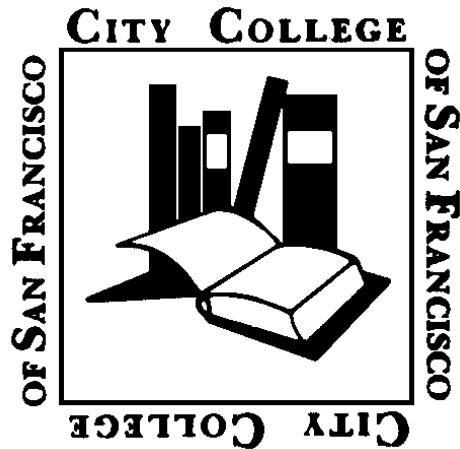


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# City College of San Francisco



## Curriculum Handbook

Proposal Preparation

Curriculum Committee Standing Rules

Curriculum Committee Guidelines

Revision 3.23 Fall 2004

(December 8, 2004)

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City College of San Francisco  
Curriculum Handbook (Revision 3.22)  
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**CCSF (WASC) Self Study (Spring 2000, page 110)**

“The writing of course outlines and the review of these outline by the curriculum committee are the first steps in ensuring the quality and rigor of a course.”

**WASC Evaluation (March 2000, page 14)**

“The curriculum committee has appropriate representation and takes its role in the approval of curriculum very seriously.”

**Comments**

The following are a few comments heard in connection with curriculum development:

"Congratulations, your proposal is approved."  
"Some of your learning outcomes are a little vague."  
"Curriculum is the backbone of a college."

**Contributors and acknowledgements**

The following individuals have contributed to the preparation of this handbook:

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Michael Kelly (Chair Curriculum Committee, CIS Department, handbook editor).

**Updates**

Readers are encouraged to submit comments and corrections to the Curriculum Office (C308E or curriculum@ccsf.org).

# 1. Introduction

## 1.1 Charter

The Curriculum Committee is a quadripartite (shared governance) committee of faculty, administrators, students, and classified members of the City College community.

The Committee is the reviewing and approving body for curricula for the College as a whole. The Committee is responsible for studying curricular proposals (courses and programs) and recommending action on them to the Chancellor and the Board of Trustees.

### Actions

Specifically, the Committee is charged with recommending action on the following:

**Table 1 Curriculum Committee Action Items**

Curriculum Committee Action Items
<ul style="list-style-type: none"> <li>New courses (including all items listed in the next action)</li> <li>Revisions of courses:                             <ul style="list-style-type: none"> <li>Number/letter</li> <li>Title</li> <li>Units</li> <li>Contact Hours</li> <li>Prerequisites, corequisites, and advisories</li> <li>Field trips</li> <li>Grading</li> <li>Repeatability</li> <li>Catalog description</li> <li>Major Learning Outcomes(objectives)</li> <li>Content</li> <li>Methodology                                     <ul style="list-style-type: none"> <li>Assignments</li> <li>Evaluation</li> <li>Instructional materials</li> </ul> </li> <li>Title 5 Classification</li> <li>Mode of delivery</li> </ul> </li> <li>Special sections</li> <li>Deactivation of courses</li> <li>Reactivation of courses</li> <li>Deletion of courses</li> <li>Discipline placement of courses</li> <li>Revision of department title/name</li> <li>Majors</li> <li>Award of Achievement</li> <li>Certificate of Completion</li> </ul>

## Curriculum Handbook

### Mission

The mission of the Committee is to promote academic excellence and rigor by means of careful study and discussion and by the application of state regulations (Title 5) and the policies of the District.

### Scope

The Committee is not responsible for the generating or implementing the curriculum proposals that it approves; such responsibility rests with the faculty, departments, and the administration. For this reason the Committee is also not responsible for the budgetary consequences (e.g. faculty load) of curricular proposals and does not use such considerations as the basis of its recommendations. Rather, the proper focus of the Committee is the academic merit of each proposal and its contributions to the overall educational goals of City College.

---

### 1.2 Authority

In the mid-1990's the Academic Senate of the California Community Colleges and the California Community College Chancellors Office issued revised guidelines for the implementation and approval of curricula at the California Community Colleges. The California Code of Regulations Title 5 and the following publications are the basis for City College's implementation of curriculum.

- **California Community Colleges Curriculum Standards Handbook Volume I (Revised)**  
California Community Colleges Chancellor's Office 1995
- **Components of A Model Course Outline Of Record**  
Academic Senate for California Community Colleges November 1995
- **Stylistic Considerations in Writing Course Outlines of Record**  
Prepared by the Curriculum Committee of the Academic Senate for California Community Colleges 97 - 98 Curriculum Committee
- **Good Practices For Course Approval Processes**  
Prepared by the Curriculum Committee of the Academic Senate for California Community Colleges Spring 1998
- **Curriculum Committee Review of Distance Learning Courses And Sections**  
Prepared by the Academic Senate for California Community Colleges November 1995
- **Considerations Involved In Determining What Constitutes A Baccalaureate Level Course**  
Excerpts from a report prepared by the Academic Senate for California Community Colleges April 1987

These and other relevant publications are available at:

[www.academicssenate.cc.ca.us](http://www.academicssenate.cc.ca.us)

[www.cccco.edu](http://www.cccco.edu)

[www.curriculum.cc.ca.us](http://www.curriculum.cc.ca.us)

[www.ccsf.edu/offices/curriculum\\_committee](http://www.ccsf.edu/offices/curriculum_committee)

This curriculum handbook serves as City College of San Francisco's implementation of the above guidelines.

## Curriculum Handbook

Where there appears to be conflict between the above standards and the guidelines in this document, the Curriculum Committee shall determine the appropriate application of standards and guidelines for the purpose of course or curriculum approval.

---

### 1.3 Handbook organization

This handbook is organized to serve as a reference for course developers, department heads, area deans, Curriculum Committee members, and administrators. Copies of the handbook are available in the Rosenberg Library, instructional departments, and various administrative offices.

- Section 1. The **Introduction** section provides the basis for City College's implementation of the curriculum approval process.
  - Section 2. The **Preparation of Course Outlines** section is a reference for developers of course outlines. Included are subsections on each of the components of a course outline and the approved format of an outline.
  - Section 3. (to be developed) The **Preparation of Awards of Achievement** section presents guidelines for the development of an award of achievement program and describes the proper catalog format.
  - Section 4. (to be developed) The **Preparation of Certificates of Completion** section presents guidelines for the development of a certificate program and describes the proper catalog format.
  - Section 5. The **Standing Rules of the Curriculum Committee** section states the rules, procedures, and protocols by which the Curriculum Committee operates.
  - Section 6. The **Curriculum Committee Guidelines for Proposals and Meetings** section provides Committee members with orientation and guidelines to the review of proposals and the conduct of Committee meetings.
  - Section 7. (to be developed) The **Preparation of Prerequisites, Corequisite and Advisories** section provides an introduction to, and explanation of the process and approval of these items.
  - Section 8. (to be developed) The **Articulation** section provides information on preparing courses and moving them through the articulation process.
- Appendices. The appendices include excerpts from Title 5 and a resource directory.

Since different sections of this handbook can be intended as references to distinctly different audiences, parts of sections will be repeated in other sections.

---

### 1.4 Course outlines as documentation

Course outlines, like the College Catalog, are documents that have a life cycle. They are developed, approved, revised, and can, sometimes, go away. They can also become old. They can have lives beyond City College. There are many persons, each with different

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goals, agendas, and expectations, who have an interest in the course outlines that form the curriculum of City College of San Francisco. The course outlines are public documents that represent a definition of our product. Course outlines are the copyrighted property of the College.

It is very important that the process that creates course outlines and the outlines themselves conforms not only to the requirements of the regulatory and standardizing agencies but more importantly to our own professional goals and ideals.

---

**1.5 Handbook conventions**

The following is a list of terms that appear in the handbook and their usage:

**Table 2 Terms Usage**

Term	Usage
College	City College of San Francisco
Catalog or catalog	College Catalog
Class or course	course
Committee or committee	Curriculum Committee
Office of Instruction	Office of the Dean of Curriculum
Title 5 or §55###	State of California Code of Regulations Title 5 Education Division 6 California Community Colleges Chapter 6 Curriculum and Instruction.

In the sections that follow, not all of the examples provided are from City College of San Francisco and many examples have been edited.



## 2. Preparation of Course Outlines

The preparation of course outlines and proposal packages requires considerable effort and attention to detail. The following sections of this handbook provide assistance in all areas of the process. This section is designed as a reference and tutorial.

**Revision of course outlines.** Please see Section 2.13 Revision of course outlines on page 61.

### 2.1 Development process

To get a sense of the process, to help keep course developers on track, and in an attempt to reduce the level of frustration often experienced by faculty and department chairs when going through the process, the following is offered.

**Timetable.** The following timetable is suggested to help developers organize and understand the process of seeing a proposal through to entry into the catalog/schedule.

**Table 3 Timetable (informational only)**

	Event	Responsibility	Time required
1	Early development	Faculty Developer	As needed.
2	Department consensus	Department	As needed.
3	Early draft	Faculty Developer	As needed.
4			
5	Preliminary Technical Review (suggested)	Developer and representative(s) from the Curriculum Committee	Two weeks.
6	Late draft	Developer	As needed.
7	Conference with related departments	Department Chair	As needed. Failure to confer with related departments is a common cause of proposals being tabled by the Curriculum Committee.
8	Final department approval	Department	As needed.
9	Technical Review (required)	Developer and representative(s) from the Curriculum Committee	Two weeks.
10	Final draft	Developer	As needed.
11	Proposal package preparation	Department	One to two days to photocopy, collate and deliver to the Office of Instruction.
12	Proposal submission	Department	Approximately two to three weeks prior to a Curriculum Committee meeting.
13	Curriculum Committee approval	Dept. Chair and the Curriculum Committee	Presentations can last from a few minutes up to as long as 30 minutes. Tabled proposals may require presentations at subsequent committee meetings.
14	Reconsideration of some tabled proposals	Department (Chair)	Typically two to six weeks.
15	Approval of Prerequisites, Corequisites and Advisories	Department, Matriculation Office and Curriculum Committee	Several weeks. Some later events may occur prior to this approval. Enforcement of prerequisites and corequisites will not be implemented until approval is given.
16	Final approval and Standards and Criteria sign-off	Curriculum Committee Chairperson	Immediately for approved proposals with no stipulations. Indefinite for proposals approved with stipulations.
17	Entry into the Catalog and into the Banner system	Office of Instruction (Curriculum)	Days. Section scheduling is not part of this process. For spring scheduling contact the Office of Instruction.
18	Entry into the Schedule	Office of Instruction (Schedule)	Classes/programs may be offered pending approval.
19	Board of Trustees approval	Office of Instruction	Classes/programs may be offered pending approval.
20	California state Chancellors Office (as needed)	Office of Instruction	Classes and programs may be offered pending approval as required for certain proposals.

**Technical review.** The members of the Curriculum Committee are responsible for reviewing and approving the academic merit of the proposal. They are also responsible for seeing that the course outline conforms to the requirements and guidelines for form and style. To avoid delays in obtaining final approval for an outline or program, developers are advised to submit early drafts of work to the Committee chair for preliminary technical review. A final draft must be submitted for technical review prior to preparation of the submission package. Consult the Curriculum Committee calendar for technical review deadline dates. Please note that technical review is not an approval process.

**Departmental considerations and actions.** Ultimately a proposal is the product of a department, not of an individual. It is the department that makes the proposal.

**Working with other departments.** During the development of a course outline, developers are strongly advised to consider the possibility that some of the content of a proposal may overlap the content subject matter of another academic department. This is a very common occurrence and many proposals are approved with overlapping content. Regardless, developers have a responsibility to contact all departments with which the content may overlap and discuss any areas of overlap.

Proposing departments are advised to obtain a “sign-off” from other departments regarding overlap in content. If sign-offs are not sought and or obtained, a proposal may be tabled by the Curriculum Committee pending departments’ consulting regarding an overlap. See Tabling and tabled proposals on page 79 for information on procedures for tabled proposals.

**Curriculum Committee approval.** Once the Committee approves a proposal *and* all committee stipulations are met, the Committee chair signs the Standard and Criteria form and the proposal moves to the Office of Instruction for implementation.

**Board approval.** All Curriculum Committee approved courses are forwarded through the Office of Instruction to the City College of San Francisco Board of Trustees for local adoption.

**State approval.** Some courses and programs require approval from the state Chancellor. Also, some vocational program proposals approved locally may then require regional approval in addition to state approval.

**Doing the paper work.** In addition to the development of the course outline, several Curriculum Committee and Office of Instruction forms must be prepared as part of a proposal package. The forms are available from the Office of Instruction.

**Working with the system.** Unless you are familiar and comfortable with the proposal preparation and approval process, it might be helpful to contact members of the Curriculum Committee, the chair of the Curriculum Committee, the Dean of Curriculum, and the staff of the Office of Instruction for assistance, help and advice.

**Outcomes of the system.** In the end, the course or program will be printed in the catalog, listed in the schedule of classes, and students will enroll.

**Before beginning.** Course outlines must be written to conform to the content and format guidelines in this Section. Developers should review the following general guidelines before beginning the development of any outlines.

Table 4 Preparation Considerations

Preparation Considerations
<ol style="list-style-type: none"> <li>1. Use an existing outline only to obtain a general sense of what an outline should include.</li> <li>2. Do not assume that any existing outline will serve as an acceptable model that can be copied. No outline is perfect. Do not copy errors in style, form, or content from an existing outline into a new outline.</li> <li>3. During the development of each item in an outline, refer to the guidelines specific to that item.</li> <li>4. Be aware of the general style and formatting requirements of the outline document.</li> <li>5. Ask for assistance from a Curriculum Committee member from your area.</li> <li>6. Have a preliminary technical review conducted on an early draft of the outline.</li> <li>7. If you are developing multiple outlines, complete one first and have it reviewed before working on the remaining outlines.</li> <li>8. Allow adequate time for changes to be made to outline drafts prior to the preparation of the submission package (many copies).</li> </ol>

The content and form of a course outline is highly structured. If you have any questions about how to proceed, please ask for assistance early in the development process.

---

## 2.2 Roles of the preparer and the Committee

The department that prepares a proposal is solely and entirely responsible for the content of a proposal and, although during the approval process the content of a proposal may be cited for review or explanation, at no time is the expertise of a presenter in a subject discipline being questioned. It is the role of the Curriculum Committee to review and determine the merit and expression of a proposal.

---

## 2.3 Course types

There are five different course types that can be proposed and approved. All types of courses require the approval of the Curriculum Committee.

### Permanent

A permanent course is approved by the Curriculum Committee and entered into the catalog. A permanent course remains in the catalog until the department proposes and the Curriculum Committee approves its deletion. Courses that may not or need not become permanent courses can be proposed as Limited courses.

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### Experimental

An experimental course is, by virtue of its content or methodology, a new exploration of a portion of a discipline or disciplines. It is expected that the nature of the course will change during its experimental period. Experimental courses can be developed by a combination of departments, and as the course evolves the most appropriate discipline can be determined.

After three offerings, the course must be approved as a permanent course or it is automatically deleted.

Experimental courses do not appear in the catalog, but do appear in the schedule of classes.

### Limited

The limited course type is a variant of the experimental course type. A limited course is designed to meet a particular purpose for a specific period of time, no more than two years. At the end of the time specified the course is deleted. As a variant course type, limited courses are subject to less Curriculum Committee scrutiny than are experimental courses.

Limited courses do not appear in the catalog, but do appear in the schedule of classes.

### Umbrella

An umbrella course is a theme basis for one or more topical courses (see next). A department can have different umbrella courses, each the theme basis for one or more topical courses. The theme basis for some umbrella courses is often “selected topics.” Students enroll in the topical course, not in the umbrella course.

The umbrella is approved by the Curriculum Committee and appears in the catalog. Umbrella course outlines should have a catalog description that describes the basic theme and objectives of its topical courses, but it does not have Sections IV through VII. Subsequent topical courses with *complete* course outlines are approved by the Curriculum Committee as needed, and may or may not appear in the catalog.

### Topical

Topical courses that have the same theme basis are approved by the Curriculum Committee as “belonging” to the appropriate umbrella course. Topical courses are given the number of their corresponding umbrella course. Each topical course is assigned a distinguishing letter (typically in alphabetical sequence). The course number and title of a topical are all that appear in the catalog. Topical courses appear in the schedule of classes.

**Table 5 Examples of Umbrella and Topical Courses**

Umbrella	Topical
CIS 151-152-153 Current Topics in Computer and Information Science (1-2-3)	CIS 151B Windows Networking Overview (1 Unit) CIS 151C Windows 95 Update (1 Unit) CIS 152A Windows 2000 Network Overview II (2 Units)
ENGL 46 Survey of Literature in English (3)	ENGL 46A Chaucer through Milton (3 Units) ENGL 46B Late 17 <sup>th</sup> Century through Mid-19 <sup>th</sup> Century (3 Units) ENGL 46C Mid-19 <sup>th</sup> Century through 20 <sup>th</sup> Century (3 Units)

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Students enroll in the topical course. Students do not enroll in the umbrella course.

The following is a summary of the attributes of the five course types.

**Table 6 Course Types Attributes**

Type	Attributes
Permanent	<ul style="list-style-type: none"><li>▪ Outline is approved by the Curriculum Committee.</li><li>▪ Becomes a permanent part of the curriculum.</li></ul>
Experimental	<ul style="list-style-type: none"><li>▪ An outline is approved by the Curriculum Committee but the contents and methodology may change as the course evolves.</li><li>▪ Does not appear in the catalog.</li><li>▪ Automatically deleted after three offerings unless approved as a permanent course.</li></ul>
Limited	<ul style="list-style-type: none"><li>▪ Does not appear in the catalog.</li><li>▪ Approved for two years or less.</li><li>▪ Automatically deleted.</li></ul>
Umbrella	<ul style="list-style-type: none"><li>▪ Required to offer theme related, topical courses (see next type).</li><li>▪ Appears in the catalog.</li></ul>
Topical	<ul style="list-style-type: none"><li>▪ Approved under the umbrella (theme basis) course.</li><li>▪ Permanent part of the curriculum.</li><li>▪ May or may not appear in the catalog.</li></ul>

To determine the appropriate course type, consider the following:

**Table 7 Choosing an Appropriate Course Type**

If the course -	Choose type -
<ul style="list-style-type: none"><li>▪ will be a permanent part of the college/department curriculum.</li></ul>	Permanent
<ul style="list-style-type: none"><li>▪ content/discipline will evolve over the first few offerings.</li></ul>	Experimental
<ul style="list-style-type: none"><li>▪ is offered only a few times and then will be deleted.</li></ul>	Limited
<ul style="list-style-type: none"><li>▪ is the basis for a series of related, permanent courses.</li></ul>	Umbrella
<ul style="list-style-type: none"><li>▪ is one in a series of related permanent courses.</li></ul>	Topical

Title 5 does not distinguish between experimental and limited. City College of San Francisco was advised by WASC to separate experimental into experimental and limited and to undergo additional inspection and supervision on experimental courses.

---

### 2.4 Title 5 course classifications

Title 5 allows for four course classifications. Please see page 55 for the standards and criteria for each classification. The following are brief descriptions of the attributes of courses in the four classifications. The complete definition of the course classifications is contained in Title 5 Division 6 Chapter 6 Subchapter 1 Article 1 Section 55002 Standards and Criteria for Courses and Classes.

#### **Credit degree applicable (Title 5 55002(a))**

## Curriculum Handbook

These are lower division, college-level courses, many of which may be transferable to four-year institutions. Degree applicability applies to the associate degree. Among the attributes of such courses are the following:

**Table 8 Attributes of Credit Courses**

Attributes
<ul style="list-style-type: none"><li>▪ Approved by the Curriculum Committee.</li><li>▪ Requires a permanent record, graded evaluation of student performance based on demonstrated proficiency in the subject matter.</li><li>▪ Units are granted.</li><li>▪ Requires outside study and or assignments.</li><li>▪ May require prerequisites and or corequisites.</li><li>▪ Requires college-level critical thinking.</li><li>▪ Requires college-level learning skills and vocabulary.</li><li>▪ Requires an official course outline of record.</li><li>▪ Taught by a qualified instructor in accordance with the specifications defined in the course outline of record.</li><li>▪ May be repeated in accordance with Title 5 regulations.</li></ul>

### **Credit non-degree applicable (Title 5 55002(b))**

These courses are not applicable to the associate degree. These courses prepare students to complete college-level work. There are four types of nondegree credit courses:

**Table 9 Types of Nondegree Credit Courses**

Types of Nondegree Credit Courses
<ul style="list-style-type: none"><li>▪ Precollegiate basic skills.</li><li>▪ College success.</li><li>▪ Precollegiate occupational foundation skills.</li><li>▪ Essential occupational skills.</li><li>▪ May be repeated in accordance with Title 5 regulations</li></ul>

Credit non-degree applicable courses have the same attributes as credit degree applicable courses although lower-level critical thinking and lower-level learning and vocabulary skills are permissible.

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**Noncredit (Title 5 55002(c))**

Noncredit courses have the following attributes:

**Table 10 Attributes of Noncredit Courses**

Attributes	
<ul style="list-style-type: none"><li>▪ Approved by the Curriculum Committee.</li><li>▪ Fall into one of the following funding areas:<ul style="list-style-type: none"><li>▪ Adult Basic Education ? Health and Safety</li><li>▪ Parenting ? Citizenship</li><li>▪ Home Economics ? Substantially Handicapped</li><li>▪ Short-term Vocational/Apprentice ? English as a Second Language</li><li>▪ Older Adults</li></ul></li><li>▪ Specified total/course contact hours.</li><li>▪ Must specify defined evaluation methods.</li><li>▪ Must specify methods of assessment of course effectiveness.</li><li>▪ Must meet one or more course demand criteria.</li><li>▪ Must have course objectives in the following areas:<ul style="list-style-type: none"><li>▪ Skills development/application</li><li>▪ Personal development</li><li>▪ General knowledge</li></ul></li><li>▪ Have one of the following grading methods:<ul style="list-style-type: none"><li>▪ A, B, C NCr</li><li>▪ Credit/No-Credit</li><li>▪ No Grade</li></ul></li><li>▪ May be repeated as needed.</li></ul>	

**Community Service (Title 5 55002(d))**

Community service courses have the following attributes:

**Table 11 Attributes of Community Service Courses**

Attributes
<ul style="list-style-type: none"><li>▪ Are acknowledged by the Curriculum Committee prior to a fourth offering.</li><li>▪ Are designed for the physical, mental, moral, economic, or civic development of enrollees.</li><li>▪ Are conducted according to a pre-determined strategy or plan. The Curriculum Committee reviews the plan.</li><li>▪ Are open to all members of the community.</li></ul>

Community service courses do not require a complete course outline. Community service classes are not state funded.

---

**2.5 Integrated course outline**

Once the intent of a course has been determined and expressed in the form of a list of topics and possibly some methodology in the catalog description, it becomes the purpose of the Major Learning Outcomes, Contents, and Methodology sections of the course outline to support that intent. To this end is, it is important that these three sections of the course outline be related (integrated) to one another in ways that are defined in following

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sections and various appendices. Specific examples of these sections of the course outline are provided, beginning on page 40.

### Major Learning Outcomes (Objectives)

The Major Learning Outcomes section of the outline states the objectives of the course — that which the student will be able to do upon completion of the course. The Contents section of the outline supplies the support for the learning outcomes. The Methodology section evaluates the student's proficiency to show that the learning outcomes have been met.

### Contents

The Contents section of the course outline is rendered in outline format and contains the actual topics covered in the course. The Contents provides the subject matter that leads to implementing the learning outcomes of the course. The Contents also provides the subject matter for assignments the student will complete and evaluation of the student's achievement.

### Methodology

The Methodology section is a specification of the work the student will do in the class, how the student will be evaluated and what physical resources (textbooks, etc.) the student and instructor need to conduct the course.

The assignments and evaluations sections of the methodology section specify, by example and in the context of the Contents section of the outline, at which level of the subject matter, assignments and evaluation will be conducted.

### Integration

The form and expression of the course outline requires that these three sections of the outline be integrated. To achieve this, please keep in mind the following ideas when creating these three sections.

**Table 12 Integration of Major Learning Outcomes, Contents, and Methodology**

Section	Integration
Major Learning Outcomes (IV)	<ul style="list-style-type: none"><li>▪ Have at least one learning outcome for each major topic in the Contents outline.</li><li>▪ Do not have outcomes for sub-major or detail level topics of the course (see next).</li><li>▪ Include outcomes for sub-major topics and detail topics only if they are unusually important components of the course.</li></ul>
Contents (V)	<ul style="list-style-type: none"><li>▪ Organize this section in either chronological (presentation) or subject order (they may be the same).</li><li>▪ Provide sufficient detail under each sub-major topic to completely document the contents of the course. This will normally require more than one page and can take several pages in high unit courses (3+ units).</li><li>▪ Each course learning outcome must have content support.</li></ul>
Methodology (VI)	<ul style="list-style-type: none"><li>▪ For each type of <i>assignment</i> give one or two examples from the Contents section of the outline of the subject matter covered by assignments.</li><li>▪ For each type of <i>evaluation</i> give one or two examples from the Contents section of the outline of the subject matter covered by a projects, quizzes, or tests, etc.</li><li>▪ Use the examples to illustrate the level relative to the course content at which the student will do assignments and be evaluated.</li></ul>

**2.6 Integration of sections**

The following is a generic model for integrating the objectives, learning outcomes, content, assignment and evaluation sections of a course outline (see actual examples in Section 2.9). First, a segment of a “contents section” is provided. Then, integrated objective, learning outcome, assignment and evaluation examples for the content are given. In an actual outline, “Major Topic ...”, “Sub-topic ...” and “Detail ...” are replaced by actual course topics.

**Figure 1 Generic Contents**

...
C. Major Topic C
1. Sub-topic H
a. Detail 11
b. Detail 12
...
2. Sub-topic K
...
D. Major Topic D
1. Sub-topic R
a. Detail 22
b. Detail 23
c. Detail 24
...
E. Major Topic E
...

The examples below illustrate that the outcomes and the content are related (integrated). Please review Table 12 above and the Major Learning Outcomes (Section IV) on page 40 before composing outcomes.

Note that the examples below may be the only outcomes derived from the above content. Do not create objectives for each sub or detail topic. Other objectives, not shown, would integrate with other content, not shown.

**Table 13 Generic Learning Outcomes**

Major Learning Outcomes(IV)	Notes
G. Analyze the structure of a Major Topic C	These outcomes relate to major Content and are the most common form.
H. Define the use of Major Topic D	
L. Compare and contrast Major Topic D and Major Topic E.	This is a “global” learning outcome (in major topics).
N. Describe instances of Detail 23.	Learning outcomes related to the detail topic levels of the content are only for particularly important components of a

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The next table (Table 14) shows assignments and evaluations from the above learning outcomes and content. Text and materials (Section VI.C) is not shown.

**Table 14 Generic Evaluation (Assignments and Evaluation)**

Assignments (VI.A)	Notes
<ol style="list-style-type: none"><li>1. Several short essays (two pages) on topics such as Detail 11 and Detail 22.</li><li>2. One research paper (several pages with bibliography) on such topics as Sub-topic K or Sub-topic ...</li><li>3. Weekly laboratory assignments on topics such as Detail 11 and Detail 12.</li></ol>	One or two examples of e of assignments are require
Evaluation (VI.B)	Notes
<ol style="list-style-type: none"><li>1. Weekly quizzes on topics such as: Detail 11 and Detail 12.</li><li>2. Midterm examination on topics such as: Sub-topic L or ...</li><li>3. Written final examination on topics such as Major topic ...</li></ol>	One or two examples of e of assignments are require

The assignments and evaluation section must show the level at which the student will work and the level of proficiency expected. These serve as examples from which all other assignments and evaluation can be derived. The above states that the short essays are at the detail level, not the sub-topic or major topic levels. The research paper is at the sub-topic level, not at the major or detail topic levels.

**2.7 Course outline template** (Curriculum Handbook Rev 3.23.doc, December 8, 2004)

The following is the template for a course outline. Review Sections 2.8 and 2.9 of the handbook before proceeding. In Figure 2 handbook page references are enclosed in brackets.

Figure 2 Course Outline Template

<b>City College of San Francisco Course Outline of Record</b>	
<b>I. GENERAL DESCRIPTION</b>	
A. Date of Approval	(month, year) [pg. 24]
1.(,2.) Revision Date(s)	(month, day, year)
B. Department	(department full name) [pg. 24]
C. Course Number	(dept. id number and or letter) [pg.24]
D. Course Title	(catalog title) [pg. 26]
E. Course Outline Preparer	(faculty member(s)) [pg. 26]
F. Department Chairperson	(signature) [pg. 26]
G. Dean	(signature) [pg. 27]
<b>II. COURSE SPECIFICS</b>	
A. Hour(s)	(contact hours (by category)) [pg. 29]
B. Unit(s)	"# unit(s)" or "Noncredit" [pg. 29]
C. Prerequisite(s)	(list) or "None" [pg. 31]
Corequisite(s)	(list) or "None"
Advisor(y/ies)	(list) or "None"
D. Course Justification	(narrative) [pg. 32]
E. Field Trip(s)	"Yes" or "No" [pg. 33]
F. Method of Grading	(Category(ies)) [pg. 33]
G. Repeatability	"0", "1", "2", "3", (for credit) or "As needed" for noncredit [pg. 34]
<b>III. CATALOG DESCRIPTION</b> [pg. 38] (narrative)	
<b>IV. MAJOR LEARNING OUTCOMES</b> [pg. 40] Upon completion of this course a student will be able to:	
A. (outcome)	
B. ...	
<b>V. CONTENT</b> [pg. 45]	
A. (major topic)	
1. (subtopic)	
a. (support detail)	
b. ...	
2. ...	
B. ...	
<b>VI. INSTRUCTIONAL METHODOLOGY</b> [pg. 48]	
A. Assignments (must delineate between in-class and out-of-class, as appropriate)[pg. 49]	
1. ...	
2. ...	
B. Evaluation [pg. 51]	
1. ...	
2. ...	
C. Textbooks and other instructional materials [pg. 53]	
1. ...	
2. ...	
<b>VII. Title 5 CLASSIFICATION</b> [pg. 53] (classification)	
CCSF department course number course name, month year, Page m of n	

---

## 2.8 Outline style guidelines

Please use the following general formatting guidelines when creating a course outline.

### Faces and emphasis

Use a serif typeface (e.g. Times Roman) for body text. Optionally, use a san-serif typeface for caption text. All text is to be size 12 point. Do not use any form of emphasis (bold, italics, underlining, etc.)

### First page header

Please use the following header for the first page of the course outline. Do not put a header on the remaining pages.

**Figure 3 Course Outline Page Header**

City College of San Francisco Course Outline of Record
---

### Page(s) footer

Each page is to have a footer line in the following form:

**Figure 4 Course Outline Page Footer (format)**

CCSF, department, course number course name, month year, Page m of n
--

Left align the footer on all pages. The “department course number” might be “ENG 1A” or “PE 50A”. The date can be a month and year or month, day and year. The “m” in “Page m of n” is the page number and the “n” is the total number of pages.

**Figure 5 Course Outline Page Footer (example)**

CCSF, Business, MABS 391 Complete Word Processing – Word for Windows, November 2000, Page 1
---

## 2.9 Outline preparation (Guidelines)

### General description (Section I)

The form of the general description section is:

Figure 6 Format of the General Description Section (I)

<b>I. GENERAL DESCRIPTION</b>		
<b>A. Date of Approval</b>		(month year)
1.(2.) Revision Date(s)		(month day year)
<b>B. Department</b>		(department full name)
<b>C. Course Number</b>		(dept id number and or letter)
<b>D. Course Title</b>		(catalog title)
<b>E. Course Outline Preparer</b>		(faculty member(s))
<b>F. Department Chairperson</b>		(signature)
<b>G. Dean</b>		(signature)

**A. Date of Approval.** Enter the month name and year of the proposal.

Figure 7 Example of Proposal Date of Approval (I.A)

A. Date of <u>Approval</u>	April 2002
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**A.1.,2(etc.). Revision Date(s).** Enter the month, date, and year of the partial revision. Revision dates apply to revisions where only parts of the outline are open to discussion by the Curriculum Committee. If the entire outline is on the table, the outline gets a new Date of Approval, and any Revision Dates are deleted.

As of Spring 2002, the Office of Instruction retains previous copies of course outlines on file (paper and scanned) so that a history of revisions is available.

**B. Department.** Give the full name of the department. Do not use abbreviations.

Figure 8 Examples of Department Names (I.B)

B. Department.	Chemistry
B. Department.	English
B. Department.	Broadcast Electronic Media Arts

**C. Course number.** A course number is a combination of a discipline or sub-discipline identifier and a number and/or number-letter combination. Please give due consideration to the creation of course numbers.

Discipline identifiers are composed of upper case letter characters and an optional, single space character. The maximum number of characters in a discipline identifier, including a space character if used, is four.

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**Credit.** The numeric part of a credit course number is a number in the range 1 through 799.

**Noncredit.** Numbers for noncredit courses are four-digit numbers. Numbers for credit classes may be composed of, a one to three digit number and may have a prefix or suffix of one or two letter characters, or a single letter.

Figure 9 Examples of Course Numbers (I.C)

C. Course Number.	HIST 1
C. Course Number.	P SC 11
C. Course Number.	ENGL S
C. Course Number.	MATH RS1
C. Course Number.	HLTH 5039

Course numbers are forever associated with a specified catalog description, set of learning outcomes, and content. Over time, minor changes may be made to these components of a course. Substantial changes to the catalog description, learning outcomes or content of a course may require that the course be proposed as a “new” course — *with a different course number*.

An existing course number cannot be used for a new course. There is no time limitation to this rule. Please be careful when choosing a course number for a new course to be sure that the course number has not already been used.

**D. Course title.** Specify a descriptive title for the course. Avoid the use of ambiguous abbreviations.

Figure 10 Examples of Course Titles (I.D)

D. Course Title.	General College Chemistry
D. Course Title.	Reading & Composition

Please note – the official course title (on the course outline and in the College Catalog) has no length limitation. However, the semester Schedule of Classes (“time schedule”) course title is limited to 30 characters including space characters and is entered on the Course Inventory proposal submission form (Form 1).

**E. Course outline preparer.** Please list the names of all faculty members involved in the preparation of the course outline. Place the name of any principal preparer at the beginning of the list.

Figure 11 Examples of Outline Preparer (I.E)

E. Course Outline Preparer.	John Booher
E. Course Outline Preparer.	George B. Shaw

Only the names of faculty members from the specified department (I.B) may be listed as preparers.

**F. Department chairperson Signature.** Two copies of the approved proposal must have the department chairperson’s original signature.

Figure 12 Form of Chairperson Signature (I.F)

F. Chairperson.	<i>Signature</i>
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**G. Dean signature.** The same two copies of the approved proposal must have the school or area dean's original signature.

**Figure 13 Form of Dean Signature (I.G)**

G. Dean.	<i>Signature</i>
----------	------------------

**Section I example.** The following figure is an example of a course description section.

**Figure 14 Example Course Description Section (New course, I)**

<b>I. GENERAL DESCRIPTION</b>	
<b>A. Dates</b>	<b>March 2002</b>
<b>B. Department</b>	<b>Biology</b>
<b>C. Course Number</b>	<b>BIO 101A</b>
<b>D. Course Title</b>	<b>General Biology</b>
<b>E. Course Outline Preparer</b>	<b>Cherie Wetzel</b>
<b>F. Department Chairperson</b>	<b>(signature)</b>
<b>G. Dean</b>	<b>(signature)</b>

**Course specifics (Section II)**

All eight items (A through H) of the course specifics section must be present, regardless of applicability.

**Figure 15 Format of the Course Specifics Section (II)**

<b>II. COURSE SPECIFICS</b>	
<b>A. Hour(s)</b>	<b>(contact hours (by category))</b>
<b>B. Unit(s)</b>	<b>“# unit(s)” or “Noncredit”</b>
<b>C. Prerequisite(s)</b>	<b>(list) or “None”</b>
<b>Corequisite(s)</b>	<b>(list) or “None”</b>
<b>Advisor(y/ies)</b>	<b>(list) or “None”</b>
<b>D. Course Justification</b>	<b>(narrative)</b>
<b>E. Field Trip(s)</b>	<b>“Yes” or “No”</b>
<b>F. Method of Grading</b>	<b>(Category(ies))</b>
<b>G. Repeatability</b>	<b>0”, “1”, “2”, “3” or “As needed”</b>

**A. Hours (credit courses).** Hours are the number of hours *per week* spent in lecture, laboratory, conference, or work-experience. For credit, degree-applicable classes, Title 5 specifies the hours to units ratio. The following table lists the three possible categories.

**Table 15 Hours to One (1) Unit Ratio**

Hour Category	Description
Lecture	One hour in lecture per week and two hours in out-of-class-study per week for 16 weeks is one unit.
Conference	One hour in conference per week and two hours in out-of-class-study per week for 16 weeks is one unit.
Laboratory	Three hours in laboratory per week for 16 weeks is one unit.
Work-experience	Five hours of work-experience per week for 16 weeks is one unit.

Note that the number of hours specified above are the *minimum* number of hours. It is possible to specify a higher hours (e.g. 17.5 weeks) to units value. Instructor hours are not specified on the course outline.

**Figure 16 Examples of Hours Specifications (credit courses, II.A)**

A. Hours	3 Lecture
A. Hours	3 Lecture, 1 conference
A. Hours	3 Lecture, 3 laboratory
A. Hours	3 Lecture, 1 onference, 3 laboratory
A. Hours	3 Laboratory
A. Hours	10 Work-experience

Credit hours must be specified by category: “lecture”, “conference”, “laboratory”, or “work-experience.” At City College of San Francisco, in a three unit lecture class scheduled for 17.5 weeks, a student is expected to spend 52.5 ( $3 \times 17.5$ ) hours in lecture and 105 ( $6 \times 17.5$ ) hours in study for a semester total of 157.5 ( $52.5 + 105$ ) hours.

**Hours (noncredit courses).** For noncredit courses specify the total number of hours the course meets. This specification is independent of how the class is scheduled.

**Figure 17 Examples of Hours Specifications (noncredit courses, II.A)**

A. Hours	180 Hours
G. Hours	8 Hours

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**B. Units.** Specify “1 Unit” or “# Units” or “Noncredit.” Contact the Dean of Curriculum before planning a course with fractional units or variable units.

**Figure 18 Examples of Units Specifications (II.B)**

B. Units	1 Unit
B. Units	3 Units
B. Units	Noncredit
B. Units	0.5, 1, 2 Units

Please see Table 15 Hours to One (1) Unit Ratio on page 29 to determine the appropriate unit load.

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**C. Prerequisites.** List all prerequisites, corequisites, and/or advisories. See Section 7. Preparation of Prerequisites, Corequisites, and Advisories beginning on page 81.

Contact the Dean of Curriculum or the Dean of Matriculation before specifying any constraints on course enrollment beyond the basic forms shown below. Refer to the College Catalog to research various options. There are constraints on the limiting of eligibility for enrollment.

**Figure 19 Examples of Prerequisites, Corequisites and Advisories Specifications (II.C)**

C. Prerequisite	ENGL 1A
Corequisite	none
Advisory	none
C. Prerequisites	MATH 860 or placement in MATH 90
Corequisite	none
Advisory	none
C. Prerequisites	Eligible for ENGL 96 and MATH 860
Corequisite	PHTC 102
Advisory	none
C. Prerequisite	none
Corequisite	none
Advisory	Eligible for ENGL 90 or ESL 72

Note: "Consent of instructor." Cannot be specified in section II.C.

The Curriculum Committee approves all prerequisites, corequisites, and advisories as Committee action items *separate* from approvals of courses and programs.

**D. Course justification.** The course rationale is a statement of the purpose or justification of a course. It answers the question: “why is this course being proposed?” or “why do we have this course?” The course rationale serves a different purpose and a different audience (articulation officers, administrators, faculty). The course *catalog* description audience is students (see Catalog description (Section III) on page 38).

**Figure 20 Examples of Course Descriptions (II.D)**

D. Course Justification	This course meets the AA degree requirements and CSU-GE and IGETC requirements in quantitative reasoning. This Liberal Arts Math course provides a way for the general transfer student to meet these requirements without taking those courses designed to meet major preparation requirements in science and engineering (Pre-calculus and Calculus) or in biological, business, or social sciences (Bio/Bus/SS Calculus and Statistics).
D. Course Justification	This is a transferable introductory science class that combines physical, biological, chemical, and geological sciences into an overview of how the oceans work. It fulfills the basic science requirement for CCSF graduation.
D. Course Justification	This course in Art History grew out of increasing student demand for more on this subject than was currently being covered in the popular Western Art History course.
D. Course Justification	This course reflects a new requirement in hazardous materials technology now required for certification in fire science.
D. Course Justification	this course meets the basic requirements for transfer to UC and CSU.

The following are examples of categories of course justifications. Any justification requires some elaboration.

- Required for transfer.
- New developments in a field.
- Evidence of employer demand (vocational).
- Other unique criteria (e.g. matriculation).
- Departmental/instructor interest.

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**E. Field trips.** Specify “Yes” or “No.” Do not add any other information.

**Figure 21 Examples of Field Trips Specification (II.E)**

E. Field Trips	Yes
E. Field Trips	No

**F. Method of grading.** Specify one of the following for credit courses:

**Figure 22 Examples of Methods of Grading (credit courses, II.F)**

F. Method of Grading	Letter
F. Method of Grading	Credit/No credit
F. Method of Grading	Letter, Credit/No credit

or specify one of the following for noncredit courses:

**Figure 23 Examples of Methods of Grading (noncredit courses, II.F)**

F. Method of Grading	A, B, C, No credit
F. Method of Grading	Credit/No credit
F. Method of Grading	No grade

**G. Repeatability.** The concept or attribute of repeatability applies only to credit courses. Repeatability and repetition are two distinctly separate concepts.

**Table 16 Credit Classes Repeatability and Repetition**

Concept	Description
Repeatability	<ol style="list-style-type: none"> <li>1. Repeatability is an attribute or characteristic of a course, it is requested by the department, and is subject to approval by the Curriculum Committee.</li> <li>2. In general: courses that have established content have repeatability of 0 (zero). This applies to most credit classes.</li> <li>3. Some of the following types of courses can have repeatability specifications of 1, 2, or 3:               <ol style="list-style-type: none"> <li>a. Courses with variable content</li> <li>b. Courses that build on experience or physical skills</li> <li>c. Courses in the performing or visual arts</li> </ol> </li> </ol>
Repetition	<ol style="list-style-type: none"> <li>1. Repetition is not an attribute of a course.</li> <li>2. A student may initiate repetition.</li> <li>3. The most common circumstance allowing a student to repeat a class is his or her having received a substandard grade. There are several other circumstances.</li> <li>4. A course that has a repeatability specification of “0” can be taken again in accordance with repetition regulations.</li> </ol>

**For additional information, please read the sections on “Repetition of Credit Courses” and “Course Repeatability” in the “Academic Policies and Procedures” sections of the College Catalog or contact the Dean of Curriculum, or refer to Title 5.**

**Credit.** For credit classes, specify: “0”, “1”, “2” or “3.” In the College Catalog, repeatability is specified in terms of the maximum number of units a student can earn (e.g. “Repeat: max. 9 units”).

Specifying a repeatability factor of “0” means the course can be taken once. Specifying a repeatability factor of “1” means the course can be taken twice. The maximum number of times a course can be taken is four times (repeatability 3). The number of times a course can be repeated can be limited by specification of a maximum number of units allowed. Such a specification is part of the catalog description.

**Figure 24 Examples of Credit course Repeatability Specifications (II.G)**

G. Repeatability	0
G. Repeatability	1
G. Repeatability	2
G. Repeatability	3

**Noncredit.** Noncredit class are repeated “as needed.”

**Figure 25 Examples of Noncredit course Repeatability Specification (II.G)**

G. Repeatability	As needed.
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**H. Mode.** (This item has been removed from the outline ( Rev. 3.22, 02/26/03).

**Section II Examples.** The following figure shows examples of two complete course specifics sections.

**Figure 26 Example Course Specifics Sections (credit and noncredit, II)**

<b>II. COURSE SPECIFICS</b>		
<b>A. Hour(s)</b>		<b>3 Hours lecture, 1 hour conference</b>
<b>B. Unit(s)</b>		<b>3 Units</b>
<b>C. Prerequisite(s)</b>		<b>ENGL 1A</b>
<b>Corequisites</b>		<b>None</b>
<b>Advisory</b>		<b>None</b>
<b>D. Course Justification</b>		<b>This course meets the transfer requirements for CSU and UC.</b>
<b>E. Field Trip(s)</b>		<b>No</b>
<b>F. Method of Grading</b>		<b>Letter, Credit/No credit</b>
<b>G. Repeatability</b>		<b>0</b>
<b>II. COURSE SPECIFICS</b>		
<b>A. Hour(s)</b>		<b>180 Hours</b>
<b>B. Unit(s)</b>		<b>Noncredit</b>
<b>C. Prerequisite(s)</b>		<b>None</b>
<b>Corequisites</b>		<b>None</b>
<b>Advisory</b>		<b>None</b>
<b>D. Course Justification</b>		<b>This course prepares students for work as trainee operators.</b>
<b>E. Field Trip(s)</b>		<b>No</b>
<b>F. Method of Grading</b>		<b>A, B, C, No Credit</b>
<b>G. Repeatability</b>		<b>As needed</b>

In the following example there are at least nine errors in style and content.

**Figure 27 Example Course Specifics Section with Errors**

<b>II. COURSE SPECIFICS</b>		
<b>A. Title: New Models</b>		
<b>B. Hour(s): 3 Hours</b>		
<b>C. Unit(s): 3 Units</b>		
<b>D. Prerequisite(s): None</b>		
<b>E. Course Description: See catalog description</b>		
<b>F. Method of Grading: Graded</b>		
<b>G. Repeatability: N/A</b>		

Figure 28 Comments on Course Specifics Section with Errors Noted

**1. COURSE SPECIFICS**

**A. Title:** New Models [*title belongs in Section I, not Section II*]

*[reformat into columns]*

- |                                 |  |
|---------------------------------|--|
| <b>A. Hour(s):</b>              | <b>3 lecture</b> [ <i>what type of hours, lecture, laboratory?</i> ] |
| <b>B. Unit(s):</b>              | <b>3</b> [ <i>“units” not needed</i> ]                               |
| <b>C. Prerequisite(s)</b>       | <b>None</b>  |
| <b>Corequisites:</b>            | <b>None</b> [ <i>required item not specified</i> ]                   |
| <b>Advisories:</b>              | <b>None</b> [ <i>required item not specified</i> ]                   |
| <b>D. Course Justification:</b> | <b>[rationale required]</b>  |
| <b>E. Field trips:</b>          | <b>None</b> [ <i>required item not specified</i> ]                   |
| <b>F. Method of Grading:</b>    | <b>Graded</b> [ <i>not an acceptable category</i> ]                  |
| <b>G. Repeatability:</b>        | <b>N/A</b> [ <i>0 or none must be specified</i> ]                    |

**Catalog description (Section III)**

The catalog description is a brief description of the course and can be as simple as list of major course topics. Identify critical or key content areas. Identify the course target audience.

**Wording.** Information about teaching methods and procedures not directly related to course content should not be included in a catalog description. Avoid using words and phrases such as “This course...”, “Introduction to ...”, “How to ...”, or “Survey of ... .” Avoid being too specific: say “students will write several essays” rather than “students will write eight essays.” Do not make promises or guarantees. It is good idea to specify the audience but do not market or sell the course.

Complete sentences are preferred, however simple lists will suffice.

**Figure 29 Examples of Catalog Descriptions (III)**

Asian Studies	Earth Sciences
Description and analysis of the Chinese American community from a sociological point of view. The historical background, family and district organizations, power structure, immigrants, cultural pattern and conflicts, and the socioeconomic problems of the Chinese American community. CSU/UC	The ocean environment. Physical, chemical, biological, geological, and ecological aspects of the oceans, including the origin and extent of the oceans; nature of ocean basins and crust; causes and effects of currents, waves, tides; biogeochemical cycles; plant and animal life in the sea; marine ecology.
English	English as a Second Language
The second half of University-Parallel Reading and Composition: further instruction in expository writing in conjunction with the reading of literature. CSU/UC/CAN	Intensive practice in and review of basic grammatical structures and forms, both in sentences and in short narrative and descriptive passages and paraphrases. Practice in reading short passages that serve as models for writing as well as reading with emphasis on contextual prediction, vocabulary expansion, and comprehension.
Mathematics	Physical Education and Dance
Fundamental operations on integers, rational numbers, polynomials, and algebraic expressions; linear and quadratic equations; linear inequalities; integer exponents and square roots; graphing; systems of equations; and applications.	Lectures, readings, films and discussions on theory and development of dance from its evolution in anthropological sources to 20 <sup>th</sup> century contemporary dance. The historical basis of dance and the history of classical ballet, American/European modern dance, African-Haitian dance, and the American idioms of tap and jazz. CSU/UC
Apprenticeship	Computer Science
Instruction in the preparation of pastries, needed equipment, use of equipment, tools of the trade, sanitation, merchandising the product, management principles, supervision of the pastry facility, and historical background pertinent to the trade.	Analysis and design of computer algorithms and the underlying data structures using an object-oriented approach. Analysis in the timing and efficiency of algorithms. Study of lists, stacks, queues, trees, searching, sorting, and recursion. Introduction to graphs, tables, hashing, and direct access files. Further study of abstract data types. CSU/UC/CAN
Photography	Humanities
Development and execution of short, single-camera-style projects focusing on the skills of directing and editing.	Examination of the creative process by studying the history of women in the arts from pottery, ritual chants, and storytelling to painting, sculpture, jazz, novels, and performance art. Recognized “greats” as well as anonymous women of diverse cultural and ethnic backgrounds. Films, tapes, slides, and a field trip to complement class lectures and discussions. CSU/UC

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Business	Journeyperson
Focuses on delivering technical information that is logically organized, clearly and concisely expressed, and suited to the reader's needs. Emphasis on planning appropriately; organizing materials; creating sentences which are clear and concise; choosing layout for maximum effectiveness and readability; proofreading and editing effectively.	Provides basic knowledge and skills in the preparation of facility emergency plans; fire prevention and protection; life safety systems; evacuation and relocation procedures; earthquake preparedness; management of various emergencies and coordinating with emergency responders. CSU

The catalog description is directed at students. The *course* description (Outline Section II. D, see page 24) is directed at readers of the outline (peers, colleagues).

**Length.** A catalog description must be reduced to as few words as needed. The average catalog description is about 40 words. Catalog descriptions longer than 40 words may be subject to editing during the approval process.

**Objectives Major Learning Outcomes (Section IV)**

Please review the discussion on Integration on page 18 before composing learning outcomes.

~~Objectives~~ Major Learning Outcomes describe the goals and ~~outcomes~~ objectives of a course. ~~Objectives~~ Learning outcomes are a list of descriptions of behavioral attributes that a student will acquire as a result of completing a class with a passing grade. There are three basic forms of ~~objectives-learning outcomes~~

1. ~~Major objectives.~~ **Topical Outcomes.** ~~Objectives Learning outcomes~~ that ~~describe outcomes for~~ relate to major topics of a course. ~~This is~~ These are the most common form of ~~objective learning outcomes.~~
2. ~~Global objectives.~~ **learning outcomes.** ~~Objectives Learning outcomes~~ that link together major topics of a course.
3. ~~Specific objectives.~~ **learning outcomes.** ~~Objectives Learning outcomes~~ that highlight a particularly important component of a course.

**Header.** The form of the ~~Objectives Major Learning Outcomes~~ section is:

**Figure 30 Format of the ~~Objectives-Major Learning Outcomes~~ Section (IV)**

<p>IV. <del>OBJECTIVES-MAJOR LEARNING OUTCOMES</del></p> <p>Upon completion of this course a student will be able to:</p> <p>A. Analyze ...</p> <p>B. Define ...</p> <p>C. ...</p> <p>...</p>
---

**~~Objectives/Major Learning Outcomes.~~** List the desired outcomes in behavioral or performance terms, (i.e., what a successful learner is able to do upon completion of the course). While instructors may vary in their approach to course material, the department as a whole should specify abilities or competencies expected of all students in the course. Include the theories, principles, and concepts of the subject matter. Use skills and applications to reinforce and develop concepts.

**Format.** Begin each ~~objective outcome~~ with an action verb from the tables below. Describe what the learner will do when demonstrating achievement of that ~~objective outcome~~ upon completion of the course. Enumerate (letter) each ~~objective-outcome~~. The following are sample course ~~objectives outcomes~~ taken from a variety of disciplines:

**Figure 31 Example Course ~~Objectives Major Learning Outcomes~~ (IV)**

A. <i>Identify</i> and <i>correct</i> errors in punctuation, grammar, and spelling.
D. <i>Write</i> argumentative essays responding to criticism or opposing arguments.
J. <i>Describe</i> the role of culture in political institutions.
A. <i>Compare</i> and <i>contrast</i> capitalism and other economic systems.
B. <i>Describe</i> the structure and function of prokaryotes and organelles in an eukaryotic c

M. <i>Convert</i> decimal integer and real numbers into binary notation.
C. <i>Summarize</i> the basic principles of the Constitution and the Bill of Rights.
D. <i>Describe</i> fundamental American political values that flow from the Constitution.

Note that the learning outcomes are short declarative sentences.

When creating learning outcomes:

1. Have at least one learning outcomes for each major topic in the Contents outline.
2. Do not have learning outcomes for sub-major or detail level topics of the course (see next).
3. Include learning outcomes for sub-major topics and detail topics only if they are unusually important components of the course.

**Critical thinking.** Degree-applicable courses require demonstrable critical thinking. The incorporation of critical thinking must be evident throughout the course outline, but particularly in the Major Learning Outcomes, Methods of Instruction, and Methods of Evaluation. Table 17 below contains the verbs associated with critical thinking.

It must be clear that students are expected to think critically, are instructed in how to do so, and are held accountable for their performance. Use verbs showing analysis, rather than “understand,” “identify,” or “describe.” Say “explain...” or “compare and contrast... .” The manner in which the Major Learning Outcomes section reflects critical thinking is in the higher cognitive expectations. A useful way to evaluate the cognitive level of a learning outcome is to use Bloom’s taxonomy (Bloom, Benjamin S., TAXONOMY OF EDUCATIONAL OBJECTIVES, HANDBOOK 1: COGNITIVE DOMAIN, New York, David McKay Co. Inc) and other verb tables.

**Rigor.** Credit degree applicable courses must use verbs from Table 17 and may selectively use verbs from Table 18. *Verbs from Table 19 and Table 20 cannot be used for credit courses.*

The following tables contain verbs that are to be used to construct course learning outcomes. The first and second tables are based on Bloom’s Taxonomy. Some verbs may appear in more than one section of a table or in different tables. Verbs in italics appear in more than one category of the Bloom’s Taxonomy.

**Complexity.** In each table the verbs in the higher rows are considered to be of higher complexity and in the lower rows verbs of lesser complexity.

Table 17 Cognitive Verbs (critical thinking)

Cognitive Verbs (Degree applicable, credit courses, critical thinking)			
<b>Evaluation</b> – The ability to make decisions, judge, or make selections based on criteria and rationale. Eval requires synthesis.			
<i>appraise</i> assess choose <i>compare</i> conclude	consider <i>criticize</i> estimate evaluate judge	measure rate revise score	select value weigh
<b>Synthesis</b> – The ability to combine elements to form an original entity. Synthesis requires analysis.			
arrange assemble collect compose construct	create design formulate integrate manage	<i>organize</i> plan predict prepare produce	propose set up <i>solve</i> <i>summarize</i> synthesize
<b>Analysis</b> – The ability to separate a whole into its parts until the relationships between elements are clear. ability to perform analysis requires the ability to apply information.			
analyze <i>appraise</i> <i>calculate</i> categorize <i>classify</i> <i>compare</i> contrast	<i>criticize</i> debate deduce <i>describe</i> diagram differentiate	discriminate <i>distinguish</i> examine experiment inspect <i>interpret</i>	inventory question relate <i>solve</i> test <i>translate</i>

Verbs in the following tables may not, and in some instances, do not require critical thinking.

Table 18 Cognitive Verbs

Cognitive Verbs (Nondegree applicable, credit courses, critical thinking)			
<b>Application</b> The ability to use information in a situation different than the original learning context. Comprehension is required.			
apply <i>calculate</i> choose <i>classify</i> <i>demonstrate</i> dramatize	employ <i>generalize</i> illustrate <i>interpret</i> operate	<i>organize</i> practice reconstruct schedule shop	sketch <i>solve</i> transfer translate use
<b>Comprehension</b> – The ability to interpret, translate, summarize or paraphrase given information. Knowledge required.			
change comment <i>demonstrate</i> <i>describe</i> discuss explain	express <i>generalize</i> give example identify illustrate infer	<i>interpret</i> locate rearrange recognize report restate	review <i>summarize</i> tell transform <i>translate</i>
<b>Knowledge</b> – The ability to recognize and recall facts and specifics.			
define <i>distinguish</i> identify inquire label	list match memorize name	recall recognize record	relate repeat select underline



**Noncredit and community service.** The following tables, Affective Verbs and Psychomotor Verbs, are not part of Bloom’s Taxonomy and are not to be used for credit courses. These verbs are for use with noncredit and community service courses only.

Noncredit and community service course may use verbs from Bloom’s Taxonomy (Table 17 and Table 18) as desired.

**Table 19 Affective Verbs**

Affective Verbs (noncredit and community service)			
<b>Characterization</b> – Ability to act consistently in accordance with values the student has internalized.			
Internalize			
<b>Organizing</b> – Ability to conceptualize values in abstract or symbolic terms. Ability to organize a value system.			
codify discriminate display	favor judge order	organize relate	systematize weigh
<b>Valuing</b> – Ability to accept a value as a belief, to indicate a preference for a value, to make a commitment.			
balance believe defend	devote examine	prefer pursue	seek value
<b>Responding</b> – Ability to react to a suggestion, ability to respond and achieve satisfaction in response.			
behave complete comply	cooperate enjoy examine	obey observe	respond tolerate
<b>Receiving</b> – Ability to focus on subject matter concepts.			
accept attend	develops realize	receive	recognize

**Table 20 Psychomotor Verbs**

Psychomotor Verbs (noncredit and community service)			
<b>Origination</b> – Ability to create new physical objects.			
construct	create	design	produce
<b>Adaptation</b> – Ability to modify physical objects..			
adapt build	change	develop	supply
<b>Complex overt response</b> – Ability to perform a physical activity with a high degree of skill.			
calibrate	coordinate	maintain	operate
<b>Mechanism</b> – Ability to operate on physical objects.			
adjust build	illustrate indicate	manipulate mix	set up
<b>Guided response</b> – Ability to react to changes in physical objects.			
copy demonstrate	determine discover	duplicate imitate	inject repeat
<b>Set</b> – Ability to change physical objects.			
adjust locate	physically place	position	prepare
<b>Perception</b> – Ability to react appropriately to the physical world.			
distinguish hear recognize	relate see	sense smell	taste touch

## Contents (Section V)

Please review the discussion on Integration on page 18 before creating a contents section.

**Outline format.** The format used for the course content section is universally that of an outline. The content is a structured list. Wording of content may include the perspective from which the topics are taught, such as “*historical* development of the periodic table.” of The topics are typically, but not necessarily, arranged chronologically with major and minor headings.

**Scope.** The outline is detailed enough to fully convey the topics covered but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. Compile a complete list of all topics taught in the course, major topics, sub-topics, and supporting detail. Arranging the list by topic with sub-headings; one page is not enough.

**Requirements.** Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline.

**Level of detail.** A one unit course might have one or one and a half pages of content outline. A two or more units course may require two or more pages of content outline.

**Format.** Please use the following outline format. If your content has more than 26 major topics, you may switch to numerical enumeration.

Figure 32 Format of the Contents Section (V)

V. CONTENTS
A. Major topic
1. Sub-topic
a. Detail / support
b. Detail / support
c. ...
2. Sub-topic
a. Detail / support
b. ...
3. ...
B. Major topic
1. Sub-topic
a. ...
C. ...

**Organization.** Although content outlines are often done in chronological form, this is not required. Another common organizational form is topic-subject list order. The content outline is not a lesson plan. The following are examples of excerpts of content outlines:

Figure 33 Examples of Content Outlines (excerpts)

English	Earth Sciences
<p>...</p> <p>B. Elementary elements of creative nonfiction</p> <ol style="list-style-type: none"> <li>1. Researching nonfiction subjects               <ol style="list-style-type: none"> <li>a. Methods for developing original ideas</li> <li>b. Methods of research using observation</li> <li>c. Methods of research using interview</li> </ol> </li> <li>2. Character               <ol style="list-style-type: none"> <li>a. Developing real people as characters</li> <li>b. Analysis of nonfiction characters in masterworks</li> </ol> </li> <li>3. Point of view</li> </ol> <p>...</p>	<p>...</p> <p>C. Plate tectonics</p> <ol style="list-style-type: none"> <li>1. Boundaries and related features               <ol style="list-style-type: none"> <li>a. Convergent</li> <li>b. Divergent</li> <li>c. Transform</li> </ol> </li> <li>2. Ocean basins and their relationship to Plate Tectonics               <ol style="list-style-type: none"> <li>a. Trenches, volcanic arcs, and subduction zones</li> <li>b. Oceanic Ridges and seafloor spreading</li> <li>c. Fracture zones</li> </ol> </li> </ol> <p>D. Ocean sediments</p> <ol style="list-style-type: none"> <li>1. Origin               <ol style="list-style-type: none"> <li>a. Terrigenous</li> <li>b. Biogenous</li> <li>c. Hydrogenous</li> <li>d. Cosmogenous</li> </ol> </li> <li>2. Distribution</li> </ol> <p>...</p>
History	P E & Dance
<p>...</p> <p>E. Imigrants and Migranta in an Industrial Society: Work, Family and Ethnic Communities, 1880s-1920s</p> <ol style="list-style-type: none"> <li>1. Industrialization,nationalism, imperialism and mass migration               <ol style="list-style-type: none"> <li>a. U.S. industrialization and the demand for “cheap,” “unskilled” labor</li> <li>b. U.S. colonization of the Phillipines and Puerto Rico</li> <li>c. Japan’s annexation of Korea</li> </ol> </li> <li>2. Motivations and opportunities, or “push-pull” factors for migration to the U.S.</li> </ol> <p>...</p>	<p>A. Introduction</p> <ol style="list-style-type: none"> <li>1. General orientation               <ol style="list-style-type: none"> <li>a. Grading</li> <li>b. Course objectives</li> <li>c. Participation</li> </ol> </li> <li>2. Cardiovascular endurance               <ol style="list-style-type: none"> <li>a. Nature and principals</li> <li>b. Guidelines</li> <li>c. Physical, emotional and psychological benefits</li> </ol> <p>...</p> </li> <li>3. Heart rate</li> </ol> <p>...</p>
Foreign Language	Computer Networking
<p>...</p> <p>B. Chinese characters</p> <ol style="list-style-type: none"> <li>1. Traditional and simplified</li> <li>2. Historical background</li> <li>3. Relationships between styles</li> </ol> <p>C. Basic composition</p> <ol style="list-style-type: none"> <li>1. Sentence structurevocabulary</li> <li>2. Idiom usage</li> </ol> <p>D. Reading comprehension</p> <p>...</p>	<p>...</p> <p>B. Network types</p> <ol style="list-style-type: none"> <li>1. Peer-to-peer</li> <li>2. Server based</li> <li>3. Non-dedicated</li> </ol> <p>C. Resource sharing</p> <ol style="list-style-type: none"> <li>1. Directories</li> <li>2. Files</li> </ol> <p>D. Hubs</p> <ol style="list-style-type: none"> <li>1. Active</li> <li>2. Passive</li> <li>3. Hybrid</li> </ol> <p>...</p>
Health Science	English as a Second Language
<p>...</p> <p>A. Health system components</p> <ol style="list-style-type: none"> <li>1. Financing</li> <li>2. Insurance</li> <li>3. Payment</li> <li>4. Delivery</li> <li>5. Coverage</li> </ol> <p>B. Financing</p> <ol style="list-style-type: none"> <li>1. Public               <ol style="list-style-type: none"> <li>a. History</li> <li>b. Medicare</li> </ol> </li> </ol> <p>...</p>	<p>...</p> <p>C. Grammar / Vocabulary</p> <ol style="list-style-type: none"> <li>1. Terminology               <ol style="list-style-type: none"> <li>a. Parts of speech</li> <li>b. Parts of sentences including punctuation</li> </ol> </li> <li>2. Sentence patterns               <ol style="list-style-type: none"> <li>a. Simple                   <ol style="list-style-type: none"> <li>(1) Statements</li> <li>(2) Questions</li> <li>(3) Commands</li> </ol> </li> </ol> </li> </ol> <p>...</p>

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**Mandated contents.** In courses that have mandated (e.g. certification, etc.), departments are required to revise the course outline each time the mandated content changes.

**Caution.** The instructor (department) is responsible for the content of its courses and the documentation of that content in the course outline of record. Using the contents table from a textbook as the Contents section of a course outline may cause problems with the course and/or the course outline. Selecting a different or revised textbook may cause the course outline to become out of date. As the course outline of record states what the department specifies is to be the contents of a course, instructors are required to cover, at a minimum, the topics listed in the outline.

**Methodology (Section VI)**

Please review the discussion on Integration on page 18 before proceeding.

This section of the course outline is divided into three major sections with each having various possible subsections. This section serves as a guide to how the course is to be conducted, to the work students will perform, evaluation of student's work and learning, and the resources typical to implement the course. The three sections are:

**Figure 34 Format of the Instructional Methodology Section (VI)**

<p>VI. INSTRUCTIONAL METHODOLOGY</p> <ul style="list-style-type: none"><li>A. Assignments (including in-class and out-of-class, as appropriate)<ul style="list-style-type: none"><li>1. ...<ul style="list-style-type: none"><li>a. ...</li></ul></li><li>2. ...</li></ul></li><li>B. Evaluation<ul style="list-style-type: none"><li>1. ...<ul style="list-style-type: none"><li>a. ...</li></ul></li><li>2. ...</li></ul></li><li>C. Texts and Other Materials<ul style="list-style-type: none"><li>1. ...</li></ul></li></ul>
--

<p style="text-align: center;"><b>Special Note – Syllabus</b></p> <p>Descriptions of how a course is conducted: lecture schedules, number of tests, grading criteria and grading system are components of the course syllabus unless such items are mandated by department policy and/or external agencies.</p>
---

Describe methods appropriate to the objectives. If an objective is self-criticism of original work, lecture as a method is not enough. Types or examples of methods of instruction as well as assignments and how they are evaluated are required in sub-sections A and B.

**A. Assignments.** The Assignments and Evaluation sections of the outline shall specify types or provide examples of required reading and writing assignments and distinguishing between in-class and outside-of-class assignments, as appropriate. Figure 35 shows a list of suggested assignment areas. Other additional assignment areas may be appropriate for your course.

**Figure 35 Assignments Section Form (VI.A)**

<p>VI. INSTRUCTIONAL METHODOLOGY</p> <p>A. Assignments</p> <ol style="list-style-type: none"><li>1. Readings<ol style="list-style-type: none"><li>a. ...</li></ol></li><li>2. Writing</li><li>3. Oral reports</li><li>4. In-class work</li><li>5. Out-of-class work</li><li>6. Laboratory</li><li>7. ...</li></ol>
--

List assignments that reflect coverage of all learning outcomes and content. Out-of-class assignments must show independent work. List typical assignments that require outside of class reading and/or writing including demonstration of ability to use symbol systems (logic, math, music) or apply skills and other activities.

Assignments must reflect the department’s minimum expectations for students and serve as a guide for faculty in developing their own syllabi.

**Figure 36 Examples of Assignment Segments (VI.B)**

<p>A. Assignments</p> <ol style="list-style-type: none"><li>1. Papers One 3-page typewritten paper dealing with art from the colonial period to the mid-1850’s, and one 5-8 page typewritten paper dealing with late 19<sup>th</sup> and 20<sup>th</sup> century art will require museum visits working on-site with chosen works of art. Students will identify and describe the visual elements of style and technique; discuss the interrelationship between style and context; distinguish the American visual tradition and compare and contrast these aspects with works from other historic traditions; and interpret the artwork with respect to its symbolic meaning and cultural and historical context.</li><li>2. Short essays ...</li></ol>
--

<p>A. Assignments</p> <ol style="list-style-type: none"> <li>1. Oral and/or written exercises which require students to analyze, transform, contrast, and, in general apply the principles introduced in each lesson. These may include:             <ol style="list-style-type: none"> <li>a. Reading of dialogs,</li> <li>b. Substitution drills</li> <li>c. Question/answer exercises</li> <li>d. Dictation and listening comprehension exercises</li> </ol> </li> <li>2. Composition: Students may be required to demonstrate the knowledge acquired by preparing and delivering brief presentations with written and/or oral components and/or short written compositions.</li> <li>3. ...</li> </ol>
<p>A. Assignments</p> <ol style="list-style-type: none"> <li>1. There will be daily and weekly reading assignments.</li> <li>2. Students will give three class presentations per semester in which they present and explain a current newspaper article about a relevant event or personality.</li> <li>3. Students will submit a six to eight page paper on selected topics. Topics will be selected by the instructor and may include topics such as ethical situations, conflict of interest and professional standards.</li> <li>4. ...</li> </ol>
<p>A. Assignments</p> <ol style="list-style-type: none"> <li>1. Weekly reading assignments and class discussions of course materials.</li> <li>2. Weekly one or two page reading report or quiz on the assigned reading.</li> <li>3. Historical autobiography on a topic related to individual and family history, chosen from topic lists distributed by the instructor.</li> <li>4. Research paper on a selected topic approved by the instructor. Students will submit a written topic proposal, including a brief outline and bibliography.</li> <li>5. ...</li> </ol>
<p>A. Assignments</p> <ol style="list-style-type: none"> <li>1. Written reports on observations of live professional music performances such as a symphony, opera, ballet, chamber music, jazz or world music concert.</li> <li>2. Group discussion questions on relevant class issues such as, “How are these two works different?”, “Describe the spirit, mood and feeling of these two contrasting works.”, “Which of these two works would be more difficult to play and why?” and “What is this music describing?”</li> <li>3. ...</li> </ol>
<p>A. Assignments</p> <ol style="list-style-type: none"> <li>1. Installing and configuring software.</li> <li>2. Creating of user profiles.</li> <li>3. Monitoring of system performance.</li> <li>4. ...</li> </ol>

**Critical thinking.** Degree-applicable courses must include tasks/assignments that require students to think critically and apply concepts taught in the course.

**B. Evaluation** Specify that knowledge of required material constitutes a significant portion of the grade as reflected in assignments and methods of evaluation.

Figure 37 Evaluation Section Form (VI.B)

B. Evaluation
1. Tests and quizzes. Topics may include ...
2. Papers on topics such as ...
3. Projects such as ...
4. Laboratory ...
5. (other evaluation components...)
6. Mid-term examination to include topics such as ...
7. Written final examination on topics such as ...
8. ...

**Examples.** Each evaluation component must include one or two examples of work or test material.

**Evaluating learning outcomes:** Procedures for evaluating student performance must measure the degree to which the student achieves the course learning outcomes stated in the course outline of record. Methods of evaluation must be consistent with the course learning outcomes. For course learning outcomes that involve skills and the “ability to do things” evaluated by observation of performance, state the level of competency required.

**Final examination** Methods of evaluation must include a written final evaluation procedure. For degree-applicable courses, grades must be based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part by means of one of the following:

1. Substantial writing assignments, including essay exam(s), written homework, research paper(s), laboratory or reading report(s) or
2. Computational or non-computational problem solving exercises, including exam(s), laboratory report(s), field work, homework problems or
3. Skills demonstrations, including class performances, field work, performance/proficiency exam(s).

The following shows a well developed test and quiz evaluation component:

Figure 38 Examples of Evaluation Segments (VI.B)

B. Evaluation
1. Quizzes: Questions which assess the student’s knowledge and comprehension of such concepts, theories and data assimilation, the “push-pull” model, 19 <sup>th</sup> Century labor union policies toward Chinese workers, and changes in immigration patterns after 1965.
2. Essay final examination: assess the student’s ability to synthesize course readings. Lectures, and discussions, on such topics as a comparison of employment opportunities and economic strategies among Chinese, Mexicans and Jews during the period 1900-1950, or changes in gender roles and women’s opportunities among European, Chinese and Mexican Americans from 1920 to the present.
3. ...

B. Evaluation 1. Tests and quizzes: Slide identification, multiple choice, and essay exams will test the student on pivotal works of art discussed in the television lessons and illustrated and discussed in the texts by testing the student's ability to recognize works of art, distinguish them for artist, style, and time period, interpret the meaning, and evaluate each work of art within its cultural context. 2. ...
B. Evaluation 1. Listening identification of composer, genre and historic period. 2. Written report reviewing a concert. 3. Written report on a concert review. 4. ...

**Coverage.** One or two such descriptions serve to document the level of rigor required in the course. It is not necessary to describe assignments and evaluation for all components of the outline. However the Methodology section must document coverage of conceptually diverse components of the Major Learning Outcomes.

**Attendance and participation.** Credit courses may use student participation (e.g. class recital and items listed in Figure 36 Examples of Assignment Segments (VI.B)) as evaluation criteria. Class attendance may not be used as an evaluation criterion in credit classes.

**Caution.** The following as shown is unacceptable for Section VI.B.

**Figure 39 Unacceptable Evaluation Section (VI.B)**

B. Evaluation 1. Quizzes 2. Tests 3. Midterm examination 4. Final examination 5. Research paper 6. Final project 7. ...
--

**C. Texts and other materials.** 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 that presents the fundamental theories and practices of the subject. Include textbooks (with dates of publication) and other instructional material. Texts and instructional materials should be completely referenced: author, title, publisher, city, and date. Text changes can occur annually in some courses. Please take the time to update texts in the file copy of the course outline of record.

The following figure show possible topics for section VI.C. Some topics may not be relevant and relevant topics not shown may be added.

**Figure 40 Texts and Other Materials Section Form (VI.C)**

<p>C. Texts and Other Materials</p> <ol style="list-style-type: none"><li>1. Textbooks<ol style="list-style-type: none"><li>a. <i>(citation(s))</i></li><li>b. ...</li></ol></li><li>2. Instructor developed materials<ol style="list-style-type: none"><li>a. ...</li></ol></li><li>3. Library resources<ol style="list-style-type: none"><li>a. Reference</li><li>b. Periodicals</li><li>c. ...</li></ol></li><li>4. Computer resources<ol style="list-style-type: none"><li>a. Application software</li><li>b. Email</li><li>c. Browser</li><li>d. Chat room</li><li>e. News groups (threaded discussion)</li><li>f. ...</li></ol></li><li>5. Laboratory resources</li><li>6. Media resources<ol style="list-style-type: none"><li>a. Audio</li><li>b. Video</li><li>c. ...</li></ol></li><li>7. ...</li></ol>
---

Specify text and references or list texts and references that the department has evaluated and determined to be representative of the kinds of college level materials appropriate for the course. When necessary, indicate the basis for assessment (i.e., primary source, standard text, readability analysis). Cite the course text using the standard professional format for the topic discipline or the following generic format. For example:

**Figure 41 Textbook Reference Format**

Author(s), Title, Publisher, City, Date
---

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List supporting references using the format cited above. Arrange multiple listings in alphabetical order citing the author's last name first. Where possible, references and texts should reflect currency in discipline, gender, and global and multicultural perspectives.

**Figure 42 Example Texts and other Materials**

Davis, Barbara, *Tools For Teaching*, Jossey-Bass, San Francisco, 1993

Jeanette D. Bragger And Donald B. Rice, *Allons-Y! Le francais par étapes, 5<sup>th</sup> ed.*  
Boston: Heinle and Heinle, 2000., (text and workbook).

French 1a covers chapters 1 through 3

**Classification (Section VII)**

There are four possible course classifications:

1. Degree Applicable (credit)
2. Non-degree Applicable (credit)
3. Noncredit
4. Community Service

**Standards and criteria.** Each classification has a set of standards and criteria that the course must meet. These standards and criteria are set by Title 5. A major role of the Curriculum Committee is to certify that a course meets the standards and criteria for its selected classification. The standards and criteria for each of the classifications are as follows:

**Table 21 Title 5 Standards and Criteria**

Degree Applicable - Title 5 Section 55002(a)
The outline shall specify the unit value, scope, objectives, and content in items of a specific body of knowledge, practice or required reading and writing assignments, and other outside-of-class assignments, instructional methods and methods of evaluation for determining whether the stated objectives have been met by students.
The instructional objectives are the same for all students in the course.
Measurement of student performance is in terms of the instructional objectives and results in a formal recorded grade in accordance with Title 5, Section 55750. Grades are permanently recorded and are based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the instructor deems them to be appropriate, problem exercises or skills demonstrated by students.
The course grants units of credit based upon a relationship between the number of units assigned to the course and the number of lecture and or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short term, lab and other courses.
The course treats subject matter with a scope and intensity which requires students to study or practice independently outside of class times consistent with the previous item.
The course requires, when the department recommends and the curriculum committee approves, entrance skills and consequent prerequisites for the course before students are enrolled.
When language or computational skills are approved by the curriculum committee as prerequisites or co-requisites, minimum pre- or co- requisites shall be eligibility for enrollment in degree credit courses in English or mathematics.
For participation, the course requires the ability to think critically and to understand and apply concepts at a level recommended by the department and approved by the curriculum committee as college level.
The course requires learning skill and a vocabulary that the department recommends as appropriate and the curriculum committee approves for a college course.
The course requires that educational materials used be judged to be college level by the department, and approved by the curriculum committee as part of the course outline.
The course allows repeated enrollment only as permitted by provisions of Division 2 (commencing with Section 55761 - 55763, and 58161.
Non-degree Applicable - Title 5 Section 55002(b)
The outline shall specify the unit value, scope, objectives, and content in items of a specific body of knowledge, practice or required reading and writing assignments, and other outside-of-class assignments, instructional methods and methods of evaluation for determining whether the stated objectives have been met by students.
The instructional objectives are the same for all students in the course.
Measurement of student performance is in terms of the instructional objectives and results in a formal recorded grade in accordance with Title 5, Section 55750. Grades are permanently recorded and are based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the instructor deems them to be appropriate, problem exercises or skills demonstrated by students.
The course grants units of credit based upon a relationship between the number of units assigned to the course and the number of lecture and or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short term, lab and other courses.
The course treats subject matter with a scope and intensity which prepares students to study or practice independently outside of class times consistent with the previous item.
The course requires, when the department recommends and the curriculum committee approves, entrance skills and consequent prerequisites for the course before students are enrolled.

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consequent prerequisites for the course before students are enrolled.
The course allows repeated enrollment only as permitted by provisions of Division 2 (commencing with Section 55761 - 55763, and 58161).
<b>Noncredit - Title 5 Section 55002(c)</b>
The outline shall specify the unit value, scope, objectives, content, teaching methods, methods of evaluation, materials, attendance and achievement standards.
Content and objectives must fall into one of nine areas (see Form 4).
<b>Community Service - Title 5 Section 55002(d)</b>
The course is conducted in accordance with a predetermined strategy or plan.
Content designed for physical, mental, moral, economic or civic development content appropriate for enrollees.

**Specification.** In this section of the outline, list only one of the four possible classifications. Check the A.2 Proposal package section on page 86 to see if a Form 5 *Standards and Criteria* is required. Every new course must have a Form 5.

Include *one* of the four lines in Figure 43 as the Section VII classification for the course:

**Figure 43 Title 5 Classifications (one only)**

CREDIT / DEGREE APPLICABLE (meets all standards of Title 5. Section 55002 (a)).
CREDIT / NON-DEGREE APPLICABLE (meets all standards of Title 5. Section 55002 (b)).
NONCREDIT (meets all standards of Title 5. Section 55002 (c)).
COMMUNITY SERVICE (meets all standards of Title 5. Section 55002 (d)).

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**2.10 Honors sections**

When considering offering an honors section of a course please review the Honors Program information in the General Information section of the catalog and contact the honors section coordinator.

Please attach a copy of the following curriculum addendum to each copy of the course outline in the submission package.

**Figure 44 Honors Section Curriculum Addendum**

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**City College of San Francisco**  
**Curriculum Addendum**  
**Honors Course**

**Department:**

**Course No.:**

**Course Title:**

**Preparer/Chair:**

**Phone:**

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

**Please complete the following additional criteria that will augment this course to make an honors course. Please begin each response by restating the issue. Use additional pages as needed.**

- 1. List additional and advanced components, which will be covered in this course.**
  
- 2. List additional measurable instructional objectives that the honors student will be expected to accomplish.**
  
- 3. List reading, writing and special projects required for this course.**
  
- 4. List augmented critical thinking skills the honors student will develop.**

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## 2.11 Technology mediated courses (Distance Education)

City College of San Francisco currently has two primary types of technology mediated courses: Telecourse (television broadcast) and Online (Internet server). Technology mediated courses can use a combination of media and non-media formats (classroom, television, and online).

**Unit value.** Technology mediated classes do not have to meet the 16 hours per unit ratio required of credit classes taught in other modes. To determine the unit value of technology mediated courses via *television*, the following "rule of thumb formula" can be used:

1. Double the hours of viewing. (For example, if there are 12 hours of viewing, it becomes 24 hours.)
2. Double the hours of viewing to account for preparation, conferencing, materials production, reviews, etc. (Again 12 viewing hours equates to 24 hours.)
3. Total the hours spent in orientation, review, and testing when the instructor meets with the class. (For example, an orientation of 2 hours, a midterm review of 1 hour, a midterm exam of 1 hour, a final review of 2 hours, and a final exam of 2 hours total an additional 8 hours.)
4. Add the total in A, B, and C to ascertain the number of hours on which to base course units. (In the examples above, the total would be 56 hours or three units.)

In assigning units, special circumstances inherent in the production of technology mediated courses should always be taken into consideration, and committees should not apply rigid formulas in assigning unit value to courses.

Technology mediated courses that are sections of existing courses carrying the same course number, must be offered for the same unit value as all other sections of the course, even if this means having to develop additional materials in the technology mediated mode.

**Addendum.** Proposals for technology mediated courses must include an addendum which provides the information specified below. Please use the format shown in Figure 45. Please begin each response by restating the question. Use additional pages as needed.

**Approval.** Title 5 requires that each technology mediated course be approved as a Curriculum Committee agenda item.

Figure 45 Technology Mediated Course Informational Addendum

**CITY COLLEGE OF SAN FRANCISCO  
TECHNOLOGY-MEDIATED COURSE PROPOSAL  
Informational & Course Outline Addendum**

**I. GENERAL DESCRIPTION**

- |                             |   |
|-----------------------------|---|
| <b>A. Date</b>              | <i>month, year</i>                      |
| <b>B. Department</b>        | <i>department full name</i>             |
| <b>C. Course Identifier</b> | <i>prefix number</i>                    |
| <b>D. Course Title</b>      | <i>catalog title</i>                    |
| <b>E. Preparer</b>          | <i>name(s)</i>                          |
| <b>F. Chair</b>             | <i>signature</i>                        |
| <b>G. Dean</b>              | <i>signature</i>                        |
| <b>H. Mode</b>              | <i>Television, Online or specify</i>    |
| <b>I. Enrollment Cap</b>    | <i>Lecture cap or 74 for telecourse</i> |

**II. TMI COURSE JUSTIFICATION**

- A. How is this course particularly suited to being offered online?**
- B. How does this course help meet the goals of the:**
  - 1. college**
  - 2. department**
  - 3. program**

**III. INSTRUCTIONAL DELIVERY**

- A. What methods of delivery will be used to offer this course?**
- B. What methods will be used to communicate between instructor and student**
- C. How many hours per week are students expected to use the specified techno**
- D. How will instructor and student contact be maintained, including the frequ**  
**of contact?**

**IV. INSTRUCTIONAL METHODOLOGY (see Curriculum Handbook for guideli**

- A. Assignments**
- B. Evaluations**
- C. Evaluation (test and exam) Protocols**
- D. Textbooks and Instructional Materials**

## 2.12 Proposal (re)submission

**Technical review.** Submit one (final draft) outline to the Curriculum Committee chair two weeks prior to the agenda submission deadline. Please note that technical review is not an approval process. Technical review does not address the merits of the course. Technical review can be done earlier in the outline development process and can be done more than once.

**Agenda submission.** Submit the proposal package (see A.2 Proposal package on page 86) to the Office of Instruction by 3:00 PM, on the Tuesday two weeks prior to the Curriculum Committee meeting date or the date specified on the official Curriculum Committee calendar.

**Resubmission (tabled to time certain).** Unless directed to do otherwise, tabled to time certain proposals will be placed on the agenda of the next scheduled Curriculum Committee meeting. Resubmit two, signed originals and 30 copies of Form 2 or Form 3 and the revised outline. Resubmission is to Curriculum Office.

**Resubmission (approved).** Proposals that have been approved by the Committee with stipulations must be resubmitted within two weeks of the meeting at which the proposal was approved. Resubmit two signed originals of the revised outline. Resubmission is to the Curriculum Committee chair.

## 2.13 Revision of course outlines

The major concern regarding revising a course is that upon revision, the course must still be the same course. A revised course that is no longer the same course must become a new course (with a new course number).

### Revising credit courses

The following table describes the issues associated with revising various items in credit course outlines.

**Table 22 Revision of Credit Course Outlines**

Minor Revisions Permitted	
Major Learning Outcomes Content	Minor revisions in learning outcomes and/or contents are permitted. Removal and/or addition of major learning outcomes and/or content are permitted only within strict guidelines (contact the Curriculum Committee chairperson or the Dean of Curriculum).
Units	Units can be changed to meet the needs of the current learning outcomes and content.  Units can be changed to meet revised methodology.
Hours	Hours can be changed to meet revised methodology.
Course Description	Revisions are permitted as needed.
Catalog Description	Revisions are permitted to modernize and/or clarify the description.
Revisions Permitted	
Course Number	Contact the Dean of Curriculum.
Name	Revision is permitted to modernize and/or clarify the name.
Methodology	Revisions must continue to integrate with the learning outcomes and content of the course.
Prerequisites Corequisites Advisories	Contact the Matriculation Office or the Dean of Curriculum.
Grading Field Trips Repeatability	Contact the Dean of Curriculum.
Classification	Contact the Dean of Curriculum.

Please contact the Dean of Curriculum regarding revisions to noncredit courses.

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### **Renewal of a course outline**

Within the constraints of the above table, course outlines can be brought up-to-date with minor changes, without Committee approval. Please contact the Curriculum Committee chairperson or the Dean of Curriculum.

## **3. Preparation of Awards of Achievement**

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### **3.1 Description**

### **3.2 Regulations**

### **3.3 Options**

### **3.4 Catalog format**



## 4. Preparation of Certificates of Completion

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4.1 Description

4.2 Regulations

4.3 Options

4.4 Catalog format



## 5. Standing Rules of the Curriculum Committee

The following are the standing rules of the Committee:

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### 5.1 Membership and attendance

**Composition.** The Committee shall consist of twenty-seven members.

1. **Faculty.** Eighteen faculty appointed for staggered three-year terms by the Executive Council of the Academic Senate.
2. **Administrators.** Six administrators appointed for staggered three-year terms by the Chancellor or his/her designee.
3. **Students.** Two students appointed for one-year by the Executive Council of the Associated Students.
4. **Classified.** One classified staff person appointed for a two-year term by the SEIU.

**Appointments.** At the final Committee meeting of each academic year, the Committee's main item of business will be to seat new members and to elect a Chairperson for the coming academic year, thus providing necessary continuity and providing for efficient operation of the Committee. To this end:

1. **Faculty.** The Executive Council of the Academic Senate will name its new appointees to the Committee no later than one week prior to the last published business meeting of the Committee (the second to last Committee meeting of the academic year). Faculty members can serve no more than two consecutive terms.

**Representation.** Faculty appointments are proportional and categorical by representative groups:

**Table 23 Faculty Representation Groups**

Group	Membership	Description
A	3	Behavioral Science Social Science Business
B	3	Engineering Mathematics Sciences
C	3	English English as a Second Language Foreign Languages
D	3	Physical Education and Dance Visual Arts Performing Arts
E	3	Professional Occupations
F	2	Student Services Special Programs
G	1	Library Learning Resources

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The Senate maintains a balance of credit and noncredit faculty, of full-time and part-time faculty, always assuring that full-time faculty hold a majority of the seats. The Senate also strives to have appointments that reflect faculty diversity.

**Appointments.** Faculty members who are interested in serving on the Curriculum Committee can contact the Academic Senate office or an executive council member.

2. **Administrators.** The Chancellor will name his/her six appointees, two per year, to the Committee no later than one week prior to the last published business meeting of the Committee. Administrators are appointed for three-year terms. Traditionally, four administrative positions are appointed from the instructional deans with the Dean of Curriculum as a permanent appointment. One administrative appointment is from Student Services. The sixth position is rotated between Instruction and Services.
3. **Students.** As students are appointed by the President of the Associated Students for a one-year term, it shall be the duty of the Committee chairperson to contact the AS President at the beginning of the fall semester to request appointment of students. At the first Committee meeting of the academic year, student members will be seated.
4. **Classified.** The SEIU will name their appointee to the Committee no later than one week prior to the last published business meeting of the Committee. The classified member is appointed for a three-year term.

**Replacement.** If a member cannot complete the term of appointment, the appointing body will appoint a replacement member to complete the original term. Once a member completes a replacement term, said member is eligible for appointment to his or her own term(s).

These procedures will allow the Committee time to invite appointees to its final meeting, a personnel meeting at which seating and orientation of new members will occur and the Chairperson for the next year will be elected.

**Orientation and training.** Parts of Curriculum Committee meetings (executive session) will be devoted to the orientation and training of new members. Review of the basic concepts of course outlines will be covered.

**Mentoring.** The chair will assign a mentor to each new member. The new member and the mentor are to meet before and after the new member's second Curriculum Committee meeting. At the mentor-mentee meeting the following items are to be covered:

1. Basics of reviewing outlines (all sections),
2. Review of the submission forms,
3. Review of several proposals,
4. Review of committee procedures (agenda, discussion, motions, minutes),
5. Review of committee actions.

**Attendance.** Proper and efficient functioning of the Committee depends on regular attendance of the membership. To this end:

In the case of a member who is absent for two consecutive meetings and fails to appear at a third consecutive meeting, the Committee may vote to drop that member from the membership roster and request a new appointee from the appointing body.

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The single exception to this rule is in the case of a faculty member who is awarded a one-semester leave. As long as said one-semester leave is not for the final semester of the faculty member's service on the Committee, the Academic Senate Executive Council has ruled that the faculty member maintains his/her seat on the committee and does not forfeit his/her appointment.

**Chair.** The chairperson is elected by the continuing members of the committee at the last meeting of the academic year. The chairperson of the Curriculum Committee is to be a faculty member of the Committee. The Dean of Curriculum will conduct the election of the chair.

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### 5.2 Proposals

**Submission deadlines.** The deadline for submitting proposals to be placed on a Curriculum Committee meeting agenda is 3:00 PM, Tuesday, two weeks prior to a scheduled Curriculum Committee meeting. The deadline for submitting proposals (one copy) for **technical review** is two weeks prior to the deadline for agenda submission.

**Basic criteria.** In accordance with Title 5 regulations and City College policy, the following basic criteria have been established for new courses:

1. The course shall be part of a recognized discipline,
2. The course shall be properly of a lower division nature,
3. There shall be reasonable prospective class enrollment,
4. There shall be a competent instructor available,
5. There shall be documented department approval.

**Curriculum Committee forms.** All course outlines must be on approved City College of San Francisco Curriculum Committee forms as indicated below and must, in compliance with Title 5, and supply all information requested on those forms. See the section on Proposal Packaging in Appendix A.1 Resources on page 85.

1. All course submissions must include two copies of the pink *Course Inventory* (Form 1).
2. **New courses.** 30 copies of a *Proposal for a New Course or Curriculum* (Form 2) and 30 copies of a course outline must be submitted for all new courses, including:
  - a) permanent courses,
  - b) umbrella/topical courses,
  - c) experimental courses,
  - d) limited courses,
  - e) honors sections,
  - f) technology mediated courses.

In addition to submitting the above to the Curriculum Committee, copies must also be provided to the appropriate deans and department heads.

**Certification** All new course proposals must be accompanied by one copy of the *Standards and Criteria* form (Form 5).

3. **Revisions.** 30 Copies of the *Curriculum Committee Informational Item* (Form 3).

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**Signatures.** All forms and course outlines must have signatures of the department head and the school/area dean as needed.

**Submission and presentation.** All proposals must be submitted in writing to the appropriate department head for his/her review. That department head or his/her designate, has the responsibility of notifying the Committee with regard to placing a proposal on the agenda. Furthermore, the department head or his/her representative, will be present at the appropriate meeting to provide the Committee with any additional information that it may require in order to act.

**Final action.** After a proposal has been made to the Committee and a decision has been reached, the Committee will not reconsider the action during the same academic year.

**Tabling.** A tabled item is not brought up for further discussion under Robert's Rules of Order. However, the Curriculum Committee reserves the right to reschedule a tabled item to a future agenda.

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### 5.3 Curriculum Policy for Community Service Courses

The following are the rules of Committee regarding community service courses:

1. **Authorization to offer.** The Vice Chancellor of Academic Affairs may authorize community service courses to be offered.
2. **Quality of courses.** Community service courses must meet an appropriate standard of excellence.
3. **One-time offering.** Community service courses not intended to be repeated need only be presented to the Curriculum Committee.
4. **Occasional offering.** For community service courses intended to be offered on an occasional basis, an outline must be on file with the Curriculum Committee.
5. **Regular offering.** Community service courses intended to be offered on a regular basis must come before the Curriculum Committee for full review.

---

### 5.4 Curriculum Policy for Contract Education

1. **Approval (credit).** All contract education courses that are offered for college credit must be approved by the Curriculum Committee prior to being offered. However, if the contract education course is identical to an existing approved course and the department of origin agrees to and staffs the contract education course no additional Curriculum Committee approval is necessary prior to the course being offered as contract education.
2. **Semester report.** A list of all courses, credit and not-for-credit, being offered under contract education must be submitted to the Curriculum Committee each semester for informational purposes.
3. **One-time offering.** The course outline of a new, not-for-credit contract education course that is not intended to be repeated will be submitted to the Curriculum Committee as an informational item.

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4. **Irregular offering.** If a not-for-credit contract education course is to be offered on an irregular basis and is tailored to meet the needs of specific clients, a generic course outline will be submitted to the Curriculum Committee as an informational item.
5. **Regular offering.** All not-for-credit contract education courses that are to be offered on a regular basis must first be reviewed by any and all departments that offer similar content and then be submitted for approval to the Curriculum Committee prior to being offered. If circumstances make it impossible to obtain Curriculum Committee approval prior to the date at which the course is needed (e.g. during the summer), the Dean for Contract Education will obtain in writing the temporary approval of the Chair of the Curriculum Committee and will submit the course for review and approval at the next available opportunity.

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### 5.5 Curriculum Committee Operating Procedures

The following are the general rules of Committee:

1. **Order.** The Committee will conduct business in accordance with Robert's Rules of Order.
2. **Schedule.** The Committee will convene as soon as practicable after the third week of the semester and will meet every other week thereafter or as necessary. Under normal circumstances, the Committee will not meet during finals week (see Calendar on page 77).
3. **Time.** The time for all regular meetings will be Wednesday beginning at 1:30 p.m.
4. **Open.** All regular business meetings of the Curriculum Committee are open.
5. **Actions.** Only items on the agenda may be dealt with at any meeting, except for items brought up at the meeting by members of the Committee.
6. **Quorum.** A quorum of members must be present to begin the meeting; once the meeting begins, the agenda will be completed unless the members present agree to postpone items under consideration.
7. **Presentations.** Presenters will be allowed five minutes to discuss their proposals.
8. **Content Overlap.** Every reasonable attempt is to be made to settle controversial matters at the department level, and if necessary by the appropriate Dean, before proposals are brought to the Committee. Should debatable matters come to the Committee, proponents and opponents (up to a maximum of three on each side) will be heard and will be given three minutes each to present their views.
9. **Standing.** Instructional administrators, department chairpersons, and instructional coordinators have standing before the Committee and may make presentations. All other presenters must be granted standing by the chair or by the committee.
10. **Agenda.** The agenda will be available no later than two days prior to the Wednesday meeting.

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11. **Copyright.** Copyright of all course outlines approved by the Committee is the function of the Office of Instruction.
12. **Action Report.** The chair of the Curriculum Committee will inform the members of the Committee of all courses that have been approved or rejected by the Committee at the end of each semester. This listing should also include what action has been taken by the Chancellor or his designee.
13. **Inactive courses.** A separate listing of approved Inactive Courses will be prepared at the end of each semester and will be made available to committee members, administrators, and department heads. The listing will include notation of the four-year time period.
14. **Conformance.** As mandated departmental review of course offerings takes place, the Committee will ensure that course outlines are prepared on approved forms and will review those outlines to ensure compliance with Title 5 regulations.
15. **Certification.** The Committee will oversee the completion of Standards and Criteria Forms for all courses listed in the Catalog, making sure that one such form is on file in the Office of Instruction for each course.
16. **Final approval.** The Committee Chair will sign all Standards and Criteria Forms after they have been approved by the Committee and prior to their filing with the Office of Instruction.
17. **Minutes.** The Committee will share its agendas and approved minutes with department chairs and administrators.
18. **Final meeting.** The agenda of the final meeting of the academic year (May) will include the following items:
  - a) Unfinished business (from prior meetings).
  - b) Recognition of departing members.
  - c) Seating of new members.
  - d) Appointing of mentors for new members.
  - e) Adoption of the calendar for the next year.
  - f) Election of the chairperson for the next year.
  - g) Pre-approval of the current minutes.
  - h) Orientation of new members.

No new proposals are considered at the final meeting.

## 6. Curriculum Committee Guidelines for Proposals and Meetings

Course offerings and programs are the academic backbone of any college. The Curriculum Committee is the group that makes decisions on courses and programs. Though the membership of the committee is named by several different appointing agencies, the committee itself does not answer to those appointing agents or to other committees. It answers to the state. Vigilance must be taken so that no special interest group ever dictates the actions of the committee. Our policies and procedures have been approved by the state and cannot be changed or substantively modified without the approval of the state.

The City College of San Francisco Curriculum Committee has one of the least complicated, fastest procedures of all community colleges in the state.

Once a proposal is submitted in *proper* form, it is placed on the agenda for the next meeting and is acted upon at that meeting. Many colleges require first and second readings at curriculum meetings and will not act on the proposal until the third meeting; a few will not even act on a proposal for a new course or certificate/program in the same semester in which the course is proposed.

**Preparation for meetings.** The committee has to be prepared in order to act responsibly at meetings. It is very important that all members come prepared to discuss and act upon the proposals. The proposals are distributed in advance of the meeting. All members shall review the proposals and be aware of the content of each before coming to the meeting. If it is not possible for a member to do this, he/she should ask to be replaced on the committee.

**Scope of review.** The committee must always be concerned with the academic merit of a proposal and should avoid consideration of course cost and/or faculty load. These issues need be decided elsewhere; the committee decides only on the merit of the course content and the number of hours/units assigned to the course.

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### 6.1 Review Guidelines

#### Reviewing course outlines

**General.** Review each proposal as a whole: are all parts of the course outline present?

**Specific review items.** What each member must look for in proposal are components such as the following:

Table 24 Approval Review Components

Description & Specifics
<ul style="list-style-type: none"> <li>• Are all seven of the A through G parts of section I present?</li> <li>• Are all eight of the A through H parts of section II present?</li> <li>• Are there enough hours (lab, lecture, or combination) to justify the units (see Table 25)?</li> <li>• If repeats are allowed (skills or performance), are they in keeping with the repeatability policy?</li> </ul>
Catalog Description
<ul style="list-style-type: none"> <li>• Does the Catalog description describe the course (check the content)?</li> <li>• Is the catalog description too long?</li> </ul>
Major Learning Outcomes
<ul style="list-style-type: none"> <li>• Are the learning outcomes college level?</li> <li>• Do the learning outcomes show critical thinking?</li> <li>• Are learning outcomes related to content?</li> </ul>
Content
<ul style="list-style-type: none"> <li>• Does the content justify the units?</li> <li>• Does the content support the learning outcomes?</li> </ul>
Methodology
<ul style="list-style-type: none"> <li>• Is Evaluation of both Content and Major Learning Outcomes?</li> <li>• Are there written tests (or computational ones) or a demonstration of acquired skills?</li> <li>• Is there evidence that students must employ critical thinking skills?</li> </ul>
Classification
<ul style="list-style-type: none"> <li>• Does the course meet the standards and criteria for the requested Title 5 classification?</li> </ul>
Other
<ul style="list-style-type: none"> <li>• Does the course material not unnecessarily overlap what is taught in other departments?</li> <li>• If there is obvious overlap, have other area(s) signed off on the proposal?</li> <li>• Is the course part of a certificate program and does the course have any effect on a certificate program?</li> <li>• Is the course transferable as general units or is there a corresponding course at another institution?</li> <li>• Do any student fees correspond to objects or productions that the student carries away from the course?</li> <li>• Does the course impact the Library and other learning resources?</li> </ul>

**Unit requirements.** The following Carnegie unit to (minimum) hours ratio must be applied consistently:

**Table 25 Carnegie Unit Factor (see notes following)**

Contact Hours (/week)	Carnegie Unit Equivalent
One (1) Lecture hour One (1) Conference hour	one unit one unit
Three (3) Laboratory hours	one unit
Five (5) Work Experience hours	one unit

**Minimum hours.** Carnegie units are the minimum number of hours per unit assigned; it is permissible to demand more hours of students than are compensated in unit value.

**Clinic hours.** Remember also that there are such things as clinic hours in which one clinic hour equals one lecture hour, but the use of clinic hours in their pure form is almost nonexistent at our level or rather what we call clinic simply means an offsite location and is a lab hour away from campus. In all our offerings, we only have two or three courses that can utilize the formula for clinic hours.

**Physical education hours.** PE hours are a separate category. The state allows two hours of many activity courses to equal one unit.

**Fractional units.** Departments that *do not* have courses that have fractional units must consult with the Dean of Curriculum prior to submitting a course proposal with a fractional unit load.

**Noncredit outlines.** All noncredit courses must list the total number of hours that the course will be offered. Departments must understand that they can only offer the course for this many hours and that all sections of the course must meet for that specified number of hours. They can meet in different time frames, for different numbers of weeks, etc. but the total number of hours must match that specified in the outline.

**Variable hours.** Some noncredit courses may have variable hours. Variable hour courses should be lab courses or skill courses, and the outline must make it clear there is an exit skill that all students meet.

### Reviewing technology mediated courses

The basic guideline for review of technology mediated courses that have a lecture based complement are that: the two courses have the same learning outcomes and content.

### Reviewing certificate and degree programs

**Credit programs.** When a proposed certificate program or degree program comes before the committee, the approval process is:

1. **Preliminary approval.** The Curriculum Committee can give preliminary approval.  
After receiving local approval, a proposal must go before the
2. **Bay Area Consortium** and if approved by that group then to the

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3. **State Chancellor's Office** for approval and then to the
4. **California Post Secondary Education Commission** who will give final approval.

**"Pending" status.** Until final approval is granted, the program can only be listed in the online catalog with "pending approval" clearly stated in its introduction.

**Under 18 units.** Credit programs under 18 units can be adopted locally.

**Noncredit certificates.** The committee can award local approval.

### **Reviewing prerequisites, corequisites & advisories**

<review guidelines to be provided - editor>

### **Technical review guidelines**

Technical review is a review of the format of an outline, not a review of the contents or the merits of the outline. Please note that technical review is not an approval process.

**6.2 Meetings**

**Calendar planning**

The following table describes the typical meeting calendar for the Committee:

**Table 26 Meetings Calendar (model)**

Fall Meetings	Description
1	Early September (executive session and proposals)
2	Mid September
3	Early October (Spring schedule deadline)
4	Mid October
5	Late October
6	First/second week of November
7	First week of December
Spring Meetings	Description
1	Last week of January (Catalog deadline)
2	Second week of February
3	Last week of February (Fall schedule deadline)
4	Second week of March
5	Last week of March (adjusted for Spring break)
6	Last week of April (adjusted for Spring break)
7	First/second week of May (no proposals, executive session only)

The Curriculum Committee calendar is always coordinated to try not to overlap with the Academic Senate meeting calendar.

**Proposal submission deadline**

The submission deadline for proposals to be placed on the agenda for the next scheduled Curriculum Committee meeting is 3:00 PM the Tuesday, two weeks prior to the meeting.

**Technical review deadline**

The deadline for proposals (one copy) submitted for technical review is two weeks prior to the agenda submission deadline.

**Curriculum Committee meetings**

Curriculum Committee meetings are open to all members of the City College community. The meeting schedule is published in the City Currents in the Master Planning Calendar on the back page of most issues or it can be viewed at [www.ccsf.edu/services/shared\\_governance](http://www.ccsf.edu/services/shared_governance).

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**Publication of the agenda**

Copies of the agenda for the next meeting are distributed to department heads, administrators and various College offices and organizations.

**Agenda**

The agenda of a Curriculum Committee meeting may include the following as needed. The order in which some items appear is determined by the chair.

**Table 27 Meeting Agenda**

Item	Description
Call to order	
Announcements	
Correspondence	
Approval of minutes of the previous meeting	
Approval of Prerequisite, Corequisite & Advisory Recommendations	
Unfinished business	Proposals tabled at the previous meeting
New business	New proposals
Other business	Presentations
Executive session	Orientation, discussion, seating members, etc.
Adjournment	

**Proposal presentation**

**Schedule.** Each proposal is given a scheduled duration of five to ten minutes. The Committee is not held to this schedule.

**Presentation.** The chair announces each proposal or group of proposals and requests that the department chair or recognized representative make a presentation of the proposal(s). The presentation is restricted to the rationale or justification for the proposal and the merits of the proposal. The presentation is to be kept as brief as possible.

**Discussion**

After the presentation of the proposal, the chair will call for discussion. Discussion is conducted in a question and answer dialog format between Committee members and the presenter (and possibly supporting faculty accompanying the presenter).

The chair will recognize each member in turn as questions and comments are offered. Members may speak to a proposal more than once. The purpose of the discussion is to bring the committee to a motion to approve or a motion to table.

**Conduct.** At all times, the discussion is restricted to the merits of the proposal. The discussion is solely to inform the members and is not a debate or a forum.

## Motions

A Committee member can move to:

1. approve a proposal,
2. approve a proposal with stipulations (based on the discussion),
3. table a proposal to time-certain (the next scheduled meeting of the Committee) with stipulations.
4. table a proposal (no possibility of return subject to Curriculum Committee standing rules).

Members may make other motions consistent with the rules of order. The chair will conduct the motion and voting process according to the rules of order.

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### 6.3 Minutes

The draft minutes of each meeting are published and distributed to Curriculum Committee members with the agenda for the next meeting, with the exception of the minutes for the last meeting of the year. Draft minutes are corrected as needed and approved at each subsequent meeting. Approved minutes are distributed to the College community.

The minutes of the last meeting of the year are pre-approved at that meeting and may be amended as needed at the first meeting of the following year.

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### 6.4 Post-meeting

#### Approved Proposals

Proposals that are approved by the Committee are signed by the chair and forwarded to the Dean of Curriculum for implementation. The chair also signs the certification of *Standards and Criteria* form acknowledging the Committees action.

#### Approved with stipulations proposals

Proposals that are approved with stipulations must be resubmitted to the chair within a short time period, two to three weeks. Two signed copies of revised outlines must be submitted for each course proposal. Proposals approved with stipulations that are not resubmitted in a timely manner will be returned to the chair of the presenting department and may be resubmitted to the Curriculum Committee as a new proposal the following semester.

#### Tabling and tabled proposals

If a department presents a proposal that overlaps offerings in other departments, that raises objections within the department, or that is unclear in concept, the Committee is encouraged to table that proposal. In the case of proposal that lacked clarity, the proposal will return to the agenda when resubmitted to the chair with necessary corrections made.

**Signoff.** In the case of disputed proposals, the Committee will direct the department chair who made the proposal to work with those departments or individuals who objected to the proposal to rework the material in such a way that the objectors will "sign off" on the proposal. When the chair obtains the signature(s), the proposal will be submitted in new form to the Committee and will be placed on the next agenda.

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**Mediation.** If the agreement of the objectors cannot be reached, the department chair will approach the Committee chair and request a mediator. The mediator may be the appropriate school dean(s), a neutral member of the Committee, or a designated member of the faculty or administration.

Should mediation prove fruitless, the Committee may choose to have three supporters of the proposal and three opposed to the proposal appear to speak to the issue. Presentations are limited to no more than three minutes. The Committee will then vote on the proposal. Alternatively, the Committee may choose to remove the proposal from any further consideration.

If the Committee votes down a proposal or removes it from consideration, that proposal may not come back to the Committee in any form for at least two years.

## **7. Preparation of Prerequisites, Corequisites, and Advisories**



## 8. Course Articulation



## A. Appendices

### A.1 Resources

The following people and offices can assist you in your preparation, submission, presentation and implementation of a new course, course revision or course retirement.

**Table 28 Resources (offices and personnel)**

Assistance	Contact
<b>Technical review.</b> Reviewing proposals for conformance to outline requirements	Curriculum Committee chair (x3896) Dean of Curriculum (x3360)
<b>Submission forms.</b> Forms used to prepare proposal submission package.	Office of Instruction (x3328)
<b>Submission package preparation.</b>	Office of Instruction (x3301)
<b>Catalog.</b> All changes to the catalog are subject to approval and or review by various academic and administrative committees and offices.	Dean of Curriculum (x3360)
<b>Schedule of classes.</b>	Dean of Scheduling (x3363)
<b>Prerequisites, corequisites and advisories.</b>	Dean of Matriculation (x3751)
<b>Course articulation.</b>	Articulation Officer (x3583)

## A.2 Proposal package preparation

There are several different submission packages depending on the nature of the action(s) being proposed.

**Table 29 Proposal Packaging Types**

Package	Proposal
A	Technical review
B	New or reactivation or reinstatement credit course
C	New noncredit course
D	Course revision.
F	New curriculum / program
G	Revision of curriculum / program
H	Deletion or deactivation of course
I	Revision of department name
J	Validation of prerequisite, corequisite or advisory

**Contents and collating.** A proposal package must contain the documents specified in Table 30. The following are stapling and collating instructions for proposal packages.

1. **Packet document order.** Collate the documents in each packet *in the order* shown in the table.
2. **Packet fastening.** Staple each packet.
3. **Package packets order.** Collate the packets into a package *in the order* specified in the table.
4. **Package submission.** Rubber band or large clip the entire proposal package.
5. **Submission.** Submit to the Curriculum Secretary in Cloud 308E. Check the Curriculum Committee calendar for submission deadlines.

**TMI or Honors section.** For Technology Mediated Instruction or honors section proposals, include a TMI Addendum or an Honors Addendum with each original course outline in the package.

Table 30 Proposal Submission Packaging

<b>Package A. Technical Review</b>		
	Packet	Documents
A	One stapled copy	Form TR – Technical Review Proposed course outline (signatures required).

<b>Package B. New Credit Course</b>		
	Packets	Document collating order
B	One stapled copy	Form 1 - Course Inventory (pink) Form 2 - Proposal for a New Course or Curriculum Form 5 - Standards and Criteria (original signatures) Course outline (original signatures)
	One stapled copy	Form 1 - Course Inventory (pink, copy of above Form 1) Form 2 - Proposal for a New Course or Curriculum (copy of above Form 2) Course outline (original signatures)
	Thirty stapled copies	Form 2 - Proposal for a New Course or Curriculum (copy of above Form 2) Course outline (copy of original)

<b>Package C. New Noncredit Course</b>		
	Packet	Document collating order
C	One stapled copy	Form 1 - Course Inventory (pink) Form 2 - Proposal for a New Course or Curriculum Form 4 - Noncredit Addendum Form 5 - Standards and Criteria (original signatures) Course outline (original signatures)
	One stapled copy	Form 1 - Course Inventory (pink, copy of above Form 1) Form 2 - Proposal for a New Course or Curriculum (copy of above Form 2) Form 4 - Noncredit Addendum (copy of above Form 4) Course outline (original signatures)
	Thirty stapled copies	Form 2 - Proposal for a New Course or Curriculum (copy of above Form 2) Form 4 - Noncredit Addendum (copy of above Form 4) Course outline (copy of original)

<b>Package D. Course Revision</b>		
<b>(Contact the Curriculum Committee chair or the Dean of Curriculum for special instructions)</b>		
	Packets	Document collating order
D	One stapled copy	Form 1 - Course Inventory (pink) Form 2 - Proposal for a New Course or Curriculum (as needed) <sup>1</sup> Form 3 - Curriculum Committee Informational Item (as needed) Form 5 - Standards and Criteria (signed as needed) Revised (proposed) course outline (original signatures) Current course outline (copy of outline of record)
	One stapled copy	Form 1 - Course Inventory (pink) Form 2 - Proposal for a New Course or Curriculum (copy of above Form 2) Form 3 - Curriculum Committee Informational Item (copy of above Form 3) Revised (proposed) course outline (original signatures) Current course outline (copy of outline of record)

<sup>1</sup> Either or both Form 2 and/or Form 3 may be needed depending upon specific revisions being made.

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	Thirty stapled copies	Form 2 - Proposal for a New Course or Curriculum (copy of above Form 2) Form 3 - Curriculum Committee Informational Item (copy of above Form 3) Revised (proposed) course outline (copy of above proposed course outline) <sup>2</sup>
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<b>Package F. New Curriculum / Program</b>		
	<b>Packets</b>	<b>Document collating order</b>
F	Two stapled copies	Cover letter as needed Form 1 - Course Inventory (pink) Form 2 - Proposal for a New Course or Curriculum Catalog text copy
	Thirty stapled copies	Form 2 - Proposal for a New Course or Curriculum Catalog text copy

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<sup>2</sup> Contact the Curriculum Committee chair or the Dean of Curriculum for additional information.

<b>Package G. Revised Curriculum / Program</b>		
	Packets	Document collating order
G	Two stapled copies	Cover letter as needed Form 1 - Course Inventory (pink) Form 2 - Proposal for a New Course or Curriculum Catalog text copy
	Thirty stapled copies	Cover letter as needed Form 2 - Proposal for a New Course or Curriculum Catalog text copy

<b>Package H. Deletion or Deactivation</b> (course or curriculum/program)		
	Packets	Document collating order
H	Two stapled copies	Form 1 - Course Inventory (pink) Form 3 - Curriculum Committee Informational Item
	Thirty stapled copies	Form 3 - Curriculum Committee Informational Item

<b>Package I. Department Name Revision</b>		
	Packets	Document collating order
I	Two stapled copies	Cover letter as needed Form 1 - Course Inventory (pink) Form 3 - Curriculum Committee Informational Item
	Thirty stapled copies	Cover letter as needed Form 3 - Curriculum Committee Informational Item

<b>Package J. Prerequisite, corequisite, advisory</b>		
	Packet	Document
J	One copy	Form - Request for Approval of a Prerequisite, Corequisite or Advisory (Submit to the Matriculation Office)

### A. 3 Proposal package submission

All proposal packages are submitted to the Office of the Dean of Curriculum (C308E).

**Proposal withdrawal.** A department chair may retrieve proposal packages by direct request to the Dean of Curriculum or the chair of the Curriculum Committee.

**Prerequisite, corequisite, advisory.** The Request for Approval of a Prerequisite, Corequisite or Advisory form is submitted to the Matriculation Office E103.

**Deadlines.** Deadlines for submission of proposal packages are published in the Curriculum Committee Calendar. These deadlines are typically the Tuesday, two weeks prior to a Curriculum Committee meeting. No new proposals are considered at the final Curriculum Committee meeting of the academic year.

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## A.4 Excerpts from the California Code of Regulations - Title 5

The following is *not* an official copy of the regulations. The following are non-contiguous excerpts from Barclays Official California Code of Regulations. All NOTE (authority citations) and HISTORY (notices of actions) text has been removed. A copy of Barclays Official California Code of Regulations (© State of California) is available in the reference section of the Rosenberg Library. Copies of the California Education Code are available in many administrator offices. The original text was obtained from <http://ccr.oal.ca.gov/default.htm> during the Spring of 2001.

The following has been excerpted from the:  
**Barclays Official California Code of Regulations**  
**TITLE 5. Education**  
**Division 6. California Community Colleges**  
**Chapter 6. Curriculum and Instruction**

### Subchapter 1. Programs, Courses and Classes

#### Article 1. Program, Course and Class Classification and Standards

##### §55000. Definitions.

For the purpose of this chapter, the following definitions shall apply:

- (a) "Course" means an organized pattern of instruction on a specified subject offered by a community college.
- (b) "Educational program" is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.
- (c) "Class" means a community services offering.

##### §55000.5. Handbook; Monitoring and Review of Approved Courses and Programs.

- (a) The Chancellor shall prepare, distribute, and maintain a detailed handbook for use by the local educational agencies. The handbook shall contain course approval criteria, implementation plans for administrative regulations, and procedures for securing course and program approvals.
- (b) The Chancellor shall monitor and review courses and programs which were approved under the provisions of section 70901 of the Education Code for compliance with applicable statutes and regulations on a periodic basis.

##### §55001. Community College Educational Program.

- (a) The instructional services of community colleges include:
  - (1) liberal arts and sciences education:
    - (A) baccalaureate oriented/transfer programs and courses
    - (B) associate degree programs and courses

- (C) developmental programs and courses
  - 1. compensatory programs and courses
  - 2. adult elementary and secondary basic skills programs and courses
- (D) community education programs and courses
  - 1. personal development and survival courses
  - 2. parenting and family support courses
  - 3. community and civic development courses
  - 4. general and cultural courses
- (2) occupational education:
  - (A) vocational/technical transfer programs and courses
  - (B) vocational/technical associate degree and certificate programs and courses
  - (C) continuing education vocational / technical certificates, programs and courses
- (b) The community services (Non FTES generating) of community colleges include:
  - (1) community services classes:
    - (A) avocational classes
    - (B) recreational classes
    - (C) seminars, lecture series, forum series, workshops, and conferences
    - (D) professional and occupational in-service classes
  - (2) community services activities:
    - (A) Civic Center Act activities
    - (B) cultural activities
    - (C) community development activities
    - (D) recreational activities
- (c) All districts shall report the classification of all courses, classes, and activities offered in accordance with the system contained in Subsections (a) and (b) and the standards in Section 55002 by transmitting the following information to the Chancellor's Office:
  - (1) the unique static course identifier and the course title for all credit and noncredit courses;
  - (2) the classification of each credit and noncredit course in accordance with its primary objective, consistent with guidelines published by the Chancellor;
  - (3) whether the course is offered as credit or noncredit;

- (4) whether the course transfers to the California State University or the University of California or both;
  - (5) the number of community services classes in each category, and the number of participants; and
  - (6) the number of community services activities in each category and the number of participants.
- (d) For courses, classes, and activities which are added after June 30, 1982, the district shall report the classification of all courses, classes and activities in the manner provided by Subsection (c). The Chancellor shall review and comment upon, as necessary, the classification of such courses, classes, and activities.

#### §55002. Standards and Criteria for Courses and Classes.

- (a) **Associate Degree Credit Course.** An associate degree credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of Section 55805.5, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students eligible for admission.
- (1) **Curriculum Committee.** The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.
- (2) **Standards for Approval.** The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:
- (A) **Grading Policy.** The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55758 of this Division. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.
  - (B) **Units.** The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of work per week, including class time for each unit of credit, prorated for short-term, laboratory and activity courses.
- (C) **Intensity.** The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.
- (D) **Prerequisites and Corequisites.** When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of Article 2.5 (commencing with Section 55200) of this Subchapter.
- (E) **Basic Skills Requirements.** If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of Article 2.5 (commencing with Section 55200) of this Subchapter, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.
- (F) **Difficulty.** The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.
- (G) **Level.** The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.
- (3) **Course Outline of Record.** The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.
- (4) **Conduct of Course.** Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.
- (5) **Repetition.** Repeated enrollment is allowed only in accordance with provisions of Chapter 2 (commencing with Section 51000), sections 55761-55763 and 58161 of this Division.
- (b) **Nondegree Credit Course.** A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established

under Subdivision (a)(1) of this Section) and is approved by the district governing board and falls within one of the categories described in Subdivision (1) of this Subsection.

(1) **Types of Courses.** Nondegree applicable credit courses are:

- (A) precollegiate basic skills courses as defined in Section 55502(d) of this Division;
- (B) courses designed to enable students to succeed in college-level work (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;
- (C) precollegiate occupational preparation courses designed to provide foundation skills for students preparing for entry into college-level occupational courses or programs;
- (D) essential occupational instruction for which meeting the standards of Section 55002(a) is neither necessary nor required.

(2) **Standards for Approval.** The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow. In order to be eligible for state apportionment, such courses must be approved (as courses not part of programs) by the Chancellor's Office as provided by Section 55100 of this Division.

- (A) **Grading Policy.** The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55758 of this Division. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.
- (B) **Units.** The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, laboratory, and activity courses.
- (C) **Intensity.** The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares

students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students completing each such course successfully will have acquired the skills necessary to successfully complete college-level work upon completion of the required sequence of such courses.

- (D) **Prerequisites and corequisites.** When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with Article 2.5 (commencing with Section 55200) of this Subchapter.
- (3) **Course Outline of Record.** The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.
- (4) **Conduct of Course.** All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.
- (5) **Repetition.** Repeated enrollment is allowed only in accordance with provisions of Division 2 (commencing with Section 51000), Sections 55761-55763 and 58161 of this Division.
- (c) **Noncredit Course.** A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under Subdivision (a)(1) of this Section) and approved by the district governing board as a course meeting the needs of enrolled students.
- (1) **Standards for Approval.** The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses are limited to the categories of instruction listed in Education Code Section 84711 and must be approved by the

Chancellor's Office as noted in Title 5, Section 55150.

- (2) **Course Outline of Record.** The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the scope, objectives, contents, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met.
- (3) **Conduct of Course.** All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.
- (d) **Community Services Class.** A community services class is a class that meets the following minimum requirements:
  - (1) is approved by the local district governing board;
  - (2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;
  - (3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;
  - (4) is conducted in accordance with a predetermined strategy or plan;
  - (5) is open to all members of the community; and
  - (6) may not be claimed for apportionment purposes.

#### **§55002.5. Credit Hour; Allowance for Shorter Term.**

One credit hour of community college work is approximately three hours of recitation, study, or laboratory work per week throughout a term of 16 weeks. Where a term is more or less than 16 weeks, more or less than one credit hour shall be allowed in the same ratio that the length of the term is to 16 weeks.

#### **§55004. Social Science Courses.**

The course of instruction in social sciences shall include a study of the role, participation, and contribution of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people, and other ethnic groups to the economic, political, and social development of California and the United States of America. For each course offered, a community college shall make available to students through college publications all of the following facts before they enroll in the course:

- (a) Whether the course is offered as a credit or noncredit course, or a community services class.
- (b) Whether the course is transferable to four-year colleges and universities.
- (c) Whether the course fulfills a major or general education requirement.
- (d) Whether the course is offered on the basis of credit-no credit, and if so, which provision of subsection (a) of section 51302 is applicable.

#### **§55005. Publication of Course Standards.**

For each course offered, a community college shall make available to students through college publications all of the following facts before they enroll in the course:

- (a) Whether the course is offered as a credit or noncredit course, or a community services class.
- (b) Whether the course is transferable to four-year colleges and universities.
- (c) Whether the course fulfills a major or general education requirement.
- (d) Whether the course is offered on the basis of credit-no credit, and if so, which provision of subsection (a) of section 51302 is applicable.

#### **§55006. Records and Reports.**

Authorities of each community college maintaining credit and non-credit courses and community services classes and activities shall keep and submit such current records and reports concerning their total activities as may be required by the Chancellor to fulfill statutory responsibilities.

#### **§55008. Appointment of Vocational Education Advisory Committee by School District Participating in Vocational Education Program.**

### **Article 2. Approval of Courses, Programs and Classes**

#### **§55100. Course Approval.**

Except as provided in subsection (b) and section 55160, each course to be offered by a community college shall be approved by the Chancellor before the course is offered by the college. The course shall be submitted to the Chancellor on forms provided by the Chancellor's Office.

- (b) If an educational program has been approved by the Chancellor, the governing board of a district shall establish policies for, and may approve individual courses which are offered as part of an approved program. Such courses need not be approved by the Chancellor, but shall be reported in the manner provided in subsection (c).
- (c) For each course approved by a district, whether or not approval by the Chancellor is required, the district shall designate the appropriate classification of the course or activity in accordance with section 55001.

#### **§55101. Chancellor's Report.**

#### **§55130. Approval of Credit Programs.**

- (a) Before offering any course as part of an educational program at a college, the governing board of a district shall obtain approval of the educational program from

the Chancellor in accordance with the provisions of this article. Approval shall be requested on forms provided by the Chancellor.

- (b) The application for approval shall contain at least the following:
- (1) The name of the proposed program.
  - (2) The description of the proposed program.
  - (3) The purposes and specific objectives of the proposed program.
  - (4) The place of the proposed program in the district master plan.
  - (5) An explanation of whether the program is appropriate to the objectives and conditions of higher education and community college education in California and whether it conforms to statewide master planning.
  - (6) The need for the proposed program ascertained with regard to at least the following factors:
    - (A) Other community colleges in the area currently offering the program.
    - (B) Other programs closely related to the proposed program offered by the college.
    - (C) Relation of the proposed program to job market analysis.
    - (D) Enrollment projection for the proposed program.
    - (E) Recommendations of area vocational master plan committees when applicable.
    - (F) The classification of the courses in the program in accordance with section 55001.
  - (7) The need for and present adequacy of the following resources shall be determined in relation to the proposed program:
    - (A) Library and media center resources.
    - (B) Facilities and equipment required to initiate and sustain the program. If a new facility is to be used, reference should be made to the five-year master plan.
    - (C) Availability of adequate or proposed financial support.
    - (D) Availability of faculty.

### §55130. Approval of Credit Programs.

- (c) The development, establishment and evaluation of an education program shall include representative faculty involvement.
- (d) An approval is effective until the program or implementation of program is discontinued or modified in any substantial way. From time to time the Chancellor may evaluate an educational program, after its approval, on the basis of factors listed in this section. If on the basis of such an evaluation the Chancellor determines that an educational program should no longer be offered, the Chancellor may terminate the approval and determine the effective date of termination.
- (e) In multicollge districts, program approval is granted for a specific college.

### §55150. Approval of Noncredit Courses and Programs.

- (a) Courses or programs offered for noncredit shall be approved by the Chancellor in accordance with section 55100 on forms provided by the Chancellor's Office.
- (b) Course outlines for all noncredit courses shall be on file in the community college offering the course.
- (c) Authorities of each community college maintaining noncredit courses shall keep such current records and reports as may be required by the Chancellor.

### §55160. Approval of Community Service Classes.

- (a) Districts are authorized in accordance with the provisions of article 7 (commencing with section 78300) of chapter 2, part 48 of the Education Code to approve and conduct community services classes without the approval of the Chancellor. The classification of all such classes shall be reported to the Chancellor in accordance with section 55001.
- (b) Community services classes shall not be referred to as noncredit classes.

### §55170. Contract Classes.

- (a) Notwithstanding subdivision (c) of section 55000, "contract classes" means those classes which a community college district offers in of a contract with a public or private agency, corporation, association, or other body or person.
- (b) No approval of a contract class is required if the district does not claim state support for the class and if the legislation which authorizes that class does not require approval. If the district claims state support for a contract class, approval of the class shall be obtained in the manner provided for classes of the same type, as provided in this article. Approval of the contract shall be obtained in the manner provided for by law.

### §55180. Chancellor's Report.

### §55182. Reinstatement of Deleted Courses.

The governing board of a community college district may reinstate any course which was deleted from the credit or noncredit curriculum during the 1982-83 fiscal year, in response to provision Number 11 of Item 6870-101-001 of the Budget Act of 1982 (Chapter 326, Statutes of 1982); provided that the following criteria and procedures shall be applied in conjunction with such reinstatement:

- (a) The governing board of the district shall only reinstate such courses in a manner which is consistent with the policy of the Board of Governors that offerings which are primarily avocational, or recreational shall be offered as community services classes, and not as credit or noncredit courses;

- (b) The governing board of the district shall determine that the course meets the criteria and standards for courses specified in section 55002;
- (c) The governing board may act to reinstate a course only after it has been reviewed through the college's or district's established procedure for the approval of new courses;
- (d) The governing board must submit the course to the Chancellor for approval, or report approval of the course, depending on the requirements of section 55100. A separate designation shall be used to distinguish reinstated courses from new courses; and
- (e) The governing board must determine that reinstatement of the course maintains or improves the curriculum balance of the district in with the mission of the community college and local needs.
- (f) Any category of courses restored to the curriculum pursuant to a separate authorization of the Board of Governors shall be exempt from the requirements of this section.

## Article 2.5. Prerequisites, Corequisites, and Recommended Preparation

### §55200. Definitions.

For the purposes of this Division, the following definitions apply:

- (a) "Prerequisite" means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.
- (b) "Corequisite" means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course.
- (c) "Advisory on recommended preparation" means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.
- (d) "Satisfactory grade" means that, for the course in question, the student's academic record has been annotated with the symbol A, B, C or "CR" as those symbols are defined in Section 55758 of this Division.
- (e) "Necessary and appropriate" means that a strong rational basis exists for concluding that a prerequisite or corequisite is reasonably needed to achieve the purpose that it purports to serve. This standard does not require absolute necessity.
- (f) "content review" means a rigorous, systematic process developed in accordance with Sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under Section 55510, and is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through concurrent enrollment in a corequisite course.

### §55201. Policies for Prerequisites, Corequisites, and Advisories on Recommended Preparation.

- (a) The governing board of a community college district may establish prerequisites, corequisites, and advisories on recommended preparation, but must do so in accordance with the provisions of this Article. Nothing in this subchapter shall be construed to require a district to establish prerequisites, corequisites, or advisories on recommended preparation; provided however, that a prerequisite or corequisite shall be required if the course is to be offered for associate degree credit and the curriculum committee finds that the prerequisite or corequisite is necessary pursuant to Section 55002(a)(2)(D) or 55002(a)(2)(E).
- (b) A governing board choosing to establish prerequisites, corequisites, or advisories on recommended preparation shall, in accordance with the provisions of Sections 53200-53204 of this Division, adopt policies for the following:
  - (1) The process for establishing prerequisites, corequisites, and advisories on recommended preparation. Such policies shall provide that in order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established. District policies shall also specify the level of scrutiny that shall be required in order to establish different types of prerequisites, corequisites, and advisories on recommended preparation. At a minimum, prerequisites, corequisites, and advisories on recommended preparation shall be based on content review, with additional methods of scrutiny being applied depending on the type of prerequisite or corequisite being established. The policy shall provide that the types of prerequisites described in Subsection (e) may be established only on the basis of data collected using sound research practices. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis.
  - (2) Procedures to assure that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.
  - (3) The process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and corequisites established by the district shall be reviewed. These processes shall also provide for the periodic review of advisories on recommended preparation.
  - (4) The bases and process for an individual student to challenge the application of a prerequisite or corequisite.

- (c) Prerequisites or corequisites may be established only for any of the following purposes:
- (1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or
  - (2) the prerequisite will assure, consistent with Section 55002(a)(2)(D), that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or
  - (3) the corequisite course will assure, consistent with Section 55002(a)(2)(D), that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or
  - (4) the prerequisite or corequisite is necessary to protect the health and safety of a student or the health and safety of others.
- (d) Except as provided in this Subsection, no prerequisite or corequisite may be established or renewed pursuant to Subsection (b)(3) unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be so scrutinized until it is reviewed pursuant to Subsection (b)(3) if:
- (1) it was established prior to July 6, 1990, and is part of a sequence of degree-applicable courses within a given discipline; or
  - (2) it was established between July 6, 1990, and the effective date of this regulation, in accordance with regulations in effect during this period of time; or
  - (3) it is required by statute or regulation; or
  - (4) it is part of a closely-related lecture-laboratory course pairing within a discipline; or
  - (5) it is required by four-year institutions.
- (e) A course in communication or computation skills may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills only if, in addition to conducting a content review, the district gathers data according to sound research practices and shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite. If the curriculum committee initially determines, pursuant to Section 55002(a)(2)(E), that a new course needs to have a communication or computation skill prerequisite or corequisite, then, despite Subsection (d) of this Section, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met. The requirements of this subdivision related to collection of data shall not apply when:
- (1) four-year institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite; or
  - (2) the prerequisite or corequisite is required for enrollment in a program, that program is subject to approval by a state agency other than the Chancellor's Office and both of the following conditions are satisfied:
    - (A) colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and
    - (B) the district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.
- (f) Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:
- (1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;
  - (2) The prerequisite or corequisite is in violation of this Article;
  - (3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
  - (4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;
  - (5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; and
  - (6) Such other grounds for challenge as may be established by the district governing board.
- (g) In the case of a challenge under Subsection (f)(3) of this Section, the district shall, upon completion of the challenge procedure established pursuant to this Section, advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to Subchapter 5 (commencing with Section 59300) of Chapter 10 of this Division. Completion of the

challenge procedure shall be deemed to satisfy the requirement of Section 59328(b) that the district and the student attempt informal resolution of the complaint.

- (h) District policies adopted pursuant to this section shall be submitted to the Chancellor as part of the district's matriculation plan pursuant to Section 55510 of Subchapter 6 of Chapter 6 of this Division.

#### **§55202. Additional Rules.**

The following additional rules apply to the establishment of prerequisites and corequisites:

- (a) Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.
- (b) Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.
- (c) The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures. Any assessment instrument used shall be selected and used in accordance with the provisions of Subchapter 6 (commencing with Section 55500) of Chapter 6 of this Division.
- (d) If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the governing board of a district shall ensure that precollegiate basic skills courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course. (e) Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A Corequisite shall be waived as to any student for whom space in the corequisite course is not available.
- (f) No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.
- (g) The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite, provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course if the applicable enrollment fees are promptly refunded. Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.

## **Subchapter 4. Courses and Programs Conducted As Independent Study**

### **Article 2. Distance Education**

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 independent study, and subject to the general requirements of Article 1 as well as the specific requirements of this Article. Provided however, that fully interactive distance education courses, as defined in guidelines adopted by the Chancellor, shall not be considered independent study for purposes of calculating state apportionment pursuant to Section 58003.1. 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. Sec. 12100 et seq).

#### **§55372. Course Quality Standards.**

The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process.

#### **§55374. Course Quality Determinations.**

Determinations and judgments about the quality of distance education, under the course quality standards referred to in Section 55372, shall be made with the full involvement of faculty in accordance with the provisions of Subchapter 2 (commencing with Section 53200) of Chapter 2 of Division 4 of this Part.

#### **§55376. 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) All approved courses offered as distance education shall include 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.
- (b) All distance education courses shall be delivered consistent with guidelines issued by the Chancellor pursuant to Section 409 of the Procedures and Standing Orders of the Board of Governors. Regular effective contact is an academic and professional matter pursuant to Title 5, Section 53200.

**§55378. Separate Course Approval.**

Each proposed or existing course if delivered by distance education, shall be separately reviewed and approved, according to the district's certified course approval procedures.

**§55380. Faculty Selection.**

Instructors of sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with Article 2 of Chapter 4 of Division 4 of this Part (commencing with Section 53410), and with the list of disciplinary definitions and requirements adopted by the Board of Governors to implement that Article, as such list may be amended from time to time.

**Subchapter 9. Standards of Scholarship****§55750. Regulations.**

The governing board of a district maintaining a community college shall adopt regulations consistent with this chapter. The regulations shall be published in the college catalog under appropriate headings and filed with the Chancellor's Office as required by section 51002 of this part.

**§55751. Grading Practices.**

Each governing board maintaining one or more community colleges shall determine a uniform grading practice for the district which shall be based on sound academic principles and conform to the following standards:

- (a) Work in all courses acceptable in fulfillment of the requirements for an associate or baccalaureate degree, a certificate, diploma or license shall be graded in accordance with a grading scale adopted by the governing board consistent with section 55758.
- (b) Such work shall also be graded in accordance with the provisions of section 55752 or section 55753.

**§55752. Credit-No Credit Options.**

- (a) The governing board of a district maintaining a community college may by resolution and regulation offer courses in either or both of the following categories and shall specify in its catalog the category into which each course falls:
  - (1) Courses wherein all students are evaluated on a "credit-no credit" basis.
  - (2) Courses wherein each student may elect on registration, or no later than the end of the first 30% of the term, whether the basis of evaluation is to be "credit-no credit" or a letter grade.

- (b) All units earned on a "credit-no credit" basis in accredited California institutions of higher education or equivalent out-of-state institutions shall be counted in satisfaction of community college curriculum requirements.
- (c) Units earned on a "credit-no credit" basis shall not be used to calculate grade point averages. However, units attempted for which "NC" (as defined in section 55758) is recorded shall be considered in probation and dismissal procedures.
- (d) Independent study courses offered in accordance with sections 55300-55352 of this part may be graded on a "credit-no credit" basis in accordance with subdivision (a) of this section.
- (e) When a district offers courses in which there is a single standard of performance for which unit credit is assigned, the "CR/NC" grading system shall be used to the exclusion of other grades. Credit shall be assigned for meeting that standard, no credit for failure to do so.

**§55753. Credit by Examination.**

- (a) The governing board maintaining one or more community colleges shall adopt and publish procedures and regulations pertaining to credit by examination in accordance with the provisions of this section and the provisions of sections 55751, 55752, 55758, 55760, 55761, 55762, and 55764.
- (b) The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.
- (c) The student's academic record shall be clearly annotated to reflect that credit was earned by examination.
- (d) Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

**§55754. Standards for Probation.**

- (a) Academic probation. A student who has attempted at least 12 semester or 18 quarter units as shown by the official academic record shall be placed on academic probation if the student has earned a grade point average below 2.0 in all units which were graded on the basis of the grading scale described in section 55758.
- (b) Progress probation. A student who has enrolled in a total of at least 12 semester or 18 quarter units as shown by the official academic record shall be placed on progress probation when the percentage of all units in which a student has enrolled and for which entries of "W," "I," and "NC" (as defined in section 55758) are recorded reaches or exceeds fifty percent (50%).
- (c) The governing board of a community college district may adopt standards for probation not lower than those

standards specified in subsections (a) and (b) of this section. Specifically:

- (1) A district may establish, as the minimum number of units before academic or progress probation is assessed, a number of units fewer than 12 semester or 18 quarter units; or
- (2) A district may establish, as the minimum grade point average for academic probation purposes, a grade point average greater than 2.0; or
- (3) A district may establish, as the minimum percentage of units of “W,” “I,” and “NC,” a percentage less than fifty percent (50%).

#### §55755. Removal from Probation.

- (a) A student on academic probation for a grade point deficiency shall be removed from probation when the student's accumulated grade point average is 2.0 or higher.
- (b) A student on progress probation because of an excess of units for which entries of “W,” “I,” and “NC” (as defined in section 55758) are recorded shall be removed from probation when the percentage of units in this category drops below fifty percent (50%).
- (c) The governing board of a district shall adopt and publish procedures and conditions for probation and appeal of probation and request for removal from probation. Such procedures and conditions may establish standards not lower than those standards specified in subsections (a) and (b) of this section. Specifically:
  - (1) A district may establish, as a minimum grade point average for removal from academic probation, a grade point average greater than 2.0; or
  - (2) A district may establish, as the minimum percentage of units of “W,” “I,” and “NC,” a percentage less than fifty percent (50%).

#### §55756. Standards for Dismissal.

For purposes of this section, semesters or quarters shall be considered consecutive on the basis of the student's enrollment (i.e., a fall quarter followed by a spring quarter shall be considered consecutive if the student was not enrolled in the winter quarter of that academic year).

- (a) A student who is on academic probation shall be subject to dismissal if the student earned a cumulative grade point average of less than 1.75 in all units attempted in each of 3 consecutive semesters (5 consecutive quarters) which were graded on the basis of the grading scale described in section 55758.
- (b) A student who has been placed on progress probation shall be subject to dismissal if the percentage of units in which the student has been enrolled for which entries of “W,” “I,” and “NC” (as defined in section 55758) are recorded in at least 3 consecutive semesters (5 consecutive quarters) reaches or exceeds fifty percent (50%) in accordance with section 55754.
- (c) The governing board of a district shall adopt and publish procedures and conditions for dismissal and appeal of

dismissal and request for reinstatement. Such procedures and conditions may establish standards not lower than the standards specified in subsections (a) and (b) of this section. Specifically:

- (1) A district may establish, as the minimum cumulative grade point average for dismissal purposes, a grade point average greater than 1.75; or
- (2) A district may establish, as the minimum percentage of units of “W,” “I,” and “NC,” a percentage less than fifty percent (50%), or
- (3) A district may establish, as a minimum number of consecutive semesters or quarters, a number fewer than 3 consecutive semesters or 5 consecutive quarters.

- (d) The district board shall adopt rules setting forth the circumstances that shall warrant exceptions to the standards for dismissal herein set forth and shall file a copy of such rules with the Chancellor.

#### §55756.5. Remedial Coursework Limit.

- (a) This section implements and should be read in conjunction with the provisions of section 68 of chapter 973 of the Statutes of 1988, relating to the establishment of a limit on the amount of remedial coursework community college students may take. For the purposes of this section, “remedial coursework” refers to precollegiate basic skills courses as defined in subsection (d) of section 55502 of this part.
- (b) A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures administered pursuant to chapter 6 (commencing with section 55500) of division 6 of this part. However, except as provided in subsection (c) of this section, no student shall receive more than 30 semester units (or 45 quarter units) of credit for remedial coursework. Students having exhausted the unit limitation shall be referred to appropriate adult noncredit education services provided by college, adult school, community-based organization, or other appropriate local provider with which the district has an established referral agreement.
- (c) The following students are exempted from the limitation on remedial coursework described in subsection (b) of this section:
  - (1) Students enrolled in one or more courses of English as a Second Language (ESL);
  - (2) Students identified by the district as having a learning disability as defined in section 56014 of this part.
- (d) The governing board of a district may provide a waiver of the limitation on remedial coursework with respect to any student who shows significant, measurable progress toward the development of skills appropriate to his or her enrollment in college-level courses. Such waivers, if granted, shall be provided pursuant to locally developed standards which are reviewed and approved by the governing board. The standards shall include provisions

which ensure that waivers are only given for specified periods of time or for specified numbers of units.

- (e) A student who does not attain full eligibility status for college-level work within the limit described in subsection (b) of this section shall, unless provided with a waiver, be dismissed and referred to adult noncredit education courses.
- (f) A student may, upon successful completion of appropriate "remedial coursework," or upon demonstration of skills levels which will reasonably assure success in college-level courses, request reinstatement to proceed with college-level coursework.
- (g) The governing board of a each district shall submit, through the established Management Information System, information necessary to enable the Chancellor to determine the following:
  - (1) The effect of this section on students by sex, age, and ethnicity;
  - (2) Success rates for students enrolled in "remedial coursework";

### §55757. Units Attempted.

For the purposes of sections 55754 and 55756, "all units attempted" means all units of credit for which the student is enrolled in the current community college of attendance. The governing board of each district shall adopt rules and regulations governing the inclusion in or exclusion of units in which a student did not receive a grade or "credit-no credit" or from which the student withdrew in accordance with rules adopted by the district governing board.

### §55758. Academic Record Symbols and Grade Point Average.

- (a) Grades from a grading scale shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following evaluative symbols, except as provided in subsections (b) and (c):

Symbol	Definition	Grade Point
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Passing, less than satisfactory	1
F	Failing	0
CR	Credit (at least satisfactory-- Units awarded not counted in GPA)	
NC	No Credit (less than satisfactory, Or failing-units not counted in GPA)	

- (b) The governing board of a community college district may use "plus" and "minus" designations in combination with letter grades, except that the grade of C minus shall not be used. If pluses and minuses are used, the grade point value of a plus shall be computed by adding 0.3 to the value assigned to the letter grade with which it is combined, and the grade point value of

a minus shall be computed by subtracting 0.3 from the value assigned to the letter grade with which it is combined, except that no grade point value shall be less than 0 or greater than 4.0.

- (c) Regardless of whether the governing board elects to use plus and minus grading, it may provide for the use of the "FW" grade symbol to indicate that a student has both ceased participating in a course some time after the last day to officially withdraw from the course without having achieved a final passing grade, and that the student has not received district authorization to withdraw from the course under extenuating circumstances. The "FW" symbol may not be used if a student has qualified for and been granted military withdrawal. If "FW" is used, its grade point value shall be zero (0).
- (d) The governing board for each community college district shall publish the point equivalencies for the grades used in subsection (a) or subsections (a) and (b) (if pluses and minuses are used) in the catalog or catalogs of that community college district as a part of its grading practices. In the event the governing board chooses to use the "FW" described in subsection (c), it shall be included in the grading scale and point equivalencies published in the catalog.
- (e) The governing board of each community college district may authorize the use under specified controls and conditions of only the following nonevaluative symbols:

Symbol	Definition
I	Incomplete: Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The condition for the removal of the "I" shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the "I" and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the registrar until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The "I" may be made up no later than one year following the end of the term in which it was assigned. The "I" Symbol shall not be used in calculating units attempted nor for grade points. The governing board shall provide a process whereby a student may petition for a time extension due to unusual circumstances.
IP	In progress: The "IP" symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on

the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP" shall not be used in calculating grade point averages. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of an attendance period and does not re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade) in accordance with subsection (a) of this part to be recorded on the student's permanent record for the course.

**RD** Report Delayed: The "RD" symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

**W** Withdrawal: The governing board of a district which decides to provide a withdrawal procedure shall adopt a policy consistent with the following:

Withdrawal from a class or classes shall be authorized through the last day of the fourteenth week of instruction (or 75% of a term, whichever is less). The governing board, however, may establish a final withdrawal date which prohibits withdrawal after a designated point in time between the end of the fourth week of instruction (or 30% of a term, whichever is less) and the last day of the fourteenth week of instruction (or 75% of a term, whichever is less). The academic record of a student who remains in a class beyond the time allowed by district policy must reflect a symbol as authorized in this Section other than a "W."

The governing board may by regulation authorize withdrawal from a class or classes in extenuating circumstances after the last day of the fourteenth week (or 75% of the term, whichever is less) upon petition of the student or his or her representative and after consultation with the instructor(s) or appropriate faculty. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

No notation ("W" or other) shall be made on the academic record of the student who withdraws during the first four weeks or 30% of a term, whichever is less. The governing board may establish a period of time shorter than the first four weeks or 30% of a term, during which no notation shall be made.

Withdrawal between the end of the fourth week (or such time as established by the district) and the last day of the fourteenth week of instruction (or 75% of a term, whichever is less) shall be authorized after informing the appropriate faculty.

Withdrawal after the end of the fourteenth week (or 75% of a term, whichever is less) when the district has authorized such withdrawal in extenuating circumstances, after consultation with appropriate faculty, shall be recorded as a "W."

For purposes of withdrawal policies, the term "appropriate faculty" means the instructor of each course in question or, in the event the instructor cannot be contacted, the department chair or equivalent faculty officer.

The "W" shall not be used in calculating grade point averages, but excessive "W"s (as defined in Sections 55754 and 55756 of this part) shall be used as factors in probation and dismissal procedures.

Within these guidelines, criteria for withdrawal and the procedures to accomplish it shall be established by governing boards and published in college catalogs.

A district's responsibilities with respect to enrollment or attendance accounting shall not be modified or superseded in any way by adoption of a withdrawal policy.

**MW** Military Withdrawal: The governing board of a district which decides to provide a withdrawal policy shall also adopt military withdrawal procedures consistent with the following:

"Military Withdrawal" occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned may be a "W" or, if necessary to distinguish military withdrawals, may be a "MW." Military withdrawals shall not be counted in progress probation and dismissal

calculations. “W”s incurred during the period between January 1, 1990 and the effective date of this paragraph, which meet the definition of military withdrawal herein, shall not be counted in progress probation and dismissal calculations and may be changed to “MW”s. In no case would a military withdrawal result in a student being assigned an “FW” grade.

#### **§55758.5. Grade Point Averaging.**

- (a) This section augments and should be read in conjunction with Section 55758 relating to academic record symbols and grade point average.
- (b) In calculating students' degree applicable grade point averages, grades earned in nondegree credit courses shall not be included.

#### **§55759. Notification of Probation and Dismissal.**

Each community college shall make reasonable efforts to notify a student subject to academic probation or dismissal at or near the beginning of the semester or quarter in which it will take effect but, in any case, no later than the start of the fall semester or quarter. Each community college shall also make a reasonable effort to provide counseling and other support services to a student on probation to help the student overcome any academic difficulties. Each community college shall make reasonable efforts to notify a student of removal from probation or reinstatement after dismissal within timelines established by the district. Probation and dismissal policies and procedures shall be published in the college catalog.

#### **§55760. Grade Changes.**

- (a) In any course of instruction in a community college district for which grades are awarded, the instructor of the course shall determine the grade to be awarded each student in accordance with section 55758 of this chapter. The determination of the student's grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency. Procedures for the correction of grades given in error shall include expunging the incorrect grade from the record.
- (b) The governing board of a district shall adopt and publish procedures and regulations pertaining to the repetition of courses for which substandard work has been recorded in accordance with sections 55761 and 55762. When grade changes are made in accordance with these sections, appropriate annotations of any courses repeated shall be entered on the student's permanent academic record in such a manner that all work remains legible, insuring a true and complete academic history.

#### **§55761. District Policy for Course Repetition.**

The governing board of a district maintaining a community college shall adopt and publish procedures or regulations pertaining to the repetition of courses for which substandard

work has been recorded. For purposes of course repetition, academic renewal, and all other related provisions in this part, the term “substandard” shall be defined as meaning course work for which the grading symbols “D,” “F,” and/or “NC” (as defined in section 55758) have been recorded. The procedures or regulations may allow such courses to be repeated and the previous grade and credit to be disregarded in the computation of grade point averages. When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

#### **§55762. Course Repetition: Implementation.**

In adopting procedures or regulations pertaining to the repetition of courses for which substandard academic performance has been previously recorded, the governing board of a district maintaining a community college:

- (a) Shall not adopt any regulation or procedure which conflicts with:
  - (1) Education Code section 76224, pertaining to the finality of grades assigned by instructors, and
  - (2) Chapter 2.5 (commencing with section 59020) of Division 10 of this part, pertaining to the retention and destruction of records and particularly subdivision (d) of section 59023, relating to the permanency of certain student records;
- (b) May permit repetition of any course which was taken in an accredited college or university and for which substandard academic performance as defined in section 55761 is recorded;
- (c) Shall, when adopted procedures or regulations permit course repetition, indicate any specific courses or categories of courses which are exempt from consideration under these regulations;
- (d) Shall clearly indicate any courses repeated under the provisions of this section and section 55761 on the student's permanent academic record, using an appropriate symbol;
- (e) Shall, when adopted procedures or regulations permit course repetition, publish specific procedures to implement this section;
- (f) May, in determining transfer of a student's credits, honor similar, prior course repetition actions by other accredited colleges and universities; and
- (g) Shall maintain a careful record of actions taken under course repetition procedures or regulations adopted in compliance with this section and section 55761, since periodic reports may be required by the Chancellor.

#### **§55763. Course Repetition: Special Circumstances.**

- (a) The governing board of a district may adopt procedures or regulations pertaining to the repetition of courses for which substandard work has not been recorded.
- (b) Except as provided in Subsection (c), repetition of courses for which substandard work has not been recorded shall be permitted only upon petition of the student and with the written permission of the governing

board or its designee based on a finding that circumstances exist which justify such repetition. Grades awarded for courses repeated under the provisions of this subsection shall not be counted in calculating a student's grade point average.

- (c) If a district permits repetition of courses where substandard work has not been recorded, repetition shall be permitted, without petition, in instances when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Such courses must conform to all attendance accounting, course approval, and other requirements imposed by applicable provisions of law. Such courses may be repeated for credit any number of times, regardless of whether or not substandard work was previously recorded, and the grade received each time shall be included for purposes of calculating the student's grade point average. The governing board of a district may establish policies and procedures requiring students to certify or document that course repetition is necessary to complete legally mandated training pursuant to this subsection.
- (d) When course repetition under this section occurs, the student's permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

#### **§55764. District Policy for Academic Renewal Without Course Repetition.**

The governing board of a district maintaining a community college shall adopt and publish procedures or regulations pertaining to the alleviation of previously recorded substandard academic performance, as defined in section 55761, which is not reflective of a student's demonstrated ability. Such procedures or regulations shall include a clear statement of the educational principles upon which they are based, and shall be referred to as academic renewal regulations. When academic renewal procedures or regulations adopted by the districts permit previously recorded, substandard course work to be disregarded in the computation of grade point averages, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

In adopting procedures or regulations pertaining to the alleviation of previously recorded, substandard academic performance, as defined in section 55764, which is not reflective of a student's demonstrated ability, the governing board of a district maintaining a community college:

#### **§55765. Academic Renewal Without Course Repetition: Implementation.**

- (a) Shall not adopt any regulation or procedure which conflicts with:
- (1) Education Code section 76224, pertaining to the finality of grades assigned by instruction, and
  - (2) Chapter 2.5 (commencing with section 59020) of division 10 of this part pertaining to the retention

and destruction of records, and particularly subdivision (d) of section 59023, relating to the permanency of certain student records.

- (b) Shall, when the adopted procedures or regulations permit such alleviation, state:
- (1) The maximum amount of coursework that may be alleviated;
  - (2) The amount of academic work to have been completed at a satisfactory level (minimum 2.00) subsequent to the coursework to be alleviated;
  - (3) The length of time to have elapsed since the coursework to be alleviated was recorded; and
  - (4) A description of any specific courses and/or categories of courses that are, for any reason, exempt from consideration under the alleviation regulations.
- (c) Shall, when the adopted procedures or regulations permit such alleviation, publish specific procedures to be followed in implementing procedures or regulations adopted pursuant to this section and section 55764 stating, at a minimum:
- (1) The procedures to be followed by students in petitioning for alleviation; and
  - (2) The officers and/or personnel responsible for implementing the procedures or regulations.

### **Subchapter 10. Degrees and Certificates**

#### **§55800. Regulations.**

The governing board of community college districts shall adopt policy consistent with the provisions of this chapter. The policy shall be published in the college catalog under appropriate headings, and filed with the Chancellor's Office as required by section 51004 of this part.

#### **§55800.5. Minimum Credit Hours for Graduation from Two-Year Course.**

An associate degree shall be awarded to any student who successfully completes the prescribed course of study for the degree while maintaining the requisite grade point average, the course of study required for the student's major, and any required academic elective courses.

#### **§55801. Definitions.**

For the purpose of this chapter, "satisfactorily completed" means either credit earned on a "credit-no credit" basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.

#### **§55802. Associate in Arts Degree (Applicable Until July 1, 1983).**

The governing board of a community college district shall confer the degree of associate in arts upon a student who in grades 13

and 14 has satisfactorily completed from 60 to 64 semester hours of work in a curriculum which the district accepts toward the degree (as shown by its catalog) and which includes all of the following minimum requirements, provided that 12 hours of the required credit hours were secured in residence at that community college:

- (a) 18 semester units of study taken in a discipline or from related disciplines as listed in the Community Colleges "Classification of Instructional Disciplines."
- (b) 15 semester units of general education which shall include at least one course in each of the following areas
  - (1) Natural sciences. Those courses of study which deal with matter and energy and their interrelations and transformations (e.g., chemistry, physics, biology).
  - (2) Social sciences. The body of knowledge that relates to the human being as a member of society or component of society, such as the state, family, or any systematized human institution (e.g., economics, political science, sociology).
  - (3) Humanities. Those courses of study having primarily a cultural character (e.g., languages, literature, philosophy, fine arts).
  - (4) Learning skills. Courses, such as oral and written communication, logic, mathematics, and statistics, designed to facilitate acquisition and utilization of knowledge in natural sciences, social sciences, and humanities.

These courses may be eligible for partial satisfaction of the general education requirements for a baccalaureate degree at the California State University in accordance with the provisions of Section 40405 of this title.

- (c) Ethnic studies courses shall be offered in one or more of the areas listed in subdivision (b).  
The community college may determine which courses satisfy the requirements of this subdivision.  
The governing board may make exceptions to the residence requirement in any instance in which it determines that an injustice or hardship would otherwise be placed upon an individual student.
- (d) The provisions of this section shall be applicable to all students in attendance prior to July 1, 1983, unless provided otherwise by governing board policy adopted pursuant to subsection (b) of section 55810.

### **§55803. Associate in Science Degree (Applicable Until July 1, 1983).**

The governing board of a community college district may confer the degree of associate in science upon a student who in grades 13 and 14 has completed satisfactorily a minimum of 60 semester hours of work, which shall satisfy all the requirements for an associate in arts degree and shall include a major of at least 18 semester hours in the fields of engineering, physical and biological sciences, or occupational curriculum.

The provisions of this section shall be applicable to all students in attendance prior to July 1, 1983, unless provided otherwise by governing board policy adopted pursuant to subsection (b) of section 55810.

### **§55805. Philosophy and Criteria for Associate Degree and General Education.**

- (a) The governing board of a community college district shall adopt policy which states its specific philosophy on General Education. In developing this policy governing boards shall consider the following policy of the Board of Governors:

The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems.

- (b) The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education.

### **§55805.5. Types of Courses Appropriate to the Associate Degree.**

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

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

- (b) Courses that apply to the major in non-baccalaureate occupational fields.
- (c) English courses not more than one level below the first transfer level composition course, typically known as English 1A. Each student may count only one such course as credit toward the associate degree.
- (d) All mathematics courses above and including Elementary Algebra.
- (e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board require entrance skills at a level equivalent to those necessary for the courses specified in subsections (c) and (d) above.

**§55806. Minimum Requirements for the Associate Degree  
(Applicable July 1, 1983)**

The governing board of a community college district shall confer the degree of Associate in Arts or Associate in Science upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of college work. This course work requirement must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in General Education and at least 18 semester or 27 quarter units in a major as prescribed in this section. Of the required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the Associate Degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

- (a) Major Requirements. At least 18 semester or 27 quarter units of study taken in a single discipline or related disciplines, as listed in the Community Colleges "Taxonomy of Programs," shall be required.
- (b) General Education Requirements.
  - (1) Students receiving an Associate Degree shall complete a minimum of 18 semester or 27 quarter units of general education, including a minimum of three semester or four quarter units in each of the areas (A), (B) and (C) and the same minimum in each part of (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:
    - (A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education Requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in

astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

- (B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.
  - (C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.
  - (D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.
    - 1. English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.
    - 2. Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.
- (2) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major requirement. Whether it may be counted

again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the Associate Degree and to partially satisfy a general education requirement at the California State University, if such course is eligible under the provisions of section 40405 of this title.

- (3) Ethnic Studies will be offered in at least one of the required areas.
- (c) The provisions of this section shall be applicable to all students who enter a community college on or after July 1, 1983, provided that a governing board may specify an earlier implementation date pursuant to subsection (b) of Section 55810.

#### **§55807. Conversion to Credit.**

Upon student petition to and certification by a governing board of credit-level achievement and prescribed academic rigor, and evidence of prescribed competence as approved by the faculty, noncredit courses may count toward associate degrees.

#### **§55808. Certificate of Achievement.**

The governing board of a community college district shall issue a certificate of achievement to any student whom the governing board determines has completed successfully any course of study or curriculum for which a certificate of achievement is offered.

#### **§55809. Duty to Grant Diploma.**

The governing board of a community college district shall award the appropriate diploma, degree or certificate whenever a student has completed all requirements for the degree, diploma or certificate without regard to the length of time actually taken by the student to complete such requirements. The governing board shall grant to any student, who has satisfactorily completed the requirements of any course of study in less than the prescribed time, credit for the full number of semester hours scheduled for such course.

#### **§55810. Implementation by Governing Boards.**

- (a) The governing board of a community college district shall adopt necessary policies and procedures to implement the transition between degree requirements applicable until July 1, 1983 (sections 55802 and 55803) and requirements applicable on or after July 1, 1983 (sections 55805 and 55806).
- (b) The governing board of a community college may implement sections 55805 and 55806 prior to July 1, 1983, provided that it develops the necessary policies and procedures to implement the transition and notifies the Chancellor as to when the implementation will commence.



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