

Curriculum Handbook

Version 8: Updates adopted September 21, 2023

Citrus College
2023-2024 Edition

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

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Curriculum Handbook Quick Finder

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

How do I –

- Find my Curriculum Representative? - Part I, Section 2
- Log into CourseLeaf? - Part III, Section 2a
- Report a Problem with CourseLeaf? - Part III, Section 2d
- Create or Modify a Course? - Part IV, Section 2b
- Add SLO's to a Course Outline? - Part IV, Section 3
- Review and Comment on a Course, Degree, Certificate, or Skill Award? - Part IV, Section 5b
- Update the Textbook in the Course Outline? – Part IV, Section 5c
- Use Assist to Find Comparable Classes? - Part V, Section 6
- Create or Modify a Degree, Certificate, or Skill Award? - Part VI, Section 3a
- Create or Change the Course Blocks in a Degree, Certificate, or Skill Award? - Part VI, Section 3b
- Approve my Course Proposal? Part IV, Section 5b
- Approve my Degree/Certificate/Skill Award Proposal? Part VI, Section 4

PART I: Introduction

1. The Mission of Citrus College

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

2. Curriculum Committee Members 2023-2024

Curriculum Chair: Lisa Villa	SLOA Coordinator*: Dr. Cathrine Besancon
COUN Faculty*: Raquel Gutierrez	Articulation Officer*: Michelle Plug
CTCE Faculty*: Dave Brown	Librarian*: Elizabeth Cook
CTCE Faculty*: Robert Solis	Program Review Coordinator: Dan Volonte
KIN Faculty*: Traci Rodriguez	ASCC Representative: TBA
LAL Faculty*: Nicholas Henson	Academic Senate President*: Jeremy Clark
LAL Faculty*: Nicole Povero	Catalog/Schedule Analyst: Gwen Harris
MB Faculty*: Toros Berberyan	Curriculum Specialist: TBA
MB Faculty*: Patrick Borja	Transcript Evaluators: Darlene Herrera / Michelle Perez
NPHS Faculty*: Laura Kinnaman	VPA Academic Affairs: Dr. Dana Hester
NPHS Faculty*: Nora Sullivan	A&R Dean: Dr. Gerald Sequiera
SBS Faculty*: Rihao Gao	LAL Dean: Nickawanna Shaw
SBS Faculty*: Jamie Love	SBS Dean: Dr. Salima Allahbachayo (Interim)
VPA Faculty*: Sean Fitzpatrick	CTCE Dean: Kimberly Mathews
VPA Faculty*: Gino Munoz	Registrar: Cinthya Arrieta

“*” = Indicates voting member (Quorum – 9)

3. Technical Review Committee 2023-2024

Curriculum Chair: Lisa Villa	Academic Senate President: Jeremy Clark
Curriculum Specialist: TBA	Administrative Assistant: Christine Recendez
Faculty: Amber Durfield	Articulation Officer: Michelle Plug
Faculty: Katherine Harker	Catalog and Schedule Analyst: Gwen Harris
Faculty: Jamie Love	NPHS Dean: Eric Rabitoy
Faculty: Traci Rodriguez	Vice President, Academic Affairs: Dr. Dana Hester

4. Technical Review and Curriculum Committee Meeting Schedule

Academic Year Fall 2023 - Spring 2024 Curriculum Committee and Technical Review will meet on Thursdays at 2:40 p.m. to 4:00 p.m. in Hayden Hall		
Date	Meeting	Notes
8/31/2023	Curriculum Committee	First Meeting - Training
9/7/2023	Tech Review	
9/21/2023	Curriculum Committee	
10/5/2023	Tech Review	Winter 2024 Textbook deadline
10/19/2023	Curriculum Committee	
11/2/2023	Tech Review	Spring 2024 Textbook deadline
11/16/2023	Curriculum Committee	
11/30/2023	Tech Review	Fall 2024 Curriculum Approval deadline
12/7/2023	Curriculum Committee	<ol style="list-style-type: none"> 1. Articulation - CSUGE, IGETC, <u>2024/2025 Catalog</u> deadline 2. Summer/Fall 2024 Schedule deadline 3. New Programs/Certificates/AA Degrees deadline
3/7/2024	Tech Review	
3/21/2024	Curriculum Committee	
4/4/2024	Tech Review	<ol style="list-style-type: none"> 1. Summer 2024 Textbook deadline 2. Spring Curriculum Approval deadline
4/25/2024	Curriculum Committee	<ul style="list-style-type: none"> • UC New Course deadline • CSU New Course deadline
5/9/2024	Tech Review	<ol style="list-style-type: none"> 1. Emergency Courses/Programs ONLY 2. SLO/Textbooks ONLY 3. Fall 2024 Textbook deadline
5/30/2024	Curriculum Committee	Last Full Curriculum Meeting
6/6/2024	Curriculum Committee	All Committee Training and Development Activity
Explanation of deadlines:		
<p>Fall Curriculum Approval Deadline: Courses must be on the agenda at this meeting to be reviewed by committee prior to the end of the term. Locally approved proposals not approved by the Chancellor's Office in time for local catalog publication deadline will be published in the <u>Spring addendum</u>.</p>		
<p>Textbook Deadline: Textbook updates must be approved by the Tech Review by this date.</p>		
<p>Catalog Deadline: Any changes that will appear in the 2024-2025 catalog must be approved by this date.</p>		
<p>CSUGE/IGETC deadline: Any course that you would like to have listed as meeting CSUGE/IGETC requirements for Fall 2024 must be approved by this date. (Must already be UC approved).</p>		
<p>UC New Course deadline: Any new course that you would like to have listed as UC transferable for Fall 2024 must be approved by this date.</p>		
<p>CSU New Course deadline: Any new course that you would like to have listed as CSU transferable for Fall 2024 must be approved by this date.</p>		
<p>New Programs/Certificates/Degrees: Any new program, degree, or certificate that you would like to have available for students in Fall 2024 should be approved by this date.</p>		

PART II: The Curriculum Committee

1. Introduction

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

2. Selection and Composition of the Curriculum Committee

Composition of the Committee

The Curriculum Committee is composed of the following members:

Faculty Representatives	14
Faculty Chair	1
Administrators	5
Articulation Officer	1
Librarian	1
SLOA Coordinator	1
Senate President	1
Student Representative	1
<hr/> TOTAL	<hr/> 25

The term of service for faculty representatives will be three years.

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

Distribution of Faculty Members

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

- Division of Visual and Performing Arts – 2 representatives
- Division of Career, Technical and Continuing Education – 2 representatives
- Division of Natural, Physical and Health Sciences – 2 representatives
- Division of Social and Behavioral Sciences – 2 representatives
- Division of Language Arts and Library – 2 representatives
- Division of Counseling and Advisement Center – 1 representative
- Division of Math and Business – 2 representatives
- Division of Kinesiology and Athletics – 1 representative

Career, Technical and Continuing Education

Architecture

Automotive Technology

Construction Management

Computer Science

Cosmetology and Esthetician

Drafting and Design Technology

Information Technology and Information Systems

Medium/Heavy-Duty Truck Technology, Stationary Power Generation

Noncredit and Community Education

Office Technology

Public Works

Water Technology

Counseling

Counseling

Educational Assistance Courses

Extended Opportunity Programs and Services

Kinesiology and Athletics

Athletics, Competitive

Kinesiology

Language Arts and Library

Communications

English

English as a Second Language

Foreign Languages · American Sign Language, Chinese, French, German, Italian, Japanese, Spanish

Speech Communications

Mathematics and Business

Accounting

Business

Engineering

Mathematics

Real Estate

Natural, Physical and Health Sciences

Astronomy

Biology

Biotechnology

Chemistry

Dental Assisting, Registered

Earth Sciences

Emergency Medical Technician

Home Health Aide

Natural History

Nurse Assistant

Nursing, Registered

Nursing, Vocational

Physics

Wildland Resources and Forestry

Social and Behavioral Sciences

Administration of Justice/Criminal Justice

Anthropology

Child Development

Economics

Ethnic Studies

Geography

History

Humanities

Philosophy

Political Science

Psychology

Sociology

Visual and Performing Arts

Performing Arts (Dance, Music, Recording Technology, Theater Arts)

Visual Arts (Art History, Digital Media, Fine and Studio Arts, Photography)

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

Faculty members of the Curriculum Committee who resign mid-term will be replaced by appointment of the Curriculum Committee Chair with the approval of the Academic Senate President. In the case of a sabbatical or other leave replacement, the chair will appoint for the length of the sabbatical leave. A permanent replacement will serve until the completion of the original member's term. Replacement of administrators who resign mid-year will be appointed by the Vice President of Academic Affairs.

The rotation of elections for 3-year terms for Curriculum Chair, Librarian, and Division Representatives will be as follows:

Year 1

Library

Mathematics/Business – 1 representative

Visual and Performing Arts - 1 representative

Natural and Physical Sciences – 1 representative

Physical Education and Athletics – 1 representative

Year 2

Curriculum Chair

Career, Technical and Continuing Education - 1 representative

Visual and Performing Arts - 1 representative

Language Arts and Library - 1 representative

Mathematics/Business – 1 representative

Social and Behavioral Sciences - 1 representative

Year 3

Career, Technical and Continuing Education - 1 representative

Counseling – 1 representative

Language Arts and Library - 1 representative

Health Sciences – 1 representative

Social and Behavioral Sciences - 1 representative

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

3. Roles and Responsibilities in the Curriculum Process

Curriculum Committee

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

The specific responsibilities of the Curriculum Committee include:

1. Approving all new and revised courses
2. Approving programs for certificates, skill awards, and associate degree majors
3. Appointing curriculum members to serve on the Tech Review Committee
4. Interpreting and communicating clearly all curriculum standards and requirements to the college community
5. Consulting with faculty who are developing and revising courses and programs
6. Providing curriculum expertise in the Program Review process.
7. Facilitating discussion and decision-making regarding curriculum in this institution

8. Maintaining clear communication with the Academic Senate

Technical Review Committee

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

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

Specifically, this committee:

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

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

Office of Academic Affairs

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

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

Faculty Originator

Full-time faculty members have the primary responsibility for originating all curriculum changes. In certain cases when there are no full-time faculty members with the appropriate expertise, the curriculum chair may approve adjunct faculty or academic administrators to originate curriculum changes.

The faculty originator's responsibilities include:

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

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

Curriculum Committee Chair

The chair's responsibilities include:

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

Assistant Chair

The assistant chair's responsibilities include:

1. Attend curriculum meetings (Technical Review and Curriculum Committee)
2. Sit in as acting chair, should the chair become unavailable for a Curriculum Committee or Technical Review meeting.
3. Assist faculty in the curriculum process.
4. Assist with other duties of the chair as needed.

Division Curriculum Representative

The primary duties of a Division Curriculum Representative are to:

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

Vice President of Academic Affairs

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

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

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

Division Dean

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

The primary curricular responsibilities of a Division Dean are to:

1. Seek to resolve conflicts within the division and with other divisions concerning curriculum issues.
2. Evaluate the administrative, financial, and philosophical consequences and impact of a curriculum proposal.
3. Determine if a curriculum proposal is consistent with the academic plan of the Division as well as the College.
4. Consult with the Vice President of Academic Affairs regarding curriculum proposals that have major programmatic implications or changes, as well as proposals where potential conflicts may arise.
5. Confer with the appropriate faculty about curriculum proposal implications.
6. Ensure that proper curriculum proposal review by the appropriate faculty occurs.
7. Provide curriculum Originators with timely feedback about the merits and feasibility of the curriculum proposal.
8. Ensure that appropriate course numbers and codes are assigned to newly proposed curriculum.
9. Review curriculum proposals in CourseLeaf to ensure that these standards have been met.

Articulation and Duties of Articulation Officer

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

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

The primary curricular responsibilities of the Articulation Officer are to:

- Initiate, develop, and revise transfer course agreements, General Education and breadth agreements, major and departmental preparation agreements, and course-by-course agreements with other

institutions of learning.

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

Curriculum Assistant

1. Serves as a resource for the curriculum process for all faculty and Deans by maintaining the Curriculum Handbook and the calendar of Curriculum Committee meeting dates and due dates for agenda items.
2. Schedules the room for Curriculum Committee and Technical Review meetings and reminds Curriculum Committee members of meetings.
3. Prepares the agenda for Curriculum Committee and Technical Review meetings with the Curriculum Chair.
4. Records, prepares, and distributes minutes of Curriculum Committee and Technical Review meetings.
5. Maintains an annual file of Curriculum Committee and Technical Review minutes.
6. Takes action to activate courses that have been approved by the Curriculum Committee and the Vice President of Academic Affairs.
7. Assists the Vice President of Academic Affairs in proofing the catalog to ensure that all curriculum changes approved within an academic year are correct.
8. Prepares curriculum items for the Board of Trustees.
9. Maintains a status log of State and ACCJC forms and approvals.
10. Is responsible for uploading new credit courses, degrees, and certificates to the California Community Colleges Curriculum Inventory.
11. Maintains official District course histories and outlines of record.
12. Holds Super Administrative responsibilities in CourseLeaf, the curriculum processing application.
13. Maintains the Curriculum web page.

Library Representative

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

Student Representative

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

Online Education Reviewer

1. The Online Education reviewer reviews the Online Education portions of all courses that will be offered in an online format. The Online Education Reviewer shall ensure that all online education forms are correctly filled out.

Career, Technical and Continuing Education Division

1. Is responsible for uploading new non-credit courses, degrees, and certificates to the California Community Colleges Curriculum Inventory.
2. Provide Labor Market Data to CTE programs requiring regional approval.
3. Ensure new or substantial changes to CTE program degrees and certificates have sufficient Occupational Demand within the region.
4. Ensure nondestructive competition for new or substantial changes to CTE program degrees and certificates within the region.
5. Assist faculty with preparing the regional program application.
6. Serve as the primary contact for regional approval of new and substantial changes to CTE program degrees and certificates.
7. Carry the program through the regional approval process.

PART III: CourseLeaf


1. Introduction to CourseLeaf

CourseLeaf is a curriculum management system produced privately by Leepfrog Technologies. It has the following main purposes:

- a. Provide a record of all courses, degrees, Certificates of Achievement, and Skill Awards.
- b. Provide a record of the links between elements of the curriculum, such as pre-requisite and corequisite courses.
- c. Provide an electronic “approval process” (referred to as “workflow” in CourseLeaf) for all curriculum, ensuring that all parties in the curriculum process have a chance to make comments and give approval.
- d. Allow the development of reports on Citrus College curriculum that can be used for reporting to the state, producing the college Catalog, and for internal assessment of the curriculum process.

2. Using CourseLeaf

a. Logging In

Navigate to the CourseLeaf CIM Courses at <http://nextcatalog.citruscollege.edu/courseadmin> for course proposals or CourseLeaf CIM Programs at <http://nextcatalog.citruscollege.edu/programadmin> for program proposals. Enter your Citrus network login user name and password and select Login. To log out of CourseLeaf, exit icon in the top right of the screen: .

b. Viewing Curriculum

Citrus College faculty and staff who can log into CourseLeaf can view active versions of curriculum as well as curriculum that is in the curriculum approval workflow for modifications and/or new courses or programs.

When logged in to CourseLeaf, programs or courses, a screen will open with a search box and a list of all courses or programs which have been edited and/or submitted to the Curriculum Committee workflow (see image below). To search for a course, type the course name and number and click the green search button. An asterisk may also be used for a wildcard to search for all courses or a group of courses within a discipline.

Further details on how to conduct a search appear at the top of the page in CourseLeaf.

Search, edit, add, and deactivate courses.
 Use an asterisk (*) in the search box as a wild card. For example, MATH* will find everything that starts with "MATH", *MATH everything that ends with "MATH", and *MATH* everything that contains "MATH". The system searches the Course Code, Title, Workflow step and CIM Status.
 Quick Searches provides a list of predefined search categories to use.
[Click here to navigate to Approve Pages.](#)
[Click here to navigate to Program Admin.](#)

Search - OR - Quick Searches... ▾

Course Code	Title	Workflow	Status
ACCT 100	Accounting		Edited
ACCT 111	Advanced Income Tax Accounting		Edited
ACCT 113	Tax Practices and Procedures		Added
ACCT 118	Payroll Accounting		Edited
ACCT 119	Ethics in Accounting		Added
AJ 106	Patrol Procedures	Articulation Officer	Edited

c. Originating and Reviewing Curriculum Changes

In addition to viewing curriculum, most users will have one or both of these two roles: originating new curriculum or modifications and reviewing curriculum in workflow.

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

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

d. Reporting Problems with CourseLeaf

If CourseLeaf is not working properly, this should be reported to the Curriculum Assistant and/or the Curriculum Chair as soon as possible. Anyone having questions about how to use CourseLeaf can also contact either of these people or their Division Curriculum Representative.

PART IV: Course Approval

1. California State Requirements for Course Approval

a. Basic Criteria for Approval

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

Appropriateness to mission. Course must be directed at the appropriate level for community colleges; must address a valid transfer, career and technical education, basic skills, civic education, or lifelong learning purpose; and must provide distinct instructional content and specific instructional objectives.

Need. The outline must provide evidence of need for the course in college service area.

Quality (Curriculum Standards). Must fulfill the requirements of the local curriculum approval process, which includes careful scrutiny by faculty and administrators at the originating college; approval within the local district as well as on a regional level (career and technical education); course should also be consistent with requirements of accrediting agencies.

Feasibility (Adequate Resources). The college has the resources needed to offer the course at the level of quality described in the Outline of Record.

Compliance. Design of the course or program is not in conflict with any state or federal laws, statutes or regulations.

b. Standards for Associate Degree Credit Courses

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

Grading Policy. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or in courses where the Curriculum Committee deems them to be appropriate, by problem solving exercises or skill demonstrations by students.

Units. The course grants units of credit based upon a relationship specified by the governing board. Each unit of credit represents student work as defined in Part IV, Section 3 of this guide.

Intensity. The course treats subject matter with a scope and rigor that require students to study independently outside of class time.

Prerequisites and Corequisites. When a student is highly unlikely to receive a satisfactory grade unless the student has the knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites.

Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require as prerequisite or corequisite eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

Difficulty. The course work calls for critical thinking and the understanding and application of concepts at a college level.

Level. The course requires learning skills and vocabulary that are appropriate for a college course.

c. Standards for Non-Credit Courses

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

Non-credit courses must fall under one of 10 legislated instructional areas defined by the state. These are:

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

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

d. Standards for Stand-Alone Courses

A community college district may approve and offer nondegree-applicable credit courses and degree-applicable credit courses that are not part of an approved educational program without separate approval by the Chancellor. However, stand-alone credit courses still need to be submitted to the Chancellor's Office for chaptering and to receive a control number. The Chancellor will conduct a periodic review to ensure that districts are in compliance. Please refer to title 5, section 55100(b) for full language.

Most courses at Citrus College are part of a program: a Certificate of Achievement, a Chancellor's Office-approved Skills Award, an Associate degree major, or a General Education requirement for an AA. A stand-alone course, on the other hand, is a credit course that is not part of a Chancellor's Office approved program. Citrus College does have various stand-alone courses that have been approved because they meet the standards defined and fulfill purposes within the college's mission.

2. The Course Outline

a. The Course Outline of Record as a Legal Document

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

Furthermore, the Course Outline of Record:

- States the **Student Learning Outcomes, Objectives, content, and level of rigor** for which students and faculty—across all sections of the course—will be held accountable.
- Provides the **basis for determining the degree of preparation** (prerequisites, corequisites, and/or advisories) that students need to advance successfully through a series of courses.
- Ensures **consistent, quality instruction** (from instructor to instructor, section to section, and year to year) in the classroom by clearly identifying standards and content of the course to be taught while still providing flexibility for individual instruction.
- Plays a critical role in the process of **Program Review** by which a college seeks to keep its curriculum relevant and to allocate its resources sufficiently to maintain its programs.
- Demonstrates that all of the **required components** are present in the course for the **required degree of**

rigor as specified in Title 5.

- Serves as **documentation** of the college's high academic standards and quality **for accreditation** purposes.
- Also, the Course Outline of Record is an essential element in the transfer process. It is:
 - Submitted for approval as meeting **California State University General Education (CSU/GE)** breadth requirements and for inclusion in **the Intersegmental General Education Transfer Curriculum (IGETC)**.
 - The basis for **evaluation of the transferability** of courses and evidence of their equivalence to those courses offered at the four-year schools.

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

b. Components of the Course Outline of Record

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

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

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

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

questions, which are, “What kind of work do I have to do, and how am I going to be graded?” At the same time, this section guides **instructors** about the latitude they have in selecting, designing, and grading assignments.

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

c. Stylistic Conventions for Writing the Course Outline of Record

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

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

d. Initiating a New Course or Course Modification on CourseLeaf

i. Creating a New Course

To create a new course, you will need to first log into the system using your username and password. Once you are on the Course Inventory Management page, you will want to select “Propose New Course.”

The screenshot shows the Course Inventory Management interface. At the top left is the Citrus College logo. The page title is "Course Inventory Management". In the top right corner, it says "You are logged in as gharris" with a user icon and a "Help" link. Below the title, there is a search box and a "Search" button. To the right of the search box are checkboxes for "Archive" and "History", followed by "- OR -" and a "Propose New Course" button. Further right is a "Quick Searches..." dropdown menu. Below these elements is a table with the following headers: "Course Code", "Title", "Modification Type", "Workflow", and "Status". The table body is currently empty.

A new window will open asking you to provide information for the new course.

The screenshot shows the 'New Course Proposal' form in the Citrus College Course Inventory system. The form includes the following fields and options:

- Originator:** Text input field with 'rrudd' entered.
- Co-Contributor(s):** A dropdown menu with a search icon and a red 'X' icon.
- Proposed Start Term:** A dropdown menu with 'Select...'.
- Discipline:** A dropdown menu with 'Select...'.
- Course Number:** A text input field.
- Honors courses must be followed by an H:** A checkbox.
- Cross Listed Course:** A table with columns 'Code' and 'Title'.
- Course Title:** A text input field with '100 characters remaining'.
- Short Title:** A text input field with '30 characters remaining'.
- Course Family:** A dropdown menu with 'Select...'.
- Catalog Course Description:** A large text area.
- Course Purpose:** A grid of checkboxes for 'Basic Skills', 'Non Degree Applicable', 'Degree Applicable', and 'Non-Credit'.
- Instruction Type(s):** A grid of checkboxes for 'Lab', 'Online Education Lab', 'Lecture', and 'Online Education Lecture'.
- CIP Code:** A text input field.
- TOP Code:** A dropdown menu with 'Select...'.
- SAM Code:** A dropdown menu with 'Select...'.

If you would like to use an existing course as a starting point for your new course proposal, click on the green **“Propose New Course from Existing Course”** link. A pop-up window will appear for you to search for the course you would like to copy. For the first pull-down menu, select Citrus College. For the second pull-down menu, select the discipline. A list of the courses in the discipline will appear. Select the course and then click **“Add”** at the bottom of the window. You can also use the quick search feature at the bottom of the pop-up window by typing in the name and number of the course and clicking **“Add Course.”**

The screenshot shows a pop-up window titled 'CourseLeaf - Select Course - ...'. It contains the following elements:

- Search Bar:** A text input field with 'Add Course' next to it.
- Buttons:** 'Add' and 'Close' buttons at the bottom.
- Dropdowns:** 'Citrus College' and 'Select Subject...'.
- Course List:** A list of subjects including Accounting (ACCT), Administration of Justice (AJ), Anthropology (ANTH), Architecture (ARCH), Art (ART), Astronomy (ASTR), Automotive Technology (AUTO), Biology (BIOL), Biotechnology (BIOT), Business (BUS), Chemistry (CHEM), Child Development (CHLD), Chinese (CHIN), Communications (COMM), Computer Science (CS), Cosmetology (COS), Counseling (COUN), Dance (DANC), and Dental Assisting (DENT).

ii. Course Revision

In CourseLeaf there are three types of course modifications: **Textbook, SLOs, and Substantial**. Once logged in, search for the course you wish to modify. To begin a proposal for a modification, click on the “**Edit Course**” link. A new window for your modification will pop up.

Citrus College

Course Inventory Management

You are logged in as rrudd Help

Search, edit, add, and deactivate courses.
Use an asterisk (*) in the search box as a wild card. For example, MATH* will find everything that starts with "MATH", *MATH everything that ends with "MATH", and *MATH* everything that contains "MATH". The system searches the Course Code, Title, Workflow step and CIM Status.
Quick Searches provides a list of predefined search categories to use.
[Click here to navigate to Approve Pages.](#)
[Click here to navigate to Program Admin.](#)

ENGL 101 Search - OR - Propose New Course Quick Searches...

Course Code	Title	Workflow	Status
ENGL 101	Reading and Composition		

Deactivate
Export to PDF
Export to Word
Download COR

Viewing: **ENGL 101 : Reading and Composition**
Last approved: 06/29/18 1:48 am

Edit Course
Preview Workflow
History

Start the modification by selecting the modification type. Then scroll through the course outline, revising as required.

Edit Record - Google Chrome

courseleaf.cgi?page=/courseadmin/index.html&step=editrecord&id=752&_=1525900427961

Citrus College

Course Inventory

Editing: **ENGL 104: Argumentative Writing and Critical Thinking**

Originator: rrudd

Co-Contributor(s):

Modification Type: Select... (dropdown menu open showing: Substantial Modification, Textbook Modification, SLO Modification)

Discipline: [dropdown]

Course Number: 104

Honors courses must be followed by an H.

Cross Listed Course:

Course Title: Argumentative Writing and Critical Thinking (57 characters remaining)

Short Title: Argumentative Writing (9 characters remaining)

Course Family: Select...

Once you have made the desired modifications, scroll to the bottom of the window and click on the green “**Submit to Workflow**” link. This will activate the CourseLeaf workflow process and move the proposal forward in that process.

CB00 Course Control Number	<input type="text" value="CCC000402328"/>
CB13 Course-Special-Class-Status	<input type="text" value="Course is not a special class."/>
CB21 Course-Prior-To-College-Level	<input type="text" value="Not applicable. Level of course is not one of the levels listed, may be above level A (transl"/>
CB23 Funding-Agency-Category	<input type="text" value="Not Applicable (funding not used to develop course)"/>

3. CourseLeaf Course Inventory Management (CIM)

Here are the details of what to put in all of the fields on CourseLeaf when you are working on a class. If you are creating a course from scratch, you will have to fill everything in. Even if you are just editing an existing class, you will still need to check each of these. In some cases, the needed information is not included in CourseLeaf or was not included or did not carry over from our previous curriculum software.

NOTE: All proposals, excluding textbooks and SLOs, will be approved for Fall of the following academic year. Please take this into consideration when submitting proposals for classes required for a degree in progress or sequence. Existing courses can continue to be offered even if the proposed start date is one or more semesters in the future, but the descriptions, units, prerequisites, etc. given in the catalog and schedule will be the old ones until the new version takes effect.

Originator/Co-Contributor(s)

When you open the window to create or modify a course, your user name will automatically appear as the originator. You can add or change the co-contributor information. A co-contributor is someone who can also edit the course. To add a co-contributor, click on the green plus sign on the right side and use the pull-down menu to find and select their name from the drop-down list.

If you wish to remove someone as a co-contributor, click on the red “x” to the right of the current co-contributor’s name. A pop-up window will ask you to confirm that you want to remove that co-contributor.

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

Proposed Start Term

This field will appear for new course proposals and will automatically populate with the current effective term as determined by the Curriculum Committee calendar. Only those with administrative privileges can modify the start term. If you have questions or concerns about the start term, please contact the Curriculum Committee Chair and/or the Curriculum Assistant.

Modification Type

This is where you will indicate which type of modification you are creating. (This field will not appear if you are creating a new course.) There are three types of modifications:

1. A Textbook modification: Only the “Course Textbooks/Resources” section may be modified.
2. An SLO modification: Only the “Student Learning Outcomes” section may be modified.
3. A Substantial modification: The entire course outline can be modified. This type of modification will also cause a “Proposed Start Term” field to appear and will prepopulate with the next available effective term. **Note: All six-year reviews must be in the form of a substantial modification regardless of what type of modifications are made.**

Discipline

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

Course Number

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

For honors courses, adding an H to the course number will open the Honors Addendum later on the page. Note that honors classes must have a separate listing from the traditional course with the same number. Also, students cannot receive credit for both the honors and traditional versions of a course.

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

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

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

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

Cross Course and Cross Listed Course

If this course should be cross-listed with another course on campus, click on the green plus sign to the right. A pop-up widow will appear. Use the drop-down list to select the specific course and select “add” at the bottom of the window.

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

Course Title

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

Short Title

This is a shortened version of the course title.

Course Family

In addition to the changes in repeatability rules, certain courses in Kinesiology and Visual and Performing Arts are grouped into “families” giving similar educational experiences. These families are ART, DANC, KIN, MUSC, MUSE, MUSP, and THEA. Within any given course family, students are only permitted four “experiences” while enrolled at Citrus College. An experience in this case is defined as taking a course and receiving any letter grade, including a substandard grade (D, F, NP, or W). Once a student has received four experiences in a given family, they will not be permitted to enroll in any other class within that family, even to alleviate a sub-standard grade. See catalog or pages 81-83 of this handbook for a full list of these courses.

Catalog Course Description

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

Often the course description is the only material a student reads when making a decision about taking the course. To make sure that the description is complete, clear, and accurate, follow these best practices guidelines summarized from *The Course Outline of Record: A Curriculum Reference Guide Revisited* (2017).

“When any course is developed, the course purpose or description sets the stage for all subsequent elements on the COR. Embedded within a course’s description are the reasons that the course exists and a holistic overview of objectives, content, and outcomes. Without this defining statement, instructors teaching sections of a course may be unclear on the scope of the course, how content should be taught, or how discrete objectives or the overarching student learning outcomes statements should be assessed. A course without a description that is clearly distinct from another course should not exist, and all courses should include defined student learning outcomes relevant to and supported by the course objectives.”

Course Purpose

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

- **Basic Skills:** Applies to math, English, and ESL classes with course numbers below 100. These classes cannot be degree applicable.
- **Degree Applicable:** Select if it is a college-level course and hence can be used for the 60-units a student requires to receive an associate’s degree. This does not necessarily mean that this course is part of the major preparation or GE requirements for a degree. If you wish to add this class to a degree major, you must bring that major program through the approval process as well, or select the option to add the course as an option to a degree/certificate in a later question.
- **Non-Degree Applicable:** Select if the course cannot be applied to an AA/AS degree.
- **Non-Credit:** Choose for “Non-Credit” courses. All new non-credit courses should be in the NC discipline. Choosing Non-Credit will also bring up a list of possible apportionment codes available. The class must fit in one of these categories to be considered non-credit.

Instruction Type(s)

Indicate which type of instruction the class is designed for. The options are (check all that apply):

- Lab
 - Lecture
 - Online Education Lab
 - Online Education Lecture
- **Online Education:** If a course can be taught in an Online Education format, selecting either online box will make the Online Education addendum become available further down the page.

CIP Code

The CIP Code will be added by the Curriculum Assistant.

TOP Code

The TOP code (Taxonomy of Programs) is a set of numerical codes that the state uses to collect information on programs and courses. The latest state listing and description of TOP codes is given at: <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/TOPmanual6200909corrected12513pdf.ashx?la=en&hash=C43FF81459CBF3BFF7D8FC14EFEC28A2E6D01244>. Scroll down to Appendix B2. Note that the newest TOP codes for specific ADTs may not be published there at all but can be found directly on the corresponding TMC templates available at: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum> Add the code from the drop-down list. Consult with your Division Dean on the appropriate code here.

SAM Code

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

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

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

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

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

Stand-Alone

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

study skills, resume skills, etc.

Should the course be added as an Elective to a Degree/Certificate?

Select “yes” if you wish to add this course to a degree or certificate (on which it is not currently listed). Do not list degrees or certificates that the course is already part of.

Also, do not list degrees or certificates for which the course would be required or for which the total number of units would be changed. In these cases, the degree/certificate must be brought through the curriculum approval process.

Minimum Qualifications (to Teach This Class)

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

<https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Reports/Files/2017-Minimum-Qualifications-Handbook-r1-ADA.ashx>

You only need to list the discipline title, **not the entire list of degrees associated with it**. For example, you would list “Physics and Astronomy,” NOT “Master’s in physics, astronomy, or astrophysics OR Bachelor’s in physics or astronomy AND Master’s in engineering, mathematics, meteorology, or geophysics OR The equivalent.”

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

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

General Education/Degree/Transfer Course

If a course is transferable to CSU, select “yes.” If a course is transferable to UC, select “Yes – Proposed.” You should also list in the Equivalent Course section one (1) comparable UC/CSU class. If prerequisites are required to allow the class to articulate, then 3 UC/CSU classes with comparable prerequisites must be listed. For more information on transfer, see Section V of this guide.

Where appropriate, transferable and degree applicable classes should indicate their listing as IGETC, CSU-GE, or our local district General Education pattern. Frequently, a course will fit in all 3 categories. You can use the most recent Citrus College catalog to get a recent listing of which courses belong in which category. If you wish to add a course to the district GE pattern, or to the IGETC or CSU-GE lists, you should also select it here. Be sure to consult with the Articulation Officer regarding any changes to this list.

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

Course Units/Hours

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

- **Credits**

Courses not classified as cooperative work experience, clock hour, or open entry/open exit use the following method for calculating units of credit:

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

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. Zero-unit courses are not permissible.

- **Lecture Hours**

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

- **Lab Hours**

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

Outside of Class Hours

Every unit of a lecture course requires 18 lecture hours per semester and 36 hours of outside work, totaling 54 hours for the semester. Instructors are encouraged to inform students in their syllabi and/or course homepages about the total number of hours students are required or should expect to spend per week on class-related work.

Total Contact Hours

Contact hours are defined as the total time per term that a student will be under the direct supervision of an instructor or other qualified employee. This is the sum of the lecture, lab, and arranged lab hours.

Hours Arranged

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

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

Total Student Learning Hours

Total student learning hours is the sum of all lecture, lab, arranged lab and outside of class hours, found by adding Outside of Class Hours + Total Contact Hours.

Is this course repeatable?

This is the total number of times a student can receive credit for the class. It does not include repeats allowed because a student fails or drops out of a course. Except in very limited circumstances, a course may not be designated as repeatable for credit. In the past, many classes at Citrus College were defined as “Repeatable,” meaning that a student could take these classes for credit and receive a passing grade more than one time. These included Kinesiology activity classes, hands-on and performance classes in Visual and Performing Arts and Communications, Co-operative Education classes, and classes designed specifically for students in the DSPS program.

Changes to the regulations governing community colleges statewide mean that most of these courses are no longer considered generally repeatable. Courses that remain repeatable include:

1. Competitive Athletics and Conditioning courses (KIN courses numbered 200 and up and KINC courses)
2. Academic courses specifically designed for students to participate in a state-recognized competition
3. Courses that must be repeated to meet lower-division degree requirements at transfer institutions
4. Cooperative work experience courses as long as the student does not exceed 16 units in all types of cooperative work experience education.

The rules also allow individual students to apply to repeat courses in DSPS and adapted physical education. See [AP 4225 Course Repetition](#) for more detail.

Maximum Enrollment

List the maximum number of students who can be enrolled in a section. If a single course has both lab and lecture components, give the maximum enrollment for the lecture section. Don't define the maximum enrollment on the basis of a room size or a specific set of equipment. Instead, give the maximum number of students it would be reasonable to teach. If there are space or equipment limitations for a course, this can be handled when a class is scheduled.

Typical lecture sections have 45 students. Lab sections and other specialized areas often have different maximum enrollments.

Credit by Exam

A department may elect to offer credit by exam. (See AP 4235 for more details on allowing credit by exam.) If your department has determined a class is appropriate for credit by exam, select “yes.” Otherwise, select “no.”

Lab Equivalent Factor

A faculty member's load is based on the Lecture Hour Equivalent (LHE). The “annual load” for ~~Unit~~ faculty members is 30 LHE; 15 LHE in each semester (Fall and Spring) of a school year. These standards reflect the application of the Carnegie unit as specified in Title 5 § 55002 (b)(1)(B), and the amount of preparation, evaluation, and student contact required to deliver the course curriculum. Current percentages can be found in the faculty union contract.

Field Trips

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

Grading Methods

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

long learning.

Course Fees

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

Material Fee

Selecting “yes” opens up the following additional fields to complete:

- **Fee amount**
This is the total amount a student must pay.
- **List the materials**
Give a list of all materials purchased with this fee. This list should include approximate costs. These materials must have continuing value outside of the classroom; quantities should be consistent with what is required to meet course objectives.
- **Relate to objectives**
Here you describe how the student will use the materials to meet the course objectives.
- **Reasons**
Title V gives only 3 options as reasons for charging a fee. Indicate which of the following apply:
 1. The district can supply the material at a lower cost than may be obtained elsewhere.
 2. The district is the only source of the materials.
 3. There is a health or safety reason for the district to supply the materials.

Student Learning Outcomes

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

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

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

Each SLO is divided into 2 parts. These parts are:

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

Where appropriate, the starting verb should indicate the level of critical thinking expected. Note that there is a link titled “taxonomy” that lists commonly used verbs and their implied level of critical thinking in many disciplines. In general, college level courses should include outcomes that require

students to demonstrate high levels of critical thinking.

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

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

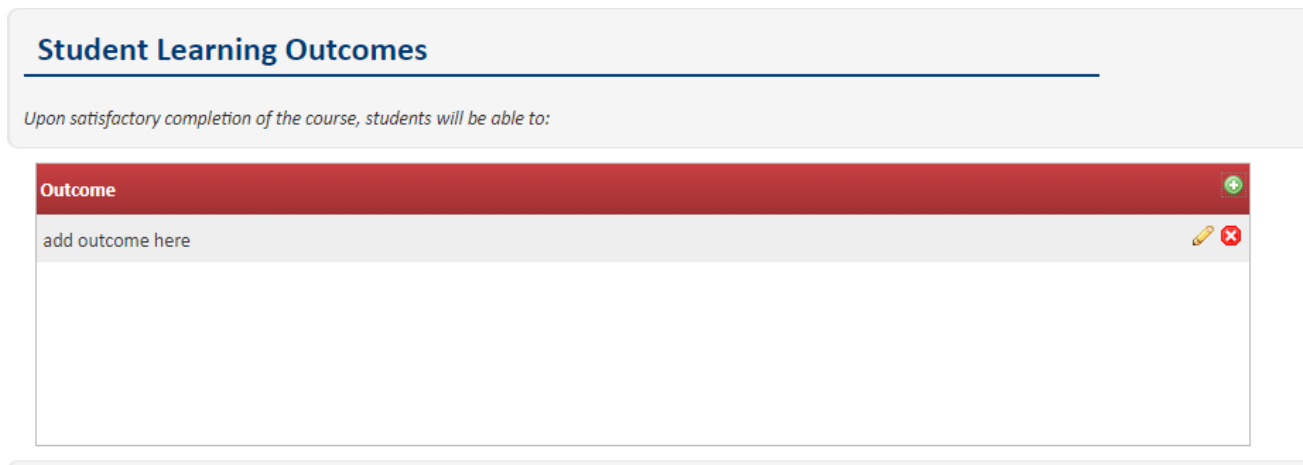
Adding/Revising/Deleting SLOs in CourseLeaf

To enter a new SLO into CourseLeaf, do the following:

1. Click on the green add button on the right (shown in first image below). A pop-up window will appear for you to complete the entry of an SLO (shown in second image below).
2. Check which Core Competency(ies) the SLO reflects
3. In the Outcome field provide the outcome as described above
4. In the Assessment field provide the assessment as described above
5. Click on the green “Save” button to add the SLO to the list of course SLOs.

To modify an existing SLO, click on the pencil icon (shown in first image below). The pop-up window will appear for that SLO and you can edit the information as appropriate and then click “Save.”

To delete an SLO, click on the red button with a white “x.” A pop-up window will appear asking you to confirm that you want to delete the selected SLO. Select “ok” to proceed or “cancel” to go back.



Student Learning Outcomes

Competencies

- Communication
- Community/Global Consciousness and Responsibility
- Computation
- Creative, Critical, and Analytical Thinking
- Discipline/Subject Area Specific Content Material
- Information Competency
- Other
- Technology

Outcome

Assessment

Course Objectives

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

Course Objectives

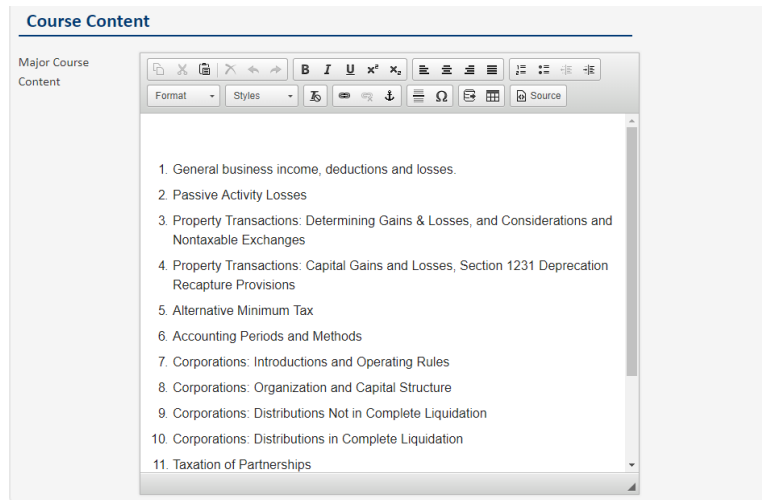
Course Objectives	Objective	
1	<div style="border: 1px solid gray; height: 20px; width: 100%;"></div>	<input type="button" value="Add"/> <input type="button" value="Delete"/> <input type="button" value="Up"/> <input type="button" value="Down"/>

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

The objectives section is especially important if a course is being used as a requisite for another course. The objective skills are used in the content review justification of the requisite.

To re-order the objectives, click on the green up or down arrows next to the objective you want to move. To delete an objective, click on the red delete button.

Course Content



The Course content section lists the major topics covered in the course. It should be detailed enough to provide clear guidance for any instructor assigned to teach the course. The material outlined in the Course Content section represents the fundamental *required* content and concepts to be delivered in the course. However, any instructor teaching the course may choose to enhance material with additional information, theoretical approaches, themes, or emphases, while ensuring that all required content and concepts are covered to the extent indicated in Course content.

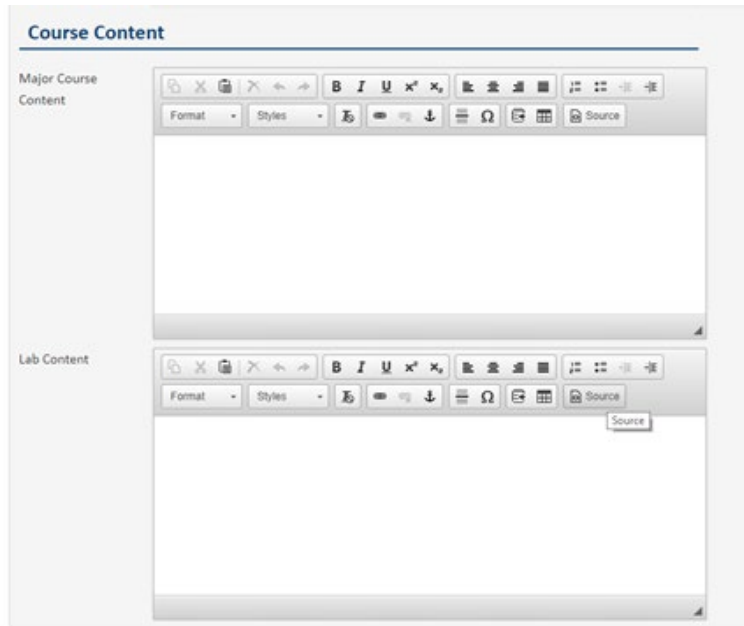
CourseLeaf provides a tool for making ordered lists as well as other basic word-processing functions. It is better to type the straight text and do the formatting within the course content window.

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

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

Lab Content

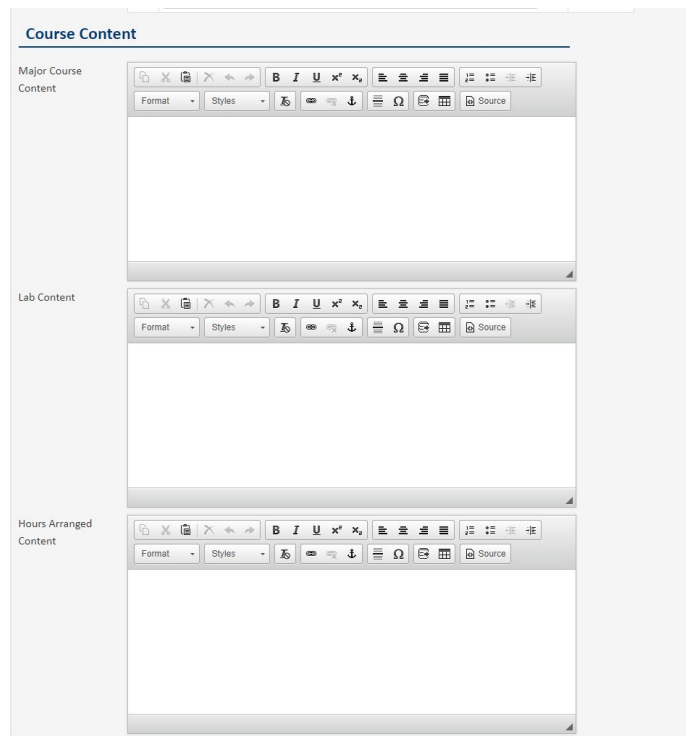
This is similar to Course Content, but specific to the laboratory portion of the class. If a course has lab content, then this must be filled in. This additional window appears when “Lab” is checked under the Instruction Type section in CourseLeaf.



The screenshot shows a web form titled "Course Content". It has two main sections: "Major Course Content" and "Lab Content". Each section contains a rich text editor with a toolbar at the top. The toolbar includes icons for undo, redo, bold, italic, underline, strikethrough, link, unlink, list, indent, outdent, and source. Below the toolbar is a large, empty text area for entering content.

Hours Arranged Content

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



The screenshot shows a web form titled "Course Content" with three sections: "Major Course Content", "Lab Content", and "Hours Arranged Content". Each section contains a rich text editor with a toolbar at the top. The toolbar includes icons for undo, redo, bold, italic, underline, strikethrough, link, unlink, list, indent, outdent, and source. Below the toolbar is a large, empty text area for entering content.

Requisites, Advisories, Limitations on Enrollment and Entrance Skills

According to *The Course Outline of Record: A Curriculum Reference Guide Revisited* (2017):

- **Demonstrating and Documenting Need**

Justification of prerequisites requires documentation, and colleges have generally developed forms for the various types of evidence. This evidence can take many forms: equivalent prerequisites at UC or CSU, content review, legal codes mandating the requisite, or data collection and analysis. While these forms are not required to be part of the course outline, they are often attached as documentation of the process having been completed. Subdivision I.C.3, A, 2(a)vii of the Model District Policy on Requisites (Chancellor's Office, 1993) strongly advises that districts "maintain documentation that the above steps were taken," and additional guidelines were released by the Chancellor's Office for Title 5 §55003 in 2012. A simple method for achieving this record is to retain the content skills scrutiny documents for each requisite course.

- **Content Review**

All courses with requisites or advisories must document the requisite skills which have been established through content review in a separate section of the course outline. The primary goal of identifying requisites and providing advisories is to facilitate student success. A content review process should document that connection by showing how the skills achieved in the requisite course are fundamental to success for most students taking the receiving course. The writing style of the prerequisite skills section is the same as that for the objectives. The section usually begins with a phrase such as "Upon entering this course, the student should be able to" followed by a list of those entry skills, expressed using active learning verbs following a taxonomy such as Bloom's. In its simplest form, a content review consists of comparing the entry skills list with the objectives of one or more courses to identify courses that would be appropriate requisites. This list of entry skills is also very useful in determining articulation pathways for students coming from other institutions or life experiences. If a course has more than one requisite course, effective practice is to have separate lists for each one, which may make tracking their validation easier. For example, if an advanced physics class has both a calculus and a pre-calculus physics prerequisite, this section would have two separate lists.

- **Content Review, Statistical Validation, and Communication/Computation Requisites**

For programs specializing in communication and computation, requisites may be placed on courses using a content review process alone, without a need for statistical validation. Since 2011 colleges have been allowed by Title 5 to place communication and computation prerequisite courses on non-communication and non-computation courses through a content review process alone provided that the district meets specific criteria explained in Title 5 §55003(c). If the conditions of this section are not met, colleges must follow the same guidelines that exist for establishing prerequisites in all other areas, which require statistical validation using "the compilation of data according to sound research practices" per Title 5 §55003(f). For example, an English course having a prerequisite of a lower-level English course may validate this need through content review. A business course requiring that same lower-level English course may also use content review to establish the prerequisite if the requirements of Title 5 §55003(c) have been met; if these requirements are not met, the college may establish the prerequisite through a combination of content review and statistical validation. Further information regarding prerequisites for communication and computation can be found in the Chancellor's Office Guidelines for Title 5 Regulations Section 55003 (2011).

- **Requisites and Articulation**

When considering placing a requisite on a course, faculty should consider the impact that action may have on proposed or existing articulation agreements. When determining whether to grant articulation,

receiving institutions will closely review any prerequisites on a course, or the lack of a requisite that they consider essential, as indicators of the scope and rigor of the course. Faculty should review parallel courses at the primary institutions for transfer in their region to be aware of requisite expectations local CSUs and UCs have on comparable courses. In addition to reviewing university courses, faculty should consider any prerequisites identified in course descriptors created through the Course Identification Number (C-ID) System.

- **Other Limitations on Enrollment**

A course may have enrollment limitations other than prerequisites, corequisites or advisories. Some common limitations on enrollment are a requirement to pass a tryout prior to being enrolled in an athletic course or as a member of a team or a physical requirement where the student’s safety would be compromised by an inability to meet specific physical capabilities. While the specific criteria for the limitation does not have to be included in the course outline of record, such limitations should be well defined and be as measurably objective as possible. For example, a sight acuity limitation might include specific vision parameters and list any medical conditions that impose or exacerbate the limitation. If the limitation is a tryout for athletics, the criteria should be very specific and realistic to the demands of the activity. Thus, “be able to swim ten laps in a standard competition pool in under eight minutes” would be reasonable for a water polo tryout, but requiring this task be completed in less than two minutes would be extreme. All limitations on enrollment should be fair and reasonable and should produce consistent evaluation results.

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

Requisites & Entrance Skills

Prerequisites

Corequisites

Strongly Recommended

Limitations on Enrollment

Entrance Skills

	Code	Requisites
1	<input type="text"/>	<input type="text"/>

On this date, I verified that these objectives were appropriate entry skills for the course.

Approve

Name Date

Methods of Assessment

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

Methods of Assessment

This section defines the ways students will demonstrate that they have met the student learning outcomes. Please check as many as are deemed appropriate.

Student grades will be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, including the final semester grade. The following list displays typical assessment methods appropriate for this course. The actual assessment methods used in a particular classroom and section will be listed in the instructor's syllabus. Please feel free to check as many as appropriate.

Multiple measures may include, but are not limited to, the following typical classroom assessment techniques/required assignments:

- | | |
|---|--|
| <input type="checkbox"/> Class Participation | <input type="checkbox"/> Class Work |
| <input type="checkbox"/> Exams/Tests | <input type="checkbox"/> Field Trips |
| <input type="checkbox"/> Group Projects | <input type="checkbox"/> Home Work |
| <input type="checkbox"/> Lab Activities | <input type="checkbox"/> Oral Presentation |
| <input type="checkbox"/> Papers | <input type="checkbox"/> Portfolios |
| <input type="checkbox"/> Projects | <input type="checkbox"/> Quizzes |
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Simulation |
| <input type="checkbox"/> Competency based written and practical tests which demonstrate the students' ability to apply skills and concepts learned to minimum standards established by the instructor | <input type="checkbox"/> Standard instrument measuring student subjective opinion |
| | <input type="checkbox"/> Standardized instrument objectively measuring student knowledge |

Additional assessment information

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

Methods of Instruction

This is a list of techniques you will use to help students learn the material, both in and out of class. A box for additional items not included in the checklist will open if you select “other.”

rseleaf.cgi?page=/courseadmin/index.html&step=editrecord&cmd=new&_id=1549483538138

Additional assessment information	minimum standards established by the instructor	measuring student knowledge
	<input type="text"/>	

Methods of Instruction

Methods of Instruction	<input type="checkbox"/> Audio Visual Presentations	<input type="checkbox"/> Class Activities
	<input type="checkbox"/> Class Discussions	<input type="checkbox"/> Clinical
	<input type="checkbox"/> Collaborative Group Work	<input type="checkbox"/> Computer-aided Presentation
	<input type="checkbox"/> Cooperative Work Experience	<input type="checkbox"/> Demonstrations
	<input type="checkbox"/> Field Experience/Internship	<input type="checkbox"/> Group Discussions
	<input type="checkbox"/> Guest Speakers	<input type="checkbox"/> Guided Instruction
	<input type="checkbox"/> Internet Research	<input type="checkbox"/> Laboratory
	<input type="checkbox"/> Learning Modules	<input type="checkbox"/> Lecture
	<input type="checkbox"/> Observation	<input type="checkbox"/> Practicum
	<input type="checkbox"/> Reading Assignments	<input type="checkbox"/> Web-based Presentations
	<input type="checkbox"/> Other (Specify)	

Course Standards

- **Title 5 § 55062 Types of courses Appropriate to the Associate Degree**

The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall permit only courses that conform to the standards specified in §55002(a) and that fall into the following categories to be offered for associate degree credit:

All lower division courses accepted toward the baccalaureate degree by the California State University of University of California or designed to be offered for transfer.

Courses that apply to the major in non-baccalaureate occupational fields.

English courses not more than one level below the first transfer level composition course, typically known as English 1A. Each student may count only one such course as credit toward the associate degree.

All mathematical courses above and including Elementary Algebra.

Credit courses in English and mathematics taught in or on behalf of other departments and which, as

determined by the local governing board, require entrance skills at a level equivalent to those necessary for the courses specified in sections (c) and (d) above.

- **Title 5 §55002(a) Associate Degree Credit Course**

An associate degree credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of §55805.5 and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students eligible for admission.

- **Title 5 §55002(a)(2) Standards for Approval of Degree Credit Courses**

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

- a. Grading Policy: The course provides for measurement of student performance in terms of the state course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with §55758 of this Division. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.
- b. Units: The course grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of work per week, including class time for each unit of credit, prorated for short-term, laboratory, and studio courses.
- c. Intensity: The course treats subject matter with a scope and intensity that require students to study independently outside of class time.
- d. Prerequisites and Corequisites: When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of Article 2.5 (commencing with §552200) of this Subchapter.
- e. Basic Skills Requirements: If success in the course is dependent upon communication or computational skills, then the course shall require, consistent with the provision of Article 2.5 (commencing with §55200) of this Subchapter, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.
- f. Difficulty: The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.
- g. Level: The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

Online Education

The Online Education sections must be filled out for any online course.

Online Education

Online Education Yes No

Hybrid [?](#)

Describe how the assessment methods in the course outline will be adapted for use in the online education mode(s) previously described:

Specify any adaptations in instructional methodology resulting from offering this course in the online learning mode(s) previously described as opposed to the face-to-face mode assumed by the current course outline.

Online Education Methods of Communication

<input type="checkbox"/> Chat (Synchronous Dialogue)	<input type="checkbox"/> Discussion Boards (Asynchronous Dialogue)
<input type="checkbox"/> E-mail	<input type="checkbox"/> Office Hours
<input type="checkbox"/> On Campus Meeting Announcements	<input type="checkbox"/> Web Casts
<input type="checkbox"/> Other	

Describe how the method(s) will be effectively adapted for the online education mode(s) described previously:

Sample Assignment

Please give an example of an assignment that students will do in the distributed class format(s) previously described:

Accessibility

Accommodations regarding disabled student accessibility to Online Education content must be made as prescribed in the Online Education Guidelines regarding Section 508, as published by the California Community College Chancellor's office.

Please describe how this course will meet the Section 508 requirements:

First, check “yes” or “no” to indicate whether the class will be offered in a hybrid format.

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

How will assessment methods be adapted for this online course?

Please describe how any of the previously listed assessment methods will be adapted for the online format in the textbox provided.

Examples:

Exams will be given in the Testing Center on campus.

Quizzes will be given online.

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

Other examples from some actual classes:

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

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

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

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

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

How will the methods of instruction be adapted for this online course?

Provide any information describing how the methods previously selected will be adapted to the online format in the textbox provided.

Examples:

Written lectures will be posted weekly.

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

How will the methods of communication be adapted for this online course?

First check any method listed as appropriate. In the textbox, you should expand on these methods to indicate how each of these methods of communication will be used in practice.

Examples:

Announcements are posted at least weekly.

Students are emailed regularly.

Sample Assignments

In this textbox, provide a specific example of an assignment that would be used in the online education format of this course.

Accessibility

In this textbox, please describe how you will ensure this class meets state accessibility guidelines.

Examples:

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

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

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

Honors Addendum

NOTE: The course outline for an honors course must be almost the same as for the traditional course that it mirrors. Except for the honors addendum, the only differences should be extra content, SLOs, methods of assessment etc. that reflect the extra rigor and depth of the honors course—please explain these additions in the textbox provided. Please also provide all additional course objectives in the fields provided. To add additional objectives, click on the green plus sign button.

The Curriculum Committee recommends that honors courses be brought through the approval process at the same time as their companion traditional course. The honors information must be filled out for any honors course. Also, note that an honors class should have additional SLOs listed in the SLO section of the outline. The Honors Addendum is only available if the course number for the proposal includes the “H” honors designation.

Honors Addendum

Requisite: Student must be eligible for the Citrus College Honors Program.

The primary goal of the Citrus College Honors Program is to provide the highly motivated student with a broader intellectual experience than that offered in the basic curriculum. Honors courses are designed to foster not only mastery of content, but also advanced critical thinking, analysis, discussion, and/or writing skills.

The following additional criteria will augment this course to make it an honors course:

List additional measurable instructional objectives that the honors student will be expected to accomplish:

Objectives		+
Objective 1	<input type="text"/>	✖

Course Textbooks/Resources

Use this area to identify all of the textbooks used in the class, whether required or recommended. You will want to create a separate listing for each textbook, manual, periodical, and software that students will purchase. Click on the green plus sign button to add each textbook/resource Instructor-prepared material can appear in the “Other” box.

Course Textbooks/Resources

Resource Type	Description	+
---------------	-------------	---

A new pop-up window, as shown below will open for you to complete the information for a textbook or other resource. Use the pull-down menus to indicate the type of resource (book, manual, other, periodical or software). Also select whether the resource should be required or supplemental. Indicate whether or not the resource is an Open Educational Resource (OER). Finally, in the textbox provide the information for the resource following the format example provided.

Course Textbooks/Resources

Resource Type: Formatting Style:

Required or Supplemental: Is this material/text an Open Educational Resource (OER)? Yes No

Enter textbook information in this order: Author (last, first), title, publisher, year. Here is an example: Smith, Martha, Title of Textbook, Norton, 2019. Please select yes or no for the OER text question.

Description:

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

Textbooks can be updated without submitting the entire course for review by submitting a Textbook Modification proposal to workflow in CourseLeaf.

Note Regarding Textbooks in UC Transferable Courses:

The main text for the proposed course must be dated within 5 years for most course submissions. **Note: UC has been known to reject transfer courses based on lack of currency in the texts and instructional materials.**

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

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

Library Resources

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

Library Resources

This class needs library support in these areas:

- Media (DVDs, CDs, Streaming Video, etc.)
- Electronic (databases, journals, links to websites, e-books, etc.)
- Library instruction
- Please expand with suggestions on materials or services the library needs to provide.
- Print (books, periodicals, etc.)
- Other

Other

Course Assignments

Good curriculum practice in the state suggests that we give more specific information about the assignments students are required to do. In this section of the proposal, there are 3 boxes that should be filled out describing suggested reading assignments other than those in the required textbook, examples of outside assignments, and examples of required writing assignments. Please be as specific as possible (these are considered examples of typical work in the course).

Course Assignments

For every hour of lecture, student is expected to spend two hours of study outside of class.

Assignments listed here should be specific to the course; avoid generalized assignments. For example, for a Medieval History course, "Students are required to write a three page essay on person, place or event from the Medieval era."

Suggested reading other than required textbook:

Examples of Outside Assignments:

Examples of Required Writing Assignments:

Attach File

Uploaded Files:

Files To Be Uploaded:

Suggested reading other than required textbook:

In this textbox, please provide examples of reading assignments students will be given other than those in the class required textbook(s).

Example:

Articles from selected professional journals.

Examples of Outside Assignments

Please provide examples in this textbox of typical outside assignments in the course. Outside assignments should be substantial enough to reflect the rigor, intensity, critical thinking, and independent work required. Note that classes that only give lab credit are not required to have outside assignments.

Examples:

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

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

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

Examples of Required Writing Assignments

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

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

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

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

Attached Files

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

Classification & Codes

In this section, provide: the C-ID Descriptor (such as ENGL 100) if one exists, indicate whether the course is an "approved special class" designated for students with disabilities, its CB21 Course-Prior-To-College-Level (for courses below transfer level), and if "Economic Development Funds" were used to develop the course. You may need to consult with your dean and/or the Articulation Officer to determine the correct responses for these classifications and codes.

Classification & Codes

C-ID	<input type="text"/>
CB00 Course Control Number	<input type="text" value="CCC000589228"/>
CB13 Course-Special-Class-Status	<input type="text" value="Course is not a special class."/>
CB21 Course-Prior-To-College-Level	<input type="text" value="Not applicable. Level of course is not one of the levels listed, may be above level A (transl"/>
CB23 Funding-Agency-Category	<input type="text" value="Not Applicable (funding not used to develop course)"/>

4. Non-Credit Course Outlines

Non-credit courses are expected to have the same items as credit courses, except as noted here. See the *Program and Course Approval Handbook, 6th Edition* for more information on the requirements for non-credit courses.

a. Course Purpose

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

Also, there are specific requirements for non-credit faculty depending on the apportionment area chosen. See the “Noncredit at a Glance” guide at https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/NoncreditAtAGlance_5e_pdf.ashx for additional details on these requirements.

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

b. Units/Hours

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

Given the open entry/open exit nature of many non-credit courses, the maximum enrollment is often much higher than in a traditional lecture course. While there are no units awarded, class hours should be indicated.

c. Outside Assignments

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

5. The Curriculum Course Review Process (See Part VI for the Program Review Process)

a. Curriculum Development

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

Discussion and Research. The development of any new course or the revision of an existing course should

begin with dialogue and research within the department. Both new course and modification proposals should involve collegial discussion. Beyond the five basic criteria for approval set by the Chancellor's Office there are some questions that the proposing department needs to answer:

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

Requires New Course Proposal	Substantive Revision Only
Elements in the Course Outline of Record have been changed to such a degree that the course is essentially a different course.	Configuration of lab/lecture hours changes.
A semester course is broken into separate modules. OR Two or more short, related courses are combined to make a semester length course. (Exp. Math 148 + 149 = 150)	Elements in the Course Outline of Record have been changed to some degree but the course essentially covers the same topic (e.g., certain topics may be added or substituted, textbooks updated, methods of evaluation changed, etc.)
The course has been changed from non-degree applicable to degree-applicable, or vice-versa.	Course is updated to reflect contemporary scholarship, trends in the field, or evolving technologies.
The course is changing from credit to noncredit, or vice-versa.	Student Learning Outcomes are added to the course outline, as long as they reflect course objectives.

The Basic Skills status, TOP code, and/or SAM code are changing.	Aspects of the course are revised to allow for online or other Online Education modes of delivery, as long as the course is not changed to the extent that it <i>must</i> be taught through Online Education.
A new identical course is created that is to be cross-listed in a different discipline.	Change in number of repetitions; change in prerequisites, corequisites, or advisories
	Change in status: Add to an AA degree or certificate program; add to the associate degree GE list; submission to CSU for addition to CSU GE-Breadth or to CSU and UC for addition to IGETC; Offering a course in experimental status

b. The Approval Workflow Process in CourseLeaf

All new courses, as well as modifications and deletions of courses, follow the approval process listed below. At each step in the process, interested parties can make comments and recommendations about the course, and these are recorded in CourseLeaf. [SLO and textbook modifications will be addressed in section 5C.]

Whenever a course reaches a level in which the Originator has to take action, they receive an email message from CourseLeaf (usually labeled as a “CIM Update”) alerting them to this. Also, whenever a course becomes available for review at a given level the appropriate reviewer receives an email alert.

Early in the process, the Originator is free to make immediate change. However, after the proposal is submitted to workflow, the course is locked so that changes cannot be made until the proposal is returned to the originator for action/approval. In the rest of this discussion we will refer to “Courses.” Essentially the same review process is followed for degrees and certificates.

The Originator is expected to take action at several stages in the workflow to move the course forward. At any time when the Originator is ready to move the class to the next level, the following procedure must be followed:

1. From the CourseLeaf home page, select “Click here to navigate to Approve Pages.”
2. Scroll to the originator’s name in the dropdown menu. All approvals available for that person will appear in the “Pages Pending Approval” list.
3. Select the course you wish to take action on. A preview of the proposal will open up below in the “Page Review” section.
4. If you are ready to approve the course to move in forward in workflow, click on the green “**Approve**” link. If you need to make some edits to the proposal prior to approving, click on the red “**Edit**” link to access the course proposal. Once you are done editing, scroll to the bottom of the page and select “**Save changes.**” You then may “Approve” the proposal to move it forward to the next stage in workflow.

New Course/Substantial Modification CourseLeaf Workflow:

After the Originator submits the proposal to workflow, the course enters into the approval process as described below:

- **Division dean:** Receives an FYI notification and has the ability to review and provide comments on the proposal.
- **Faculty Review, Curriculum Rep, Library, Financial Services Rep, Online Education Coordinator, Honors Coordinator, Articulation Officer:** This is the “first look-through” for all of the relevant constituents. Library, online education coordinator, and the Honors Coordinator may review materials relevant to their areas of expertise. The department faculty members and Curriculum Representative can also comment on any aspect of the course. Note that approval is required by the Articulation Officer and Curriculum Representative for the course to move forward in workflow. Here are the steps to go through to review a class:
 - From the CourseLeaf home page, select the course you wish to review.
 - Read through the proposal.
 - To add a comment on a proposal, click on the “Add Comment” link. A pop-up box will appear for your comment. Type your comment in the textbox and select “Save.” Your comment will be added to the bottom of the proposal. Note that your comments can be seen by everyone else reviewing the course, including the Originator.
- **Technical Review and Technical Review Chair:** This is where members of the Technical Review committee look over the course and try to make sure all of the “technical” aspects of the course are correct (e.g., all of the boxes are filled in correctly, no glaring inconsistencies, etc.). Individual Technical Review members can review and comment on the proposal. Also, see the section titled “Responsibilities of the Technical Review Committee” in Part II, Section 3 of this document. Once the committee decides, the Technical Review Chair can move the proposal forward in workflow or rollback the proposal for revisions based on feedback from the Technical Review Committee.
- **Originator:** Once the Technical Review committee has completed its review, the proposal will be returned to the originator for modifications and/or approval to move it forward to the Curriculum Committee.
- **Curriculum Committee and Curriculum Chair:** This is when the full Curriculum Committee gets to review the course, focusing now on “big picture” questions, like whether the course has the right level of rigor, fits properly into its program and the overall college goals, has the appropriate prerequisites and units, etc. Of course, the Curriculum Committee may also recommend changes of a more technical nature if they are still required. Based on the Curriculum Committee’s decision, the Curriculum Chair may:
 - a. **Approve:** If there are no more changes, send the course forward in workflow
 - b. **Rollback to Originator:** If there are only minor changes, so the Originator can make minor changes.
 - c. **Table the proposal:** This step is taken occasionally if the Committee agrees that further revisions are needed.
- **Vice President for Academic Affairs:** The Vice President gives final approval of the course.
- **Board of Trustees:** Approved courses are submitted by the Curriculum Assistant to the Board of Trustees for their review and approval.
- **CCCCO:** Upon local Board approval, the Curriculum Assistant will submit courses to the Chancellor’s Office Curriculum Inventory (COCI). These courses will remain as pending courses at step 8 until reviewed and approved by the Chancellor’s Office. Once approved the Curriculum

Assistant will move the courses to step 9 Banner, where the courses will be activated. In general, the activation date will be set as the start of the semester listed as the “Start Date” in the course outline.

Final Approval. All new courses that have been approved by the Curriculum Review Committee must be approved by the Board of Trustees and reviewed by the Chancellor’s Office before they can be offered. All new and revised noncredit courses must be approved by the Curriculum Committee, Board of Trustees, and the Chancellor’s Office as well.

c. Textbook and SLO Approvals

Both course textbooks and SLO’s may be subject to much more frequent updates than the course outlines as a whole, so the curriculum committee has established separate textbook and SLO modification approval processes that uses fewer steps than the full course approval process. Note that the only areas that the Originator can edit here are limited: the “Course Textbooks/Resources” for the textbook update process and SLOs for the SLO update process. If changes are needed in any other part of the course outline, Originator’s should follow the “Substantial Course Modification” process described above.

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

Originators start by following the same procedure to begin modifying a course (see Part IV, Section 2D), except that they select “Textbook Modification” or “SLO Modification” when prompted instead of “Substantial Modification.” They can then edit the appropriate portion of the outline. When this is complete, the course can be submitted to CourseLeaf workflow.

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

- Originator submits modification to workflow
- FYI sent to Dean
- FYI sent to discipline faculty
- Curriculum Rep review and approval
- Technical Review and Technical Review Chair approval
- Curriculum Assistant approval
- VP Academic Affairs approval
- Implementation

The SLO Modification approval process also has a more limited number of steps than the substantial modification approval process. These are:

- Originator submits modification to workflow
- FYI sent to Dean
- FYI sent to discipline faculty
- Curriculum Rep review and approval
- SLO Coordinator approval
- Curriculum Assistant approval
- Implementation

See the discussion in the previous section for more details on options each reviewer has and the procedures for reviewing and commenting on courses. Note that for the SLO update process, the Curriculum Assistant does the final review rather than the Curriculum Chair.

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

d. Curriculum Committee Meetings

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

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

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

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

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

Consent Agenda

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

“Members of the full Curriculum Committee are expected to read the revised and previous course outlines, and the accompanying rationale. They may pull the item from the consent agenda for discussion, if necessary. Otherwise, no comment is needed prior to a full committee vote.”

Minor revisions leading to placement on the consent agenda include:

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

4. Change in course title
5. Minor changes to allow *option* for Online Education delivery of course

Full Review

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

Substantive changes include:

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

Course Deletions

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

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

Information Only Changes

Certain minor changes can be made to courses without following the full approval process. These changes will be reported to the Curriculum Committee as information items only. With approval of the Curriculum Chair, the Curriculum Office may initiate the following changes and list them as information items:

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

PART V: Transfer

1. About Transfer Courses

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

Articulation vs. Transfer

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

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

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

Comparable Courses as Support for Transferability

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

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

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

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

2. UC Transferability Requirements

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

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

Policy and Process on Course Transferability

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

General Transferability of Courses

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

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

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

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

Special Regulations for Courses in Specific Subject Areas

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

- **Administration of Justice**

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

- **Architecture**

Courses in this subject should emphasize architectural design and theory, rather than applied aspects such as drafting or building/construction technology. These types of courses may be found in UC departments such as Architecture and Civil Engineering. Credit for variable topics is not usually allowed due to credit limitations in this area.

- **Art**

Transferable courses in this area should stress aesthetic intent and content over technique. In addition to knowledge and appreciation, courses should stress principles and concepts that unify knowledge as well as the methods of investigation that characterize specific disciplines. Courses on the history of photography, color photography, mixed media and digital and computer art are acceptable. Commercial

or professional art courses (Advertising, Commercial Photography, Interior Design, etc.) are not appropriate, nor are craft courses (Calligraphy, Jewelry Making, Weaving, etc.).

- **Biological (Life) Sciences**

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

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

- **Business**

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

- **Chemistry**

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

- **College Success**

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

- **Computer Science**

Courses in this area should cover topics such as introductory theory of the computer; its organization and logic; or development of a high-level programming language. Credit for one course in computer literacy may be granted. Courses that provide technical training or are primarily business-oriented are not considered appropriate for transfer. Courses such as data processing and desktop publishing are not appropriate for transfer.

- **Criminology/Law and Society**

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

- **Dance**

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

- **Education**

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

- **Engineering**

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

- **English as a Second Language**

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

- **English Composition and Literature**

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

- **English/Writing**

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

- **Health Education/First Aid/Life Saving**

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

- **Independent Study**

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

Tutorial, etc.

- **Languages other than English**

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

- **Mathematics**

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

Remedial work in mathematics is defined as work in topics from arithmetic, beginning and intermediate algebra, plane geometry, and trigonometry. A pre-calculus course, with intermediate algebra as a prerequisite, containing topics from advanced algebra, elementary functions (logarithmic, exponential, and trigonometric), and analytic geometry, is not considered remedial. Credit for trigonometry is not allowed if taught as a separate course. In the past, UC deducted one unit for courses which contained trigonometry content. Beginning fall 2006, based on UC faculty clarification credit will be granted for College Algebra and Precalculus courses as offered. A student may only receive credit for either college algebra or pre-calculus.

- **Mineralogy**

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

- **Music**

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

- **Physical Education**

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

- **Physical Science**

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

- **Physics**

UC allows only one introductory or survey course prior to the general course series for the major or non-

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

- **Psychology**

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

- **Religion**

Courses in this area should focus on religion in an objective and scholarly manner. Courses should approach religion from a historical and literary point of view that is comparative and cultural. Courses that approach religion from a dogmatic, sectarian point of view meant to indoctrinate or convert are not appropriate for transfer.

- **Social Sciences**

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

- **Statistics/Probability**

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

- **Theater Arts**

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

- **Variable Topics Courses**

These courses are also called “Independent Studies”, “Special Studies”, “Special Topics”, “Internships”, etc. Credit for variable topics courses is given only after a review of the scope and content of the course by the enrolling UC campus. This usually occurs after transfer and may require recommendations from faculty. UC does not grant credit for variable topics courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice (Criminology) or Library Departments because of credit restrictions in these areas. Each UC campus will determine credit for these courses based on information provided by the student, usually after they have been admitted at UC. Credit is granted only if it is determined that the content of the course is appropriate for transfer at the individual UC campus. Variable Topic courses are not posted on the TCA. In their place, a note is included on the TCA describing the UC credit granting policy for these types of courses. The note appears under the appropriate department on ASSIST and on the first page of the TCA paper copy.

3. IGETC Subject Areas and Course Guidelines

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

Courses in the IGETC shall be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach and have a pronounced historical perspective. They should recognize the contributions to knowledge, civilization, and society that have been made by men, women and members of various ethnic or cultural groups.

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

The following requirements are listed in terms of the number of courses specified for each designated area and the minimum number of semester and quarter units so represented.

Subject Area 1: English Communication

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

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

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

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

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

Subject Area 1A: English Composition

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

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

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

Subject Area 1B: Critical Thinking and Composition

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

The second semester of English composition may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Successful completion of the course in reading and written composition shall be prerequisite to the course in Critical Thinking/English Composition. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. A minimum of 6000 words of writing is required.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to

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

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

(One course: 3 semester, 4 quarter units)

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

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

Oral Communication Online/Online Education/Telecourse Limitations

Oral communication courses must include faculty-supervised, faculty-evaluated practice in communicating orally in the presence of other listeners. Rhetorical principles must be covered; for example, study of effective communication in formal speeches or social interaction is appropriate.

The CSU Communication departments have asked that for courses submitted for IGETC Area 1C, the “methods of instruction” and “methods of evaluation” section of the outline be very specific about how instruction and evaluation are conducted so that it may be determined that student presentations will be made in front of faculty and other listeners and not online or recorded.

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

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

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

Subject Area 2: Mathematical Concepts and Quantitative Reasoning

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

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-term course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of intermediate algebra. Courses outside the discipline of math using the application of statistics may be used to fulfill this requirement, as long as the course has intermediate algebra as a prerequisite and knowledge of intermediate algebra is necessary to be successful. An appropriate course in statistics must emphasize the mathematical basis of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Knowledge relevant to public and private decision making is expressed frequently in quantitative terms; we are

routinely confronted with information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in Mathematical Concepts and

Quantitative Reasoning is designed to help prepare students to respond effectively to these challenges.

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

Subject Area 3 A/B: Arts and Humanities

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

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

The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to develop an historical understanding of major civilizations and cultures, both Western and non-Western, and should recognize the contributions to knowledge, civilization, and society that have been made by men, women and members of various ethnic or cultural groups.

At least one course shall be completed in the Arts (*Area 3A*) and one in the Humanities (*Area 3B*). Within the Arts area, performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (*AI*) graduation requirement to count in both Areas 3B/4 and to meet the AI graduation requirement.

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

Courses That Do Not Fulfill the Arts Requirement

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

Courses That Do Not Fulfill the Humanities Requirement

Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. The faculty of the two segments determined that courses such as English composition, Logic, Speech, Creative Writing, Oral Interpretation, Readers Theater, Spanish for Spanish Speakers, and all elementary foreign language courses were skills or performance courses that do not meet the specifications for IGETC.

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

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

Subject Area 4: Social and Behavioral Sciences

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

The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with behavior in human social, political, and economic institutions; the three courses must be in a minimum of two academic disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall ensure opportunities for students to develop understanding of the perspectives and methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of men, women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals.

Courses in the Social and Behavioral Sciences allow students to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives that have been made by men, women and members of various ethnic or cultural groups as part of such study will provide a more complete and accurate view of the world.

Introduction to American Government courses are not required to contain a California Government component in order to be applied in Area 4. However, a California Government component is required for the CSU AI requirement.

Courses That Do Not Fulfill the Social and Behavioral Sciences Requirement

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

Subject Area 5 A/B: Physical and Biological Sciences

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

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

Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts.

Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

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

Courses That Do Not Fulfill the Physical and Biological Sciences Requirement

Acceptable courses must focus on teaching the basic concepts of biological sciences. Human Nutrition, Horticulture, Forestry, Health, and Human Environment courses were determined to have a narrow or applied

focus and therefore unacceptable for this area. Courses which emphasize the major concepts of the discipline, including biochemical and physiological principles, will be considered. Courses which do not focus on the core concepts of a physical science discipline, such as Energy and the Way We Live, are not acceptable. Courses which survey both the physical and biological sciences but are not comparable in depth and scope to a traditional science course or focus on a particular subject will not satisfy Area 5 of IGETC.

IGETC Laboratory Science Requirement

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

Unit Requirement for Laboratory Science Courses

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

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

1 physical science, 4 semester units

Conclusion: Area 5 satisfied

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

1 physical science, 3 semester units

1 physical or 1 biological science, 3 semester units

Conclusion: Area 5 satisfied

Language Other Than English (LOTE)

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

Students shall demonstrate proficiency in a language other than English equal to two years of high school study. Those students who have satisfied the UC freshman entrance requirement in a language other than English will have fulfilled this requirement. This requirement may also be satisfied by demonstration of equivalent proficiency prior to transfer.

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

Courses Not Acceptable for IGETC

Courses That Focus on Personal, Practical, or Applied Aspects

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

Introductory Courses to Professional Programs

Courses such as Introduction to Business, Set Design for Theater, and Writing for

Commercial Markets and other introductory professional courses are not considered to have breadth sufficient to meet general education requirements and are therefore excluded from IGETC.

Independent Study or Topics Courses

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

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

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

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

Variable Topics

Directed Study

Independent Study

Personal, Practical, Skills Courses

Introductory courses to professional programs

Performance Courses

Creative Writing

Logic

Computer Science

Trigonometry, unless combined with college algebra or pre-calculus

Strictly online Oral Communication courses, Area 1C

4. CSU Transfer Information

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

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

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

Criteria for Determining Baccalaureate Level Courses

There are four significant elements involved in this determination: the institution, the learner, the course, and the instructor/pedagogy. Course content alone will not determine acceptability for baccalaureate credit. The

criteria are phrased in terms of expectations from each of the parties.

1. Institution

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

2. Learner

The learner shall be required to bring to the course:

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

3. Course

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

4. Pedagogy

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

5. CSUGE Subject Area Distribution

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

Area A: English Language Communication and Critical Thinking

Minimum 9 semester units or 12 quarter units

-one course in each subarea

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

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

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

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

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

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

Area B: Scientific Inquiry and Quantitative Reasoning

Minimum of 12 semester units or 18 quarter units

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

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

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

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

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

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

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

Courses in subarea B4 shall have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra. Students will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.

Area C: Arts and Humanities

Minimum of 12 semester units or 18 quarter units

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

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

C2 Humanities: Literature, Philosophy, Languages Other than English

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

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

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

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

Area D: Social Sciences

Minimum of 12 semester units or 18 quarter units

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

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

Area E: Lifelong Learning and Self-Development

Minimum of 3 semester units or 4 quarter units

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

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

6. ASSIST

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

The ASSIST Course Search

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

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

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

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

1. Program Definitions

a. Associate Degrees

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

Recently the legislature established a new category of degrees: Associate Degrees for Transfer. These degrees consist of at least 18 units of major preparation, a GE component based on the IGETC or CSUGE patterns, and a total of 60 units.

Transfer degrees give students specific guarantees in transferring to the CSU system while also imposing specific limitations on the colleges that offer them. In particular, transfer degrees should be based on Transfer Model Curriculum (TMC) defined within each discipline. These TMC give limited choices as to which courses may be used for each degree. In addition, colleges cannot impose local graduation requirements on these degrees.

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

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

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

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

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

b. Certificates of Achievement

Certificates of Achievement provide extensive preparation in the designated field. They are intended to certify that students who have successfully completed the program are prepared to enter the careers associated with their chosen Certificate. In addition to local approval they must receive approval from the Chancellor's Office and possibly ACCJC. Certificates of Achievement that have a vocational (asterisked) TOP code must also be approved by the Regional Consortium.

Title V requires that all certificates with 16 units or more be designated as Certificates of Achievement. In addition, it allows that programs with 12 units may be listed as Certificates of Achievement provided they follow the same Chancellor's Office approval requirements. Citrus College has chosen to follow this approach for all Certificates in this unit range.

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

c. Skill Award

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

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

2. Development of a Major

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

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

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

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

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

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

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

3. Creating or Modifying a Degree, Certificate of Achievement, or Skill Award In CourseLeaf

a. Launching or Modifying a Program on CourseLeaf

To create a curricular program on CourseLeaf, faculty Originators follow a similar procedure as for courses as follows:

- From the CourseLeaf home page, select the “Click Here to Navigate to Program Admin” link.”
- Once you are on the Program Management page, click on the green “Propose New Program” button.

The screenshot shows the Citrus College Program Management interface. At the top left is the Citrus College logo. The page title is "Program Management". In the top right corner, it says "You are logged in as rrudd" with a user icon and a "Help" link. Below the title, there is a search bar and a "Propose New Program" button. A blue arrow points to this button. Below the search bar is a table of programs. The table has columns for "Number of Program", "Program Title", "Workflow", and "Status". The program "104 : Communication Studies" is selected and highlighted. Below the table, there are buttons for "Inactivate Program", "Export to PDF", and "Export to Word". To the right of the table, there are buttons for "Edit Program" and "Preview Workflow". Below the table, it says "Viewing: 104 : Communication Studies". Below that, it says "Last approved: 11/27/17 1:31 pm" and "Last edit: 11/27/17 1:31 pm". Below that, there is a section for "Catalog Pages Using this Program" with a link to "ADT in Communication Studies". To the right of the table, there is a "History" section with a list of actions: "1. Nov 27, 2017 by clmig-jwehrheim".

- A new window will open for you to complete your proposal. You will see the option to “Propose New from Existing Program” if you want to copy information from an existing program as a starting point for the new program. If not, proceed through the form completing the fields as appropriate. When done, scroll to the bottom and select either “Save Changes” to save without submitting or “Save and Start Workflow” to submit the proposal into the curriculum workflow.

Program Management

New Program Proposal

Propose New from Existing Program

Originator: rrudd

Co-Contributor(s):

Name	
Select...	✖

Division(s):

Division	
Select...	✖

Discipline(s):

Discipline	
Select...	✖

Award Type: Select...

Degree/Certificate Title:

Degree/Certificate Goal: CTE
 Local
 Transfer (ADT)

Program TOP Code: Select...

Proposed Start: Select...

Justification for Proposal:

Degree/Certificate Description:

b. The CourseLeaf Program Proposal Form

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

- **Co-Contributor:** As with courses, you have the option to add a co-contributor. This allows other users to assist in editing.
- **Division:** From the Division pull-down menu, select the appropriate division
- **Discipline:** From the Discipline(s) pull-down menu, select the appropriate discipline(s)
- **Award Type:** From the Award Type pull-down menu, select the Degree or Certificate to be awarded
- **Degree/Certificate Title:** In the textbox, provide a title for the degree/certificate being proposed
- **Degree/Certificate Goal:** Select the Degree/Certificate Goal [CTE, Local or Transfer (ADT)]
- **TOP Code:** The TOP code (Taxonomy of Programs) is a set of numerical codes that the state uses to collect information on programs and courses. The latest state listing and description of TOP codes is given at http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/TOPmanual6_2009_09_corrected_12.5.13.pdf. Add the code from the drop-down list. Consult with your Division Dean on the appropriate code here.
- **Proposed Start:** This is the soonest term the proposed degree will be effective. Note that changes that are not made in time to go into the College Catalog may not be available until a future semester beyond

this initial proposed start term.

- **Justification for Proposal:** For new programs, you should list the reason why such a program is needed. For modifications, indicate what changes are to be made and why. Statements from Advisory Councils and local employers are among the strongest justifications for new programs and modifications.
- **Degree/Certificate Description:** Here is where you give the short description of your program. This description will appear in the college catalog, so it should clearly indicate what career and/or transfer goals the program will allow the student to achieve, including a description of relevant job titles.
- **Program Requirements in CourseLeaf**

Modifying the Program Requirements Textbox:

1. Open the CourseLeaf Program you wish to modify and scroll to the Program Requirements text box. To modify existing language, double-click in the area you need to modify. A pop-up window will appear showing the options for modifying the text.

Help Text Placeholder (on form): Citrus to update help text to guide users in adding shared content element to beginning of Program Requirements when applicable award type is selected.
Two shared content options: AA AS Gen Ed Requirements or ADT Requirements.
This help text only displays for programs with one of the following award types: A.A. Degree, A.A. - Transfer Degree, A.S. Degree, A.S. - Transfer Degree.

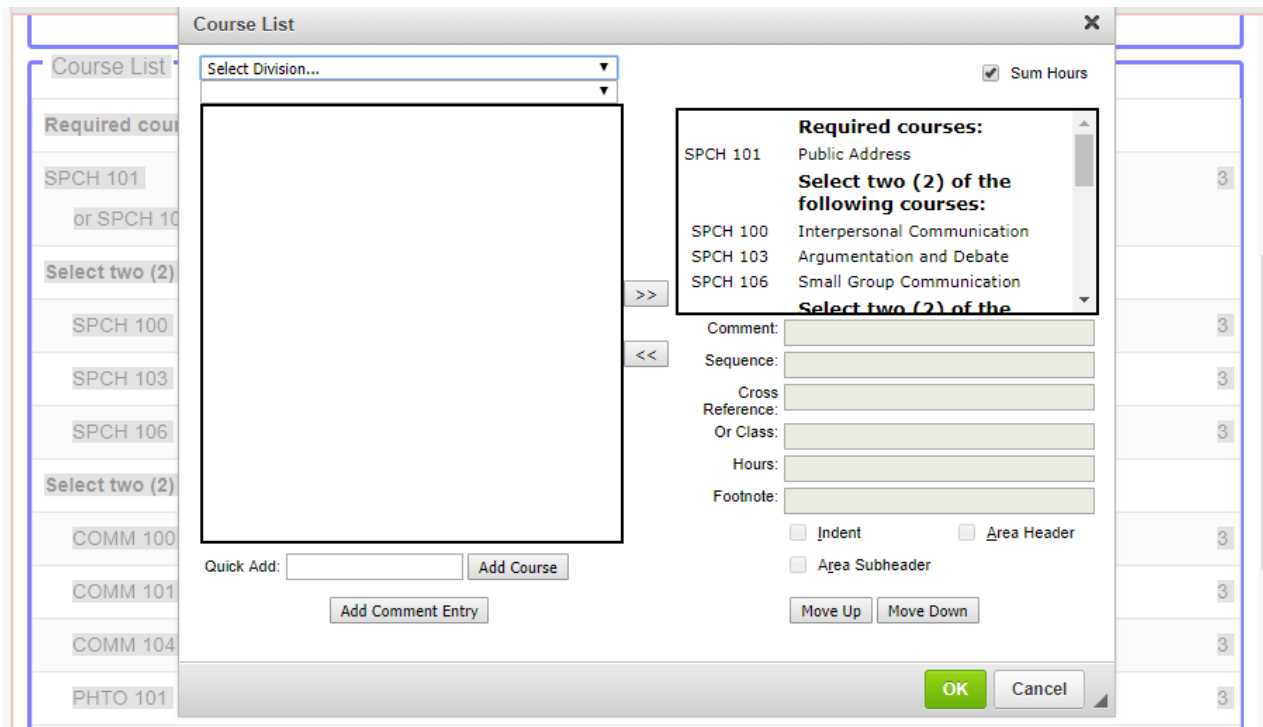
Help Text Placeholder (on form): Citrus to update help text to guide end users in creating/editing course lists.

Program Requirements

Course List			
Required courses:			
SPCH 101	Public Address		3
or SPCH 101H	Public Address - Honors		
Select two (2) of the following courses:			
SPCH 100	Interpersonal Communication		3
SPCH 103	Argumentation and Debate		3
SPCH 106	Small Group Communication		3
Select two (2) of the following courses:			
COMM 100	Mass Media and Society		3
COMM 101	Reporting and Writing News	Course List - Double Click to Edit	3
COMM 104	Public Relations		3
PHTO 101	Basic Photography		3
Select one (1) of the following courses: 1			
COMM 101	Reporting and Writing News		3

Total Minimum Units

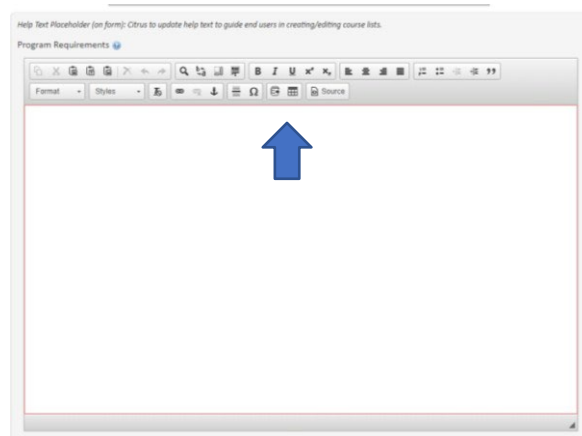
Total Maximum Units



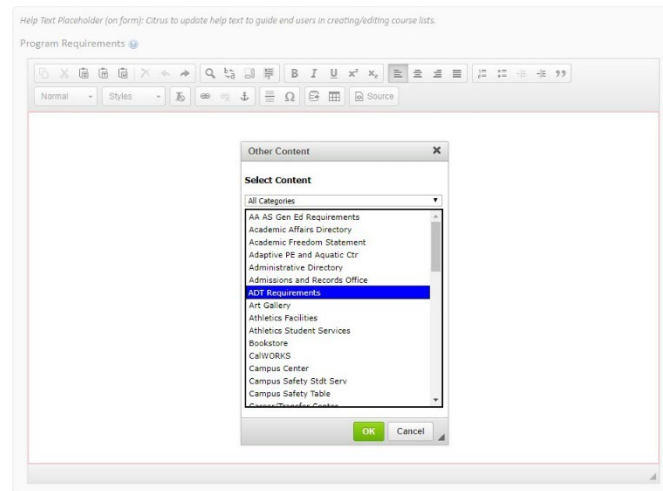
2. Add a course/courses by selecting the course to be added from the pull-down menus on the left. Select Citrus College in the first pull-down menu and then select the department in the second pull-down menu. A list of courses in the department will appear. Click on the course you want to add and then click on the right-facing double arrows between the two boxes and it will appear in the existing Course List as shown on the right. If you need to adjust its location in the list, highlight the course and use the “Move Up” or “Move Down” buttons as needed. You can also click on the “indent” option box to indent the course. When done, click on the green “Ok” button and the changes will appear in the modified Course List.
3. When you are done modifying the program, scroll or jump to the bottom of the page and click on “Save Changes” or “Save Changes and Start Workflow.”

Creating a Course List for a New Program.

1. In the new program proposal page, start by clicking on the “Insert/Edit Formatted Table” icon.



2. A pop-up window will appear for you to select the portion of the table you want to add. Select “Other content” and click “ok.” A list of options for the preliminary language needed before the course list will appear. Select the appropriate language (such as “ADT requirements”) and click “ok.”



The preformatted language will appear in the text box. To create the Course List, move your cursor below the inserted “Other content” and click on the “Insert/Edit Formatted Table” icon again and select “Course List.” Follow the instructions in Step 2 and 3 of the Modifying Program Requirements above.

Course Blocks Definitions/Explanations:

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

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

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

Examples:

- Required Courses
- Music Theory Courses
- Electives

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

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

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

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

Example:

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

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

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

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

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

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

In some cases, you may wish to add items that are not a course to the list of courses. In this case type the Item in the “Non Course Requirement” text area, specify the Unit Range (i.e. **3 to 4**) and hit the “Add” button. For example, let’s say we are working on a Block of Art courses. One of the requirements for this block of courses may include a portfolio. We can add the portfolio by typing in the “Non Course Requirement” the following “Student Portfolio” then specifying the Unit Range in the “Unit Range Courses” fields **12 to 18** and then hitting the Add button. Doing so would look similar to this:

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

31 – 37

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

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

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

Program Student Learning Outcomes

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

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

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

In the first textbox, enter a list of the program Student Learning Outcomes (CourseLeaf will automatically include the introductory phrase “Students completing this degree/certificate/skill award will”). For each SLO listed in this box provide an assessment, clicking on the green plus sign button to open a new textbox for each SLO assessment.

To submit the program proposal for the approval process, click on the green “Save and Start Workflow” button.

Attached Files

Here you should attach important documentation to support your program approval for the Chancellor’s Office described in the next section.

4. The Program Approval Process

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

Program Change Approvals

Type of Change	Forms / Format	Routing
<ul style="list-style-type: none"> • <i>New</i> program • <i>New</i> Certificate of Achievement (12+ units) • <i>New</i> degree 	<p><i>Application for Approval – New Credit Program:</i></p> <ul style="list-style-type: none"> • Narrative • Advisory Committee Minutes • If ADT, TMC and any corresponding articulation • If CTE, Regional Consortium Minutes, Advisory Committee Minutes, and LMI 	<ol style="list-style-type: none"> 1. Curriculum Committee / BOT 2. Regional Consortium (CTE only) 3. COCI
<ul style="list-style-type: none"> • <i>Add</i> Certificate to existing program • <i>Delete</i> existing Certificate • <i>Change TOP code</i> • Change award type 	<p><i>Substantial Changes to an Approved Credit Program</i></p>	<ol style="list-style-type: none"> 1. Curriculum Committee / BOT 2. COCI
<ul style="list-style-type: none"> • <i>Change</i> from Inactive to Active status • <i>Change</i> from Active to Inactive status • <i>Change</i> title • <i>Change</i> Certificate units • <i>Change</i> degree units • <i>Add</i> new option or track to existing degree • <i>Delete</i> existing degree major, track or option 	<p><i>Non-Substantial Changes to Approved Program or Change of Active-Inactive Status</i></p>	<ol style="list-style-type: none"> 1. Curriculum Committee / BOT 2. Regional Consortium (CTE only) 3. COCI
<ul style="list-style-type: none"> • <i>Addition of a program</i> or courses that represents a significant departure from current programs (requiring new faculty and curriculum) • <i>Online Education</i> becomes available for 50%+ of required program courses • Any other change that ACCJC deems significant 	<p><i>Substantive Change:</i> see ACCHC/WASC Substantive Change Manual, page 28, for outline components to proposal</p>	<ol style="list-style-type: none"> 1. Curriculum Committee / BOT 2. Accrediting Commission for Community and Junior Colleges

It is the Originator's responsibility to ensure that all forms are filled out and properly submitted. Consult with the Curriculum Assistant or the Director of Workforce Development for more information on preparing this material. Copies and further information can also be found at the following websites:

- California Community Colleges Program and Course Approval Handbook, https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/PCAH6thEditionJuly_FINAL_pdf.ashx
- ACCJC/WASC Substantive Change Manual, www.accjc.org

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

PART VII: Useful Web Resources

Citrus College

Citrus College CourseLeaf (curriculum management system):

<https://idp.citruscollege.edu/idp/profile/SAML2/Redirect/SSO?execution=e1s1>

Citrus College Curriculum Committee Web Page (minutes and agendas, handbook, forms):

<http://www.citruscollege.edu/curriculum/Pages/default.aspx>

Wingspan (online schedule and catalog):

https://wingspan.citruscollege.edu/pls/PROD/twbkwbis.P_GenMenu?name=homepage

Online Version of Print Catalog: <http://www.citruscollege.edu/schedule/catalog/Pages/default.aspx>

Citrus College Board Policies and Administrative Procedures

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

Chancellor's Office

Curriculum and Instruction Unit:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit>

Program and Course Approval Handbook (PCAH):

https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/PCAH6thEditionJuly_FINAL_pdf.ashx

Curriculum Inventory (Chancellor's office listing of courses and programs): <https://coci2.ccctechcenter.org/>

Minimum Qualifications:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/EducationalProgramsandProfessionalDevelopment/MinimumQualifications.aspx>. (The handbook in PDF format can be found at <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2017-Minimum-Qualifications-Handbook-r1-ADA.pdf>)

TOP Codes:

<https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/TOPmanual6200909corrected12513pdf.ashx?la=en&hash=C43FF81459CBF3BFF7D8FC14EFEC28A2E6D01244>

Course Data Elements (all of those codes we have to report):

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/Management-Information-Systems/Data-Element-Dictionary>

Separate Approval Process for Stand Alone Courses expired January 2014

Prerequisites Guidelines:

https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/Prerequisites_Guidelines_55003-Final_pdf.ashx

DataMart (Ridiculous Amounts of Data about students and courses): <http://datamart.cccco.edu/>

Statewide Academic Senate

Curriculum Committee (ASCCC curriculum publications and resolutions):

<https://www.asccc.org/directory/curriculum-committee>

Implementing Content Review for Communication and Computation Prerequisites

<http://www.asccc.org/sites/default/files/Content-Review-Spring-2011.pdf>

2019 Curriculum Institute: <https://www.asccc.org/events/2019-07-10-190000-2019-07-13-190000/2019-curriculum-institute>

2018 Curriculum Institute: <https://www.asccc.org/events/2018-07-11-150000-2018-07-14-210000/2018-curriculum-institute>

Assist

Transfer information: <http://www.assist.org/web-assist/welcome.html>

Transfer Degrees and C-ID

Transfer Degree: <http://www.assist.org/web-assist/welcome.html>

C-ID Course Descriptors: <http://www.c-id.net/descriptors.html>

Los Angeles Orange County Regional Consortium

LAOCRC Approvals for CTE Programs: <http://www.laocrc.org/>

PART VIII: Course Repeatability and Course Families

1. Repeating Courses for Credit

In the past, many classes at Citrus College were defined as “Repeatable” meaning that a student could take these classes for credit and receive a passing grade more than one time. These included Kinesiology activity classes, hands-on and performance classes in Fine and Performing Arts and Communications, Co-operative Education classes, and classes designed specifically for students in the DSPS program.

Recent changes to the rules governing community colleges statewide mean that in most cases these courses are no longer considered generally repeatable. There are a few limited cases where exceptions exist for one of 3 categories:

1. Competitive Athletics and Conditioning courses (KIN courses numbered 200 and up and KINC courses)
2. Academic courses specifically designed for students to participate in a state-recognized competition.
3. Courses that must be repeated to meet lower-division degree requirements at transfer institutions. The new rules also allow individual students to apply to repeat DSPS and adapted physical education.

2. Course Families

Certain courses in Kinesiology and Fine and Performing Arts are now grouped into “families” giving similar educational experiences. These families are listed below as well as in the individual disciplines in which they apply (ART, DANC, GAME, KIN, MUSC, MUSE, MUSP, and THEA).

Within any given course family, students are only permitted 4 “experiences” (enrollments) while enrolled at Citrus College. An experience in this case is defined as taking a course and receiving any letter grade, including a substandard grade or withdrawal (D, F, NP, or W). Once a student has received 4 experiences in a given family, they will not be permitted to enroll in any other class within that family, even to alleviate a sub-standard grade.

This limitation applies to courses taken prior to Fall 2013. So if a student has already received a grade in 3 courses within a given a family, then they will only be permitted one more attempt at a course within that family. If a student has 4 or more experiences in a given family prior to Fall 2013, they will not be permitted to attempt any more classes in that family.

In some families there are more than 4 courses. Regardless, a student will only be permitted to take 4 of the courses in the family.

Note that students can no longer receive credit for the same course more than one time unless it is specifically designated a repeatable course (see Repeating Courses for Credit above).

The courses included in course families are:

Art

Fundamentals: ART 110, 111, 130, 140, 143
Ceramics: ART 141, 142, 240, 241
Commercial Ceramics: ART 146, 147 Design: ART 120, 121, 145, 149
Sculpture: ART 180, 181, 182, 183, 184
Drawing: ART 112, 115, 116, 117
Painting: ART 131, 230
Graphic Design: ART 150, 158, 189
Digital Art: ART 153, 162, 167, 168
Advanced Digital Art: ART 267, 268

Dance

Tap: DANC 159, 259, 269, 279
Jazz: DANC 160, 167, 260, 270, 281
Ballet: DANC 162, 262, 272, 292
Modern: DANC 161, 261, 271
Alignment/Correctives: DANC 130, 230
Introduction/Hip Hop: DANC 103, 158, 258, 268
Musical Theatre Dance: DANC 263, 263A, 265A, 265B
Popular Dance: DANC 264, 266, 284, 296
Choreography and Production: DANC 172, 289

Game

Game Modeling: GAME 190, 192, 193, 194*
Game Concept Design: GAME 191, 195*, 196*, 291*
Game Engine Techniques: GAME 197*, 198*, 199*
“*” = Courses under development

Kinesiology

Aquatics: KIN 141, 142, 143, 144, 148
Individual Sports: KIN 101, 103, 108
Team Sports: KIN 105, 130, 133, 134, 135
Aerobic Fitness: KIN 122, 146, 147, 150, 151, 153, 159
Resistance Training: KIN 120, 145, 152
Progressive Relaxation: KIN 116, 117
Combatives: KIN 104

Music

Individual Instruction (MUSID): MUSP 290, 291, 292, 293
Choral (MUSC): MUSP 100, 101, 105, 106, 110, 111, 200, 201
Show Choir (MUSHC): MUSC 106, 107, 206, 207
Symphonic (MUSS): MUSP 145, 146, 245, 246
Jazz (MUSJ): MUSC 122, 123, 222, 223
Commercial (MUSCO): MUSC 100
Studio (MUSST): MUSC 120, 121, 130, 131, 220, 221, 230, 231
Chamber Vocal Classical (MUCVC): MUSP 115, 120, 121, 220, 221
Chamber Vocal Jazz (MCVJ): MUSC 108, 109, 208, 209
Chamber Instrumental Classical (MCIC): MUSP 136, 138, 140, 141, 240, 241
Chamber Instrumental Jazz (MCIJ): MUSC 142, 143, 242, 243
Choral Skills (MUSC): MUSP 129, 130, 131, 132
Chamber Music (MUSCM): MUSC 146

Classical Vocal Skills (M CVS): MUSE 130, 131, 190B, 191B, 230, 231
Treble Chorus (M USTR): MUSP 125, 126, 127, 128, 129, 130, 131, 132
Jazz Skills (MUSJ): MUSC 140, 141, 240, 241
Vocal Jazz Skills (MUJS): MUSC 148, 149, 248, 249
Commercial Vocal Skills (MUCVS): MUSC 104, 105, 204, 205
Classical Instrumental Skills (MUSCL): MUSE 160, 161, 190A, 191A, MUSP 133, 134
Music Strings Technique (MSTR): MUSE 150, 151
Music Strings Performance (MSTP): MUSP 155, 156
Music Songwriting (MUSCSW): MUSC 151, 152, 253, 254
Commercial Production Skills (MCPS): MUSE 171, 271, 188, 189, MUSP 151
Musical Theatre (MUSMT): MUSP 171, 173, 178, 181, 182, 281, 282
Conservatory (MUSCF): MUSE 170, 270, MUSE 180, MUSP 170, 270
Career Development (MUSCD): MUSC 118, 170, 171, 175, 177, 179, 251, 271

Photography

Photography Skills: PHTO 101, 102, 103
Photographic Genres: PHTO 125, 202, 205, 213
Video for Photographers: PHTO 204, 207
Commercial Photography: PHTO 216

Theatre

Technique: THEA 201, 202, 205, 206, 227, 231
Acting Styles: THEA 284, 292A, 292B
Film and Television: THEA 211A, 211B, 211C, 211D
Directing: THEA 241A, 241B
Writing for Stage and Screen: THEA 204A, 204B, 204C, 204D
Theatre Production: THEA 210*, 230, 232, 270
Experimental Theatre: THEA 220, 221, 222, 294
Touring and Repertory: THEA 228, 229, 250, 290, 291, 293A, 293B, 295, 296, 297
*This course may be repeated for credit.