

Riverside Community College District (RCCD)

Curriculum Handbook

Spring 2014 Draft



Preface and Acknowledgements

This *Curriculum Handbook of the Riverside Community College District* is a compilation of information, resources, and documents that will be useful to faculty members, administrators, and community members who have a particular interest in the courses and programs that make up the curricula at the three colleges of the district, Moreno Valley College, Norco College, and Riverside City College. It is best used alongside the *Program and Course Approval Handbook (PCAH)*, 5th Edition Final, published in September 2013 by the California Community College Chancellor's Office available at: <http://www.cccco.edu> >>Chancellor's Office System Operations >>Academic Affairs >>Division Menu>>Curriculum and Instruction Unit >>Curriculum (under Resources). Other essential documents from the same URL are *The Taxonomy of Programs (TOP)* 6th edition—corrected July 2013, and *The Course Outline of Record: A Curriculum Reference Guide*, adopted by the Academic Senate of California Community Colleges in Spring 2008. New guidelines related to the Credit Course Repetition, approved in November 2013, are also available on this site.

For those individuals who want to familiarize themselves with the *California Education Code* (CEC, or “Ed Code”) and/or **Title 5**, the *California Code of Regulations (CCR)*, Education Division 6, California Community Colleges Chapter 6, Curriculum and Instruction Subchapter 1, Programs, Courses, and Classes, there is a link to the online source for the CCR. In Title 5, Section 55002 is “Standards and Criteria for Courses.” At the top of the page on the left, see “Transfer Model Curriculum” under Division Menu for the most recent templates related to ADT degrees. The templates found here are often more current than the templates on the [C-ID.net](http://www.c-id.net) website.

Documents vital to the practical aspects of curriculum development and approval are posted on the Home Page of the CurricUNET curriculum software management system at <http://www.curricunet.com/rccd/index.cfm>. Faculty are encouraged to use that site frequently as a resource for questions related to curriculum and curriculum development. In addition, faculty are encouraged to work closely with their college Curriculum Committees and Academic Senates to ensure that the curriculum at the college is reviewed regularly, revised as needed, and up-to-date with current practices in the disciplines.

The Academic Senate of the California Community Colleges conducts a Curriculum Institute each summer. During the 2013 Institute, Dr. Marie Boyd, Chaffey College, and Dr. Erik Shearer, Napa Valley College, led a session on developing a local Curriculum Handbook. The following information is extracted from their presentation presented on July 12, 2013 at 10:30 a.m., with the title “Curriculum by the Book.” The complete presentation can be viewed at <http://asccc.org/events/curriculum/presentations>.

- Q: With all the resources available from the Chancellor's Inventory, why do we need a local curriculum handbook?*
- A: While Title 5, the PCAH, and [the State Academic Senate's] COR: A Curriculum Reference Guide provide the broad parameters and practices for local curriculum committees, local Boards, Senates, and Curriculum Committees must develop local policies, processes, and standards.*

A local handbook is the logical repository for these local-defined aspects of curriculum.

Benefits of a Local Curriculum Handbook (adapted for RCCD colleges):

- *Makes the local curriculum processes transparent to all parties*
- *Clarifies the responsibilities of the curriculum committee and others involved*
- *Clarifies the responsibilities of the curriculum developer/originator/initiator*
- *Clarifies the responsibilities of the college's curriculum leaders and the support role of the district's Educational Service Office*
- *Serves as a guide/roadmap to the beginner*
- *Provides a guide to the processes of course and program modification and approval*
- *Assists faculty with curriculum development and review*
- *Provides resources and references that assure the college and district follow state regulations for curriculum development and modification*

With these guiding principals in mind, the compilers of this *Curriculum Handbook for RCCD* welcome suggestions for improvement and revisions as we continue the cycle of communicating effectively with those who recognize the significant role curriculum plays in the culture of the college and who participate in its development, review, and approval.

The Curriculum Committees at each of the three colleges follow the bylaws developed at the college for the membership and operations at the college level with respect for district-developed procedures agreed upon by the Academic Senates of the three colleges. The college Curriculum Committees operate using common meeting dates for each academic year. The dates are coordinated with the district meetings of the District Curriculum Committee (DCC) and its subcommittee, the Technical Review Committee (TRC). The colleges have traditionally met on the second and fourth Tuesdays of each month during the fall and spring semesters, and the DCC and TRC have traditionally met on the first and third Thursdays. Items on the TRCs agenda usually reach the college curriculum committees for their review 12 working days later. Approval items from the college curriculum committees cycle to the DCC approximately seven working days after the college meetings. Courses and programs approved by the DCC are prepared for Board of Trustees approval by district support staff in the Educational Services Office. Once the Board of Trustees has approved the curriculum changes, they are sent to the State Chancellor's Office for final approval. Some changes to programs require additional approvals. Those types of approvals are addressed in the sections of the document describing substantial change (CCCCO) and substantive change (ACCJC).

By virtue of their status as standing committees of the Academic Senates of the three colleges and the District Academic Senate, the curriculum committees are governed by The Brown Act. Agendas and Minutes are posted publicly and available to all constituents within required timelines. Meetings are open to all. Questions about the curriculum of a college should be addressed initially to the college Curriculum Committee chair. If the chair is not able to answer questions, the chair will direct the question to the appropriate individuals at the college or the district.

Acknowledgements

Current and past members of the District Curriculum Committee and other curriculum leaders at the three colleges and at the district participated in the preparation of this document over several years. The efforts of these individuals, along with reviews and discussions with college curriculum committees and members of the college academic senates, resulted in this Spring 2014 Draft document. The faculty and administrative compilers of this document were ably assisted by the RCCD Administrative Support

Center, especially Lisa Wharton, in the formatting and preparation of this draft for circulation and review.

The members of the faculty and administration who prepared and compiled this draft were also assisted by members of the district support staff who work most closely with all matters related to curriculum. They are Naomi Foley, who is responsible for the preparation of the three college catalogs and submissions of courses and programs to the state Chancellor's Office, and Toni Van Buhler, who provides technical support for the CurricUNET website and manages access to Course Outlines of Record as they move through the revision and approval process. She also manages the course and program approval portions of the agendas for the Technical Review Committee, the college Curriculum Committees, and the District Curriculum Committee. In addition, the District Curriculum Committee (DCC) would like to acknowledge Ms. Debbie McDowell who records the minutes of the DCC to ensure that they are accurate and completed in a timely fashion.

Member of the District Curriculum Committee at the time of this draft are:

Dr. Greg Burchett, Chair, Technical Review Subcommittee

Mr. Brian Johnson, Chair, Norco College Curriculum Committee

Dr. Richard Mahon, Chair, Riverside City College Curriculum Committee

Dr. Carolyn L. Quin, Chair, Moreno Valley College Curriculum Committee and rotating chair of the District Curriculum Committee for 2013-2014

Other participants are: Ms. Sylvia Thomas, Associate Vice Chancellor Educational Services

Dr. Robin Steinback, Interim Vice Chancellor Educational Services, Workforce Preparation, and Planning

Naomi Foley, agenda preparation, Instructional Support Coordinator

Toni Van Buhler, technical support, Instructional Support Coordinator

Debbie McDowell, recorder of the minutes, Administrative Assistant IV

The Vice Presidents Academic Affairs and the college Deans of Instruction and Deans of Instruction CTE also actively participate in curriculum discussions at the district level.

Special thanks go to Dr. Sharon Crasnow, former District Academic Senate President and Norco College Curriculum Mentor fall 2013, for her many contributions to the final editing of this draft and for her historical memory of Senate actions related to curriculum.

Special thanks also to the three college Academic Senate Presidents as of spring 2014:

Dr. Travis Gibbs, President, Moreno Valley College

Dr. Lyn Greene, President, Norco College

Dr. Lee Nelson, President, Riverside City College, and rotating District Senate President, 2013-2015.

Carolyn L. Quin, Ph.D
RCCD Curriculum Chair
Moreno Valley College Curriculum Chair
February 18, 2014

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I. Curriculum at California Community Colleges: State, District, College

I.A. Introduction and Online Resources

Curriculum is the foundation for teaching and learning. Curriculum can be defined in many ways and is not limited to course outlines or record, courses offered at a college, or instructional methods used. Curriculum is “anything and everything that teaches a lesson, planned or otherwise.” (Wilson, 1990). For the purposes of this Handbook, the curriculum is the process that faculty engage in to describe what will be taught, how it will be taught, and how it will be evaluated. The curriculum helps chart the way for students by ensuring information, knowledge and skills that are needed for their educational goals. Their learning experiences depend on curriculum that is relevant and current to their fields of study.

This RCCD Curriculum Handbook is intended to help new and experienced faculty at the three colleges within the district in the process of curriculum development including creating new courses, updating existing courses, proposing or modifying programs, and including or excluding courses in college catalogs. Though the compilers have attempted to address all curricula “what if’s”, undoubtedly something has been left out. If a question arises that is not covered in this handbook, please bring it to the attention of the college Curriculum Chairperson so that it may be addressed in future publications of this Curriculum Committee Handbook.

This document was assembled by the RCCD district curriculum committee to provide information, guidance, how-to guides, and other tools for faculty, administrators, and community members with an interest in the curricula of the RCCD colleges. This document is subject to change over time as new questions and resources arise. This document should be especially useful to the members of the college curriculum committees seeking to write and approve high quality curriculum—both new and revised courses and programs. However, there are sometimes variations in how processes are interpreted and applied locally at each of the colleges within the district. Faculty should always collaborate with their college Curriculum Committees.

The ultimate authority for curriculum in California Community Colleges is the California Education Code, which is comprised of legislation passed by the California legislature and signed into law by the governor. The Education Code delegates broad authority over curriculum policy to the Board of Governors of the California Community Colleges, which has authority over *Title 5 of the California Code of Regulations*, or Title 5. While Title 5 regulations are not statutes, they have the force of law. Additionally, the Chancellor’s Office is required by Title 5 regulations to assemble and publish a handbook to guide colleges in the drafting and approval of curriculum: this document is the *Course and Program Approval Handbook* (PCAH), currently in its 5th edition (approved September 23, 2013). Title 5 regulations require both the Board of Governors (in Sacramento) and local boards of trustees to respect faculty expertise as expressed through the recommendations of the Academic Senate, whether it be the Academic Senate for California Community Colleges (ASCCC, often called “the state senate”) or the three RCCD academic senates. Most curriculum committees are standing committees of academic senates and derive their authority by delegation from the academic senate. This is true both for the ASCCC and RCCD. As a result of its authority, the state senate has adopted a number of documents intended to guide and support the work of local curriculum committees as they carry out their curricular responsibilities.

Online Resources

How to find information in the California Education Code: Go to

<<http://www.leginfo.ca.gov/calaw.html>>, click on “Education Code” (the third checkbox in the right hand column) and search by keywords. Searching for “Curriculum Committees” yields 20 results.

How to find information in Title 5 regulations: Go to

<<http://ccr.oal.ca.gov/linkedslice/default.asp?SP=CCR-1000&Action=Welcome>> and choose the kind of search you want (most often a word search). Searching for “curriculum committee” yields 14 Title 5 regulations. Note that all Title 5 regulations that apply to California Community Colleges have five digits beginning with a 5, e.g., 5xxxx.

The Program and Course Approval Handbook (PCAH): The PCAH is maintained online by the Chancellor’s Office and can be found at:

<http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf>.

For in-person curriculum training, the Academic Senate offers a Curriculum Institute every summer, typically the Thursday-Saturday following Independence Day; the institute alternates between northern and southern California and provides everything from training for brand new curriculum committee chairs to breakouts on curriculum hot topics and new changes to Title 5 regulations. The Academic Senate also maintains a separate website with curriculum resources at <<http://www.ccccurriculum.info>>. Of particular value is “The Course Outline of Record: A Curriculum Reference Guide,” available at <<http://www.asccc.org/node/175016>>.

Additional trainings that are RCCD and college specific are offered through your college’s professional development committee. Check with your faculty coordinator or your Curriculum Committee Chair.

I.B. RCCD Board Policies (BP) and Administrative Procedures (AP) Relevant to Curriculum

While the general responsibility and requirements for curriculum are governed by Education Code and Title 5, the local implementation of those regulations is covered by RCCD Board Policy.

Curriculum is one of the areas for which the Academic Senates have responsibility (one of the 10+1) and BP 4005 specifies that curriculum is a matter upon which the Board of Trustees relies primarily on the recommendations of the Academic Senate. The Academic Senates fulfill this function through their curriculum committees and ultimately through the District Curriculum Committee and the District Academic Senate. For a detailed explanation of the relationship among these entities see the “Curriculum Process Agreement” (2008) on page ___ of this Handbook.

All Board Policies and Administrative Procedures are available at <http://rccd.edu/administration/board/Pages/BoardPolicies.aspx>. Policies in the 4000s are about issues that fall under Academic Affairs.

BP4020:

BP 4020 program, curriculum, and course development affirms the commitment of the district to high quality courses and programs and AP 4020 spells on the procedure through which that commitment is ensured.

AP 4020:

AP 4021: covers Program Viability and Discontinuance Revised by Academic Standards District Committee in Fall 2013. Currently in the approval process.

AP 4022: Course Approval.

BP/AP 4025: presents the general philosophy and criteria for associate degree and general education and the methods through which the requirements are developed, revised, and updated.

AP 4260: Limitation on Enrollment Prerequisites, Co-Requisites and Limitations on Enrollment is in final draft form (unapproved as of 12/03/2013) and is included in this document as Appendix B.

AP 4225: Course Repetition

AP 4227: Repeatable Courses

AP 4228: Course Repetition – Significant Lapse of Time

Repetition and Repeatability

Two sets of Title 5 regulations have changed regarding repeatability and repetition. While each has been discussed in a wide variety of venues, a summary is provided below.

Repetition (Title 5 §55042): (see AP4225 and 4228)

Regulations regarding repetition changed in summer 2011 and are now in effect. *Repetition* describes the process whereby a student repeats a *non-repeatable* course due to a substandard grade (including a W). These are courses that a student *should* take once, pass, and not revisit. In the past, students were allowed many attempts to find success, but presently students are allowed to re-enroll in a class in which they received a grade only two additional times (for a total of three enrollments) *and* have their enrollment earn apportionment for the college. No “grandfathering” is permitted under current regulations, so a student who has taken, for example, Intermediate Algebra once and withdrawn, a second time and earned a D, may enroll and allow the college to receive funding **only one more time**. Any combination of non-passing grades is treated the same, including W (withdrawal). There are very few exceptions to the regulation (MW, military withdrawal, is one of the few.) See RCCD AP 4225.

Repeatability (Title 5 §55041): (see AP 4227)

Historically, many courses in California community colleges have been structured to allow students to enroll and receive passing credit more than once. Such courses have been especially common in career technical education, fine and performing arts, physical education, and even in basic skills.

These regulations have also changed. The Board of Governors approved changes in July of 2012. There are three narrow circumstances in which courses may remain repeatable. The primary instance in which a college may allow a student to take, pass *and repeat* a course is in areas in which the faculty can provide evidence that students are **required to do** so as part of comparable academic programs at CSU and/or UC campuses. This is most common in the fine and performing arts, and in such cases students may receive credit for a maximum of four enrollments; faculty must provide a copy of catalog language from a CSU or UC that indicates repetition is required for repeatability to be applied to RCCD courses.

The second instance in which a course may be repeatable is intercollegiate athletics, although NCAA regulations place limits on the amount of repeatability that may be permitted.

There is also language that permits students to repeat courses that support other intercollegiate competition, and this language would also apply to Model UN, forensics, and a few other courses.

The common solution to repeatable courses is “leveling,” i.e., a course which a student could previously take four times is revised into four distinct and non-repeatable courses—beginning, intermediate, advanced, proficient—each of which has a separate course outline with distinct and progressive SLOs, course content, and course materials.

I.C. Role of Faculty

1. Annual Curriculum Check-Up

Each year the faculty within a discipline at the college and across the district, if applicable, should examine each Course Outline of Record on file in the CurricUNET system to make sure that it is up-to-date regarding content, methods of instruction, methods of evaluation, and course materials. As faculty learn from and incorporate the results of assessment into their teaching, Student Learning Outcomes may need to be revised or course descriptions updated so that students will understand what the course includes.

2. Comprehensive Review: A Four-Year Cycle

The disciplines at each college and across the district, where applicable, include as part of their Comprehensive Instructional Program Reviews (CIPR) a list of all courses that are in each college Catalog. In the context of the four-year cycle of preparing CIPRs, faculty have a chance to collaborate on changes that need to be made to the Course Outlines of Record and to update the college Catalog with course inclusions or exclusions, or to create new courses to meet the changing needs of the disciplines. This comprehensive review scheduled on a four-year cycle ensures that the curriculum is up-to-date and in compliant with regulations.

I.D. Role of the Curriculum Committees: District and College

Role of the District Curriculum Committee

The Curriculum Committee of the Riverside Community College District is charged by the District Academic Senate to research, study, maintain, and promote awareness of issues that impact, or have the potential to impact, the curriculum of the colleges of the Riverside Community College District.

The committee shall remain conversant with the standards and expectations establish in the California Education Code, Title 5 of the California Code of Regulations, Accrediting Standards promulgated by the Accrediting Commission for Community & Junior Colleges (ACCJC), articulation standards, and other standards that bear on the quality and coherence of the curriculum of the colleges of the Riverside Community College District.

The charge includes, but is not limited to, the authority to review and approve curriculum that involves two or more colleges, including new and revised courses; new and revised programs; inclusion and exclusion of courses in degree patterns, including areas of emphasis and general education; review and approval of distance education courses; course and program deletions.

While not within the scope of the committee's charge, the committee shall inform and support college and district committees concerned with the role of curriculum in assessment, program review, and strategic planning.

From the bylaws of the Riverside Community College District Academic Senate:

ARTICLE II. STANDING COMMITTEES

Section 1. The Curriculum Committee

A. The District Curriculum Committee shall be the coordinating voice of faculty in the District with regard to Title 5, Section 53200.1, "Curriculum, including establishing prerequisites and placing courses within disciplines"

B. The District Curriculum Committee shall be made up of faculty representatives from each College, in the manner determined by the Constitution and By-laws of the College.

C. All curricular matters of relevance to a single College shall be resolved by the curriculum committee of the College affected.

D. All curricular matters which impact two or more Colleges must come before the District Curriculum Committee. The District Curriculum Committee shall have the power to recommend resolution of curricular conflicts between Colleges to the District Academic Senate. The chairperson of the District Curriculum Committee shall represent the District Curriculum Committee to the District Academic Senate, which shall make the final decision in areas of curricular conflict.

Role of the College Curriculum Committees

The three colleges of the Riverside Community College District shall form their own Curriculum Committees in accordance with Title 5, Section 53200.1. The college Curriculum Committees will be standing committees of their respective Academic Senates, with each college developing the composition of their committees depending upon the needs of the college. Each college will develop by-laws with consideration to shared courses of the curriculum across the District, the functions of the District Curriculum Committee and the Technical Review Committee.

Faculty assignments and elections to the College Curriculum Committees and the departments they represent will be provided to the administrative support staff at the District office at the beginning of each academic year. Names of members of the College Curriculum Committees are posted from a link on the CurricUNET Home Page at www.curricunet.com/rccd/index.cfm

Role of the Technical Review Committee

The Technical Review Committee (TRC) is a subcommittee of the District Curriculum Committee (DCC). It is composed of the three college curriculum chairs and a separate chair appointed by the DCC. The duties of the TRC chair include chairing the meetings of the TRC and assisting faculty with making revisions deemed necessary by the members of the committee.

The Technical Review Committee acts as an advisory committee to the District Curriculum Committee. To the degree possible, the Technical Review Committee (TRC) operates on the basis of consensus decision making. Should it not be possible to achieve consensus, the voting membership of the Technical Review committee is comprised of the chair of the TRC, the chairs of the college curriculum committees and the vice chancellor. Nonvoting members include the district Instructional Support Coordinators.

The agendas and minutes of the TRC are posted to the CurricUNET website. Individuals proposing new or revised courses/programs to be discussed by TRC will be notified about the date, location, and time of the meeting by Naomi Foley, Instructional Support Coordinator. The active participation of all members of the college communities is always welcome.

The TRC provides information, support, assistance, and expertise on matters related to curriculum and the curriculum process to faculty members and others. It is not the role of the TRC to make judgment about the ultimate merits of curricular proposals; it is the role of the TRC to ensure that curricular proposals are complete and ready for review and approval by the college curriculum committees. The TRC pays special attention to requirements that appear in law, regulation, and/or accreditation standards. The TRC members will contact originators if the curriculum proposals don't meet these standards.

At the conclusion of the TRC meeting all approved items are forwarded to one or more of the College Curriculum Committees for action.

Guidelines: When reviewing proposals and/or CORs (new or revised programs/certificates and courses), the TRC:

1. Reviews the course/program proposal prior to college curriculum meetings and establishes the college agendas for shared courses across the district, program approvals, and information items. Naomi Foley sends the district-approved items to the college curriculum chairs for inclusion on the agendas.
2. For course/program revisions, uses the checklist (see below) to identify the changes that are being proposed.
3. Verifies the proposal is college specific or multi-college (shared)
4. Verifies the effective term is appropriate (*changes to* or *addition of* new requisites/limitations on enrollment can only be made for the fall term)
5. If a limitation on enrollment (LOE, prerequisite, co-requisite, advisory or other limitation on enrollment) is added, verifies that:
 - a. The grid is included and complete
 - b. Content review has been done
 - c. Entry skills match exit skills in requisite course(s)
 - d. If the limitation on enrollment involves English or math skills, the appropriate research is proposed
6. Confirms rationale/need for change aligns with what is proposed
7. Verifies the proposed and/or current transferability and district GE (if appropriate) are correct
8. Verifies the hours (lecture/lab) match the proposed number of units
9. If a revision is proposed, compares the proposal with the original to identify the changes
10. Reviews textbooks/materials for currency (at least two books/materials that are not more than 5 years old should be included if proposed for transfer)
11. Reads any impact reports included (title, unit value, numbering, hours, grade option, deletion, discontinuance)
12. Reviews repeatability. If a course is repeatable:
 - a. Verifies it complies with Title 5 requirements for repeatability (activity course, PE, dance, drama, music)
 - b. Reviews the SLOs and/or Topics to verify course content changes with each repeat
 - c. Confirms the course outline of record (COR) lists the number of times the course can be taken
13. Reviews methods of instruction and evaluation for clarity
14. Reviews sample assignments in
 - a. Reading
 - b. Writing
 - c. Outside class
15. Verifies the COR is integrated with respect to course content, methods of instruction, and methods of evaluation
16. Reviews any discipline, department or administrative comments

Course: College(s): (Moreno Valley) (Norco) (Riverside) **Start Semester:**

Technical Review Task List/Review Principles:

Proposal Type: (Check one and indicate College)

	Activation (Only)
	Deactivation (Active at another)
	Deactivation (Not at any college)
	Distance Education Only
	New Course (check course number)
	Reactivation (only)
	Revision
	Certificate
	Special Topic/ Experimental

Page Changes: (Check all that apply)

	Cover Page
	Unit Hours Page
	SLO
	Content
	MOI/MOE/Assignments
	Entrance Skills
	Requisites

Specific Changes:

	Discipline/Course Number/Course Title/Cross-listing/Description (circle which applies)
	Lecture hours/Units/Repeatability/Material fees/Grading (circle which applies)
	Student Learning Outcomes
	Outline of Topics
	Methods of Evaluation
	Methods of Instruction
	Required reading/Writing/Outside Class Assignment changes
	Entrance skills revision
	Prerequisite/Co-requisite/Advisory/Limitation on Enrollment change (circle which applies)
	Four Year Review
	Skills/ Knowledge to Enter Course
	Supplies
	Texts

I.E. Role of the Academic Senate

Mission: The Academic Senate for California Community College fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community College in Academic and professional matters. The Academic Senate strengthens and supports the local senates of all California Community Colleges.

The college Senates work together to promote continuity across the RCCD in curriculum matters. Title 5 mandates that local senates make recommendations with respect to academic and professional matters, including curriculum. The three college senates place the responsibility for curriculum in the hands of the college curriculum committees, and the District Academic Senate gives that responsibility to the District Curriculum Committee.

I.F. Function Map for Accreditation 2014, Standard II, College and District

The relationship between the district and the colleges regarding ACCJC Standards related to curriculum matters is reflected on the Function Map contained within each college's accreditation reports. The legend below describes the meaning of the indications "P" and "S".

The Function Map includes indicators that depict the level and type of responsibility:

P = Primary Responsibility (leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement).

S = Secondary Responsibility (support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility).

Standard II: Student Learning Programs and Services

A. INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

	College	District
2. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. When courses, certificates and degrees are shared by two or more of the District's colleges, the course SLOs and program PLOs are common, but the assessment of these outcomes may vary among individual faculty members.	P	S
3. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location. *Except for community education and study abroad which are coordinated at the District level.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S

c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs . *The three colleges share a common core curriculum across the District; e .g ., Eng 1A, His 7, Math 35, etc.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
h. The institution awards credit based on student achievement of the course’s stated learning outcomes . Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog . The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general edu-	P	S
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S
b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S

<p>6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies . The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes . In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.</p>	<p>P</p>	<p>S</p>
<p>a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses . Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.</p>	<p>P</p>	<p>S</p>
<p>b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</p>	<p>P</p>	<p>S</p>
<p>c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and regularly reviews institutional policies, procedures, and publications, including those presented in electronic formats . It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services . *The three colleges share the same Board policies and procedures which are reviewed periodically . The colleges are responsible for the content of their catalogs, documents, and information disseminated to the public.</p>	<p>P</p>	<p>S</p>
<p>B. STUDENT SUPPORT SERVICES The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.</p>		

	College	District
<p>2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:</p> <ul style="list-style-type: none"> a. General information b. Requirements c. Major policies affecting students d. Locations or publications where other policies may be found. 	P	S

II. Curriculum Resources

II.A CurricUNET Home Page: One-Stop Help and References

The links on the CurricUNET Home Page are divided into three categories, Help, Links, and Search.

Help

- [How to Create a DE Proposal in CurricUNET](#)
- [Curriculum Approval Process](#)
- [Features of an Integrated COR](#)
- [How to Write a Course Outline of Record](#)
- [Special Characters](#)
- [Taxonomy](#)

Links

- [CCCC](#)
- [CCCCO](#)
- [Course Inclusion-Exclusion Request](#)
- [Courses with DE Approval](#)
- [Curriculum Committee Members](#)
- [Curriculum Meeting Dates 2013-2014](#)
- [Curriculum Reference Guide](#)
- [Discipline Facilitators](#)
- [Disciplines and Minimum Qualifications](#)
- [New General Education Learning Outcomes](#)
- [PQR Template](#)
- [Program & Course Approval Handbook \(5th ed DRAFT\)](#)
- [RCC Academic Senate](#)
- [RCCD New or Revised Program Development Process](#)
- [SB1440/TMC Templates](#)
- [Taxonomy of Programs \(TOPs\)](#)

Search

Program
Course
Users

Help

The Help menu includes documents designed to assist faculty in developing curriculum. Log in is not required to use this feature. The Help documents are “How to Create a Distance Education Proposal in CurricUNET,” “Curriculum Approval Process” (also known as Appendix H, dated 2008), “Features of an Integrated COR” (Course Outline of Record), “How to Write a Course Outline of Record,” “Special Characters” (for using HTML code in CurricUNET), and “Taxonomy” (Bloom’s Taxonomy of Verbs Requiring Cognitive Outcomes, Verbs Requiring Affective Outcomes, and Verbs Requiring Psychomotor Outcomes listed from simple to complex in each category).

Links

The readily available links on the CurricUNET page go to the CCCC, a repository of information from many sources related to curriculum at the California Community Colleges. This is a handy source if the Chancellor’s website is overwhelming. The second link is to the Chancellor’s Office, CCCCCO.

Add a course from the RCCD Inventory to the college Catalog by submitting the “Course Inclusion-Exclusion Request.” To take a course out of the college Catalog, use the same form. Both actions require college discipline and college department approval prior to making the request. The Course Outline of Record (COR) must be Title 5 compliant before a COR can be included in the college Catalog.

To find the names and representation responsibilities of the college and district curriculum committee members, click on “Curriculum Committee Members.” Dates of the Curriculum Committee meetings at all three colleges and at the district office are provided on the linked document and updated annually.

The “Curriculum Reference Guide” link is a pdf of the important document adopted by the Academic Senate of California Community Colleges in spring 2008. It is a 96-page guide to writing a perfect Course Outline of Record, and it is summarized and referenced frequently in the document under “Help” called “How to Write A Course Outline of Record” (actually “An Integrated Course Outline of Record”).

Discipline facilitators are those individuals who have responsibility for approving course proposals in the disciplines that make up the three colleges of the district. It is good to check to see who approves for the discipline of any course being created or revised, because

the proposal will not advance to the next level without the action of the discipline facilitator. The state Chancellor's Office maintains an official list of disciplines at California Community Colleges and of the minimum qualifications for teaching in those disciplines. Those are listed by following the link to a pdf document called "Minimum Qualifications for Faculty and Administrators in California Community Colleges," January 2012.

The three colleges of the Riverside Community College District adopted a common set of General Education Learning Outcomes. As CORs are being created or revised, it is important to align the Student Learning Outcomes with the "new" General Education Learning Outcomes. It is not necessary to align every course SLO with a General Education Learning Outcome, but the alignment must demonstrate the primary focus of the course and its relationship to the General Education patterns, if it is a course that satisfies a General Education requirement. Alignment with "Critical Thinking" is especially important for transfer courses. The other narrative descriptions are identified as "Information Competency & Technology Literacy," "Communication," and "Self-Development and Global Awareness."

The link to the Program Outline of Record (POR) Template is useful for faculty who are proposing new or revised programs. The track changes on the first page of the Word document are meant to provide an explanation of how to use the document. It can be downloaded, and it can serve as the draft document in the first stages of program approval. For program proposals, it is best to contact support staff in the Office of Educational Services at the district level as early in the process as possible. Naomi.Foley@rcc.edu is the contact person for programs.

A link to the *Program Course Approval Handbook*, 5th Edition Final, September 2013, can be found in several locations mentioned early in the introduction to this Handbook. All members of the faculty should visit the website of the Curriculum and Instruction Unit of the Chancellor's Office of the California Community Colleges, read it thoroughly, and refer to it often. It can also be downloaded as a pdf.

The RCCD New or Revised Program Development Process is referred to as the "2011 Revision," because of its adoption as a revised version of a previous agreement by the District Academic Senate in spring 2011. This process originated from an old paper process that was in place before the district became three colleges. It is also called the "long" process to contrast it with the "shorter" process called "New Program from Existing Courses that was developed in 2009.

The SB1440/TMC Templates link goes directly to the State Chancellor's Office and the official list of Associate Degrees for Transfer, or ADTs. This is the most up-to-date information for the templates for those degrees. Faculty who are considering developing an ADT degree must complete the POR Templates, follow one of the two approved program approval processes, use the Course Inclusion Request Form to include RCCD courses in the college Catalog, and make sure the CORs for all course are aligned 100% with the C-ID.net Descriptors for the courses, if they exist.

The Taxonomy of Programs is available on the ccco.edu website as mentioned earlier in the first paragraph of the introduction to this handbook, or available as a pdf from the Chancellor's Office link for convenience in identifying TOPs codes for courses within a discipline.

Search

Anyone can search a Program and Course without logging into the system. Click on "Program" to see a list of some of the approved programs within the Riverside Community College District. Not

all programs are listed here as of this writing, so the current college Catalog would need to be consulted for the most accurate information. To search for the most current, official Course Outline of Record (COR) for a single course within the district, click on “Course,” and select the discipline. The Course Search Results show all the courses in that discipline from among the three colleges. Not all courses are taught at every college. Click on “WR” to see the current COR and to see which college or colleges offer that course. To see courses that are undergoing revisions, it is necessary to log in. The public view for CORs is this “Search” view. To search Users, click on “Users,” use the default setting “ALL” to locate the names and contact information for the CurricUNET and RCCD technology users.

CurricUSEARCH

CurricUSEARCH

This link provides the ability to search the nationwide database of course outlines from participating CurricUNET clients. Log in is required to complete this search.

II.B. Program and Course Approval Handbook (PCAH)

The Program and Course Approval Handbook (PCAH) is the definitive source for information from the state regarding program and course development and approvals. Download the pdf from <http://www.cccco.edu>. This document can also be accessed from the CurricUNET Home Page at <http://www.curricunet.com/rccd/index.cfm>.

II.C. California Community Colleges Chancellor’s Office (cccco.edu)

This Curriculum Handbook of the Riverside Community College District is a compilation of information, resources, and documents that will be useful to faculty members, administrators, and community members who have a particular interest in the courses and programs that make up the curricula at the three colleges of the district, Moreno Valley College, Norco College, and Riverside City College. It is best used alongside the Program and Course Approval Handbook (PCAH), 5th Edition Final, published in September 2013 by the California Community College Chancellor’s Office available at: <http://www.cccco.edu> >>Chancellor’s Office System Operations >>Academic Affairs >>Division Menu>>Curriculum and Instruction Unit >>Curriculum (under Resources). Other essential documents from the same URL are The Taxonomy of Programs (TOP) 6th edition—corrected July 2013, and The Course Outline of Record: A Curriculum Reference Guide, adopted by the Academic Senate of California Community Colleges in Spring 2008. New guidelines related the Credit Course Repetition, approved in November 2013, are also available on this site.

For those individuals who want to familiarize themselves with the California Education Code (CEC, or “Ed Code”) and/or Title 5, the California Code of Regulations (CCR), Education Division 6, California Community Colleges Chapter 6, Curriculum and Instruction Subchapter 1, Programs, Courses, and Classes, there is a link to the online source for the CCR. In Title 5, Section 55002 is “Standards and Criteria for Courses.” At the top of the page on the left, see “Transfer Model Curriculum” under Division Menu for the most recent templates related to ADT degrees. The templates found here are often more current than the templates on the C-ID.net website.

II.D. Academic Senate of California Community Colleges (asccc.org)

Mission: The Academic Senate for California Community College fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community College in Academic and professional matters. The Academic Senate strengthens and supports the local senates of all California Community Colleges.

II.E. Accrediting Commission for Community and Junior Colleges (asccjc.org)

The Accrediting Commission for Community and Junior Colleges (ACCJC) addresses curriculum issues most directly in Standards II.A. Instructional Programs and Standard II.B. Student Support Services. The Function Map found at the end of Section 1 of this handbook accurately reflects the division of duties between the district and the colleges related to curriculum matters as of fall 2013 with the colleges assuming primary responsibility for the curriculum and the district serving in a supportive role.

The ACCJC standards specify that:

- A. The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution , and
- B. The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.F. College Catalogs and the Curriculum

- Students establish catalog rights based upon the published catalog during their first year of entry to the college, and retain catalog rights as long as they maintain continuous enrollment (defined as one term during an academic year)
- Counselors and others rely on the catalog to advise students regarding the requirements governing their eligibility for certificates and degrees. Timely updates to courses and programs are essential since the college catalog ensures counselors and students have accurate information.
- Programs that will be discontinued or evaluated for viability must comply with Board Policy 4021, Program Viability and Discontinuance. This policy ensures students the opportunity to complete programs and provides adequate notice to faculty that could be impacted by a program that is discontinued if it is no longer viable.
- Deadlines for courses and programs to be included in the catalog occur in December of the year prior to the academic year that the catalog is published. For example, December 2013 is the deadline for the 2014/2015 catalog.
- Colleges are able to submit new courses for UC and IGETC review. Questions regarding UC or IGETC courses should be directed to the college articulation officers (AO). CSU courses are reviewed more frequently.
- All courses and programs must be approved by college curriculum committees. New state-approved programs must be approved by the college curriculum committee and the Academic Senate of the college where the program will be offered, as well as the RCCD Board of Trustees. Course and Programs must also be approved by the California Community College Chancellor's Office. Courses cannot be offered prior to receiving required state approvals.

III. Curriculum Development for Faculty

III.A. Preparing a Course Outline of Record

<http://asccc.org/sites/default/files/Curriculum-paper.pdf>

Riverside Community College District Spring 2014 Revised Version

Directions for Preparing an Integrated Course Outline of Record

Preparation:	<p>Go to the CurricUNET website and either create a new course proposal, or revise an existing course by creating a copy of it: www.curricunet.com/RCCD. If you need a user name and password, or have forgotten your user name and password, email toni.vanbuhler@rcc.edu.</p> <p>Have these reference documents on hand:</p> <ul style="list-style-type: none">• Copy of “How to Write a Course Outline of Record” including “Directions for Preparing Integrated Course Outlines” and Bloom’s Taxonomic list of “Verbs Requiring Cognitive, Affective, Psycho-Motor Outcomes”;• Copy of current Catalog and Schedule of Classes.
Creating or revising a course proposal:	<p>Create your new or revised course proposal:</p> <ul style="list-style-type: none">• If you are creating a new course, contact Toni Van Buhler (toni.vanbuhler@rcc.edu) for a course number.• Following the Course Checklist on the right-hand side of the CurricUNET website, input the Cover, Units/Hours, Student Learning Outcomes, Course Content, Methods of Instruction, Outside of Class Assignments, Methods of Evaluation, Course Materials, Entrance Skills and/or Requisites, and Library Resources components. Use the Catalog and Schedule of Classes to help write the Course Description and the Short Description.• Be sure your course outline is fully integrated.• Don’t forget to “Finish” each component of the COR as it is completed. Otherwise, you will not be able to submit your proposal into the approval process.
Getting assistance from discipline members:	<p>You can assign a faculty member as a co-contributor to your course proposal and work collaboratively, assigning <u>sections</u> of the course outline for completion by a given date.</p> <p>Suggestion:</p> <ul style="list-style-type: none">• Assign a faculty person to compile an up-to-date list of course textbooks and materials.<ul style="list-style-type: none">○ IDEA: Start at the <u>end</u> of your old course outline. Are the textbooks out of date? If they are, do a search online (Amazon.com, Powellsbooks.com, known publishers of standard texts, copies of your most recent book orders) for the most up-to-date editions of at least <u>three</u> textbooks that would be appropriate for this course.○ If this is a transfer course, you could also visit UC or CSU

	<p>bookstores to see what professors there have ordered for the equivalent course.</p> <ul style="list-style-type: none"> ○ Prepare a bibliography using correct APA or MLA format. ○ Do you plan to use instructor-prepared materials, software programs, A/V supplements, or online resources? Enter these under “Additional Resources”. <p>From Stylistic Considerations in Writing Course Outlines of Record (Academic Senate for California Community Colleges, p. 18):</p> <p>“The main text plays a remarkably strong role in articulation of a course. It should be clearly recognized by those in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject.”</p>
<p>The Course Description:</p>	<ul style="list-style-type: none"> • Use the table(s) of contents of your most recently used textbooks, as well as your own valuable experience and knowledge of what should be taught; examine the Course Description and Short Description for Class Schedule. <p>Do these descriptions accurately reflect the current course content in general terms?</p> <ul style="list-style-type: none"> • Go to the C-ID.net website and click on Descriptors. Go to the bottom of that page and select VIEW FINAL DESCRIPTORS. Select the discipline and look for a similar course. If the course you are revising has a C-ID Descriptor, the COR must match it 100%. Although there can be more content covered, there cannot be less. Use the Descriptor as you revise all areas of the COR, including the Course Materials. • At this point, your discipline should work as a group to revise the all-important wording of the Course Description!!
<p>Student Learning Outcomes:</p>	<p>Write <u>at least 3</u> student learning outcomes which accurately reflect <u>specific performance goals</u> for students who successfully complete this course: (If you are using a C-ID Descriptor with more than 7 SLOs, you may need to exceed the maximum suggested.</p> <ul style="list-style-type: none"> • Use as many higher-level Bloom’s Taxonomic Verbs as possible, that is, those which require the critical thinking skills of analysis, synthesis and evaluation. • If your course is vocational, applied, performance, or basic-skills, verbs demonstrating affective and psycho-motor skills are acceptable and expected. • For performance, applied, vocational and basic-skills classes, group specific skills sets into general performance goals – <ul style="list-style-type: none"> ○ e.g., in a Fire Technology course there might be a dozen smaller skills related to the use of the ladder or hose, but you’ll need to summarize these as <u>one specific performance goal</u> rather than writing all the details as part of the SLOs • Verbs representing learning in the <u>affective domain</u> are acceptable but should be used sparingly. • Remember that every SLO will have to be assessed as part of your ongo-

	<p>ing assessment of the course. Use verbs that will yield outcomes that can be assessed appropriately based on the methods of instruction for the course.</p>
Course Content:	<p>“The Course Outline of Record: A Curriculum Reference Guide,” adopted spring 2008, (see ascce.org) states that “The content element contains a complete list of all topics to be taught in the course. The list should be arranged by topic with sub-headings. Content items should be subject based...the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as options...listed content does not limit instructors from going beyond the topics in the outline.” (p. 28)</p> <ul style="list-style-type: none"> • The use of a formal outline or indented style is required.
Integrate Content and SLOs with Methods of Instruction:	<p>Write your methods of instruction in such a way that the methods described are “...appropriate to the objectives. Types or examples of methods of instruction are required. If all instructors agree, the course outline may show just one teaching pattern. However, instructors have the freedom to choose how they will achieve course objectives...The difficulty standard for degree-applicable credit courses requires that instruction elicit college-level effort, particularly in terms of critical thinking.” (p. 29)</p> <p>Generally, the methods of instruction can be structured in two parts:</p> <p>(1) A statement of the particular method (lecture, group activities, etc.) followed by (2) a statement of <u>what learning outcome that method is designed to activate</u> (to gain practice in writing critical essays, to enhance awareness of XX, etc.)</p> <ul style="list-style-type: none"> • Use “in order to” after you list a particular method of instruction. This will help you to write the second part of the statement. <p><i>Title 5 indicates that critical thinking must be a component of all college courses, so make sure your methods of instruction show that critical thinking is happening!</i></p> <ul style="list-style-type: none"> • Methods of instruction must illustrate the methods for determining whether the stated objectives have been met by the students and cross-validate (integrate) some of the other course outline elements. • “The methods of instruction must effectively teach critical thinking and the methods of evaluation must effectively evaluate students’ mastery of critical thinking. The themes established by the objectives must be integrated into the methods of instruction and evaluation. (p. 31) See further examples of integrated SLOs and MOIs within the document cited above.
Integrate Methods of Evaluation with SLOs, Critical Thinking and Assessment:	<p>Compile a narrative list of methods of evaluation used in this course.</p> <ul style="list-style-type: none"> • You must show that these assignments will actually assess your stated learning objectives. That is, they must be <u>relevant</u> and <u>specifically tailored to this course’s SLOs</u>. • To comply with Title 5, you must show methods of evaluation which test critical thinking skills, including essays and/or problem-solving activities, such as essays or skills demonstrations by students. • Methods of evaluation should be demanding enough in rigor and independence to fulfill the credit level specified. • Methods of evaluation should relate “to skills and abilities in objectives.” (p. 34)

	<ul style="list-style-type: none"> • “The themes established by the objectives must be integrated into the methods of instruction and evaluation.” (p. 34) See further examples of integrated SLOs and MOEs within the document cited above, p. 34-36.
Assignments	<p>Regulatory Requirements—Title 5, Intensity, section 55002(a)2C. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time. Difficulty, section 55002(a)F. The course-work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.</p> <p>Title 5 requires assignments in the course outline but does not mandate a comprehensive list...the outline must ‘specify types or provide examples.’ “The assignments used by the instructor are to be consistent with but not limited by these types and examples... assignments should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives.” (p. 37)</p> <ul style="list-style-type: none"> • “Assignment examples should reflect coverage of all objectives and content by topic or theme.” • “Assignment examples can include supplemental reading materials beyond the required text(s).” • “...Relate assignments to skills and abilities in objectives.” • “Out-of-class assignments must be sufficient to show independent work.” <p>Assignments should be specific enough to provide real guidance for faculty and clear expectations for students. See further examples of how to integrate assignments with the stated objectives within the document cited above, pp. 37-39.</p>
Course Materials and Additional Resources:	<p>Incorporate textbooks and instructional materials: “Texts and instructional materials should be completely referenced: author, title, publisher, and date.” (p. 40)</p> <p>Textbooks or other materials must have recent date of publication (within no less than 5 years). If there is a reason for using older materials, at least one recommended textbook must be current, or an explanation “should be provided when texts are more than 5 years old.” (p. 40)</p> <p>“Longstanding icons in their respective fields may be used for reference.”</p> <ul style="list-style-type: none"> • If instructor-prepared materials are used, their “scope” must be indicated in the course content. • This section should include any required materials or other equipment such as a sports item, lab equipment, tools, art materials or anything else the student must have to participate effectively in the course.” (p. 40)
Proof Your Course Outline!	<ul style="list-style-type: none"> • Check your course outline carefully for typos, formatting errors, and contradictions between stated SLOs and/or course content, or other components of the outline. Most fields have spell-check: use it! • Provide a rationale on the Cover Page for your course proposal/revision. Be sure to address any changes in instructional hours or units and that units are aligned with regularly accepted units to clock hours relationships for lecture and lab courses. For lab courses, most of the class work should be completed during class time. For lecture courses, students are expected to complete two hours of work outside of class for every hour in

	<p>class.</p> <ul style="list-style-type: none"> • Be sure that your text list is up-to-date and includes dates wherever possible. Texts should be no more than 5 years old.
Submitting the Course Proposal for Approval:	<ul style="list-style-type: none"> • Be sure that you “Finish” each component of the Course Outline of Record as you enter the information in CurricUNET. (The Course Checklist will have a checkmark next to each box if this has been done). You can also revise pages that have been previously “finished” if you need to. • Once the proposal is ready to submit, you will need to upload discipline and department minutes showing approval at your college from those two groups. • After you have “attached files,” you should see a “Submit” button appear on the left-side of the page. Click submit. • Once you have submitted your proposal, go to “My Approvals” and in the role of Course Author, LAUNCH the proposal. Your course proposal is now in the curriculum approval process!

III.B. Using CurricUNET Effectively

CurricUNET is an electronic system used by RCCD for creating Course Outlines of Record. Using this common system allows the three colleges of the district to collaborate on the development of new courses, on course revisions and on course deletions. Because it is open to all full-time faculty and available to some part-time faculty users, the system allows for communications among faculty who are separated geographically. By using CurricUNET, faculty can be sure that all comments, suggestions, and ideas associated with a course will be documented.

This district supports the work of the faculty at all three colleges through the Educational Service Office. Support staff who are CurricUNET Super Users manage the flow of curriculum submissions and revisions according to the charts and information provided below. Questions about the system and about the workflow should be directed first to the college curriculum committee chair.

III.C. CurricUNET Users Guide:

The CurricUNET Timetable & Workflow:

While the following process is sequential, steps with * are reviewed simultaneously.

Note that “days” are M-F working days, not calendar days.

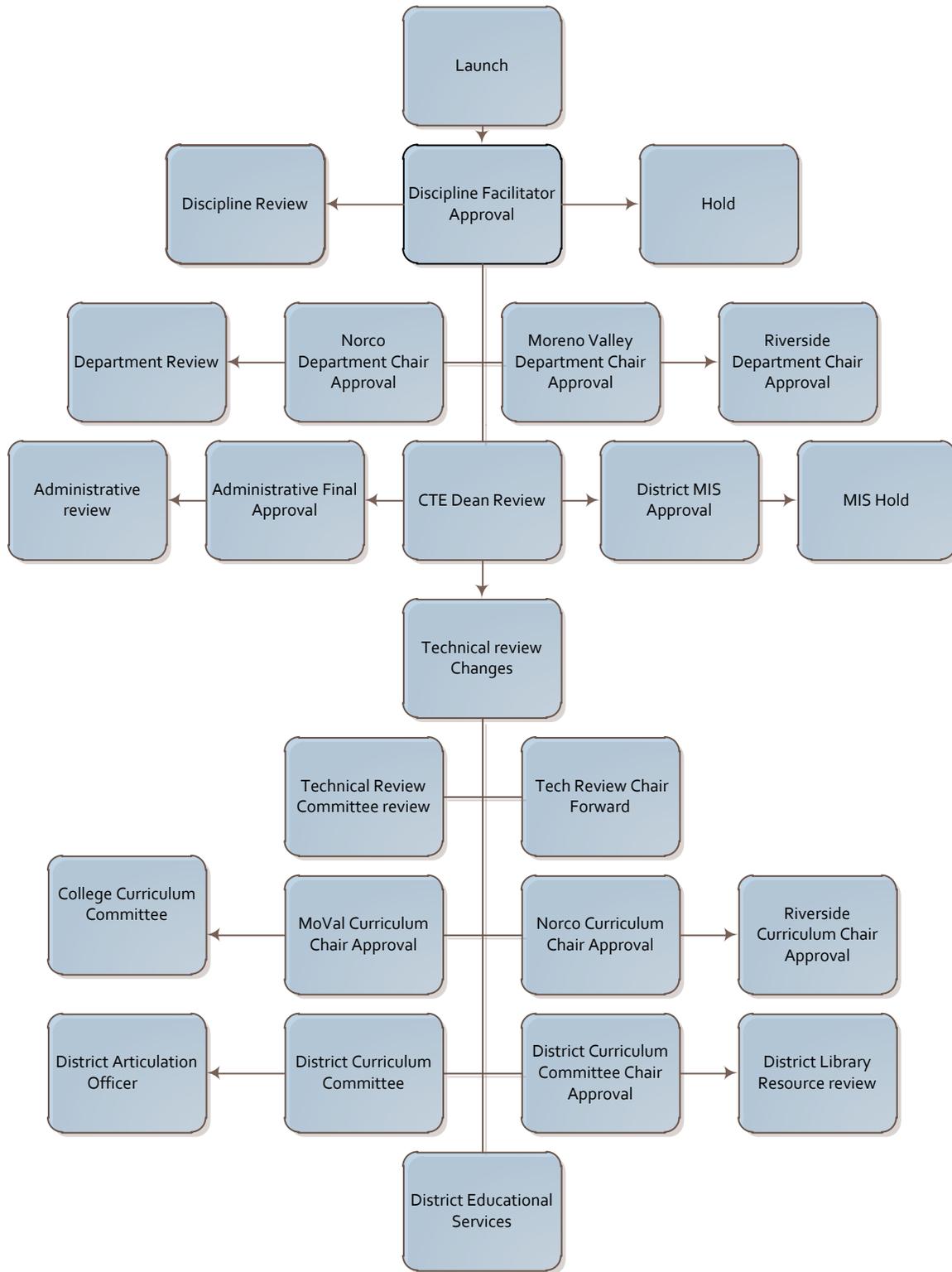
This is the approval sequence for new courses and major modifications; other processes (minor modifications) are shorter.

Responsible Party	Time to Approve	Consequence of inaction
Originator	No limit	Proposal waits
Discipline Facilitator Approval	10 days is mandatory length of time for this step	Proposal advances only if approved by the Discipline facilitator

Responsible Party	Time to Approve	Consequence of inaction
Department Chair	Chairs at all affected colleges must approve to advance proposal	Proposal waits
Associate Vice Chancellor of Educational Services*	3 days	Proposal advances automatically
Library Resources*	Review only/no approval	Review Only
Articulation*	Review only/no approval	Review Only
MIS*	Review only/no approval	Review Only
Tech Review	Tech Review meets bimonthly during fall and spring terms	TBD by Tech Review
College Curriculum Committee	Meets bimonthly during fall and spring terms	TBD by College Curriculum Committee
District Curriculum Committee	Meets bimonthly during fall and spring terms	TBD by District Curriculum Committee
Staff prepare proposal for Board of Trustees	Varies	Item does not advance to Board
Board of Trustees	Agenda items reviewed monthly except July	Awaits Board Approval as a consensus item
State Chancellor's Office	Varies but generally days or weeks, not months (assuming clean and complete proposal)	Proposal lacks approval
Confirmation to Originator	Varies	Curriculum Committee Chair or district educational services support staff notifies originator of outcome

Chart of Workflow for CurricUNET for Course Approvals

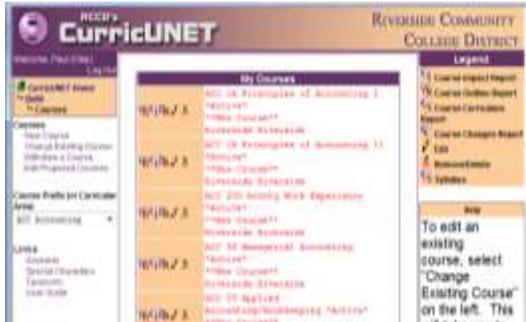
(This chart is also available within CurricUNET by clicking on “Visual” when a COR has been submitted to the approval process.)



Modifying an Existing Course Using CurricUNET

Course modifications are divided into two areas: **Major modifications** which include any changes to catalog or schedule descriptions (also known as the long and short descriptions), change of hours or units, changes to student learning outcomes, changes to the content of the course, changes to pre-requisites, corequisites, advisories, or entry skills. **Minor modifications** are modifications to other sections of the course outline, which include sample assignments, methods of instruction, methods

of evaluation and changes to course materials. Changes to the COR should be made to reflect current information pertinent to the course. Course Outlines of Record are required to be updated during the Comprehensive Instructional Program Review (CIPR) process, which occurs every four years. Although there may not be significant changes during the CIPR cycle, disciplines are still required to review their COR's to ensure they meet the District's standard for uniformity and Title 5 compliance.



How to Modify an Existing Course: How-To Guide

First log into CurricUNET. Under “Build” select “Courses.” Then select Change Existing Course:

Select the discipline from the drop down menu.



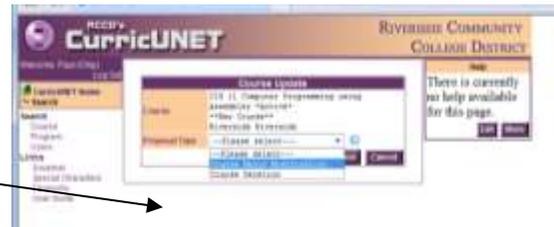
Under the “Actions” menu pick the  icon.

Select the Make a copy icon 

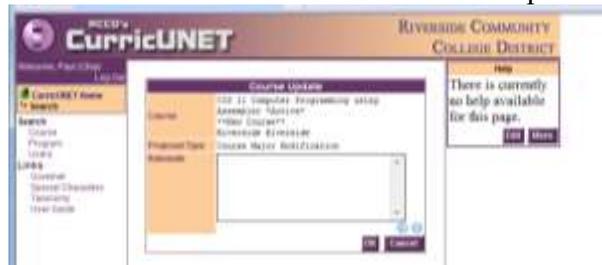


From the Course Update menu select the drop down menu for “Major or Minor Course Modification” as depicted below. With a minor modification, you can only change the following fields: Methods of Instruction, Methods of Evaluation, Assignments, Library, Attached Files, or Transfer Course.

Select Major or Minor Course Modification depending on what you want to do.



After this step the screen adds a “Rationale” box to describe the impending change.



Enter the reason for the change and click OK. Doing that will take you to the course development screen as shown below for a Major Modification:



Next follow the same procedures as creating a new course, except that most of the fields will already be filled in. Edit the fields that relate to the changes that need to be made. Follow the right hand menu to make the changes.

Whenever possible, click “Save.” If “Finish” is an option, choose that. To revisit a previously finished page, simply click “Unlock” and start to work again. Always complete the changes with “Finish” each time you exit a screen.

III.D. Course Identification Number: CID.net and Descriptors

Course Identification Number: C-ID: As indicated on the C-ID website (<http://www.C-ID.net>), “C-ID is a supranumbering system being developed to ease the transfer and articulation burdens in California’s higher educational institutions.” The way that this works is that lower-division, transferable courses that are commonly articulated between the California Community Colleges and universities (including Universities of California, the California State Universities, as well as with many of California’s independent colleges and universities) are given a C-ID number that indicates that the courses conform to a descriptor for the course that has been developed by an intersegmental faculty discipline group, vetted by faculty throughout the state, and then adopted.

One can find both available approved descriptors and proposed descriptors for courses in a discipline at the C-ID website. To participate in the development of descriptors, sign up at that site to receive news for your discipline and to participate in the development and review of descriptors in your discipline.

At RCCD colleges, articulation officers submit course outlines for C-ID review once they are approved by the appropriate college curriculum committee. Courses are reviewed by trained CCC and CSU reviewers from your discipline and either approved, conditionally approved, or not approved based on the comparison of the COR to the descriptor. Because the colleges of RCCD share core curriculum across all three colleges, one articulation officer representing the district submits that course for C-ID review for all three colleges. This position will rotate among the three articulation officers. This unified procedure avoids the potential problems that may occur if the same course is approved for a C-ID number at one RCCD college but not at another when they are using the same COR.

Courses are approved, conditionally approved (indicating the need for minor changes), or non-approved. In the case of non-approval, the changes required are significant enough to require revision and a subsequent submission of the course outline. These courses are returned to original reviewers who are asked to scrutinize only the sections of the CORs that were originally noted as problematic to see that they have been properly revised. The notes from the reviewer should be taken very seriously. In some cases, it may be best to create a new course rather than to revise an existing one that has received a non-approval. The college articulation officers can provide expertise to faculty who are making revisions based on descriptors and comments from reviewers.

While C-ID is relatively new, it builds on earlier collaboration in the California Articulation Number system, or CAN. The C-ID system has become particularly important with the advent of the Associate Degrees for Transfer (ADTs) since C-ID-approved courses serve as the basis for the development of those degrees. Any course that could be articulated using C-ID must be submitted for approval in order for the ADT to be submitted to the CCC Chancellor’s Office. The potential C-ID courses must be approved or conditionally approved in order for the ADT to be approved.

Any faculty member who is thinking of developing an A.A.-T. degree should check with the college articulation officer and the chair of their college curriculum committee to be certain the information is current.

III.E. Articulation

The process by which one college agrees to accept a similar course taught at another college for credit is called articulation.

A variety of California community college courses are designed to transfer to California's public (California State University and University of California) four-year colleges as well as to in-state and out-of-state four-year colleges and universities.

Regardless of the type of transfer institution, courses may articulate at three different levels: (1) as elective credit toward a baccalaureate degree, (2) towards a college general education requirement (with CSU-GE and IGETC as distinct varieties of general education articulation), and (3) to meet a lower-division major requirement. Virtually all colleges employ an articulation officer, whose responsibility it is to communicate on behalf of the faculty of the college the content of courses and the requirement to meet the levels of articulation.

Local approval of a new course is a necessary step in the process of articulating a course, but it is only a first step. While CSU delegates authority to California community colleges to determine that a course is baccalaureate, though lower division, appropriate, CSU and UC campuses must still review requests that CCC courses meet general education or major requirements. ASSIST <<http://www.assist.org/web-assist/welcome.html>> provides a searchable database for existing major articulation agreements and is very helpful to prospective transfer students.

The California legislature has long desired colleges to adopt a common course-numbering system, in which, for example, Introduction to Psychology would be Psychology 1 (or Psychology 101) at all California colleges and universities. The cost and time to convert all courses to common numbers would be exorbitant, but the C-ID project provides a close equivalent. In addition to pursuing traditional college-to-college articulation, colleges can propose courses to receive C-ID numbers, indicating that a review panel has compared an individual course outline to an adopted descriptor and found sufficient overlap that articulation through this non-college specific descriptor is possible.

Thus in the traditional process, faculty who would like to articulate a specific course with another institution would ask the college's articulation officer to seek articulation with four-year colleges to which a student might transfer. This action could lead to multiple discrete articulation agreements. With C-ID, a college can articulate a course using a C-ID descriptor, and once granted, that course would articulate to all colleges with a comparable C-ID designated course.

Any course included in an Associate Degree for Transfer (ADT) that could potentially be C-ID approved must be C-ID approved for that degree. With the implementation of ADTs, C-ID numbering has taken on greater importance.

If a new course is offered in order to meet general education or major requirements at four-year colleges, it is important to wait to offer the course until after articulation from the receiving institutions has been completed.

IV. Curriculum Processes (RCCD and Colleges)

IV.A. RCCD Curriculum Workflow

The summary below is meant to provide an overview of the basic curriculum approvals processes used within RCCD. Following this summary are the official approved curriculum process agreements that the Senates at the three colleges have agreed to between 2008 and 2011. The first is referred to as Appendix H (2008), and it is primarily focused on course approvals. The second is a Program Approval document, known as the “long form” that was agreed upon by the District Academic Senate in May 2011. (Revision 2011). The third is the so-called “short” process (2009) for approval of new programs based on the inclusion of existing courses already within the RCCD inventory.

Other approved processes included here are the Course Inclusion/Exclusion Process and a Discipline Adoption Process for Course Inclusion.

Introduction

- While the district welcomes curricular proposals from the community, all formal curricular proposals must be sponsored by a full-time member of the faculty at one of the three colleges within RCCD.
- All curricular proposals are reviewed by discipline and department faculty before wider review. Courses which are college-specific must be reviewed and approved by faculty members at that college.
- All curricular proposals are reviewed by the Technical Review Committee (TRC) prior to review by college curriculum committees; this step is intended to ensure that curricular proposals comply with law, regulation, or accreditation standards. The TRC seeks to identify issues which the college curriculum committees should consider as part of their review and approval authority. The TRC provides technical assistance and content support for faculty on best practices for course outlines of record.
- All college curricular recommendations are reviewed by the District Curriculum Committee (DCC) before being presented to the RCCD Board of Trustees. Curriculum items subject to the authority of a single college are agendaized at the District Curriculum Committee as information items. Items subject to the approval of more than one college are agendaized as action items; the approval of a majority of colleges (two out of three) sends an item to the Board of Trustees for approval.
- New programs approved by college curriculum committees must be forwarded to college Academic Senate(s) for their approval before being sent to the DCC for final review and approval.
- Programs over 18 units are approved subject to California Community College Chancellor’s Office approval in addition to college and district approval. Programs under 18 units can also be sent to the CCCCCO for approval.
- Since the RCCD Board of Trustees has committed itself to relying primarily on the recommendation of the Academic Senate (whose authority related to curriculum is delegated to the Curriculum Committee), all items approved by the District Curriculum Committee are submitted to the Board of Trustees as consent items..
- The curriculum approval process operates during fall and spring semesters; it does not operate during summer or winter terms when college and district curriculum committees do not meet. The deadline for Catalog inclusion is December of the academic year prior to the pub-

lication in July of the Catalog for each college. Fall term extends from late August until mid-December. Spring term extends from late February to early June.

IV.B. District Curriculum Process Agreement (2008)

(Posted in CurricUNET as Appendix H)

This process is agreed upon by the three colleges of the Riverside Community College District. Changes to this process can be made by the Academic Senates of the three colleges with the approval of the District Academic Senate.

- I. Any faculty member, administrator or community leader in collaboration with a faculty member may originate a curriculum proposal. College Curriculum bylaws will determine the membership of their bodies and establish voting rights.
- II. A college-specific course or program is one designed for only one college.
 - A. Proposals will be forwarded to college-specific members of the discipline for review. (Members of the discipline from the other two colleges will have the opportunity to view the course proposal and make comments.)
 - B. If the college discipline has any suggestions or revisions, the original proposal will be returned to the originator within a reasonable amount of time, typically seven working days.
 - C. The vote of the college discipline with comments and/or rationale will be recorded and attached to the course proposal.
 - D. The originator then submits the proposal, along with discipline vote and comments to the faculty of the college department for consideration.
 - E. Upon approval by the department, the proposal will be forwarded to the district technical review committee for review and DSPPS (if the proposal is for distance education).
 - F. The proposal is then forwarded to the college curriculum committee for action.
 - G. If approved by the college curriculum committee, the proposal is forwarded to the district curriculum committee as an information item.
- III. A shared core course or program is to be offered at more than one college.
 - A. Proposals will be forwarded to all district members of the discipline for review.
 - B. If the district discipline has any suggestions or revisions, the original proposal will be returned to the originator within a reasonable amount of time, typically seven working days.
 - C. The vote of the district discipline with comments and/or rationale will be recorded and attached to the course proposal. One vote shall represent the majority vote of the discipline of each college.
 - D. The originator accepts any comments and submits the proposal, along with the district discipline vote to the originator's department for consideration.
 - E. Upon department approval, the proposal is forwarded to the district technical review committee and DSPPS (if the proposal is for distance education) for review.
 - F. The proposal is then forwarded to the district curriculum committee for action.
 - G. If a proposal is not approved by the discipline, the originator may use the Adjudication Process defined herein.

IV. Career and Technical Education Program

- A. In the case of a career and technical education program, the appropriate dean or vice president of career-technical education (occupational contact) will insure the appropriate occupational advisory committee has reviewed the proposal and evaluated the relevance of the course content to the industry standard.
 - B. The comments of the advisory committee will be forwarded along with the minutes of their meeting.
- V. All curriculum proposals shall be provided to the Articulation Officer, Representative Librarians, Open Campus, Dean of Institutional Reporting, and the Technical Review Committee for information/action. A notification will be provided to the Vice President(s) of Education Services/Academic Affairs or designee, or Associate Vice Chancellor of Instruction or designee for review of resource impact.
- VI. Curriculum committee agendas will be established at the conclusion of the Technical Review Committee meeting. Curriculum proposals and all supporting documents will be forwarded to the chair of the College Curriculum Committee for inclusion on their agenda.
- A. All proposals are forwarded to the Technical Review Committee at least two weeks prior to the next scheduled college Curriculum Committee meeting.
 - B. The agenda, curriculum proposals, and all comments from discipline, and department members must be made available to the College Curriculum Committee members at least five working days prior to the next meeting to provide sufficient time for review and analysis.
- VII. The curriculum proposal will be forwarded to the originator's College Curriculum Committee, then onto the District Curriculum Committee.
- A. The College Curriculum Committee will accept or reject a proposal by a majority of the quorum present.
 - B. The College Curriculum Committee action taken on each College-Specific proposal will be presented to the District Curriculum Committee as an information item.
 - C. The District Curriculum Committee will review and/or take action on all proposals affecting two or more colleges and will accept or reject by a majority vote.
- VIII. If accepted, all curriculum will be forwarded to the Board of Trustees for approval.
- IX. Adjudication Process
- A. Definition: Adjudication is a process that allows an originator of a course to request further consideration from the district Adjudication Committee for proposals that do not have the approval of one or more of the following groups: discipline, department, or college curriculum committee.
 - B. The originator may submit the item, accompanied by the complete record and any other supporting documentation/comments no less than three weeks in advance of a scheduled Adjudication Committee meeting for consideration.
 - C. The Adjudication Committee will provide a decision in writing within 15 working days.
 - D. If the appeal is approved, the originator can complete the remainder of the curriculum process by attaching the written decision of the Adjudication Committee.
 - E. The Adjudication Committee will consist of a Curriculum Committee member from each of the colleges, appointed by their College Senate, who will have voting rights, a district administrator who will chair the committee, and the college curriculum administrative co-chair or designee who will serve as an assistant to the originator of the proposal.

IV.C. New or Revised Program Development Process (2011 Revision)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

The process for proposing and receiving approval for a new or substantially revised program in the Riverside Community College District includes four phases: A. Concept Development, B. District Review, C. Curriculum Development, and D. Final Approval. Some of these phases include multiple steps, as follows:

Phase A Concept Development	Phase B District Review	Phase D Final Approval
A1: Concept Exploration	B1: District SPC (as information for programs requiring no new district resources; as approval for programs requiring new district resources)	D1: Regional Occupational review
A2: Concept Development: Discipline Consultation / Department Approval		D2: College Academic Senate
A3: Academic/Institutional Research	Phase C Curriculum Development	D3: Chancellor
A4: College Academic Planning Council (APC)	C1: Develop all curriculum and catalog materials; for CTE programs, initial proposal to Regional Occupational Consortium.	D4: RCCD Board of Trustees
A5: College Strategic Planning Committee (SPC)		D5: CCCCCO/ACCJC
A6: College Academic Senate		IMPLEMENTATION

PHASE A: CONCEPT DEVELOPMENT

The concept development stage is intended to help the faculty originator develop a clear and comprehensive program proposal. This phase will provide the originator with initial guidance and suggestions from an augmented district Curriculum Committee, and the primary planning and governance bodies in the originator's college, including the Academic Planning Council, the Strategic Planning Committee, and ultimately the Academic Senate. Although the Academic Senate is the final recommending body (as stipulated in RCCD Board Policy 4005), the Academic Senate should not recommend a program for which significant unresolved concerns have been expressed earlier in the Concept Development phase.

Consideration should be given to RCCD's student populations and their educational needs. New program originators should examine how the new program fits within the existing RCCD curriculum. Dialog at each step in the Concept Development phase should provide body-specific as well as general guidance and suggestions on ways to improve the program proposal.

Step A1: Educational Program Concept Exploration

The concept for a new or revised educational program may originate from a variety of sources: faculty, administration, community, government, business, and/or program review. However, only RCCD faculty may formally propose a new program or significant modification to an existing program.

A faculty member developing a concept for a new or substantially changed educational degree or certificate program should schedule a meeting with the RCC District Curriculum Committee and indicate the desire to discuss the development of a new program. In consultation with the faculty originator, the chair of the District Curriculum Committee will invite the participation of an articulation officer, counseling faculty, library faculty, CTE administrators, and others who will be able to help the faculty originator better articulate the educational need, value, structure, and requisite resources to make the program effective. Originators would also benefit from reviewing the Chancellor's Office's *Program and Course Approval Handbook*.

Step A2: Concept Development: Department Approval & Discipline Consultation

The faculty originator should present the program concept to his/her department, which in turn explores the concept for the new or revised program. Program proposals are carried forward by a faculty originator within this "lead" department. A list of potential courses and their unit value should be created as part of the concept development process; detailed course outlines will be developed later in the process. Anticipated program student learning outcomes should be developed and refined throughout the Concept Development phase. The faculty originator and his/her department may organize a development team to assist the department in an advisory capacity through the development process for the program. Some team members may become permanent advisory members once the program has been approved, especially for programs in career and technical education (CTE).

The originator should present the concept to the discipline faculty in the district for discussion. Faculty on the non-originating colleges must decide at this point whether they wish to cooperate in the development of the program, which might ultimately be approved at multiple colleges in the district. Colleges who elect not to cooperate on the development of the program at this point may not propose an identical or substantially similar program until the initial program proposal is approved by the RCCD Board of Trustees.

Step A3: Research

For academic programs, the faculty originator should assemble information about comparable programs at other California community colleges as well as similar programs at California State University (CSU) and University of California (UC) campuses, paying special attention to common lower division major requirements.

For CTE programs, the faculty originator should request research from the Office of Institutional Research necessary to ascertain if the program concept is supported by labor market needs, trends, etc. A proposed CTE program may **not** be approved if there is no evidence of labor market need for the program.

Step A4: College Academic Planning Council (APC) Review

The College Academic Planning Council should review the concept to determine the “fit” with the College’s Educational Master Plan. At this step, council members identify and consult with all campus departments and disciplines that may be affected by the concept. The APC may also make a recommendation as to the departmental “home” of the program, should it be approved.

Step A5: College Strategic Planning Committee (SPC) Review

The faculty originator presents the concept to the College Strategic Planning Committee (SPC) for discussion. The college Strategic Planning Committee should consider implications for student services, library and learning resources, human resources, facilities, technology, budget, enrollment management, and institutional effectiveness. Support of the college’s SPC does not guarantee the program will be launched immediately upon approval, but the SPC should not endorse the proposal if lack of necessary resources casts doubt on the resource viability of the program. If the college SPC believes the program is meritorious but will need additional external resources, it should forward the program both to the college Academic Senate and to the district Strategic Planning Committee.

Step A6: College Academic Senate

By the end of the Concept Development phase, the faculty originator should have developed (1) clear program student learning outcomes, (2) a final or very nearly final list of proposed courses, (3) research describing the content and structure of similar academic programs or market analysis validating the need for CTE programs, and the challenges in institutional structure and resources that must be addressed for the program to be successfully launched. Steps A3, A4, and A5 need not be completed sequentially.

The faculty originator presents this information to the college Academic Senate for discussion and approval. Any significant concerns raised in steps A3, A4, and A5 should be presented to the Academic Senate, and proposals should **not** be approved if significant outstanding questions remain. The vote of the Academic Senate to approve the proposal constitutes its endorsement of the program *concept*; final approval and recommendation to the RCCD Board of Trustees comes as part of Phase D. **This completes Phase A.**

PHASE B: DISTRICT REVIEW

Phase B approval is required only for program proposals that require additional resources from the district; proposals that can be approved with no new district resources should be presented to the District Strategic Planning Committee by the college Academic Senate president as an information item.

Step B1: District Strategic Planning Committee (DSPC) Review

For programs requiring new District resources, the faculty originator should present the now complete program proposal to the District Strategic Planning Committee for discussion and potential approval. The District Strategic Planning Committee considers district wide implications for human resources, facilities, technology, and budget. Should the DSPC elect to support the program, the College’ Chief Budget Officer will establish the mechanism by which the District will provide the

resources necessary to allow the College to adequately support the program. **This completes Phase B.**

PHASE C: CURRICULUM AND PROGRAM DEVELOPMENT

Phase C creates a complete proposal for the college curriculum committee, RCCD Chancellor and Board of Trustees, and, if applicable, to the Chancellor's Office for a new or substantially changed certificate or degree program. The Chancellor's Office *Program and Course Approval Handbook* <http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf> is an essential reference for this phase of the process. The applicable Chancellor's Office forms: e.g., *Application for Approval—New Transfer Program* or *Application for Approval—New Occupational Program* is a required document and is to accompany any certificate or degree program proposal. New certificates under 18 units require RCC locally-approved certificate form D *instead* of Form C (see Appendix x).

Step C1: Curriculum Development

Upon completion of Phase A and B, the faculty originator forwards all materials for CTE programs to the appropriate CTE Dean for a first reading at the Regional Occupational Consortium.

During Phase C, faculty members complete curriculum development, including all course outlines and catalog materials. With guidance from the curriculum committee chair, the faculty originator completes the Chancellor's Application for Approval Form C sections relating to mission, need, quality, feasibility, and compliance for certificates of 18 or more units. The department is encouraged to seek Chancellor's Office approval for programs between 12 and 18 units, as only Chancellor's Office-approved programs may appear on student transcripts and diplomas. The department *may* choose to complete the RCC Locally-Approved Certificate Form D for certificates fewer than 18 units. Information may be presented at this time as an information item to the Board of Trustees' Academic Affairs and/or Planning & Development Committees.

Because discipline consultation will have taken place at stage A2, faculty throughout the district should be aware of new programs under development and should have indicated at that time whether there is interest in developing a program at more than one college in the district. Should a new program proposal reach stage C as a proposal for a program at only one college in the district, the proposal will go forward to reach RCCD Board of Trustees' approval before additional colleges may propose an identical or substantially similar program.

In consultation with discipline and departmental colleagues, the faculty originator develops curriculum with guidance and technical assistance from a support team led by the Vice Chancellor, Academic Affairs who facilitates proposal preparation for the curriculum committee. The district Curriculum Committee's Technical Review Subcommittee (TRC) assists, as needed, with the process for establishing prerequisites and/or co-requisites. Phase C should result in a complete program proposal, course proposal forms, and other supporting documentation required by college/district curriculum committee(s) and the Chancellor's Office. **This completes Phase C.**

PHASE D: FINAL APPROVAL PROCESS

Step D1: Regional Occupational Consortium (CTE Programs only)

For CTE programs, the appropriate dean presents materials to the Regional Occupational Consortium for a second reading (the first reading was sought in Phase C). Note that two readings are required and that this group typically meets only four times annually.

Step D2: College Academic Senate

The faculty originator now presents the final version of the proposed program to the college Academic Senate for recommendation to the Board of Trustees.

Step D3: Recommendation by the President/Chancellor

Upon college Academic Senate recommendation, the new or revised program proposal is submitted to the Chancellor for submission to the Board of Trustees.

Step D4: Approval by the Board of Trustees

Curriculum approval items are submitted to the Board of Trustees at regular meetings through the Office of Academic Affairs. The Vice Chancellor, Academic Affairs, will forward a completed program application packet to the College Academic Senate President after Board of Trustees action has been taken.

Step D5: Submission to CCC Chancellor's Office

Upon approval by the Board of Trustees, the complete Application Packet and full supporting documentation will be forwarded, as appropriate, to the Chancellor's Office for approval (Chancellor's Office approval of programs of 12 to below-18 units is optional).

A copy of correspondence indicating Chancellor's Office approval will be forwarded to the appropriate college Academic Senate and office of Academic Affairs when received.

Implementation

Upon receiving approval from the Chancellor's Office and (if required) the Accrediting Commission for Community and Junior Colleges (ACCJC), program implementation may begin. Program implementation for locally-approved programs may begin after approval at Step D5.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
NEW OR SUBSTANTIALLY CHANGED CERTIFICATE OR DEGREE PROGRAM CONCEPT FORM**

Use of This Form

This form should be completed by anyone seeking to create a new or substantially changed educational certificate or degree program at RCCD. This form is intended to be completed very early in the development process. It is required by Phase A, Step 1 of the New Educational Program Development Process referenced in the Curriculum Handbook. This process description is available from the CurricUNET website, and should be reviewed and followed carefully.

Name of Program: _____ **Proposed Start Date:** _____

Type of Program: _____ **Certificate** _____ **Degree** _____ **New** _____ **Substantially Changed** _____ **AA-T/AS-T**

(Check all that apply)

(See RCCD Curriculum Handbook Definition)

Name of Originator: _____ **Date:** _____

Department: _____ **College:** _____

1. Describe your educational program development concept (e.g. purpose and scope, target population, need served, proposed cost, staffing requirements).

2. Who is working with you on this concept in the college and from other organizations, if appropriate?

3. Summarize program development activities to date and work remaining to be done.

4. Are there other similar programs in the Inland Empire?

5. Labor market information overview including current and projected demand (CTE only)

Complete the Introductory Section of the New and Substantially Changed Certificate or Degree Program Signature Form and present both it and this form to your department and related departments mentioned in Question 5. Follow carefully the steps in the New Educational Program Development Process. Contact the Associate Vice Chancellor of Education Services.

NEW OR SUBSTANTIALLY CHANGED CERTIFICATE OR DEGREE PROGRAM
PROGRAM PROPOSAL SIGNATURE SHEET

Introduction

This form should be initiated in conjunction with the New and Substantially Changed Certificate or Degree Program Concept Form and be used in accordance with the New Educational Program Development Process available in the RCCD Curriculum Handbook.

PHASE A: CONCEPT DEVELOPMENT

Step 2: Concept Development – Department Approval and Discipline Consultation

Documented via Department minutes and Discipline meeting minutes (or e-mails)

Step 3: Academic/Institutional Research

_____ Date: _____
District Director, Institutional Research

Step 4: College Academic Planning Council (APC)

_____ Date: _____
Dean of Instruction

Step 5: College Strategic Planning Committee Review

_____ Date: _____
College Strategic Planning Committee Co-chair (Signifies review and approval)

_____ Date: _____
College Strategic Planning Committee Co-Chair

Step 6: Academic Senate

_____ Date: _____
College Academic Senate President

PHASE B: DISTRICT REVIEW

Step 7: District Strategic Planning Committee Review

_____ Date: _____
Provost/Vice Chancellor, Educational Services
(Signifies committee review and approval)

PHASE C: CURRICULUM DEVELOPMENT

Upon completion of Step 8, for occupational programs, forward all materials to the Dean of Occupational Education for a first reading at the Regional Occupational Consortium. Department approval, Discipline approval, and Program Outline of Record are submitted and approved by the College Curriculum Committee.

**CCC CURRICULUM INVENTORY
Program or Course Proposal
SIGNATURE PAGE**

CURRICULUM & INSTRUCTIONAL ADMINISTRATION:

The program(s) and/or course(s) has/have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of the California Code of Regulations, Title 5.

Date _____ Name _____ Signature, Curriculum Com-
mittee Chair

Date _____ Name _____ Signature, Academic Senate
President

Date _____ Name _____ Signature, Vice President or
President

DISTRICT (check one):

On _____ (date), the governing board of the Riverside Community College District approved the program and/or course proposal(s) attached to this request.

The governing board has delegated to me the authority to approve program and/or course proposal(s), and I have approved the proposal(s) attached to this request.

Date _____ Name _____ Signature, Chancellor

CAREER TECHNICAL EDUCATION (CTE) PROGRAMS ONLY:

The program(s) fulfill(s) the requirements of employers in the occupation, provide students with appropriate occupational competencies, and meet any relevant professional or licensing standards.

Date _____ Name _____ Signature, Regional Con-
sortium Chair

Revised February 2013

IV.D. New or Revised Degree or Certificate Programs with Existing Courses Only (2009)

This process for program approval is referred to as the “short” process. (Strikethroughs indicate portions of the approved process that were not able to be implemented because of the limitations of the CurricUNET system at RCCD.

STEP 1. ORIGINATOR

A new or revised degree or certificate program, containing only existing courses in the RCCD inventory, may be initiated by a member of the community or by faculty but must be formally originated through an existing discipline.

STEP 2. DISCIPLINE

The new or revised degree or certificate program will be approved by the originating discipline district-wide (except for single college only degrees or certificates). The originating discipline will ~~launch the certificate in CurricUNET and~~ provide the following as attachments:

- a. A brief written rationale for the certificate including the course list
- b. If applicable a written labor market analysis or prospective employer affirmations (CTE only)
- c. If applicable, a written approval of the relevant advisory committee
- d. If an occupational certificate, approval of the Regional Occupational Consortium (CTE only)
- e. Library approval
- f. Discipline meeting minutes showing approval of the certificate

STEP 3. ORIGINATING DEPARTMENT

The originating department will provide ~~CurricUNET approval and submit, as an attachment,~~ meeting minutes to reflect such approval. Remaining ~~campuses~~ [colleges] will be notified as an information item. ~~through CurricUNET~~

STEP 4. TECHNICAL REVIEW (TRC)

The Technical Review sub-committee of the District Curriculum Committee will review and comment on the proposed certificate as to its technical propriety. In the event of technical improprieties, the proposal will be returned to the originating discipline for remedial action. If the proposal is deemed technically sound, it will be approved ~~through CurricUNET~~ and forwarded to the college curriculum committees.

STEP 5. CURRICULUM COMMITTEE(S)

The [College] Curriculum Committee(s) will review, comment and approve/disapprove the certificate proposal in accordance with their standard practices and established charge.

STEP 6: SENATE(S)

The relevant [college] senate(s) will review, comment and approve/disapprove the degree or certificate proposal in accordance with their standard practices and procedures.

STEP 7: DISTRICT CURRICULUM COMMITTEE

Agendize proposal as information item so that staff are alerted of the need to prepare the proposal for Board approval.

IV.E. Course Inclusion/Exclusion Process and Form

The description of the Course Inclusion and Exclusion Process and the Form are also posted on the CurricUNET Home Page and are included here for reference purposes.

How to Include an Existing (Approved) Course into Your College Curriculum Inventory

A college may choose to include an existing approved course into its curriculum inventory. The course is included “as-is,” meaning that no changes to the course outline of record may be made at this point. Once the course has been officially adopted into the college’s inventory, the discipline member at that college can then initiate a course modification proposal if he so wishes.

1. Originate a Course Inclusion/Exclusion Request: the form can be accessed from the CurricUNET home page (obtain local discipline approval and local department approval).
2. Submit the complete Course Inclusion/Exclusion Request package to District Educational Services.
3. District Educational Services will place the Course Inclusion Request on the Tech Review agenda and will forward it to the college’s local curriculum committee for approval.
4. Once the appropriate bodies approve the course inclusion, if the existing course outline of record is complete District Educational Services will submit an application to the Chancellor’s Office requesting a CB00 number for the course. Once the Chancellor’s Office approves the course and provides a CB00 number, the course will then be created in Datatel and the college may offer that course in the new catalog year. District Educational Services will also amend the existing Course Outline of Record in CurricUNET to reflect the approved college locations.

What is a CB00 number?

Note: Title 5 requires that the Course Outline of Record (COR) specify examples or samples of assignments. If the COR does not reflect these assignments, or if the COR is incomplete, the Chancellor’s Office will reject the application for a CB00 number for your course inclusion. The course will not appear in the college catalog without a CB00 number on file, and may not be offered or scheduled.

Every course has a unique CB00 number. It’s like a serial number that the Chancellor’s Office assigns to every course. In order to claim apportionment for a course, the course must have a CB00 number. Let’s say Riverside, Moreno Valley and Norco all offer ENG-1A. From the perspective of the Chancellor’s Office, these are 3 separate courses—each has its own unique and specific CB00 number. No assignments? No CB00 number. No CB00 number? Then the college cannot offer this course.

How to Remove an Existing (Approved) Course from Your College Curriculum Inventory.

A college may choose to remove an existing approved course from its curriculum inventory. A Course Exclusion is different from a Course Deletion—if a course is college-specific, and that college wishes to remove the course from its inventory, this becomes a Course Deletion and must be facilitated through the CurricUNET system.

1. Originate a Course Inclusion/Exclusion Request: the form can be accessed from the CurricUNET home page (obtain local discipline approval and local department approval).
2. Submit the complete Course Inclusion/Exclusion Request package to District Educational Services.
3. District Educational Services will place the Course Exclusion Request on the Tech Review agenda and will forward it to the college’s local curriculum committee for approval.
4. Once the appropriate bodies approve the course exclusion, the course will be removed from that college’s catalog for the upcoming year. District Educational Services will also amend the existing Course Outline of Record in CurricUNET to reflect the approved college locations.

COURSE INCLUSION/EXCLUSION REQUEST

Use this form to initiate a Course Inclusion or Course Exclusion Request

Originator Name:	
College:	
Course Number:	
Course Title:	

Course Inclusion: A college may choose to include an existing course into their catalog inventory. The course is included “as-is” and no changes are made at this time to the course outline of record.

Course Exclusion: A college may choose to remove a course from their catalog inventory. If the course is college-specific (not offered at any other RCCD college), the Course Exclusion Request form may not be used. This is defined as a Course Deletion and must be facilitated through CurricUNET.

REQUIRED:

- Documentation of College Discipline Member Support: documentation may take the form of either an e-vote tally or minutes from a local discipline meeting.
- Documentation of College Department Support: documentation may take the form of either an e-vote tally or minutes from a local department meeting.
- A copy of the current active Course Outline of Record from CurricUNET. All components of the course outline must be complete. If the course outline is missing components such as Assignments, the discipline must provide the missing data. The State Chancellor’s Office will not approve a course inclusion if the Course Outline of Record is incomplete.

Please provide all of the above items when submitting your Course Inclusion/Exclusion Request form. Once received, the Course Inclusion/Exclusion will be placed on the Tech Review agenda and forwarded to the college’s local curriculum committee for approval.

Submit to: Toni Van Buhler (toni.vanbuhler@rccd.edu) or Naomi Foley (naomi.foley@rccd.edu).

IV.F. Discipline Adoption Process

To add a new discipline from the RCCD inventory to the college inventory, the following steps must be followed:

1. A faculty member presents a sound rationale to adopt a state-approved discipline into the college's inventory of disciplines;
2. The department that will house the discipline votes to approve adoption of the state-approved discipline;
3. The college curriculum committee votes to approve adoption of the state-approved discipline;
4. The originating college curriculum committee forwards an information item to the district curriculum committee regarding the adoption of the state-approved discipline into its inventory;
5. The state-approved discipline is entered into CurricUNET, assigned to a department, and credentialed faculty members are given origination rights to the adopted discipline;
6. The district curriculum committee forwards an information item to the other college curriculum committees notifying them of the adoption of the state-approved discipline;
7. The other college curriculum committees may vote to approve the adoption of the discipline into their respective discipline inventories. If the discipline is adopted by one college only, it is college-specific. If two or more colleges adopt the discipline, it becomes district-wide.

V. Programs and Degrees for Transfer

V.A. Associate Degrees for Transfer (ADT) – “A Degree with a Guarantee” [previously known as Transfer Model Curriculum (TMC)]

- In 2010, the California Legislature passed and the Governor signed Senate Bill 1440 (authored by state Senator Alex Padilla). The main goal of this legislation was to smooth the transition from California Community Colleges to California State Universities through guaranteeing that students who completed the Associate Degree for Transfer would be able to transfer to a CSU campus (not necessarily their first choice) and further guaranteeing that they would be required to take no more than 60 additional semester units to graduate. To that end, an Intersegmental body of discipline faculty develops a pattern of major preparation courses students can take at a California community college: these are called “transfer model curriculum” or TMCs. Individual CCCs then develop degrees that follow the TMC with college specific courses. Those degrees are approved locally and then submitted to the CCC Chancellor’s office for approval. Once approved, students complete general education (either CSU breadth or IGETC) and a community college ADT program intended to prepare students for transfer in specified majors (over 25 exist as of fall 2013).
- The current list of TMCs is available at the Chancellor’s website:
<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx> and <http://c-id.net/degreereview.html>

The legislative language of SB1440 and the subsequent creation of ADTs empowers community college and community college students to meet the legislative goal of increasing transfer from relative low-cost community colleges to baccalaureate completion at CSU campuses. And while the University of California is not bound by the legislation to provide the same benefit to community college transfer students, the UC system has indicated that it would like to work voluntarily to provide similar benefits to UC-eligible transfer students.

The implementation of this legislation was facilitated by the fact that there was already an ongoing project for intersegmental alignment of curriculum through a common numbering system (Course Identification Numbering System or C-ID).

An ADT is a degree and so a program. While there are specific requirements that must be met in order for a degree to qualify as an ADT, please remember that it also must meet all our local requirements and go through our Program Development Process as well. Information about the process and the forms needed for completion are available at CurricUNET (<http://www.curricunet.com/RCCD/>).

Resources:

Associate Degrees for Transfer – A Degree with a Guarantee <http://adegreewithaguarantee.com/>

Chancellor’s Office Transfer Model Curriculum
<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx> (The information on this site is usually the most current.)

C-ID Transfer Model Curriculum <http://c-id.net/degreereview.html>

For additional information in this RCCD Curriculum Handbook, see Section III, Course Identification Number.

V.B. Templates for ADTs (TMCs)

1. Templates for many disciplines are available on the Chancellor's website. Faculty who are interested in developing transfer degrees based on the SB 1440 templates, are encouraged to consult the templates as they begin the program development process.

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

2. Colleges may develop other transfer degrees as needed to fulfill their distinct missions. The program approval processes are described in Section IV of this Handbook.

V.C. Areas of Emphasis (AOEs)

Note: While this pilot program was conducted in fall 2012 and spring 2013, it will continue to be reviewed and discussed at the college and district levels as needed to arrive at a process that can be submitted to the Academic Senates for their review as part of the ongoing process of curriculum improvement.

In Spring 2008, RCCD came into compliance with Title 5 §55063 by creating several new "areas of emphasis," new programs which provided students both breadth of course selection and sufficient structure to both meet the requirements for receiving an associate degree while also providing lower division preparation for majors which might be pursued at four-year colleges. The following guidelines were used to structure the initial areas of emphasis. Areas of emphasis should:

1. be applicable across the district
2. be multidisciplinary
3. incorporate only disciplines that are/should be districtwide
4. contain courses that are transferable
5. not contain courses that are restricted to program-specific eligibilities, e.g., Physician's Assistant, Nursing, Public Safety Academies, etc.

For inclusion of additional courses into an existing AOE, course should:

1. Be available at two or more colleges
2. Include no college-specific program related courses (i.e., automotive, logistics, physician assistant)
3. Align to program level SLOs
4. Be transferable, and
5. Email notice from faculty member requesting inclusion should be provided to faculty in other disciplines in the AOE before inclusion is approved

Not all courses included in an area of emphasis are available at every college in the RCC district, but the AOE can be completed at each college in the district.

The process for adding or deleting courses from an area of emphasis is as follows. A faculty member proposing an addition or deletion shall propose the change to the area of emphasis by the end of

the fall semester. During the spring semester but prior to the catalog deadline, the district Curriculum Committee meeting will establish an agenda to review and approve changes to areas of emphasis. Any interested faculty member may speak in favor or in opposition to a proposal. Courses available at more than one college in the district shall require a vote of the majority of the district Curriculum Committee to be added or deleted from the area of emphasis. Courses which are only offered at a single college in the district shall be recorded as information items but deemed to have been approved on the basis of the fall recommendation of the college Curriculum Committee. RCCD came into compliance with Title 5 §55063 In Spring 2008 by creating several new “areas of emphasis,” new degree programs which provided students both breadth of course selection and sufficient focus to both meet the Title 5 requirements while also providing lower division preparation for majors which might be pursued at four-year colleges. The following guidelines were used to structure the initial areas of emphasis. “Areas of emphasis should...

1. be applicable across the district
2. be multidisciplinary
3. incorporate only disciplines that are/should be district wide
4. contain courses that are transferable
5. not contain courses that are restricted to program-specific eligibilities, e.g., Physician’s Assistant, Nursing, Public Safety Academies, etc.”

Since they were approved, there have been no modifications to Areas of Emphasis even as new and probably appropriate classes have been proposed and approved. The district Curriculum Committee will be piloting the following process this year to allow faculty to propose changes.

1. All proposes for changes to AOE’s should be submitted in writing to the chair of the college curriculum committee by the last meeting of the fall semester.

All proposals should indicate (1) how they meet the five criteria listed above and (2) how they align with the currently approved program learning outcomes for the AOE.

2. The district Curriculum Committee will compile a list of all proposed changes following the December college curriculum committee meetings.
3. The list of proposed changes will be distributed to discipline facilitators, college curriculum committees, academic senates, and department chairs at the beginning of the spring semester.
4. Each college curriculum committee will adopt its own process for reviewing proposed changes and will vote on proposals at the second March meeting.
5. Results of college votes should be approved at the April district Curriculum Committee meeting and meet the catalog deadline.

VI. Approvals: State and Accreditation

For changes to programs requiring additional approval, colleges will either file a Substantial Change or a Substantive Change according to the following categories:

VI.A. Substantial Change (CCCCO)

The California Community College Chancellor's Office defines *substantial* change as "a new program or course based upon an active proposal." (*Program & Course Approval Handbook*, 5th edition, September 2013, Board of Governor's Approved, 45). For a program, the defined substantial changes would be the addition/creation of a new program award (degree or certificate) or major/area of emphasis using an active proposal, or TOP code change to a different TOP code discipline (45). Directions for "Amending an Existing Proposal" can be found in the PCAH Appendix (126-127). In many cases, the district Educational Services Office handles the submission of electronic documents to the State Chancellor's Office in close coordination with the colleges.

A *nonsubstantial change* for a program is a title change, TOP code change within the same TOP code discipline, certificate or degree unit change, certificate or diploma hour change, addition/removal of course from an existing approved program (45).

Periodic Review of Established Programs

"Title 5, section 55130, authorizes the Chancellor's Office to review established programs periodically and to terminate approval of a program. The Chancellor's Office collects information from all colleges on the processes for and/or the results of locally conducted program reviews as required by Title 5, section 51022.

"In addition, Education Code section 78016 specifically requires that colleges review the effectiveness of CTE programs every two years. The minimum requirements for this periodic review must demonstrate that the program:

- Continue to meet a documented labor market demand
- Does not represent unnecessary duplication of other manpower training programs in the college's service area
- Is of demonstrated effectiveness as measured by the employment and completion success of its students

"Review of instructional programs on a regular basis and according to a regular procedure is also mandated by the standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges...see Standard II A.2 (e)." (PCAH 67)

VI.B. Substantive Change (ACCJC)

Policy on Substantive Change

"The U.S. Department of Education regulations require that accrediting agencies have adequate policies and procedures to ensure that any substantive changes to the educational mission, or programs

of an institution, maintain the capacity of the institution to continue to meet Accreditation Standards” ([ACCJC Substantive Change Manual, July 2013](#), Appendix A, 26).

“The Commission, through its substantive change process, ensures that institutions continue to meet the Standards. The substantive change process requires evidence of institutional planning, resource commitment to the proposed change, and evidence that [by] following the change the institution continues to meet the Eligibility Requirements, Standards, and Commission policies...Substantive changes must be approved by the commission prior to implementation” (26).

The Accrediting Commission for Community and Junior Colleges (ACCJC) requires a *substantive* change report in the following circumstances:

- Change of ownership/control/legal status during reaffirmation of accreditation or candidacy status;
- Complete or significant change in mission and/or significant change of mission sought within two years of a change of ownership and change of control;
- Any relocation coupled with a change of mission;
- A change of classification from a branch campus to a main campus;
- Significant departure from meeting the Eligibility Requirements (ERs), Accreditation Standards and/or Commission policies;
- A site visit, special visit or special report that indicates noncompliance with the ERs, Accreditation Standards or Commission policies;
- Evidence of unethical practices;
- Student indebtedness compared to program, job market, and salary;
- Poor graduation rates, program quality, performance and/or program outcomes;
- Lack of effective educational policies and practices;
- Any change that results in the transition to a 100% distance education institution; or
- Other circumstances and the accumulation of changes wherein the Commission concludes the institution, to which it granted accreditation, has effectively ceased to operate under the conditions upon which that grant of accreditation was based.

Substantive Changes include, but are not limited to, the following as described in more detail on pages 27-30 in the ACCJC’s *Substantive Change Manual* (July 2013 Edition, 35 pages):

Change in Mission, Objectives, Scope, or Name of Institution

Change in the Nature of the Constituency Served

Change in the Location or Geographic Area Served

Change in the Control or Legal Status of the Institution

Change in Courses or Programs or their Mode of Delivery that Represents a Signifi-

cant Departure from Current Practice
A Change in Credit Awarded
Implementation of a Direct Assessment Program
A Contractual Relationship with a Non-Regionally-Accredited Organization

Curriculum changes within RCCD would be most involved in “Change in Courses or Programs or their Mode of Delivery that Represents a Significant Departure from Current Practice.” Specifically, those differences are described as follows:

- a change in the mode of delivery when the courses constitute 50% or more of a program, degree or certificate and/or are offered at a new or different location or through distance education or correspondence education for a total amount of credits awarded for courses or programs; addition of courses that constitute 50% or more of a program or 50% of the institution’s courses offered through a mode of distance or electronic delivery
- the addition of courses or new programs that represent a significant departure from existing offerings of educational programs or methods of delivery from those that were offered when the institution was last evaluated
- addition of programs of study at a degree or credential level different from that which is included in the institution’s current accreditation or preaccreditation (29).

This document can be downloaded as a pdf from: http://www.accjc.org/wp-content/uploads/2013/08/Substantive_Change_Manual_2013.pdf.

VII. Distance Education: Online and Hybrid Instructional Delivery Methods

VII.A. History and Background

Despite the advent and growth of the Internet, distance education is not new. Correspondence education (school through the mail) has roots in the 19th century. Many California community colleges expanded their distance offerings when telecourses became common in the 1980s. Even before the dramatic growth of online education in the early 21 century, Title 5 and Accreditation Standards had already established the expectation that courses taught via distance education be separately reviewed and approved by curriculum committees with the expectation that the committees would pay special attention to the maintenance of high quality education in spite of the gap in proximity between faculty and students. In addition, as courses and instruction moved to the Internet, Federal Americans with Disabilities (ADA) Act requirements began to require faculty take steps to ensure that their courses were accessible to students with disabilities.

Several Title 5 regulations address distance education (especially sections 55200-55219). All courses in which a pre-established portion of instruction is moved out of the classroom and provided at a distance must be reviewed and approved by the curriculum committee in a separate action, whether it is a single class meeting or the entire term. Title 5 reads: “If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures” (§55206).

Title 5 §55204 requires that in distance courses “Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.” Accrediting agencies, under direction from the Federal Department of Education are especially insistent that distance education involve active communication between teachers and students that bear no resemblance to correspondence education (CE) of old. RCCD does not currently offer courses using correspondence education.

While Distance Education (DE) curriculum proposals often come from the individual faculty member who plan to teach a course via distance delivery, the descriptions provided in the supplemental DE proposal in CurricUNET are designed to guide other faculty members who teach the course to use instructional practices described and the same standard of excellence. Faculty who choose to teach a course section that has been previously approved for distance education are advised to consult the original proposal, if it is available, and to follow the Summary of Best Practices documents and other more current ideas for attaining regular, effective and substantive contact with students during the term of the course.

VII.B. DE Processes Implemented in Spring 2014

1. Teaching Assignments for Distance Education

To ensure that the standards for DE courses are the same or exceed those of face-to-face courses, RCCD faculty who elect to teach using distance education methods of delivery are required to indicate that they have read the *Summary of Regulations for Regular and Effective/Substantive Contact for Distance Education* and the *RCCD Guide to Recommended Best Practices* by placing a check

beside the following statement as part of the Teaching Assignment (TA) approval process in WebAdvisor:

- ☐ I have read the *Summary of Regulations for Regular and Effective/Substantive Contact for Distance Education* and the *RCCD Guide to Recommended Best Practices to Achieve Regular and Effective/Substantive Contact in Distance Education* which clarify regular and effective/substantive contact with students for distance education courses.

2. Web-Enhanced Course Sections

Web-Enhanced Course Sections are not DE. As use of technology in higher education has become more common, many faculty offer web-enhanced courses. These are not to be confused with hybrid or fully online sections. These sections are not distance education. All class meetings take place on campus as scheduled and technology is used to enhance the student's learning experience. Faculty put technology to a wide range of uses, but because these are enhancements to established methods of instruction, they are not subject to any additional scrutiny. Faculty wishing to teach web-enhanced sections must notify the Instructional Department Specialist (IDS) when the class schedule is being developed.

3. Summary of Regulations for Regular and Effective/Substantive Contact for Distance Education (approved by the Faculty Association on 11/26/2013)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

Code of Federal Regulations – Title 34: Education #602.3 Also adopted by the Accrediting Commission of Community and Junior Colleges (ACCJC), see ACCJC 2013 Guide, pp. 2-3.

Definition of Correspondence Education

Correspondence Education (CE) means:

- (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor;
- (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student;
- (3) Correspondence courses are typically self-paced; and,
- (4) Correspondence education is not distance education.

Definition of Distance Education (DE):

“Distance Education is defined, for the purpose of accreditation review, as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. Distance education often incorporates technologies such as the internet: one-way and two-way transmission through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing’ or video cassettes, DVDs, CD-ROMS, in conjunction with any other technologies.” (*ACCJC 2013 Guide, p. 2*)

The Commission (ACCJC) recognizes and embraces distance education as a convenient, flexible, and effective means of providing quality education. Many working students with multiple demands on their time find that distance education meets their needs better than campus-based education.

2. California Regulations:

California Code of Regulations, Title 5 and Chancellor’s Office of the California Community Colleges, Distance Education Guidelines (2008)

Title 5 §55200. Definition and Application.

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d).

CCCCO Guideline for Section §55200.

Ensuring that distance education courses, materials and resources are accessible to students with disabilities is a shared institutional responsibility. Faculty need to receive appropriate training in order to ensure that they understand what constitutes accessibility, and institutions must provide faculty with both the necessary training and resources to ensure accessibility. The Americans with Disabilities Act of 1990 (42 U.S.C. 12100 et seq.), section 508 of the

Rehabilitation Act of 1973 (29 U.S.C. Sec. 794d), and California Government Code section 11135 all require that accessibility for persons with disabilities be provided in the development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of state funds. (See Legal Opinion M 03-09). Title 5, section 55200 explicitly makes these requirements applicable to all distance education offerings.

Title 5 §55202. Course Quality Standards.

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2. NOTE: Authority cited: Section 66700 and 70901, Education Code.

References: Sections 70901 and 70902, Education Code.

CCCCO Guideline for Section §55202.

This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of DE courses. It discusses course quality standards for distance education and combines language formerly found in sections 55207 and 55209 that it replaces. Language is added to clarify that normal course quality standards apply to any portion of a course conducted through distance education.

Title 5 §55204. Instructor Contact.

In addition to the requirements of section §55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

- (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
- (b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

CCCCO Guideline for Section §55204.

This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211 that it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education.

Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

The last published *Distance Education Guidelines*, March 2004, issued by the Chancellor pursuant to section 409 of the *Procedures and Standing Orders of the Board of Governors*, as referenced in

subdivision (b), establishes the principle that for DE courses there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges will need to define “effective contact” including how often, and in what manner instructor-student interaction is achieved. It is important to document regular effective contact and how it is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206) as well as during faculty evaluations, student surveys, and program review. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.

Accrediting Commission for Community and Junior Colleges (ACCJC)—ACCJC Guide to Evaluating Distance Education and Correspondence Education, June 2013 edition.

Note: Some of the questions posed in the ACCJC Guide 2013 are addressed through these four RCCD/College documents [1 – 4]. Questions below are extracted as samples of the level of scrutiny the college needs to maintain to be compliant. Distance Education faculty are encouraged to read the ACCJC Guide 2013 in its entirety:

Standard I.B.1. Questions: What parties are involved in the institution’s [ongoing, collegial, self-reflective] dialog about the continuous improvement of student learning through DE mode and how it compares with student learning in traditional programs? How is this dialog organized and communicated?

Standard I.B.3. Questions: Does the college have separate processes for the planning, approval, evaluation, and review of courses offered in DE mode...? ...How are these processes integrated into the college’s overall planning process? In the college knowledgeable about current federal regulations related to DE?

Standard I.B.7. Questions: What mechanism does the institution use to gather evidence about the effectiveness of DE learning programs and related student learning and support services? Are they different from the mechanisms applied for review of traditional programs and services? How effectively do evaluation processes and results contribute to improvement of DE programs, related library and other student support and learning services?

Standard II.A.1. Questions: How does the institution ensure that its DE programs and services are of high quality, comparable with the institution’s face-to-face offering, and appropriate to an institution of higher education?

Standard II.A.1.a. Questions: Is there a policy that defines “regular and substantive interaction” for DE courses? (C.F.R. § 602.3)

Standard II.A.1.b. Questions: ...Is the level of effectiveness for facilitating student learning different from traditional delivery modes?

Standard II.A.1.c. Questions: If the institution uses course materials developed outside the institution for its programs offered in DE format, how are these materials assessed, and how does the institution ensure that the academic standards are comparable with its other programs?

Standard II.A.2.a. Questions: What is the role of faculty and how is discipline expertise or teaching knowledge and expertise in the field of DE used for establishing the quality of these courses?

Standard II.A.1.b. Questions: Has the college established advisory committees with expertise in DE, and if so, what is their role?

Standard II.A.1.c. Questions: What teaching methodologies are commonly used in DE programs? How are methodologies selected? Do faculty discuss the relationship between the selected teaching methodologies and student performance?

Standard II.A.1.e. Questions: How does the college evaluate the effectiveness of its courses and programs offered in DE mode? Is the process similar to courses and program offered in traditional mode? What is the rationale?

Standard III.A.5. Questions: What professional development activities relevant for DE personnel does *the* institution support and/or provide? How does the institution determine the professional needs of it personnel involved in DE? What professional development programs on teaching and learning methodologies in DE does the institution provide?

Approved by the Faculty Association_11_26_2013

4. RCCD Guide to Recommended Best Practices to Achieve Regular and Effective/Substantive Contact in Distance Education (approved by the Faculty Association on 11/26/2013)

Introduction

Regular and effective/substantive contact, as described in the accompanying [1.] *Summary of Regulations* document, is required as outlined in those regulations for in all course sections taught using Distance Education (DE) within the Riverside Community College District, that is, any course section where “seat time” is replaced by other forms of contact with students, including completely online and hybrid course sections. The tools described below represent examples of practices compiled by DE faculty at all three colleges that achieve regular and effective contact. Faculty are encouraged to share with each other new best practices as they develop in the future from available technologies.

RCCD recommends that DE instructors use the ideas contained here, or others that are similar, to initiate and sustain contact with students, being mindful that all course materials must be ADA, section 508, compliant and pre-certified by the district through the curriculum approval process as being accessible to all students, including closed-captioning on video content, where appropriate, and other compliance requirements.

This best practices document was developed through collaboration with the District Curriculum Committee, the College Curriculum Committees, among other groups, including the RCCD Online Advisory Committee, college distance education committees, administrators, and Open Campus personnel.

The responsibility for constructing, maintaining and updating this list of best practices resides with the college curriculum committees, each a standing committee of the college Academic Senate. The college curriculum committees will review this document regularly and make recommendations to the Academic Senate as significant changes are required. The college curriculum committee is also responsible for assuring the public that the “same standards of course quality [are] applied to any portion of a course conducted through distance education as are applied to traditional classroom courses...” *from Title 5 §55202.*

Just a reminder: **“Correspondence Education is not Distance Education.”**

In Correspondence Education, the institution provides instructional materials by mail or electronic transmission, including examinations on the materials to students who are separated from the instructor, and the following conditions also exist: (1) Interaction between the instructor and the students is limited, is not regular and substantive, and is primarily initiated by the student. (2) The course is self-paced.

RCCD Guide to Recommended Best Practices in Distance Education (DE)

Definitions of Terms

Definition: Instructor-Initiated Interactions:

Unlike correspondence education, in which students are responsible for initiating contact with the instructor, instructors using DE are required to actively initiate interaction with their students as a group and individually.

Definition: Frequent and Timely, i.e., Regular Contact/Interactions:

The measure of “regular contact” is based on a standard that is at least the same as it would be in a traditional face-to-face class. Instructors may exceed this minimum at their discretion. The number of asynchronous or synchronous hours that an instructor is available to students enrolled in a DE class must be at least equal to the number of hours of availability as required for face-to-face classes of the same courses.

Instructor contact with DE students is understood as distributed over the course of the “instructional week” (seven days) and the term of the course (expressed in weeks). Instructor-initiated contact will occur as often as appropriate for regular contact, as defined by regulation.

Definition: Effective/Substantive Contact/Interactions:

Effective/substantive contact with students and delivery of course content includes instructor interaction with the entire group of students in the course section based on a well-defined schedule of availability, deadlines, feedback, and exchanges that are included in the instructor’s Syllabus. Instructors define their schedules in the Syllabus and in other appropriate locations within the course management system.

Course sections taught using DE are considered the virtual equivalent of face-to-face classes, although many online or hybrid course sections may exceed the minimum requirements of the Course Outline of Record (COR) with effective use of current technologies inherent in the mode of delivery. Based on the notion that “a student cannot hide in the back of the room” in an online or hybrid class, effective/substantive contact between students and the instructor is, in many cases, more likely in an online class than in a traditional lecture room.

Examples of Recommended Best Practices for Achieving Regular Contact (Interaction) for Distance Education Course Sections

Note from the DCC: This list of Best Practices should be reviewed carefully and edited in the initial review process.

Means of achieving “regular” contact include, but are not limited to:

- Threaded discussion forums with regular and appropriate instructor participation based on course topics and specific content of the course addressed to all students and/or to individuals publicly.
- E-mail and/or messages within the course management system.
- Regular “Announcements” posted in the class.
- Regular deadlines, distributed throughout the term of the course, for assignments and other student participation.
- Regular, timely, appropriate feedback and evaluations of student work.
- Virtual online office hours in real time, such as chat, during announced periods of time, and/or asynchronously during announced days and hours.
- Instructor-prepared online e-lectures, podcasts or other forms of addressing course content and topics, presented in an appropriate format for the subject, such as written documents, audio and/or video files, and/or introductions and explanations for any publisher created materials (written, audio and/or video, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face-to-face class.

- Instructor-prepared Syllabus, specific to each distance education course section, to document how regular contact between the students and the instructor is achieved.
- Guidelines for frequency of contact at least equivalent to contact in face-to-face classrooms.
- Defined response time for student questions and assignment feedback.
- Establishing an active presence in the class.
- Frequent and substantive feedback throughout the course.
- Course policies defining regarding student-initiated contact, such as, where to post questions certain types of questions, in the instructor's Syllabus.
- Assignments and assessment deadlines that are spread throughout the term of the class.

In Case of Interrupted, Regular Contact:

Interruptions in instructor contact as defined by the instructor's Syllabus (such as illness or an emergency that takes the instructor offline) require notification to students via class announcement, email, and/or Discussion Board, or another course tool, stating the duration of the interruption. In the event that "regular" contact cannot be resumed according to the definitions of regular contact on the Syllabus, the Dean of Instruction should be notified.

Examples of Recommended Best Practices for Achieving Effective/Substantive Contact (Interaction) in Distance Education Course Sections

Means of achieving "effective/substantive contact" include, but are not limited to:

- Instructor-guided introductions, especially at the beginning of the class, or at important intervals.
- Daily or weekly assignments and projects that promote collaboration among students.
- Questions posed on the discussion board that encourage critical thinking skills and promote interaction among all course participants.
- Regular participation by the instructor in discussion activities with students, perhaps to provide a summary, to correct errors of fact, to keep the discussion on topic, and/or to add expertise to the content of the discussion.
- Monitoring student interaction and activity to ensure that they participate fully.
- Create a specific forum for questions regarding course content.
- Asking students for feedback about the course on a regular basis and revising the content as needed to address issues identified.
- Varied types of interaction, such as instructor-student, student-student, student-content, and student-instructor, and other interaction between and among the students and the instructor as part of the course design.

Other Suggested Options for Communications with Students

1. Optional Synchronous Interaction

By utilizing available technologies, such as Blackboard Collaborate or CCC Confer, DE instructors can maximize face-to-face, synchronous interaction with students, if needed, to achieve the objectives of the course. CCC Confer is a web conferencing tool that is free to the California Community College System (<http://www.cccconfer.org>). Contact your college Instructional Media Center for assistance with implementing this technology. Contact Open Campus for assistance with implementing Blackboard Collaborate.

2. Examples of vital or essential Standards of Regular, Effective/Substantive Contact within a Course (these are all suggestion for the *type* of information that make expectations clear):

Regular Contact:

Example of an email statement indicating an estimated time for response to student emails:

“Your instructor will respond to emails within 48 hours. Emails received after noon on Friday will not be responded to until Monday morning”

Example of a feedback expectation statement:

“Assignments are due on Sunday night at 10 pm. Your instructor will begin grading them on Monday and all grades will be posted by Wednesday evening”

Example of a discussion board post expectation:

“Your instructor will respond to discussion board questions within 48 hours. Questions posted after Friday at 12 pm will not be responded to until Monday morning.”

Effective/Substantive Contact:

Example of an email statement to correct an error of fact or comprehension:

“The point you made in the last discussion post was accurate, but the dates of the conflict were slightly later, perhaps around 1776. Read the earlier posts of the first group to get a better sense of the issues surrounding the conflict and the time period required for completion of the war.”

Distance Education Statement Final_11_26_2013

Approved by the Faculty Association

VII.C. Preparing a Distance Education Proposal—Separate Action Required

Step-By-Step Guide to Using CurricUNET to Prepare a Distance Education Proposal

A current COR approved at the College Curriculum level is required before proceeding with a DE proposal. New courses, and significantly revised courses require consultation with Brian Brautigam, the RCCD reviewer for DE courses. Mr. Brautigam determines compliance with regulations related to accessibility for disabled individuals. He can be reached by telephone at 951-222-8187 or contacted by email at Brian.Brautigam@rcc.edu.

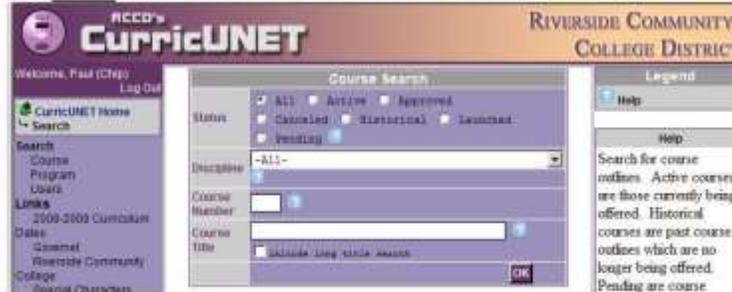
Start with BUILD

The screenshot shows the CurricUNET interface for Riverside Community College District. The left sidebar contains a menu with categories: Admin, Prefs, Build, and Track. The 'Build' category is expanded, showing options: 'Build', 'Degrees/Certificates', 'Track New Proposals (Courses)', and 'My Proposals'. A callout box labeled 'Select Build/Course' has an arrow pointing to the 'Build' option in the 'Build' category.

The screenshot shows the CurricUNET interface with the 'My Courses' table visible. The left sidebar menu is expanded to 'Courses', where 'Change Existing Course' is highlighted. A callout box labeled 'Then Change Existing Course' has an arrow pointing to this option. The 'My Courses' table lists several courses with columns for course ID, name, and status.

Course ID	Course Name	Status
ACC 121	Principles of Accounting I	Active
ACC 122	Principles of Accounting II	Active
ACC 200	Applied Math	Active
ACC 201	Managerial Accounting	Active

Brings you to the Search screen below:



To search for a class just select the discipline and say OK. (Discipline list is the drop down menu that says "-All-" in the screen shot above.) Below is the result of a search of Accounting classes:



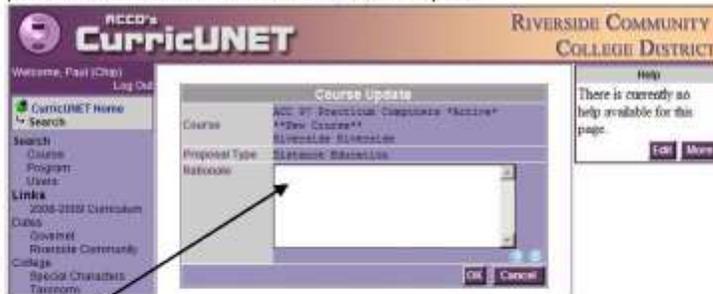
After the course copy develop the Distance Education proposal as follows: The course ACC 97 has been copied but the action you wish to accomplish is not stated yet.



From the Drop Down menu, select Distance Education



Which takes you to the rationale for Distance Education Proposal



Fill in the rationale and say OK giving you the screen below:

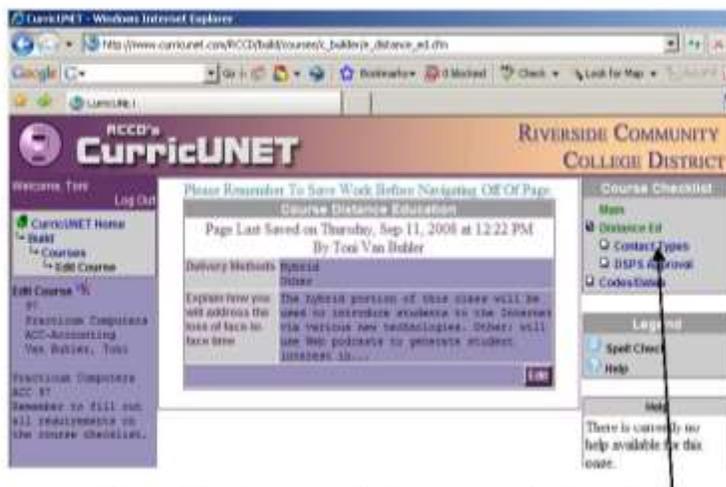


You then work through the right hand menu

Select Distance Education link and you get the screen below:

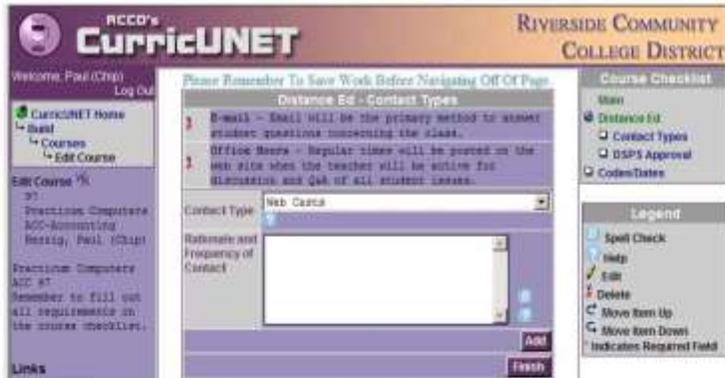


You may select multiple delivery methods but with each method you will need to discuss what each will encompass, focusing on how you will ameliorate the loss of face-to-face teacher interaction. Similar to the below screen shot:



Contact Types

Then work through the different methods of contact with the students. It is recommended that several methods be used and commented upon. It is suggested that the "RCCD Guide to Recommended Best Practices..." form the basis of contact types within the course. See screen show below:



Next will be DSPS approval for compliance of the distance education portion of your course per 508 Standards.

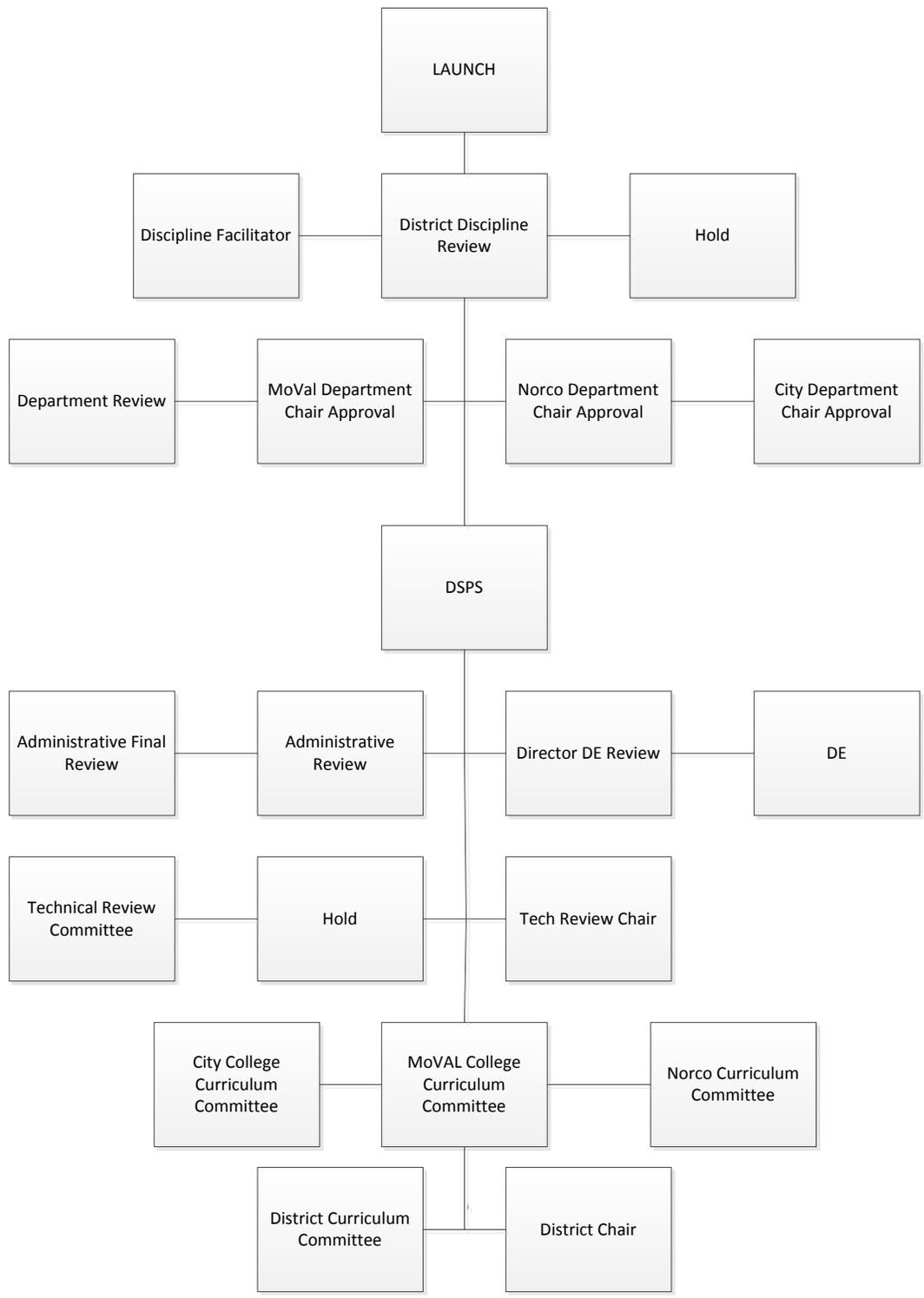


When you are complete with your visit to DSPS check the box , save and finish.

You will then get the "Submit" button as depicted below. Submit your course and it will start through the DE approval process.



VII.F. Distance Education Approval Process Workflow Chart in CurricUNET



APPENDIX A



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

09.05 ENSURING RIGOROUS CONTENT REVIEW TO ESTABLISH PREREQUISITES

Fall 2009

Contact: Lesley Kawaguchi, Santa Monica College

Topic: Curriculum

Status: Completed

Whereas, The Academic Senate for California Community Colleges passed resolution 9.02 in Spring 2009 recommending changes to Title 5 language that would allow for faculty to rely on content review rather than statistical analysis to establish prerequisites;

Whereas, Course content review is used to ensure academic integrity and delineate necessary entry skills to promote student success by matching the exit skills of the prerequisite course with the skills and concepts needed in the targeted course;

Whereas, Standards for content review as stated in *The Model District Policy on Prerequisites, Corequisites, and Advisories on Recommended Preparation (1993)* (see Attachment A) are rigorously described to ensure a proper professional review to establish prerequisites but have not been revised for 16 years; and

Whereas, Moving to content review as a means to establish prerequisites will require clear, relevant, and widely recognized practices of course content review;

Resolved, That the Academic Senate for California Community Colleges revisit the content review process as described in the *The Model District Policy on Prerequisites, Corequisites, and Advisories on Recommended Preparation* for possible modifications, in an effort to consistently implement rigorous content review standards at such time as content review becomes the primary method of validating prerequisites.

MSC Disposition: Local Senates

Assigned To: Curriculum Committee

Status Report:

The 2010-11 committee provided professional development opportunities at plenary sessions, regional meetings, and the Curriculum Institute. Two papers were adopted by the Senate during the academic year.

Publications:

- [Implementing Content Review for Communication and Computation Prerequisites \(/papers/implementing-content-review-communication-and-computation-prerequisites\)](#)
- [Student Success: The Case for Establishing Prerequisites through Content Review \(/papers/student-success-case-establishing-prerequisites-through-content-review\)](#)



Student Success: The Case for Establishing Prerequisites through Content Review

Session: Fall 2010

Topic: Curriculum

Committee: Curriculum Committee

Abstract:

In the 1990s, the Academic Senate collaborated with the Chancellor's Office and other leadership groups in the state to revise Title 5 regulations, to draft *The Model District Policy on Prerequisites, Corequisites, and Advisories on Recommended Preparation* (Board of Governors, 1993) and *Prerequisites, Corequisites, Advisories, and Limitations On Enrollment* (Chancellor's Office, 1997), and the Academic Senate authored *Good Practice for the Implementation of Prerequisites* (1997). These documents established a requirement that most prerequisites had to be statistically validated in order for enrollment in a course to be restricted, effectively requiring faculty to justify prerequisites by failing students. As a result of the difficulties created by this requirement, many colleges chose not to apply prerequisites to their courses and instead allowed students to self-diagnose their own levels of preparation. After a decade of policy and practice promoting relatively unhindered student enrollment in course sections throughout the curriculum, faculty have concluded that the consequence of this situation has been a decline in the level of student preparation necessary for success in a limited but crucial range of courses in community colleges. In addition, the quality of instruction is likely to have been negatively impacted as faculty attempted to facilitate the success of students who were not appropriately prepared, lacking the knowledge and/or skills necessary for a reasonable chance of success. For these reasons the faculty have adopted resolutions urging expanded use of content review—a method for establishing prerequisites already promoted in the policy documents of the 1990s. This paper indicates why faculty believe expanded reliance on rigorous content review as a means of validating prerequisites is necessary to improve student success. In addition, the Academic Senate is preparing separate papers on related topics, including (1) multiple measures and (2) transition strategies colleges can use as they revisit and in some cases expand the number of legitimate prerequisites in their curriculum. Changing the process for the establishment of prerequisites is just one of many ongoing efforts to increase student success, a goal of all faculty but one most recently renewed as colleges initiated efforts to improve success in the basic skills curriculum as a component of the Basic Skills Initiative (www.cccbsi.org) in preparation for raising statewide the math and English requirements for the earning of an associate degree.

RECOMMENDATIONS:

The following recommendations derive from not only the contents of this paper, but from those that would be relevant as the Academic Senate implemented the proposed change in how prerequisites may be validated.

At the State Level

The Chancellor's Office should work collaboratively with colleges and districts to enhance Datamart and other data research tools in order to provide better system level analysis of the effect of prerequisites. While curriculum is a local matter, state level trends may be informative.

The Chancellor's Office should foster ongoing attention to the interaction of student access, student retention, student success, and student persistence data disaggregated by ethnicity.

The Academic Senate should provide immediate and ongoing training and opportunities for colleges to share their experiences in combining prerequisite validation based on statistical validation and prerequisite validation based on content review. The Academic Senate should, for the foreseeable future, provide opportunities for colleges to share their experiences in implementing prerequisites based exclusively on content review.

In conjunction with the Chancellor's Office and other stakeholders, the Academic Senate should review and revise as appropriate "Multiple Measures and Other Sorrows" (Chancellor's Office, 1998). with particular attention to the need to ensure that the use of multiple measures does not rely on criteria that are excessively subjective or difficult to apply.

At the Local Level

Local curriculum committees should promote a structured review of student success throughout the institution and prioritize the establishment of prerequisites most likely to improve student success and persistence. Where data already exists, legitimate prerequisites should be established.

Local curriculum committees should review or develop a formal process for content review with a degree of rigor consistent with the use of content review alone as the basis for prerequisites.

Local administrations should hold harmless any discipline, department, or division that suffers a drop in enrollment that can be demonstrated to be the result of the faculty's good faith effort to improve student success through the implementation of appropriate prerequisites.

Faculty should undertake a dialog about peer review practices that can ensure that all sections are taught in a way that honor course outlines without infringing on the judgment each faculty member must exercise about how best to translate the course outline to the individual instructor's syllabus.

Academic senates should review and update processes that allow for students to challenge a prerequisite.

RESOLUTIONS:

- [Adopt Paper Student Success: The Case for Establishing Prerequisites Through Content Review \(/resolutions/adopt-paper-student-success-case-establishing-prerequisites-through-content-review\)](/resolutions/adopt-paper-student-success-case-establishing-prerequisites-through-content-review)
- [Ensuring Rigorous Content Review to Establish Prerequisites \(/resolutions/ensuring-rigorous-content-review-establish-prerequisites\)](/resolutions/ensuring-rigorous-content-review-establish-prerequisites)

 [Prerequisite-review-fall2010.pdf \(/sites/default/files/Prerequisite-review-fall2010.pdf\)](/sites/default/files/Prerequisite-review-fall2010.pdf)

TITLE 5 CHANGES – CCLC UPDATES 19, 20 & 21

AP 4260 LIMITATION ON ENROLLMENT: PREREQUISITES, CO-REQUISITES, AND ADVISORIES

References:

California Code of Regulations, Title 5 sections 55000 et seq.

Note: This procedure is legally required.

I. Introduction

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success.

A prerequisite or co-requisite need not be scrutinized using content review as defined by subdivision (c) of section 55000(c) or content review with statistical validation as defined by subdivision (f) of this section 55003, if:

- A. it is required by statute or regulation; or,*
- B. it is part of a closely-related lecture-laboratory course pairing within a discipline; or,*
- C. it is required by four-year institutions; or,*
- D. baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.*

II. Curriculum Review Process

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

- A. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.

- B. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Title 5 sections 53200- 53204. Certain limitations on enrollment must be established in the same manner.

- C. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
 - 1. The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department, do all of the following:
 - a. Approve the course; and,
 - b. As a separate action, approve any prerequisite or co-requisite, only if:
 - i. The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
 - (1) Involvement of faculty with appropriate expertise;
 - (a) *For cross-disciplinary prerequisites and co-requisites for courses shared across the district a recommendation must be made by the discipline and reviewed by a college committee comprised of a designated discipline representative (or Senate designee) and a skills expert (English, math, or reading) appointed yearly by the college Academic Senate. The committee will maintain documentation demonstrating robust collegial consultation related to content review with statistical validation as part of the review process.*

- (b) **Consideration of *the course outcomes*. The curriculum review process should be done in a manner that is in accordance with accreditation standards.**
 - (c) **Review of a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;**
 - (d) **Specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;**
 - (e) **Identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under (d) above.**
 - (f) **Matching of the knowledge and skills in the targeted course [identified under (d) above] and those developed or measured by the prerequisite or co-requisite, i.e., the course or assessment identified under (e) above; and**
 - (g) **Document that the above steps were taken.**
- c. **Approve any limitation on enrollment that is being established for an honors course or section *or*, for a course that includes intercollegiate competition or public performance, *for* a cohort of students will be enrolled in two or more courses, and, in a separate action, specify *those courses*.**
 - d. **Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.**
 - e. **Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in**

the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite *or co-requisite* have been met excepting only approval by the curriculum committee.

2. A course which should have a prerequisite or co-requisite as provided in “e.” above, but for which one or more of the requirements for establishing a prerequisite *or co-requisite* have not been met may only:
 - a. Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
 - b. Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.
3. The curriculum committee also reviews the course and prerequisites *or co-requisites* in a manner that meets each of the requirements specified above.
4. If the District chooses to use content review as defined in Title 5 section 55000(c) to define prerequisites and co-requisites in reading, written expression, or mathematics for courses that are degree applicable and are not in a sequence, it must adopt a plan consistent with Title 5 section 55003(c).

III. Information in the Catalog and Schedule of Courses

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

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

circumstances under which a student is encouraged to exercise that right.

- D. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.

IV. Challenge Process

- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:

1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the *college* shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the *college* fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.
2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent term.

- B. Grounds for challenge *may* include *any one of* the following:

1. *Those* grounds specified in Title 5, section 55003(p).
2. The student seeks to enroll and has not been allowed to enroll due to:
 - a. a limitation on enrollment established for a course that involves intercollegiate competition or public performance; or
 - b. one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise *the student* would be delayed by a semester or more in attaining the degree or certificate specified in *the student's* educational plan.
3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student

demonstrates that he/she does not pose a threat to himself/herself or others.

Where facts essential to a determination of whether the student's challenge should be upheld are in the college's own records, the college has the obligation to produce that information. The student *also* has the obligation to provide satisfactory evidence that the challenge should be upheld.

V. Program Review.

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

VI. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment.

Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not *be* left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions students must meet to be enrolled in courses through the registration process so that students *are* not permitted to enroll unless *they have* met all the conditions or have met all except those for which *they have* a pending challenge or for which further information is needed before final determination is possible *regarding* whether the students have met the condition.

VII. Instructor's Formal Agreement to Teach the Course as Described.

Each college shall establish a procedure so that courses for which prerequisites, co-requisites, or *limitations on enrollment* are established will be taught in accordance with the course outline *of record*, particularly those aspects of the course outline *of record* that are the basis for justifying the establishment of prerequisite, co-requisites, or *limitations on enrollment*. The process shall be established by consulting collegially with the local academic senate and, if appropriate, the local bargaining unit.

VIII. Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on *the student's* having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but,

rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog.

A. Advisories on Recommended Preparation.

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

B. Limitations on Enrollment.

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

1. **Performance Courses.** The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:
 - a. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
 - b. Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact.
2. **Honors Courses.** A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course (or courses) at the college which *satisfies* the same requirements.

3. Blocks of Courses or Sections. Blocks of courses or blocks of enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course (or courses) that satisfies the same requirement.

~~I. College Policies and Procedures:~~

~~The college shall provide the following explanations in both the College Catalog and the Schedule of Classes:~~

- ~~A. Definitions of prerequisites, corequisites, and limitations on enrollment including the specific differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established pursuant to Section 55200 (a) (f) of Title 5.~~
- ~~B. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge.~~
- ~~C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to examine that right.~~

~~II. Challenge Process~~

~~The College shall establish procedures by which any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment, but who provides satisfactory evidence, may seek entry into the class according to a challenge process as required in and according to provisions of Section 55201 (f) of Title 5 and Section 1.5. 1-3 of the Model District Policy.~~

~~III. Curriculum Review Process~~

~~The College certifies that the Curriculum Committee has been established by mutual agreement of the administration and the Academic Senate as required in Section 55002(a) (1) of Title 5. The Curriculum Committee shall:~~

~~Establish prerequisites, corequisites, advisories on recommended preparation, and limitation on enrollment pursuant to Sections 55002, 55201, 55202, and 58106 of Title 5 and Section I.C.3, 1-4 and II.C of the Model District Policy.~~

- ~~A. Verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in one of the measures of readiness specified in Section 55201(b) (1) of Title 5 and Sections II. A. I. a-g. of the Model District Policy.~~

~~B. Provide for a review of each prerequisite, corequisite, or advisory at least every six years pursuant to Section 55201 (b) (3) of Title 5 and Section I. D of the Model District Policy. Any prerequisite or corequisite which is successfully challenged under subsections (1), (2), or (3) of Section 55201 (f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of the law.~~

~~C. Provide for a review of each limitation on enrollment at least every six years pursuant to Section II. C. of the Model District Policy.~~

~~IV. Implementing Prerequisites, Corequisites, and Limitations on Enrollment~~

~~The College shall establish procedures wherein every attempt shall be made to enforce all conditions a student must meet to be enrolled through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition pursuant to Section 55202(g) of Title 5 and Section I. E. of the Model District Policy.~~

~~V. Instructor's Formal Agreement to Teach the Course as Described~~

~~The College shall establish a procedure whereby courses for which prerequisites, corequisites, or advisories on recommended preparation are established will be taught in accordance with the course outline particularly those that are the basis for justifying the establishment of the prerequisite or corequisite pursuant to Section 55201 (b)(2) of Title 5.~~

***Office of Primary Responsibility: Vice Chancellor, Educational Services,
Workforce Development and Planning***

***Administrative Approval:
This replaces RCCD Regulation 6092***