AGENDA
CURRICULUM COMMITTEE
Meeting Location: Room LB 204 – 1:30 p.m. to 3:40 p.m.
Thursday, March 12, 2009

Stefano Saltalamacchia - ASCC President
Douglas Austin – Faculty / June 2010
Patrick Borja – Faculty / June 2009
Dyane Duffy – Faculty/June 2009
Roberta Eisel – SLO and Assessment Coordinator
Kim Holland – Director of Vocational Education
David Kary – Faculty / Interim Chair – June 2009
James Lancaster – Dean of Career, Technical and Continuing Education
Caroline Lerette / Faculty / June 2011
Stephen Lindsey – Dean of Business and Distance Education
Irene Malmgren – Vice President of Instruction
Jennifer McLeod – Faculty/ June 2011

Rachelle Mead – Faculty / Cosmetology / June 2011
David Overly – Faculty/June 2011
Carolyn Perry – Faculty / June 2011
Michelle Plug – Articulation Officer
Gloria Ramos – Faculty / June 2011
Rebecca Rudd – Faculty / June 2010
Barbara Rugeley – Librarian
Alfie Swan – Faculty / June 2011
John Vaughan – Academic Senate President
Gailynn White – Faculty / June 2010
Jody Wise – Dean/Athletic Director
June Han – Faculty / June 2011
Cliff Wurst – Faculty/ June 2009

I. MEETING CALLED TO ORDER

II. DISCUSSION

- CHLD Lab Hours – Carolyn Perry
- SLO’s/Objectives
- Pre-requisite Checking
- Handbook
- Board Policies and Administrative Procedures
  BP4020: Program, Curriculum, and Course Development
  AP4020: Instructional Programs and Curriculum
  BP4025: Philosophy and Criteria for Associate Degree and General Education
  AP4025: Philosophy and Criteria for Associate Degree and General Education
  BP4050: Articulation
### NEW COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EST</td>
<td>101</td>
<td>Introduction to Building Systems</td>
</tr>
<tr>
<td>EST</td>
<td>150</td>
<td>Green Building Systems Technology</td>
</tr>
<tr>
<td>HIST</td>
<td>132</td>
<td>History of Modern Latin America</td>
</tr>
<tr>
<td>PUB</td>
<td>165</td>
<td>Environmental Management In Public Works</td>
</tr>
<tr>
<td>WATR</td>
<td>162</td>
<td>Water Conservation</td>
</tr>
</tbody>
</table>

### COURSE MODIFICATIONS – Credit

<table>
<thead>
<tr>
<th>Course</th>
<th>No.</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTO</td>
<td>146</td>
<td>Automotive Electrical Systems</td>
<td>Updated course and schedule description and SLOs.</td>
</tr>
<tr>
<td>AUTO</td>
<td>295</td>
<td>Engine Design</td>
<td>Update SLOA, book, hours, unit change from 6 to 4, course number change (old number 260)</td>
</tr>
<tr>
<td>AUTO</td>
<td>298</td>
<td>Special Projects</td>
<td>Course number change to 298 to reflect changes in HPI series. Course has not been offered yet.</td>
</tr>
<tr>
<td>BIOL</td>
<td>105</td>
<td>General Biology</td>
<td>Delete hours arranged…</td>
</tr>
<tr>
<td>BIOL</td>
<td>124</td>
<td>Principles of Biology I</td>
<td>Delete hours arranged…</td>
</tr>
<tr>
<td>BIOL</td>
<td>125</td>
<td>Principles of Biology II</td>
<td>Delete hours arranged…</td>
</tr>
<tr>
<td>CSIS</td>
<td>162</td>
<td>Electronic Spreadsheets Using Microsoft Excel</td>
<td>Update SLOs, update text, correct hours (no lab hours arranged)</td>
</tr>
<tr>
<td>DENT</td>
<td>102</td>
<td>Dental Materials</td>
<td>Addition of Student Learning Outcomes</td>
</tr>
<tr>
<td>DENT</td>
<td>122</td>
<td>Infection Control in the Dental Office</td>
<td>Addition of Student Learning Outcomes</td>
</tr>
<tr>
<td>DENT</td>
<td>124</td>
<td>Dental Specialties</td>
<td>Addition of Student Learning Outcomes</td>
</tr>
<tr>
<td>DENT</td>
<td>125</td>
<td>Dental Practice Management</td>
<td>Add SLOs, modify prerequisites, remove arranged hours and change to lab hours.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>WATR 150</td>
<td>Introduction to Water Systems</td>
<td>Distance Education mode of instruction requested by faculty and Advisory Council in order to increase access…</td>
<td></td>
</tr>
<tr>
<td>WATR 165</td>
<td>Water Systems Operations and Technology Update</td>
<td>The Distance Education mode of instruction was requested by the Water Technology faculty and Advisory Council to increase access…</td>
<td></td>
</tr>
</tbody>
</table>

### COURSE MODIFICATIONS – Non-Credit

- Building Systems Maintenance & Operations Technology
- Biological Sciences

### COURSE DELETIONS

- Program/Certificate/Skill Award Approvals

### NEW - PROGRAMS/CERTIFICATES/SKILL AWARD APPROVALS

- Building Systems Maintenance & Operations Technology
- Biological Sciences

### MODIFICATIONS - PROGRAMS/CERTIFICATES/SKILL AWARD APPROVALS

- Water Technology

### IV. MEETING ADJOURNED
BP 4020 PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT

References:
Education Code Sections 70901(b), 70902(b), 78016;
Title 5 Sections 51000, 51022, 55100, 55130, and 55150

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

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course outlines;
- opportunities for training for persons involved in aspects of curriculum development; and
- consideration of job market and other related information for career and technical programs.

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

All new programs shall be submitted to the California Community College Chancellor's Office for approval as required.

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

Date adopted: ________________, 2009
AP 4020 INSTRUCTIONAL PROGRAMS AND CURRICULUM

References:
Education Code Sections 70901(b), 70902(b), 78016;
Title 5 Sections 51000, 51022, 55100, 55130, and 55150

Program and curriculum development are academic and professional matters which are initiated by faculty within the departments and submitted through the appropriate approval process established by the Curriculum Committee under the jurisdiction of the Academic Senate. The Vice President of Instruction provides the administrative oversight for the process.

Program Review
At least every 6 years, as a regular part of the program review process, the program review committee shall review each prerequisite, corequisite, and advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum Committee and is still in compliance with all other provisions of this procedure and with the law.

Program Approval Process
The Office of Instruction, with input from the Educational Programs Committee, is responsible for the oversight of the academic program review approval process. Programs are examined using evaluative criteria established by the committee.

The Office of Instruction and the Educational Programs Committee submit reports of their actions and policies to the Academic Senate. In addition, they submit all actions to the Board of Trustees for review.

The Curriculum Committee is responsible for the oversight of degrees and Certificates of Achievement. All new Associate Degrees, Certificates of Achievement and existing approved programs with substantial modifications are sent first to the Board of Trustees for review, and then on to the Chancellor’s Office for approval.

Once approved by the Chancellor’s Office, the Degree, Certificate or program is added to the inventory of approved programs. Skill awards are locally approved. All approved programs are published in the Citrus College catalog.

Curriculum Approval Process
The Curriculum Committee is responsible for the oversight of the curriculum approval process. All proposals for new courses, course deletions, and all modifications to approved courses, are submitted through the curriculum approval process. The stages for initiation, review, approval, and evaluation are contained in the Citrus College Curriculum Handbook which is a publication of the policies determined by the Curriculum Committee and approved by the Academic Senate.
All approved courses are entered in the District database system. The database of approved courses is maintained by the Office of Instruction. Courses are published in the Citrus College Catalog and schedules.

The Curriculum Committee submits reports of its actions and policies to the Academic Senate. In addition, it submits all major actions to the Board of Trustees for review.

Courses not part of an approved program are submitted to the Curriculum Committee for stand-alone approval. Once approved, stand-alone courses are reported to the Chancellor’s Office.

The Curriculum Committee is responsible for establishing timelines and limits for the curriculum approval process.

__________________________________________________________

Date Adopted: _____________, 2009
BP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION

References:
ACCJC Accreditation Standard II.A.3
Title 5 Sections 55061

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

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

- Think and to communicate clearly and effectively through oral and written expression;
- Develop logical and convincing arguments, reaching conclusions that are based on comprehensive inquiry;
- Adapt and apply technology to facilitate the acquisition and effective use of information;
- Understand the modes of inquiry of the major disciplines;
- Enhance the appreciation of the arts;
- Develop a lifestyle that will enhance physical and mental health and wellness;
- Appreciate the contributions of different cultures, eras, and traditions to the human experience;
- Achieve insights gained through experience in thinking about ethics, integrity, honesty, self-management and the welfare of others;
- Develop the capacity for self-understanding; and
- Become informed citizens and problem solvers.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

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

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.
The Superintendent/President shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.
AP 4025   PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE & GENERAL EDUCATION

References:
Title 5 Sections 55061
Accreditation Standard II.A.3

GRADUATION REQUIREMENTS

The Associate in Arts or the Associate in Science degree will be granted upon the completion of 60 degree applicable units of work and fulfillment of the following specific requirements:

1. Scholarship Requirement
A cumulative grade-point average of 2.00 (“C”) in all lower division coursework attempted at any regionally accredited institution of post-secondary education. Please note: Only Citrus courses numbered 100 – 299 and Cooperative Work Experience Education may apply toward the Associate Degree.

2. Residence Requirement
   a. Completion of a minimum of 12 units in residence including attendance during the last semester; or
   b. 30 units in residence if the last semester is not in residence.

3. Major Requirement
A student must achieve a grade of “C” or better in each course attempted that is counted for the major.

4. General Education Requirements
   a. Option I: 22 units as stipulated by the Citrus College graduation requirements; or
   b. Option II: 39 units as stipulated by the CSU general education certification requirements; or
   c. Option III: 37-39 units as stipulated by the completion of the IGETC or CSUGE pattern.

5. Physical Education Requirement
   a. Three units of Physical Education or Dance Activity; or
   b. Completion of PE 170, 171, or 173.

6. Competency Requirements
   a. Writing: Completion of an English Composition General Education Requirement with a grade of “C” or better. Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by completing an assessment and achieving
a score determined to be comparable to satisfactory completion of the specified English course. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement.

b. **Mathematics**: Proficiency in Mathematics may be satisfied by one of the following:
   
   - Completion of one year of high school elementary algebra AND placement at the level of Intermediate Algebra or higher on the Math Assessment Test; or
   - Completion of any mathematics class listed in the mathematics section of the General Education Requirements with a grade of “C” or better.

   Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as intermediate algebra (either intermediate algebra or another mathematics course at the same level, with the same rigor and with elementary algebra as a prerequisite, approved locally) or by completing an assessment determined to be comparable to satisfactory completion of the specified math course.

c. **Reading**: Proficiency in reading may be satisfied by one of the following:
   
   - A satisfactory score on the reading component of the placement test at the level of Reading 120; or
   - A passing grade in Reading 099.

7. **General Education Requirement**

Completion of twenty-two units of general education distributed according to the following pattern:

a. **Natural Sciences**: One or two courses, four units minimum, including one laboratory course OR one course from Biological Science and One course from Physical Science.

   Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena. They assist in developing an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities.

   This category includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, physics, physical geography, physical anthropology, and other scientific disciplines.

b. **Social and Behavioral Sciences**: Two courses, six unit’s minimum including one course from History and Political Science and one course from Behavioral Science.

   Courses in the social and behavioral sciences focus on people as members of society. They assist in developing an awareness of the methods of inquiry used by the social and behavioral sciences. Critical thinking is stimulated about the ways people act and have acted in response to their societies, and appreciation is developed of how societies and social groups operate.

   This category includes introductory or integrative survey courses in cultural anthropology, economics, history, political science, psychology, sociology, cultural geography, and related disciplines.

c. **Arts and Humanities**: Two courses, six unit’s minimum, one course from two different areas which include Fine Arts, Foreign Language, Humanities, Literature and Philosophy.

   Courses in the arts and humanities study the cultural activities and artistic expressions of human beings. They assist in developing an awareness of the ways in which people
throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation, and in developing aesthetic understanding and an ability to make value judgments. This category includes introductory or integrative courses in the arts, foreign languages, literature, philosophy and religion.

d. **Language and Rationality:**
- Students following the mathematics competency requirement using the mathematics assessment test are required to complete two courses, six units minimum, including one course from English Composition and one course from either Mathematics or Communication and Analytical Thinking; or
- Students who have not satisfied the mathematics competency are required to complete three courses from English Composition, one Course from Mathematics and one course from Communication and Analytical Thinking.
- Courses in language and rationality develop the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

**Multiple Majors**
Within the graduation requirements for the Associate Degree at Citrus College, it is possible for a student to complete the requirements for more than one major providing that minimum requirements are met for each major and that a minimum of 18 units applies exclusively to each major.

These graduation requirements shall apply to first-time and returning students enrolling Fall Semester 2008 and thereafter. Students who have maintained continuous attendance (completed a course with an academic record symbol, excluding W, each semester) have the option of meeting these requirements or those in effect at the time continuous attendance began.
BP 4050       ARTICULATION

References:
   Education Code Sections 66720 - 66744;
   Title 5 Sections 51022(b) and 55051

The Superintendent/President shall establish procedures that assure appropriate articulation of the District’s educational programs with baccalaureate level institutions and proximate high schools.

The procedures also may support articulation with institutions, including other community colleges, that are not geographically proximate but that are appropriate and advantageous for partnership with the District.
The general definition of articulation is a **planned process** that links two or more educational institutions together to facilitate a smooth transition for students to move from one course, program, or educational level to the next. Its purpose is to coordinate policies and practices among sectors of the education system, therefore minimizing or eliminating course repetition.

**Baccalaureate**
Articulation of the District’s educational programs with baccalaureate level institutions is an ongoing process overseen by the Articulation Officer, a faculty position appointed by the Office of Student Services. This individual develops and maintains articulation with regional and statewide transfer institutions as well as with other community colleges. He/she advises departments about changes in four-year institutions’ courses/programs and the Academic Senate about changes in their general education/degree requirements.

Although there are many important aspects of articulation, such as faculty-to-faculty dialogue about course competencies and expectations, this procedure on articulation will limit its discussion to the explanation of course articulation agreements.

*Transferable Course List Agreements*
These agreements indicate which courses at Citrus are baccalaureate level. At minimum, these courses are acceptable for transfer electives. All subsequent articulation agreements are based on the transferable course lists.

*Major Preparation Agreements*
These agreements specify which courses at Citrus fulfill lower division major requirements at the four-year institutions. Special requirements, such as supplementing admission requirements for selected majors, may be included as part of the articulation agreement.

*General Education/Breadth Agreements*
These agreements indicate those courses which a student can complete at Citrus to satisfy the GE/Breadth requirements at the four-year institutions.

*Course-by-Course Agreements*
These determine if a particular course at Citrus is comparable to, equivalent to, or acceptable in lieu of a corresponding course at the receiving institution. Courses seldom have the same course number or title. Decisions are based on course content with consideration given to units, method of instruction (lecture/lab) and prerequisite course, if any. It is common to articulate clusters of courses such as a year long sequence of courses or a variety of course combinations.
High School/Regional Occupational Programs (ROP)
Articulation of the District’s educational programs with secondary institutions will be recorded in the
centralized articulation records maintained by the Articulation Officer. The oversight of articulation is
assigned to the Career Technical Education Supervisor, a position appointed by the Office of
Instruction. He/she advises departments, the Academic Senate, and secondary institutions about
career technical education (CTE), industry sectors/career pathways, and CTE programs of study
linked through credit transfer agreements between institutions.

Institutional Agreements
These agreements are with local unified school districts (USD), authorized by the secondary and
postsecondary agency’s Superintendent/President, and designed to provide students with a non-
duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a
certificate, or a degree. The Institutional Agreement supports the course sequencing for CTE
programs of study, credit granting mechanism, advanced placement option, and provision for up to
12 units, accepted in lieu of comparable community college courses, to partially satisfy:
1. Requirements for a certificate program, including the total number of units required for the
certificate; or,
2. The major or areas of emphasis requirements in a degree program.

Articulation Agreements
These agreements indicate comparability of a secondary course to the Citrus College course outline
of record, as determined by faculty in the appropriate discipline. Not to be construed as ‘equivalent’
but as acceptable in lieu of each other. Faculty authorize the course-to-course Articulation
Agreement, determine the nature and content of the cumulative assessment tool, and may accept an
examination conducted at a location other than Citrus College (Title 5, Section 55050-Credit by
Examination). Program of Study course articulation will comply with the Career Technical Education
Act (Perkins IV).

Articulated secondary courses are used to partially satisfy certificate or major/area of emphasis and
shall be clearly noted as such on the student’s academic record. Notations of college course credit
shall be made only if college courses are successfully completed or if credit is earned via credit by
examination.