Course in communication or computational skills outside the discipline as co/prerequisites for courses other than another skills course	✓	✓	Identify and provide the names of at least three UC and/or CSU campus that offer the equivalent course with the equivalent prerequisite.
Recency & other measures of readiness	✓	✓	If there is no statistical validation information for existing courses with co/prerequisite of recency or other measure of readiness, the co/ prerequisite MUST be removed from the course.
Health & Safety	✓		Narrative Justification

*The content review process consists of matching entry skills required in the subject course with the exit skills of the prerequisite course or other experience (such as employment in a given field.) Content review requires the completion of the prerequisite forms "Content Review Matrix" and "Course Outline of Record Addendum".

**In order to perform statistical validation, instructors should contact Peter Cammish who has all of the necessary information. Only new courses that have never been offered have a two-year grace period to complete the statistical validation component.

Program Co/Prerequisite: in order to put a co/prerequisite on a program, the same co/prerequisite must be required in at least one course within the program (not necessarily the first course).

The Content Review Matrix in CurricUNET is where authors should list:

- OUTCOME knowledge and/or skills developed in the co/prerequisite course without which students would be unlikely to satisfactorily complete the Proposed Course. (These skills will not be taught in the Proposed Course.)

- ENTRY KNOWLEDGE/SKILLS needed in Proposed Course without which students would be unlikely to receive a satisfactory grade.
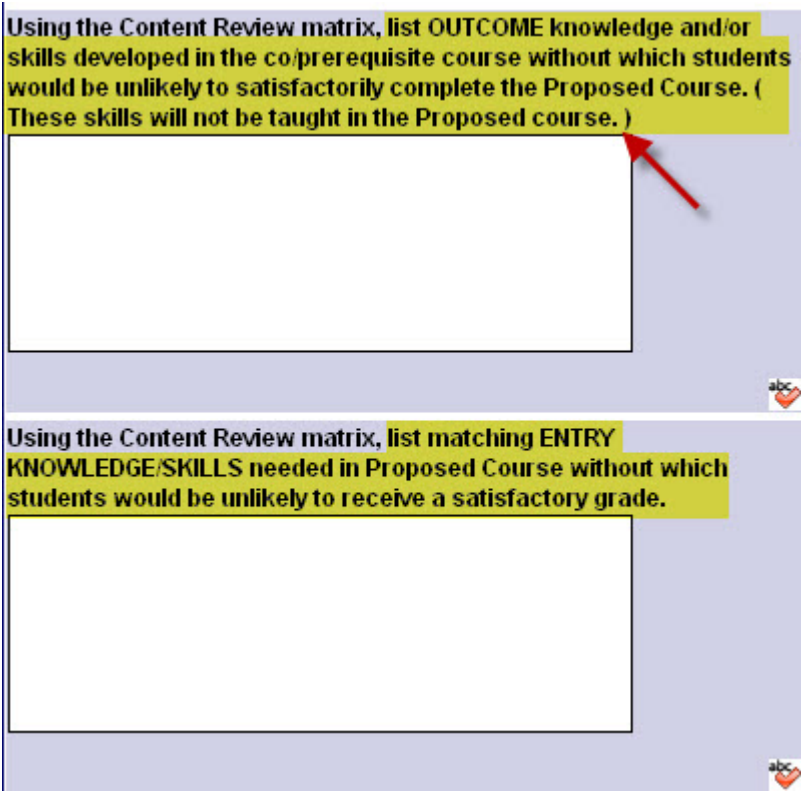
Content Review Matrix Screenshot.

Co/Prerequisites must be revalidated every five years, during Curriculum Review.

Course Advisories

Advisories indicate to students that their success in a given course will be greatly improved if they complete advisory courses beforehand.

The Curriculum Committee assumes that, in accordance with the Title V Standards and Criteria for Courses and Classes, all degree-applicable courses are comprised of academically rigorous, college-level curriculum. Therefore, in order to insure that students are able to perform math, reading and writing at the level needed to be successful in

Associate Degree courses across the disciplines, the SCC Curriculum Committee has established recommended minimum English and mathematics standards.

Consistent with the assumption that all degree applicable courses are college-level, and in compliance with Title V, Standards and Criteria for Courses and Classes, the Committee expects that the minimum English and Mathematic Standards will be recommended for all degree-applicable courses.

MINIMUM STANDARDS

At SCC, the minimum standards in English & Math for Associate Degree level courses are:

English	Math
Eligibility for ENG 370	Eligibility for Math 330

Distance Education

For Online/Distance Education and Hybrid courses, see this Manual's section on Distance Education, which explains the separate approval process required for DE courses and adaptations of delivery/instruction/evaluation methods, as well as the required sample assignment.

Delivery Methods

DEFINITIONS

Hybrid	Online
Less than 51%, but some portion of the class, is online	51% or more of the course is online
Distance Education Guidelines (2008 Omnibus Version), from the CCC Chancellor's Office (pg 7)	

Library

The Library provides books and other resources to supplement classroom instruction. Consulting with Faculty Librarians during the developmental stage of the curriculum process allows joint planning for materials that may need to be obtained for the proposed class and allows the course proposer an opportunity to see what materials are already available. All new course proposals MUST be reviewed and signed by a certificated library faculty member BEFORE it can continue through the signature process. Library faculty have "read only" access to all proposals in the working area.

Objectives

Course Objectives

Course Objectives describe the major objectives for student learning. List the major competencies students will be able to demonstrate as a result of successfully completing the course. Objectives must be related to the information provided under "Methods of Evaluating Student Achievement".

Objectives for all credit courses must indicate that students will learn critical thinking skills and be able to apply concepts at college level. See the *Bloom's Taxonomy* (pg. 48) for a list of suggested critical thinking terms which may be helpful in establishing objectives appropriate to a particular course.

Methods of Instruction

The method of instruction for a course may be a combination of the types listed below. If there is more than one method of instruction for a course, list the primary method first. If "Other Methods" are used, provide details in available text box.

2-Lecture/Discussion
4-Lab/Activity
11-Tutor Non-Credit
20-Work Experience Credit
40-Directed Study/Independent Study
72-Online/Distance Education*
90-Field Experience/Field Observation
HY-Hybrid (less than 51%, but some portion of the class, is online)
LL-Lect/Lab

*For Online/Distance Education and Hybrid courses, please also see this Manual's section on Distance Education. Note that if the course is to be taught in a distance education format, the DE section of the checklist must also be completed.

Methods of Evaluation (Student Achievement)

All courses require descriptions of evaluation methods which measure how well students have mastered the student performance objectives. All credit courses must provide for measurement of student performance in terms of the stated objectives and culminate in a formal recorded grade based on uniform standards. Grades

must be 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 instructor deems them to be appropriate, problem-solving exercises or skills demonstrated by students.

For credit courses, evaluation should be consistent with stated student performance objectives. It is recommended that proficiency be evaluated by a variety of methods to determine students' knowledge of content and ability to think critically and apply college-level concepts. Additionally, it is recommended that both subjective (essays, short answer, etc.) and objective evaluations be used. The sole use of multiple chose and/or true-false test items is discouraged.

Assignments

Student Assignments/Homework

Lecture courses must require two (2) hours of independent work outside of class per unit of credit for each hour.

REQUIRED READING ASSIGNMENTS

Specify the type of book(s) used for the assignments and the amount of required reading. Do not list specific textbooks in this area.

REQUIRED WRITING ASSIGNMENTS

Specify the approximate number and type of writing assignments.

DETERMINING READING LEVEL OF MATERIALS FOR ASSOCIATE DEGREE COURSES

At SCC, the following criteria have been established for determining college-level reading materials. Verification that college-level materials are used in a course is to be documented at the school/department level.

BEST PRACTICE:

Provide the number of pages of reading and/or writing required each week/semester.

Example: "30-40 pages per week from two textbooks and one technical manual."

Example: "3-4 short essays (3 pages or less) and 1 long essay (10 or

Criteria for Determining College Level Materials
Class materials - textbooks, manuals, handouts - should be grounded in an academic, vocational, or technical area, befitting the course. This determination will be made at the department level.
Materials taught in Associate Degree courses must involve students in critical thinking.
Materials and/or lecture should include some theoretical language which allows students to approach the subject objectively.
At a minimum, materials should not fall below the tenth grade level.

List assignments exclusive of regular, expected homework such as field trips, portfolio development, learning lab projects, or other projects. (i.e., writing, design, construction or mechanical)

> **Examples:**
> - A 20-page research paper on one specific area of content. OR
> - Interview a published author. OR
> - Develop a portfolio of drawings demonstrating various techniques covered during the semester OR
> - Field Trips to at least two art galleries.

Course Content (Outline)

Provide a comprehensive, sequential outline of the course content. Be as concise as possible but include all major subject matter, and the specific body of knowledge covered. For credit courses, include evidence which indicates that critical thinking skills are taught. (See *Bloom's Taxonomy* pg. 48)

Important Notes:

For both variable-unit and optional-unit courses, the course content outline must clearly and specifically show what content will be covered for each unit value. For example, what course content will be covered if the student takes the course for 1 unit, 2 units, etc.

For repeatable courses, the course content outline must clearly and specifically show how the course differs or which skills or proficiencies are enhanced, each time it is repeated.

The outline should be detailed enough to convey the topics covered fully but not so lengthy that a quick scan cannot ascertain the scope of the course. Do not merely copy the Table of Contents of a textbook.

Provide a complete list all subjects covered in the course. The outline should be presented in the following format:

I. First Topic

      A. Sub topic 1

      B. Sub topic 2

          1. Sub, sub topic 1

      C. Sub Topic 3

II. Second Topic

Single space the information in the outline and double space between major topics (Roman numerals).

Textbooks, Readings & Resources

Level of materials

Provide information on the level of the materials used in the course by checking the appropriate box. For degree applicable courses, all required materials must be certified by the department as being college-level. See **Criteria for Determining College Level Materials** under "Student Assignments/Homework" (above).

Textbooks, readings, and resources

List examples of textbooks and other sources and materials which may be used in this course. Provide the author, title, publisher, and date of publication. Textbook examples must have been published in the last five years for articulation purposes or be listed as "classic" texts.

Both the UC and the CSU system require examples of textbooks as a prerequisite to accepting courses for transfer and /or individual articulation agreements.

Upper Division Course & Program Approval

If the proposed course is upper-division, this course shall be reviewed and approved according to the district's adopted definition of upper division course work and corresponding approval procedures.

Additional Form

In compliance with this separate approval requirement, the committee considers additional criteria with which to review the proposed course of record outline to assure that the course meets corresponding requirements and rigor. An additional form which addresses these upper-division criteria, titled "Upper-Division Course Work Form," is reviewed as a part of the upper-division course approval process. Upper-Division Course Work Form should be carefully and thoroughly filled out by the instructors responsible for the course, as this is one of the Curriculum Committee's key tools for determining the rigor, workload and suitability of the course to identified upper division programs.

Proposed upper division courses must be a part of a CCCCO sanctioned baccalaureate program. Likewise, upper division general education may only be approved if included in an approved baccalaureate program, including local and CCCCO approval.

Definition of Upper Division Coursework[1]

Solano Community College defines upper division coursework as requiring lower division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation, and allow that upper division coursework may encompass research elements, workforce training, apprenticeships, internships, required practicum, or capstone projects.

Determination of Rigor and Suitability of Upper Division Coursework

Generally, it is easier to separate introductory or beginning courses in a discipline from more specialized upper-division courses which require substantial knowledge and skill as a prerequisite. We also acknowledge that we cannot specify all criteria which a discipline may use to separate lower division course work from upper division course work for at least the following reasons:

- Lower-division courses, often designed with freshmen and sophomores in mind, may also be suitable for juniors or seniors with little or no background in a particular discipline.
- Although lower-division courses sometimes serve as prerequisites for upper-division courses, they are not always stepping-stones to more advanced study. Rather, they may be ends in themselves, providing breadth, enrichment, or general knowledge.
- Although lower-division courses often deal with skills, this is not always the case; also, some upper-division courses may be skills-oriented as well.
- Proper sequencing of the curriculum and the requirements of professional accrediting bodies may also have an impact on course numbering.

Nevertheless, typically, there are multiple general distinctions between lower- and upper-division courses. In general, lower-division courses generally emphasize:

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[1] "Distinguishing Between Lower- and Upper-Division Courses: Course and Review Guidelines." University of Nevada, Reno. < http://www.unr.edu/Documents/provost/provosts-office/forms/CCLwrUprDiv.pdf>. 10.23.2006.

1. **Breadth:** student outcomes focus on a basic understanding of the extent of a field or discipline; OR students learn how one field relates to other fields.
2. **Foundation:** student outcomes include an acquaintance with principles, terms, methods, and perspectives of a discipline or professional field, as a basis for more advanced or specialized study, including lower-division transfer and local baccalaureate programs, or as required for workforce development, certificate programs, and associate degree programs. Generally, majors are expected to complete lower division courses in their first two years of study.
3. **General Education:** student outcomes include essential skills, attitudes, and practices (e.g., basics of critical thinking, numeracy, communication, problem solving) important in many different fields, including workforce development, certificate programs, associate degrees and lower division, transfer courses as prescribed by General Education patterns.
4. **Preparation:** lower-division courses may assume some basic entry-level knowledge, such as high school preparation in the field.

In contrast, upper-division courses typically have <u>one or more</u> of the following characteristics:

1. **Depth/Focus:** student outcomes include the development and understanding of the theories and methods of the discipline which may include the applications and limitations of those theories.
2. **Specialization:** student outcomes include specific intellectual and professional abilities to enable success or progress in a particular field or professional practice.
3. **Refinement:** student are able to build upon the "general education" background noted above the application of these skills in more discerning or challenging contexts.
4. **Preparation:** prerequisites may include more general courses, student class standing, GPA requirements, or admission to a pre-professional program.
5. **Capstone Courses/Projects:** though not necessarily specialized or focused on in-depth study of one discipline, student outcomes may have an integrative function wherein students integrate knowledge from earlier studies.

Upper Division Coursework Rubric

When evaluating a course, the following rubric is used as a measure of rigor and suitability for upper-division to facilitate discussion, critique, recommendations and possible approval.

	Below Expectations and/or Lower-Division	Meets Expectations of Upper-Division	*Questions to Ask*
Depth/Focus	Course emphasizes a basic understanding of the extent of a field or discipline; OR students learn how one field relates to other fields with or without an applied understanding.	Course emphasizes the development and understanding of relevant theories and methods of the discipline, and may include the applications and limitations of those theories.	▪ Does the course emphasize depth and understanding through **analysis**, **evaluation** and/or **creation,** including theoretical application(s) and relevant limitations? ▪ Does the course emphasize relevance and/or current trends?

Specialization	Course focuses on the acquaintance with principles, terms, methods, and perspectives of a discipline or professional field, as a basis for more advanced or specialized study.	Course focuses on specific intellectual and professional abilities to enable success or progress in a particular field or professional practice.	Does the course emphasize the **evaluation** and/or application of course materials to ensure success or progress within the professional field or practice?
Refinement	Principle focus is on essential skills, attitudes, and practices (e.g., basics of critical thinking, numeracy, communication, problem solving) important in many different fields.	Focus is on the application of essential skills (e.g., basics of critical thinking, numeracy, communication, problem solving) in more discerning or challenging contexts which may include discipline-specific foci.	Is the application of the course material refined enough to allow for more complex **analysis** and **evaluation** within the discipline?
Preparation	Course assumes some basic entry-level knowledge, such as high school preparation in the field.	Course requires one or more prerequisites which may include more general courses, student class standing, GPA requirements, or admission to a pre-professional program.	Is it clear how identified lower-division or other pre-requisites are necessary to student success within the course?
Capstone Courses/Projects	Course work focuses on key principles, terms, methods, and perspectives of a discipline in an isolated context.	Course may emphasize an integrative function wherein students integrate and/or apply knowledge from earlier studies.	Is the application of the course material refined enough to allow for **evaluation** and/or **creation** wherein the student may justify a position and/or produce new work within the discipline?

Upper Division General Education

Upper division units offered by the pilot colleges have not yet been established as transferrable to other institutions of higher education, and as pilot colleges need to meet the general education needs of students utilizing a limited cohort model, upper-division general education courses:

1. should come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation;
2. may be developed in any discipline, but the courses should relate to the required coursework for baccalaureate students;
3. are only intended for baccalaureate students and should not be open to students who are not enrolled in the baccalaureate program.
4. In general, upper division general education should be inter-disciplinary in nature, which may include the application of a related discipline to the study of the identified major.

Per the "Upper-Division Course Work Rubric," instructors responsible for the submission of the course should use the following form to address in detail the corresponding typical characteristics of an upper-division course. Instructors should also be prepared to respond to questions posed by the committee prior to its approval. Where possible, it is recommended that representative faculty attend relevant meetings of the committee to respond to posited questions and/or concerns.

Upper Division Course Work Form
Solano Community College

Course Title (Please use the same title as on the proposed COR.):
Proposer(s):
School:
Discipline/department:
Date:

1. 1 Is this course a part of an identified baccalaureate program sanctioned by the College and the CCCCO?
   Yes or No
2. Please specify if this course is within the identified program or upper-division General Education.
   Discipline or General Education
3. Please describe the elements of the course which clarify for the committee why this course should be approved as upper-division. Upper-division courses typically have **one or more** of the following characteristics:
   a. **Depth/Focus**: student outcomes include the development and understanding of the theories and methods of the discipline which may include the applications and limitations of those theories.
      i. Consider how does the course emphasizes depth and understanding through **analysis**, **evaluation** and/or **creation,** including theoretical application(s) and relevant limitations.
      ii. Consider how the course emphasizes relevance and/or current trends.
   b. **Specialization**: student outcomes include specific intellectual and professional abilities to enable success or progress in a particular field or professional practice. Consider how the course emphasizes the **evaluation** and/or application of course materials to ensure success or progress within the professional field or practice.
   c. **Refinement**: student are able to build upon the "general education" background noted above the application of these skills in more discerning or challenging contexts. Consider explaining how the course material allows for more complex **analysis** and **evaluation** within the discipline.
   d. **Preparation**: prerequisites may include more general courses, student class standing, GPA requirements, or admission to a pre-professional program. Consider how identified lower-division or other pre-requisites are necessary to student success within the course.
   e. **Capstone Courses/Projects**: though not necessarily specialized or focused on in-depth study of one discipline, student outcomes may have an integrative function wherein students integrate knowledge from earlier studies. Consider how capstone courses or projects allow for **evaluation** and/or **creation** wherein the student may justify a position and/or produce new work within the discipline.

   > Textbox

4. We also acknowledge that we cannot specify all criteria which a discipline may use to separate lower division course work from upper division course work. If relevant, please also address any or all of the following items as they relate to the proposed upper-division course.
   a. Lower-division courses, often designed with freshmen and sophomores in mind, may also be suitable for juniors or seniors with little or no background in a particular discipline.

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b. Although lower-division courses sometimes serve as prerequisites for upper-division courses, they are not always stepping-stones to more advanced study. Rather, they may be ends in themselves, providing breadth, enrichment, or general knowledge.
c. Although lower-division courses often deal with skills, this is not always the case; also, some upper-division courses may be skills-oriented as well.
d. Proper sequencing of the curriculum and the requirements of professional accrediting bodies may also have an impact on course numbering.

> Textbox

Upper Division Program Approval

If the proposed program is upper-division, including the awarding of a baccalaureate degree, the program shall be reviewed and approved according to the district's adopted definition of upper division course work and corresponding approval procedures. All corresponding upper-division course work must therefore be approved by the Upper Division Course Approval process in order for an upper-division program to be considered for approval.

Any baccalaureate degree must first be "initially approved" by the Board of Governors prior to the consideration of upper-division course or program approval.

Baccalaureate Degree(s) at Solano Community College

The baccalaureate degree consists of lower-division course work and upper-division course work, including lower- and upper-division general education, each with its own requirements[2]:

1. Lower Division Course Work

   a. Degree Applicable Lower Division Courses: Lower division courses are consistent with the requirements for associate degree applicable credit courses outlined in the California Code of Regulations (CCR) title 5, section 55062. These courses include the following:
      i. All lower division courses accepted toward a baccalaureate degree granted by the CSU or University of California (UC) or designed to be offered for transfer.
      ii. Credit courses that apply to the major or area of emphasis in career technical fields that would typically be applicable to an associate degree.

      Title 5, section 55062, permits colleges to designate nontransferable courses in mathematics (elementary and beginning algebra), reading, English and English as a Second Language (ESL) as applicable for an associate degree; however, these courses do not transfer to four-year universities and the units are not applicable to baccalaureate degree programs.
   b. Lower Division General Education Requirements: All students are expected to complete lower division general education as part of the lower division course requirements for a baccalaureate degree. Currently, the only allowable lower division general education patterns for baccalaureate degrees are CSU General Education Breadth or the Intersegmental General

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Education Transfer Curriculum. IGETC consists of two versions, one intended for students transferring to a CSU and one for students planning to transfer to a UC campus. Since the intent of community college baccalaureate degree pilot program is not to facilitate transfer, either of these options may be used. Colleges have the option to designate only one GE option as acceptable for their baccalaureate degree, but such a restriction is not required. Locally defined associate degree general education patterns that are consistent with the California Code of Regulations (CCR), title 5, section 55063, are not applicable for baccalaureate degree programs.

c. Lower Division Major Requirements: As required for associate degrees in the California Code of Regulations (CCR), title 5, section 55063, colleges should identify a <u>minimum of 18 semester or 27 quarter units of lower division coursework in the declared major for each baccalaureate degree</u>. A declared major is defined as a single field of study or related fields, as listed in the community colleges' Taxonomy of Programs, or in an area of emphasis involving lower division coursework which prepares students for the identified field of baccalaureate study.

2. Upper Division Course Work

a. Definition of Upper Division: Upper division courses are defined as requiring lower division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation. Upper division coursework may also encompass research elements, workforce training, apprenticeships, internships, required practicum, or capstone projects. Upper division courses typically will have one or lower division or upper division prerequisites that have been established using content review of the entry skills necessary to be successful as outlined in the California Code of Regulations (CCR), title 5, section 55003. Courses that have been designated as upper division are only applicable to baccalaureate degrees and may not be used to satisfy associate degree requirements.

b. Upper Division Unit and General Education Requirements: Each baccalaureate degree must <u>require a minimum of 24 semester or 36 quarter units of upper division coursework including a minimum of six semester or nine quarter units of upper division general education courses</u>. Upper division general education courses should come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation. These upper division general education courses may be developed in any discipline, but the courses should relate to the required coursework for baccalaureate students. Upper division general education courses are only intended for baccalaureate students and should not be open to students who are not enrolled in the baccalaureate program.

c. Upper Division Major Requirements: Each baccalaureate program must identify a minimum of 18 semester or 27 quarter upper division units within the identified major for the baccalaureate degree. A major is defined as a single field of study from the Taxonomy of Programs (TOP). Colleges may determine that a lower division course meets the requirements for an identified upper division course requirement, but the minimum number of upper division units must still be completed.

d. Numbering of Courses: No single numbering system is required for baccalaureate degree programs, but colleges must create a numbering system that clearly delineates lower and upper division courses and include the numbering system information in the college catalog. College catalogs must clearly indicate when courses are applicable to the associate degree but not applicable to baccalaureate degrees. Colleges may wish to develop a numbering system for these types of courses.

e. Taxonomy of Programs and Classification of Instructional Programs: All baccalaureate degrees must have an identified code from the Classification of Instructional Programs (CIP). Those codes may be located at: https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55. All degrees offered by a California community college must also identify the appropriate code from the Taxonomy of Programs (TOP). The Taxonomy of Programs can be found at: http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/TOPmanual6_2009_09corrected_12.5.1 3.pdf. To assist colleges with properly identifying a Taxonomy of Programs and Classification of Instruction Programs code for their baccalaureate degrees, the Chancellor's Office has created a crosswalk between the different types of codes. This crosswalk can be found at: http://extranet.cccco.edu/Portals/1/AA/Credit/CrosswalkTOP6to2010CIP.pdf.

f. Course Repetition: All courses (both lower and upper division) for community college baccalaureate degrees must follow the regulations on course repetition outlined in the California Code of Regulations, title 5, sections 55040–55046. Section 55041, provides regulations on the designation of a course as repeatable, but none of the criteria are applicable to upper division courses at the community colleges; therefore, no upper division courses may be designated as repeatable in the community colleges. The remaining course repetition provisions outlined in section 55040 are applicable to upper division courses. Colleges should review their existing policy on course repetition and make any necessary updates to allow for repetition of upper division coursework.

Curriculum Map

A successfully approved program will include a curriculum map, which explains the following:
1. How lower division courses support upper division courses.
2. How corresponding course-level outcomes support program-level outcomes.
3. How upper-division general education courses support program-level outcomes, SCC general education learning outcomes, and SCC institutional learning outcomes.

While the precise format of this curriculum map may vary, program depending, it should be relatively easy to distinguish visually how the courses and their respective outcomes relate to each other as well as the identified program-level outcomes. It should be anticipated that this curriculum map will be reviewed carefully by accreditation agencies.

Determination of Rigor and Suitability of Upper Division/Baccalaureate Program
Just as there are multiple general distinctions between lower- and upper-division courses, lower-division and upper-division programs typically may also be similarly distinguished. In general, lower-division programs encompass the following characteristics:
1. **Breadth**: student outcomes focus on a basic understanding of the extent of a field or discipline; OR students learn how one field relates to other fields.
2. **Foundation**: student outcomes include an acquaintance with principles, terms, methods, and perspectives of a discipline or professional field, as a basis for more advanced or specialized study, including lower-division transfer and local baccalaureate programs, or as required for workforce development, certificate programs, and

associate degree programs. Generally, majors are expected to complete lower division courses in their first two years of study.

3. **General Education**: student outcomes include essential skills, attitudes, and practices (e.g., basics of critical thinking, numeracy, communication, problem solving) important in many different fields, including workforce development, certificate programs, associate degrees and lower division, transfer courses as prescribed by General Education patterns.
4. **Preparation**: lower-division courses may assume some basic entry-level knowledge, such as high school preparation in the field.

In contrast, upper-division programs typically address the following characteristics:

1. **Depth/Focus**: student outcomes include the development and understanding of the theories and methods of the discipline which may include the applications and limitations of those theories.
2. **Specialization**: student outcomes include specific intellectual and professional abilities to enable success or progress in a particular field or professional practice.
3. **Refinement**: student are able to build upon the "general education" background noted above the application of these skills in more discerning or challenging contexts.
4. **Preparation**: prerequisites may include more general courses, student class standing, GPA requirements, or admission to a pre-professional program.
5. **Capstone Courses/Projects**: though not necessarily specialized or focused on in-depth study of one discipline, student outcomes may have an integrative function wherein students integrate knowledge from earlier studies. Moreover, upper-division course-level outcomes in capstone courses may correspond to program-level outcomes.

Upper-Division Program Approval Checklist
1. Has the program been approved by the Board of Governors in cooperation with the CCCCO? If yes, proceed. If no, the program cannot be approved.
2. Has the lower division course work been approved per this handbook?
3. Have the upper division courses, including upper division general education, been approved per the Upper-Division Course Approval process?
4. Does the program conform to lower- and upper-division expectations as defined above, including sufficient unit counts of lower- and upper-division courses in the major as well as lower- and upper-division courses in general education?
5. Is it clear how the program-level outcomes of the lower division course work relate to the upper division program-level outcomes?
6. Are the upper-division program level outcomes of suitable rigor given the criteria outlined above, including Depth/Focus, Specialization, Refinement, Preparation and Capstone Courses/Projects?

Distance Education Course Approval

Per Title 5 §55206, the Curriculum Committee must approve any course delivering any portion of its content via distance education separately from any face-to-face version of that course. (PCAH 53)

Separate Course Approval

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 compliance with this separate approval requirement, the committee considers distance education proposals and course modifications through a separate action after reviewing the online Methods of Instruction & Evaluation forms which provide information on how the instructor will maintain regular effective contact with students and describe how the methods of instruction and evaluation are adapted to the distance education modality. The distance education forms for online/hybrid course modifications, proposals, and curriculum review should be carefully and thoroughly filled out by the instructors responsible for the courses, as this is the Curriculum Committee's only way of knowing that the online version of the course is the full equivalent, in rigor, workload, and instructor-student interaction.

What This Means for Course Authors

The DE forms should indicate the adaptations a course will undergo from a face-to-face course to the online modality. If a course already exists in face-to-face format, the course's Methods of Instruction and Methods of Evaluation are automatically populated on the DE form in CurricUNET META, leaving only the online adaptations for these methods to be completed.

Note: when a course is approved for content to be delivered via distance education, individual faculty assigned to teach the approved course must also be certified to teach the course per Administrative Procedure 6115: Distance Education. See Distance Education Certification under References and Resources for additional information.

Methods of Instruction and Methods of Evaluation

Clearly explain how Instruction and Evaluation will take place in the online environment. Examples of ***Online Methods of Instruction*** include (but are not limited to) threaded discussions; instructor developed web lectures; converted power point presentations; digital video clips; graphics (digital charts, diagrams, photos, images, annotated screen shots); digital animations; web quests; online reference resources chat; email; CD/DVD support materials; instructor website; online library resources; textbook supplements.

Sample Assignment

Provide an actual example of an assignment (or a reasonable summary of the assignment if it is lengthy). (Tip: Pretend the Committee is your class; give the Committee an assignment.)

EXAMPLES OF DE FORMS THAT THE COMMITTEE HAS APPROVED

The examples below are taken from actual SCC courses' Distance Education forms.

Example #1

Methods of Instruction

Face to Face

1. Lecture/Discussion
2. Lecture/Lab

Online Adaptation

1. Lecture will be accomplished using instructor prepared web based lectures and links to appropriate reference sites and technical web sites. Discussions will take place using the course management system discussion board in both group and whole class settings.

2. Computer Laboratory exercises will be accomplished using instructor prepared web based computer exercises and links to appropriate reference sites and technical web sites. Laboratory exercises will take place using the course management system and appropriate computer technical applications made available to each individual student.

Methods of Evaluation

Face to Face

1. Written examinations which require the student to demonstrate knowledge of language syntax and methods of problem-solving using the chosen programming language.

2. Lab assignments requiring the student to demonstrate proficiency in the chosen programming language.

3. Class discussion

Online Adaptation

1. Online written examinations administered through the CMS (Content Management System)

2. Online submission of programming assignments through the CMS, including problem specification documents and sample test results from the assignment

3. Discussions will take place using the course management system discussion board in both group and whole class settings.

Sample Assignment

Using the information from the course lecture notes and your textbook create a problem solution that will calculate pi to the 500th decimal place.

Each lab exercise must contain the following and nothing else:

1.   An electronic copy of your test plan and test results.
2.   An electronic copy of each fully documented source module you created.
3.   An electronic copy of each fully documented header file you created.
4.   An electronic of your user documentation including any special instructions needed for compiling or running your program. Assume you are talking to an end user.

All programs you create must interface to the programs supplied through the MSDNAA agreement.

Example #2

Methods of Instruction

Face to Face

Primarily the course is taught in a lecture forum with PowerPoint slides and use of the whiteboard. There are discussions about economic concepts and current events.

Online Adaptation

Students have a written "lecture" portion that they access on the class site as well as PowerPoint slides. Discussions about economic concepts and current events are held in threaded discussions on the class web site.

Methods of Evaluation

Face to Face

Multiple choice/essay tests, homework assignments and a current events project are all used to evaluate students' understanding of the material.

Online Adaptation

Multiple choice/true/false tests, weekly homework assignments and threaded discussions are all used to evaluate students' understanding of the material. Threaded discussions are graded and are based upon relating economic concepts and current events.

Sample Assignment

Below is the threaded discussion topic for this week. You will need to post a thoughtful and thorough response to the following topic. Each week is closed at 11:59 pm the Sunday after the week was opened. In order to receive full credit for the threaded discussion, you must respond to the threaded discussion topic by Thursday at 11:59 pm after the week opened. Your original response to the topic must be at least 10 sentences long and the subject is *your last name*. Then you must respond to at least one other student before the Sunday that it is due (at 11:59 pm). Your response to another student must be at least 4 sentences long. In order to receive full credit for your responses, your responses should not contain typographical errors, grammatical errors, or misspelled words.

Do you imagine that demand for education at community colleges is price elastic, or price inelastic? Why? How does it relate to the determinants of elasticity? What does the elasticity of demand

for college education mean in terms of revenue for government (they collect the fees that you pay)? Government has increased fees to help balance the state's budget. Why is this effective?

Special Topics and Experimental Courses

Functions of Special Topics Courses

A Special Topics Course must fulfill at least one of the following functions:
- Experimental function
- Topical or timely function

(A)n experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. After an experimental course has been offered more than once in the same year, it should be submitted to the college curriculum committee for approval as a regular course, or the college should discontinue offering the course as experimental. (PCAH 39)

Experimental courses are still required to have a complete course outline and go through the regular college curriculum review process. Experimental courses are not accepted to meet general education or program major requirements for associate degrees or certificates nor are they to be submitted for IGETC approval. They may be accepted for elective credit for the Associate degree or for elective credit at CSU. (GPCAP 1998 4-5)

A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a *Special Topics in Political Science* or *Current Events in Political Science* course in which the content will be different in each term. If a particular topic is addressed regularly, it should be approved as a regular course. The course may continue to run if it is in the approval process to become part of the regular curriculum. (PCAH 39)

Special topics courses that are not "experimental" are not subject to the "one year rule."

Responsibility for monitoring Special Topics courses
Academic Deans will be responsible for monitoring each Special Topics course in their schools, and for moving experimental courses into the regular curriculum or deleting them, as appropriate.

Exemption from normal publication deadlines
Upon Committee and Board approval, instruction for Special Topics courses may begin the following semester. NOTE: This exception of publication deadlines is limited to courses in disciplines that carry the Special Topics statement in the current issue of the General Catalog or Catalog Supplement.

Course Numbering
Special Topics courses shall be numbered 48, 98, 148, 348, 448 or 548 depending upon their transferability and whether they are credit or non-credit courses.

Restrictions of Special Topics Courses
Special Topics courses may not:
- fulfill general education requirements

- be repeated except to improve a substandard grade

Curriculum Review

Goal Statement

The Solano Community College faculty is committed to maintaining a current, high quality curriculum. In order to accomplish this goal, the Curriculum Committee has established minimum course standards to which all Solano College courses and programs comply. These course standards are based on the course standards stipulated in Title V of the California Education Code.

To insure that high academic standards are maintained, the Curriculum Committee has established a process for reviewing the curriculum on a regular, on-going basis. This review process is the mechanism by which Solano College can guarantee that the curriculum stays current and that the academic standards are preserved.

Curriculum Review Process Guidelines

All courses and program majors within each school shall be reviewed by the discipline faculty at least once every five years. Curriculum review verification forms and appropriate curriculum modification forms shall be completed and submitted for Curriculum Committee review. The school shall rotate this task in accordance with a five-year rotation schedule established jointly by the Curriculum Committee and the Academic Deans.

The purpose of the curriculum review shall be to verify that each course and program within the school is current and meets established Curriculum Committee course standards which are based on the Title V course standards. Each school should determine the best method for their members to carry out the Curriculum Review process. The Curriculum Committee Chair and the Curriculum Analyst meet with the Academic Dean before a department's scheduled review to discuss deadlines and best practices for the review.

If modifications to courses or programs are deemed necessary, the changes are to be submitted for Curriculum Committee approval on the CurricUNET META modification form.

A Curriculum Review Verification form (provided by the Curriculum Office) for each discipline/department within a school shall be submitted to the Curriculum Committee for approval. The verification form shall list each course and program major within a discipline/department and should be signed by the faculty members and the Dean who reviews the courses/program majors and are certifying that the curriculum meets the established standards.

A school's curriculum review process shall culminate with the submission of all course modifications and Curriculum Review Verification forms to the Curriculum Committee in a timely manner, according to the established Curriculum Review schedule.

If a department is making significant changes to courses or programs, the department is encouraged to make a presentation, giving an overview of these changes.

Example Curriculum Review Team

This example is suggested, but not required.

COMPOSITION

The composition of the Review Teams that will review and certify the courses and programs shall be as follows:

- All full-time faculty members of a discipline shall constitute a curriculum Review Team for that discipline.

- For disciplines where there are fewer than three (3) full-time faculty members, full-time faculty members of closely related disciplines, as determined by a consensus of the department members, shall constitute a curriculum Review Team. Whenever possible, part-time faculty members within the discipline of the course under consideration should be substituted for full-time faculty members of closely related disciplines as long as all curriculum Review Teams have at least one (1) full-time faculty member.

Responsibilities

The tasks of the curriculum Review Teams when reviewing existing curriculum are to:

1. Verify that each course is classified properly as to whether it is a:

   - credit course applicable to the Associate Degree
   - credit course not applicable to the Associate Degree
   - non-credit course
2. Verify that each course meets the requirements appropriate to its classification as established by the Curriculum Committee and based on the California Education Code and §55002 & §55805.5, Standards and Criteria for Courses and Classes.
3. Review and revalidate all co/prerequisites and course advisories.
4. Verify that all instructional materials used in an associate degree applicable course are college-level.
5. Verify that all programs majors are composed of appropriate courses, require the appropriate amount of units, and have current descriptions.

Getting Started

Each department will need a Curriculum Review Verification Form (available in the Curriculum Office); all courses must be reviewed, but not every course must be modified. The form is available in the Curriculum office.

Note:

If you are making major changes to a transfer-level course or if you discover that a transfer school has made changes to the way a course would transfer, you'll need to contact the Articulation Officer for guidance as soon as possible. If you are making major changes to a transferrable course, you should review comparable courses at other California Community Colleges.

"Critical thinking language" must be incorporated into the Student Performance Objectives (which are distinct from SLOs). Advice for writing Student Performance Objectives can be found starting on page 24 of the ASCCC paper "Course Outline of Record: Curriculum Reference Guide" which is available via your school's Curriculum Committee representative. It is also available online at www.asccc.org.

While you are working on your review of each course, please make sure that any reference to other courses, such as a prerequisite, list the course properly; for example, BIO 015, **NOT** BIOSC 15.

Verification Forms

School:

Discipline/Department:

-

The courses listed below have been reviewed by a department-established Review Team in order to verify that they meet or exceed the established curriculum standards adopted by the Solano Community College Curriculum Committee.

-

*Modified	Program Name or Course Dept Name and Number
x	**COUR 075: Example Course for this Manual**
-	

(* Check if course is being modified. Submit a completed Course Modification form and a revised Section K.)

Approved by the Curriculum Committee 2/12/91.

Curriculum Review Team Verification Form (example)

School:_____

Discipline/department:_____

A faculty member's signature certifies that the courses listed on the front of this verification form, EXCEPT those indicated in the "No" column, have been appropriately reviewed and that they meet or exceed the established curriculum standards adopted by the Solano Community College Curriculum Committee. Reasons for a "No" vote must be specified on a separate sheet of paper and attached to this form.

FACULTY VERIFICATION: We verify that the courses listed on the front of this form have been reviewed for compliance with established curriculum standards. Further, we certify that, except as noted in the "NO" area, these courses meet or exceed the curriculum standards established by the Solano Community College Curriculum Committee.

Signatures

Date	Date
Date	Date
Date	Date
Date	Date

Curriculum Committee Representative: _____
                                                                          Date

Dean: _____
                                                            Date

No, I do not agree that the following courses meet or exceed the curriculum standards established by the Curriculum Committee.

    Courses   Signatures

_____
                                                                          Date

_____
                                                                          Date

_____
                                                                          Date

Course & Program Deactivation

The curriculum committee recognizes Curricunet META as the primary repository of all course and program information and, in conjunction with the Vice President of Academic Affairs, coordinates with faculty in determining the courses and programs that will be included in the annual catalog. To provide clarity for students, faculty will engage in a review of all courses and programs and will deactivate those courses that cannot or have not been regularly offered as well as all programs that cannot currently be completed within two years, ideally. This process will ensure that all course and program information listed in the college catalog is accurate and up to date.

Course and program deactivation occur within the following parameters:

- Course and program deactivation is separate and different from program discontinuance processes, which are outlined in Solano Community College Board Policy 6105.

- Any course and/or program that has been discontinued for a catalog year, will be reviewed in the following spring to determine if the course/program should remain deactivated, be discontinued, or be activated to offer in the following catalog year.

- Course and program deactivation will be clearly communicated to the curriculum office and student services, particularly financial aid and counseling

High School Articulation Procedures for Course Credit at SCC

Procedure and Forms approved in May 2017 by the SCC Academic Senate to be added.

Glossary

At Committee meetings, new members sometimes get lost in discussions because the veteran members have developed a kind of "shorthand" language when talking about various curricular issues. Following are brief explanations for some terms you may hear at meetings but not understand.

Area of Emphasis
Eighteen or more semester units in related fields intended to prepare the student for a particular major or related majors at a four-year school, or to prepare a student for a particular field as defined by the community college. (PCAH 12)

Auditing
Course auditing is permitted as a service for students who have completed designated credit courses for the maximum number of allowable course repetitions.

Academic Schools designate courses which may be audited. Petitions to audit a course will be accepted after class size enrollment requirements have been determined for credit students. Auditing students are not counted in establishing minimum class size.

To identify a course to be audited, Academic Schools may develop discipline-specific criteria for the determination of whether a course can or cannot be audited for all the courses in its disciplines. Per this criteria, the course can or cannot be designated to be eligible for audit by discipline faculty.

Per Board Policy and/or Administrative Procedure 6010, should a course be designated for audit, the following conditions would still apply to students who wish to audit a specific course:
1. Student participation in class is subject to instructor discretion.
2. No grades for credit shall be awarded and no transcript of record maintained.
3. Auditing students may not change their status in the course from auditing to credit or vice versa.
4. The audit fee (currently $15 per credit unit) is non-refundable.
5. No student auditing a course shall be permitted to change enrollment in that course to receive credit for the course.

Carnegie Unit
Three hours of student work per week, including class time and/or demonstrated competency, over the term of a full semester (prorated for short-term, laboratory, and activity courses) equates to one Carnegie Unit of student credit, as established by §55002 (b)(1)(B).

Certificate of Achievement
Any credit certificate that may appear by name on a student transcript, diploma, or completion award, and which requires 18 or more semester units of degree-applicable coursework. Chancellor's Office approval is required. (PCAH 12)

CoR
Course Outline of Record

Co-requisite
There are two types of co-requisites. The first is a course or equivalent preparation that *must* be taken concurrently with another course. The second is a course or equivalent preparation that may be completed before OR taken concurrently with another course. Both types of co-requisites are listed under "Prerequisites," but the second type is followed by the parenthetical phrase "may be taken concurrently." A student's enrollment in a course with a co-requisite is blocked until the requirements of the co-requisite are satisfied. All co-requisites *require* validation (see Prerequisite and co-requisite validation below).

Course advisory
A course advisory is another course or equivalent preparation that will *broaden or deepen* a student's learning experience in a subsequent course, but is *not* required for the student to succeed in the subsequent course. A student's enrollment in a course with an advisory is NOT blocked for lack of the advisory skill.

Critical thinking skills
Members often remark that a course does not show critical thinking. This is a reference to requirements in the curriculum standards. The Title V changes mentioned above require that degree applicable courses reflect critical thinking skills. In the curriculum standards, critical thinking is required to be reflected in three areas of the course information (Section K)—the Course Objectives, the Methods of Evaluation, and the Content Outline. Most courses satisfy this requirement in the outline by using a "header statement" that specifies which critical thinking skills are required in the course. For example, "Students will be required to analyze, evaluate, compare and contrast the following characteristics, techniques and themes." See *Bloom's Taxonomy* pg. 48

Distance Education
As defined by §55200, distance education is "instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology."

Exemption form
A degree applicable course may be approved without one or both of the SCC minimum standards if the proposer submits this form explaining why students can succeed in this college-level course without the minimum skills standards.

Experimental Courses
An experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. After an experimental course has been offered more than once in the same year, it should be submitted to the college curriculum committee for approval as a regular course, or the college should discontinue offering the course as experimental. (PCAH 24) Such experimental courses are still required to have a complete course outline and go through the regular college curriculum review process. Experimental courses are not accepted to meet general education or program major requirements for associate degrees or certificates nor are they to be submitted for IGETC approval. They may be accepted for elective credit for the Associate degree or for elective credit at CSU. (GPCAP 1998, p. 4-5) See page 38 for more information.

Hybrid Courses
Hybrid courses are those courses where less than 51%, but some portion of the class, is delivered online. They are coded as non-distance education for MIS reporting purposes; however, they are considered distance education for *curricular* purposes and must meet the DE requirements and quality standards. §55204 states that regular, effective contact applies to *all* distance education instruction (not just courses that provide 51% or more of instruction through DE).

Optional Units Course
A course that may be scheduled in different semesters for different numbers of units, with corresponding changes in contact hours (NOT a variable unit course).

Prerequisite
A course or equivalent preparation that *must* be completed *before* enrolling in another course. A student's enrollment in a course with a prerequisite is blocked until the requirements of the prerequisite are satisfied.

Prerequisite and co-requisite validation
If a course has any preparation indicated on lines 7a or b of the Section K, that preparation MUST be validated. There are different levels of validation which are all explained in the Prerequisites, Co-requisites, and Course Advisories Policy, but any course submitted with a prerequisite or co-requisite must have accompanying signed validation.

Program
A coordinated body of courses in a subject matter area. "Approved Programs" at Solano College are those programs which have been approved by the California Community Colleges Chancellor's Office. The list of approved programs and the current TOPs code information are available in the Curriculum Office.

Program Major
A coordinated body of courses (18 units or more) in a subject matter area as designated by the college. Majors do not require State approval. Majors and programs may be identical (example: English is both a program and a major); however, in some instances majors may be courses of study within programs (example: Airframe Maintenance Technician is a major within the Aeronautics program).

SCC minimum English and Math Standards
These are course advisories. In 1985 Title V regulations changed in an effort to strengthen associate degrees. The current SCC curriculum standards were developed based on these Title V regulations. One of the requirements was that colleges establish minimum skills standards for associate degree courses. Those skills standards at Solano College are the SCC minimum standards. The minimum English standard is eligibility for English 370 and the math is eligibility for Math 330. The curriculum standards require that all degree applicable courses have these standards as course advisories.

Special Topic Course
A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a *Special Topics in Political Science* or *Current Events in Political Science* course in which the content will be different in each term. If a particular topic is addressed regularly, it should be approved as a regular course. (PCAH 24) Special topics courses should be differentiated from experimental courses.

Stand-alone course
A credit course that is nondegree-applicable OR a credit course that IS degree-applicable which is not part of an approved educational program.

Title 5
That portion of the California Education Code that governs community colleges.

TOP code
The Taxonomy of Programs; a numerical system used at the Chancellor's Office to collect and report system wide information on programs and courses that have similar outcomes. (PCAH 9)

Variable-Unit Course

A course that is offered for a range of units during the same semester. These courses are always positive attendance courses unless they are independent study or work experience courses (NOT an optional unit course).

Optional Units Course

A course that may be scheduled in different semesters for different numbers of units, with corresponding changes in contact hours (NOT a variable unit course).

References & Resources

GPCAP: *Good Practices for Course Approval Processes* (ASCCC, Spring 1998)

PCAH: *Program & Course Approval Handbook* (6th edition, 2017)

COR|CRG: *Course Outline of Record: Curriculum Reference Guide* (ASCCC, 2017)

Distance Education Guidelines (Omnibus 2008)

SCC Mission, Vision, Values, & Strategic Goals

SCC Student Learning Outcomes

Title V (California Code of Regulations)

Online Education Initiative (OEI) Course Design Rubric (Nov 2016)

Bloom's Taxonomy
Verbs Demonstrating Cognitive Activity

			Critical	*Thinking*	
Knowledge	**Comprehension**	**Application**	*Analysis*	*Synthesis*	*Evaluation*
know	restate	apply	*analyze*	*compose*	*judge*
identify	locate	relate	*compare*	*produce*	*assess*
relate	report	develop	*probe*	*design*	*compare*
list	recognize	translate	*inquire*	*assemble*	*evaluate*
define	explain	use	*examine*	*create*	*conclude*
recall	express	operate	*contrast*	*prepare*	*measure*
memorize	identify	organize	*categorize*	*predict*	*deduce*
repeat	discuss	employ	*differentiate*	*modify*	*argue*
record	describe	restructure	*contrast*	*tell*	*decide*
name	discuss	interpret	*investigate*	*plan*	*choose*
recognize	review	demonstrate	*detect*	*invent*	*rate*
acquire	infer	illustrate	*survey*	*formulate*	*select*
	illustrate	practice	*classify*	*collect*	*estimate*
	interpret	calculate	*deduce*	*set up*	*validate*
	draw	show	*experiment*	*generalize*	*consider*
	represent	exhibit	*scrutinize*	*document*	*appraise*
	differentiate	dramatize	*discover*	*combine*	*value*
	conclude		*inspect*	*relate*	*criticize*
			dissect	*propose*	*infer*
			discriminate	*develop*	
			separate	*arrange*	
				construct	
				organize	
				originate	
				derive	
				write	
				propose	

From the COR:CRG 49

Course Outline of Record Checklist

Directions

This checklist is divided into two parts. The first part is to be used in reviewing individual courses, and the second part in reviewing overall programs and program majors.

The purpose of a curriculum review is to verify that existing courses and programs comply with current course and program standards. The Curriculum Committee expects that during a school's Curriculum Review, all areas of the curriculum will be reviewed for this purpose. In addition, any elements(s) listed below should be given particular attention for this curriculum review.

Part 1 - Courses: For individual courses, the following lists contain all of the elements of the Official Course Information (Section K); the Section K is used by the Curriculum Committee to determine the academic characteristics of courses submitted for approval. This list may be used to verify each area of a course as it is reviewed.

Part 2 - Program majors: Verify that each item on the list has been reviewed. Changes made in courses may affect program(s), be sure to update program(s) via program modification in CurricUNET.

Part 1 – Courses	

1. **Course Number**	• Is the course number consistent with the college's numbering guidelines? *See current college catalog*
	
	Course Numbering System:
	    001-049: Qualify for AA/AS Degree; transfers to UC and CSU
	    050-099: Qualify for AA/AS Degree; transfers to CSU
	    100-199: Qualify for AA/AS Degree; generally do not transfer to four-year institutions. Some courses may be used to meet requirements in certain majors.
	    200-299: Vocational, credit courses; which DO NOT apply to AA/AS Degree and do not transfer to four-year institutions
	    300-399: Credit courses which DO NOT apply to AA/AS Degree
	    400-499: Qualify for upper-division for BS Degree
	    500-599: Non-credit courses

2. **Course Title**	• Does title accurately reflect content of course? • Short Course Title is limited to 30 characters max. • Long Course Title is limited to 100 characters max.

3. Units (COR Guide pp. 16-17)	• Does the COR justify or validate the hours relative to the units being listed? **1 hr lecture per week = 1 unit** **2 hrs activity per week = 1 unit** **3 hrs lab per week = 1 unit** **Round up to the nearest ½ unit.** • Note: One credit hour or unit should encompass no fewer than 48 hours of coursework (course time in or out of class) For example: 1 unit of lecture course should have 16 in class lecture hours plus 32 out of class homework hours).
4a. Type of Course	• What is the course type? • Credit-Degree Applicable, Credit-Not Degree Applicable, or Non-Credit?
4b. Transfer Status	• What is the transfer status? • UC, CSU/Private, Basic Skill, or Non-Transferrable?
5. Weekly Contact Hours	• Indicate the weekly lecture, activity, lab or by arrangement hours
5a. Course Length	• Is this a full-term or short-term course? • If a short-term course, are the number of weeks indicated?
6. Method of Instruction (COR Guide p. 30)	Describe the specific methods of instruction: • Lecture, Lab, Lecture/Lab, Online, Hybrid, Field Experience, Work Experience, Tutoring, Directed/Independent Study • Distance Education refers to any face-to-face class time being substituted with an alternate delivery method. If Online or Hybrid method of instruction is offered, the DE page must be completed in CurricUNET.

7. **Prerequisites, Co-requisites and Advisories** (COR Guide p. 18)	**Prerequisites:** • If a degree applicable course, does it have minimum English and Math standards? If no, has an exemption for the minimums been completed? • Adding/changing a prerequisite requires CONTENT REVIEW. • Has the validation work for co/perquisites been completed? • During Curriculum Review, courses that have requisite requirements must complete the requisite validation page in CurricUNET. • Will block registration in this course. • The prerequisite course must have been previously completed. **Co-requisites:** • Must be taken simultaneously. • Adding/changing a co-requisite requires CONTENT REVIEW • Will block registration in this course. **Advisories:** • Does it have minimum English and Math standards for transferrable courses? • Recommended to ensure student success. • Does NOT block enrollment in the course.
8. **Repeatability Criteria**	A course may be repeated ONLY if one of the following is true (and the rationale must be specified on the COR): • The content of the course differs each time it is offered (COR must explicitly specify how content differs) • The course is an "activity" course in which the student meets course objectives by repeating a similar primary educational activity and gains an expanded educational experience each time the course repeated • Repetition is necessary for a student to meet legally mandated training requirements as a condition of continued paid or volunteer employment • If the course does not meet the above criteria, it is not repeatable
9. **Catalog Description** (COR Guide p. 20)	• A short paragraph that provides a well-developed overview of topics covered and identifies the target audience. • Does it accurately convey the content of the course? • Field Trip potential or other requirements that impose a logistical or fiscal burden on students should be included along with an option for alternatives
10a. **Student Learning Outcomes**	• Provides students with a clear understanding of what they will be able to do when they finish their studies at Solano College • "SLO update" process is available in CurricUNET for modifying SLO contents. • For further information contact the SLO coordinator
10b. **Student Performance Objectives**	• Outline format (A, B, C, 1, 2, 3, a, b, c).

(COR Guide p. 25)	• List principle concepts, knowledge, skills and abilities.
	• Use Bloom's Taxonomy; courses are required to demonstrate critical thinking therefore faculty should consider using appropriate Bloom's terminology.
	• Most courses will have several specific learning objectives.
	• Are objectives measurable (quantitative or qualitative)?
	• Do objectives demonstrate that students will learn critical thinking skills and that they will be able to apply concepts learned at college level?
11. Methods of Evaluation (Student Achievement) (COR Guide p. 34)	• Must specify types and provide examples: Examples:
	▪ Exams/homework/papers
	▪ Evaluation of contributions to class discussions
	• Should clearly align with the Course Objectives.
	• Must effectively evaluate student's mastery of critical thinking.
	• Do the methods of evaluation reflect the stated course objectives?
	• Is there a variety of evaluation methods?
12. Student Assignments (Homework): Required Reading & Writing Assignments, Outside of Class Assignments and Other (COR Guide p. 37)	This is a REQUIRED field.
	• Do the homework assignments reflect enough independent work outside of class per unit of credit for each lecture hour?
	Examples:
	• Ten poems or four or five pieces of short fiction or a combination, or a longer, single, sustained writing project and seven to ten pages on a research topic.
	• Students may be required to write reports from one paragraph to several pages explaining concepts or explaining and interpreting solutions to non-routine or applied problems.

13. Course Content Outline (COR Guide p. 28)	• Includes a complete list of all topics to be taught in the course.
	• Lists should be arranged by topic with sub-headings (outline format)
	• If a degree applicable course, does the outline include evidence indicating that critical thinking skills are taught
	• If a variable or optional unit course, does outline CLEARLY reflect what content will be covered for each unit value?
	• If course is repeatable, does the outline CLEARLY reflect what content will be covered each time the course is taken?
14. Textbooks, resource and other materials	• For degree applicable courses, are the textbooks college level?
	• For transferrable courses, is the textbook five years old or less?
	• If the textbook exceeds five years, "**Classic**" must be specified

Part 2 – Programs and Program Majors Course	
Programs and Program Majors Course	• Have all inactive courses been deleted? • Are the number of units appropriate for the major? • Are the electives in the major recommended or required? Are they designated? • Is the program major description current? • Changes made in courses may affect program(s), be sure to update program(s) via program modification in CurricUNET

Cross-Cultural Studies Requirement

Goal Statement

Because of the increasingly pluralistic society in which we live, an enlightened cultural awareness, knowledge, and understanding have become desirable components to consider when designing a general education program for the community college student.

To achieve this purpose, we need courses that will give students a broad understanding and appreciation of the diverse society in the United States and provide a historical perspective of who we are as an American people.

Cross-cultural courses should examine interactions among cultures, challenge an individual's values and believes, and work to promote racial, ethnic, and cultural harmony within the United States.

Criteria

Courses that fulfill the cross-cultural general education requirement for the associate degree must include:

1. Diversity

    o   Ascertain the primary emphasis of courses to be on racial, ethnic, and cultural diversity.

    o   Give evidence of these diversities within the United States.

2. A broad understanding and appreciation of the diverse society in the United States:

    o   Explore the theories related to the complexities of cross-cultural communication, including not only language but also living patterns and interactions.

    o   Analyze patterns of group relations with emphasis on comparing and contrasting the wide variety of theories/perspectives/intergroup conflicts.

    o   Examine individual values and beliefs:

- The course will ask students to challenge, understand, defend, critique, and reformulate values and theoretical perspectives on race, ethnicity, and culture.
  - o Explore the destructive nature and function of racism and discrimination.

A historical perspective of who we are as an American people.

  - o Offer a unique opportunity for the student to understand racial, ethnic, and cultural relations in the United States from a historical perspective.

In addition, wherever possible, course proposers are encouraged to:

  - o Examine historical and economic relationship between dominant and non-dominant groups and institutional functions related to dependency, political power/control and self-determination.

  - o Explore the relationship between the cultural heritage of ethnic groups and their prognosis for the future in such institutions as education, politics, and economics.

Distance Education Certification

For a course to be taught via Distance Education, the course must first be approved for each modality of Distance Education by the Curriculum Committee. 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 6100, Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

When approving distance education courses, the Distance Education Committee certifies the following items:

1. Course Quality Standards – the same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses;
2. Course Quality Determinations – determinations and judgments about the quality of the distance education course were made with the full involvement of the Distance Education Committee approval procedures.

Each iteration of the course to be taught via Distance Education must also go through additional approval by the Distance Education Committee, a subcommittee of the Academic Senate. Where the Curriculum Committee approves the course in general for Distance Education, the role of the Distance Education Committee is to review the individual course for Title 5 compliance, including regular effective contact hours and regular instructor-initiated contact, as well as compliance with the American Disabilities Act, and any other identified provisions relevant to accreditation, Chancellor's Office Guidelines, Title 5, CA Education Code, or other external approving agencies, as well as approved local practice.

The Course Shell Review Process for Online & Hybrid Courses Taught in Canvas LMS

The Academic Senate has developed a course shell review process to insure that our Distance Education Courses meet the guidelines established by the California Community College Chancellor's Office and the Accreditation Commission. This course review is only for full Online & Hybrid courses; companion shells for traditional face-to-face courses do not need to be reviewed. This review process is only to occur after approval for online and/or hybrid modality by the Curriculum Committee.

This process outlines the review of the course shell, not the instructor teaching the course. It is completely separate from, and has no bearing on, the instructor evaluation procedures outlined in the collective bargaining agreement. Only faculty identified by the Distance Education Committee will be involved in the course shell review.

COMPONENTS OF THE PROCESS:

1.	All full Online and Hybrid course shells offered in Canvas (or other, more current, LMS) must be reviewed and must receive either Final Approval or Provisional Approval prior to being taught.

2.	The review of Online/Hybrid course shells going into Canvas will be coordinated by the Distance Education Committee. The DE Committee will prepare and maintain timely documentation on which course shells have been reviewed and approved.

3.	The review of the Canvas course shells will be conducted by the faculty members of the Distance Education. Deans and Administrators will not be involved in the course shell review process in any way.

4.	A Course Shell Review Checklist Form has been developed by the Distance Education Committee to assist course authors and reviewers.

5.	On review, the Distance Education Committee will make one of three determinations regarding the proposed course.

	a)	Final Approval—the course meets all expectations identified by the Course Shell Review Checklist. No further action is required by the instructor to continue teaching that course.

	b)	Provisional Approval—the course is almost ready for final approval but requires some revision to meet all requirements for online teaching. These revisions are identified for the instructor by the Distance Education Committee on the Course Shell Review Checklist. The course is provisionally approved to be taught for one semester with the understanding that the instructor will make the required changes identified on the Course Shell Review Checklist during that same semester. The course which receives provisional approval will be reviewed again by the Distance Education Committee between weeks six and twelve of the semester in which the course is taught (with summer or shorter-term courses having timelines adjusted proportionally). At the conclusion of this second review, the Distance Education will determine that the course is ready for Final Approval or render the course Not Approved for subsequent semesters.

	c)	Not Approved—the course does not sufficiently meet required guidelines as identified in the Course Shell Review Checklist and will need to be re-submitted as a new course to the Distance Education Committee in a future semester. If a course shell is not approved after its initial review, the DE Committee representative will coordinate with the authoring faculty to correct the problems and re-submit the course for review and approval.

a)   COURSE INFORMATION

Note to instructor: Before the committee reviews your shell please make any needed instructor notes. It is important that you (at a minimum) describe your plan for regular instructor initiated contact in section 5 (especially any that cannot yet be seen in your shell like email).

- Instructor:
- Course Number & Title:
- Reviewed by:
- Date of Review:

b)   WELCOME & ORIENTATION

- Instructor welcomes the students to the course in some way.
- The course provides an orientation (online or face-to-face) for students to familiarize themselves with the Canvas learning environment.
- The course provides an orientation on how to navigate your online course.
- There is an early online activity requiring a student response that should be completed during the first three days from the course start date and prior to the No Show drop deadline.
- Response time for replying to messages is stated.
- Instructor Notes:
- Reviewer Comments:

c)   SYLLABUS—A current, updated syllabus is posted, containing the following:

- Expectations of students for regularly logging onto class are clearly stated
- Instructor contact information must include SCC email
- Office Hours (on-campus and/or virtual office hours)
- Complete list of course materials
- Course description
- Student Learning Outcomes
- Drop Deadlines (in syllabus or calendar)
- Include a link to the Student Services Page
- Response time for replying to messages is stated in the syllabus
- Course policies, including participation, late work (attendance and participation can be found on pg. 8 of the Student Handbook)
- Plagiarism and academic integrity policies (plagiarism and academic honesty policy can be found on pg. 9 of the Student Handbook)
- Instructor Notes:
- Reviewer Comments:

d)   COURSE NAVIGATION & ORGANIZATION

- Course is organized in logical manner with easy to follow navigational instructions.
- Due dates updated for current semester or TBD.
- All links are currently functioning (use Canvas link validator to check links).
- Material has been checked for spelling and grammar.
- Instructor Notes:
- Reviewer Comments:

e) SLOs & ASSESSMENTS

- Learning activities are varied and target multiple learning styles   (textual, visual, auditory learners).
- Assessments correspond with the stated student learning outcomes for the course.
- Clear explanations of grading criteria (e.g. Canvas rubrics and examples).
- Amount of student work is comparable with a traditional face-to-face course.
- Instructor Notes:
- Reviewer Comments:

f) INSTRUCTOR-INITIATED REGULAR EFFECTIVE CONTACT (including Title 5 compliance)

- Timely, frequent and substantive feedback on student work provided by the instructor.
- Frequency of instructor-initiated contact in this online course is comparable to a corresponding face-toface class (minimum 1-2 times per week).
- Identify the tools used in this course for instructor-initiated contact: (explain below under Instructor Notes, how you will use the tools you selected as listed below)
- Regular Announcements (text)
- Regular Announcements (audio/video)
- Discussion Boards (with appropriate instructor participation)
- Web Conferencing (synchronous)
- Live Chat (synchronous)
- Email
- Blogs/Wikis
- Student Groups (with appropriate instructor participation)
- Student Collaborations (with appropriate instructor participation)
- Electronic versions of class lectures, or other classroom presentations, written, audio recorded or video recorded, authored by the instructor.
- A "Questions for the Instructor" discussion forum (or equivalent) is provided.
- Other:
- Instructor Notes: (If above items are not yet visible, please describe what you intend to do.)
- Reviewer Comments:

g) ADA COMPLIANCE / STUDENT SUPPORT

Accessibility is built in to the course using:
- Simple, logical, uncluttered course design (strongly suggest Module structure)
- Font formatting, rather than color, for emphasis in text.
- Transcripts of audio clips
- Captions for video clips (videos can be sent to the DE Office for free closed captioning and if using auto captioning, it should be correct)
- Alt tags on graphics (check html page)
- Descriptive URL links (links should be hidden behind a simple name or phrase)
- Tables accessible to screen readers (tables should only be used for simple data and have row and column headers and tales should not be used for course layout)
- Directions for accessing support services available for students are clearly posted.
- What mechanism is in place for instructor to contact students who are falling behind (list below under the Instructor Notes section)?
- Other:
- Instructor Notes:

- Reviewer Comments:

h)   Reviewer Recommendations:

- Final Approval
- Provisional Approval (one semester)
- Not Approved

The [OEI Course Design Rubric rev Nov 2016.pdf](#) may be utilized in the future.

FAQ: Course Advisories, Co- and Prerequisites

For full details on the establishment of (and challenges of) advisories and co/prerequisites, see Board [Policy 6023.](#)

Policy 6023 states that "Prerequisites, corequisites, and certain limitations on enrollment will be established only if: a) The faculty in the discipline or, if the College has no faculty member in the discipline, the faculty in the [department] do all of the following:

1. Approve the course; and,

2. As a separate action, approve any prerequisite, and/or corequisite, only if: ..." [I.C.3.a.(1)-(2)]

The policy also stipulates that the Curriculum Committee, too, must approve the advisory, co/prerequisite in a **separate action**. [I.C.3.b] The Chancellor's Office/Academic Senate joint task force which developed the model policy (c. 1994) asserted that "It is also crucial that the approval of the prerequisite or corequiste (or advisory) be done explicitly and not be inferred from the approval of the course.

Q What are problems for college-level courses that don't have prerequisites?

A The Curriculum Committee assumes that, in accordance with the Title 5 Standards and Criteria for

Courses and Classes, all degree-level applicable courses are comprised of academically rigorous, college-level curriculum. Therefore, in order to insure that students are able to perform math, reading, and writing at the levels needed to be successful in Associate Degree courses across the disciplines, the Curriculum Committee established recommended minimum English and mathematics standards. Consistent with the assumption that all degree applicable courses are college-level, and in compliance with Title V Standards and Criteria for courses and Classes, the Curriculum Committee expects that the SCC minimum English and math standards will be recommended for all degree-applicable courses. The Committee recognizes,

though, that there may be exceptions to this standard and will consider requests for exception on a case-by-case basis.

Q Can a student challenge a prerequisite?

A Yes. Title 5 stipulates that, although prerequisites are to be enforced, students have the right to

challenge prerequisites based on very specific grounds.
The student can challenge the prerequisite on one or more of five specified reasons:

1. The prerequisite approval did not follow Policy 6023

2. It is not necessary for success in the course

3. It is unlawfully discriminatory

4. The prerequisite course has not been made reasonably available and, thus, if the student has to wait to take it, s/he will be delayed in completion of her/his official educational goal (that is, the Individualized Education Plan [IEP] timeline will not be met

5. The student can substantiate having the knowledge or skills to be successful in the course despite not meeting the prerequisite

CurricUNET—NOT YET META COMPLIANT

These documents are also available under the HELP menu of CurricUNET at http://www.curricunet.com/Solano/user_guide.cfm.

Logging On

Creating a New Course

Course Modification

Course Deletion

Help Information Section A-K

Notification and Approval Process

Adding Courses to Programs

Look Up tables Worksheet

CurricUNET New Course Development Quick Start Page

Using Outline Tool

Users and Rights

Contact Page