

# **FULLERTON COLLEGE CURRICULUM DEVELOPMENT HANDBOOK**

<http://curriculum.fullcoll.edu>

Fullerton College Curriculum Committee  
2009-2010

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# **SECTION 1**

## **Fullerton College Curriculum Committee Mission Statement**

The Curriculum Committee, a sub-committee of the Faculty Senate with representation from each division and resource members from the college community, is charged with facilitating curriculum development and approving curriculum proposals at Fullerton College.

The committee assists faculty with creating course and program proposals and revisions that reflect the excellence of instruction at Fullerton College, comply with Title 5 requirements, and have the best opportunity to be supported at all levels of the approval process through the Board of Trustees.

### **Introduction to the Curriculum Approval Process**

The committee meets on the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> Wednesdays during the fall and spring semesters to review curriculum proposals and recommend adoption of new courses and changes to existing courses, to the Board of Trustees. The calendars which follow set forth the dates for development and submission of new and revised course and program proposals.

Simple modifications, those that do not change the catalog, may be made at any time through the use of the Minor Revision process.

This Curriculum Development Handbook is designed to assist you in utilizing CurricUNET, our internet based curriculum approval system, to accomplish your curriculum goal. Division Representatives, the Committee Chair, Academic Deans, and the Curriculum Assistant are available to assist you with the preparation of your proposal. Faculty members and departments are encouraged to meet with the Curriculum Assistant to get started, and periodically throughout the development process for assistance.

## **SECTION 2**

### **THE FULLERTON COLLEGE CURRICULUM COMMITTEE**

### **ROLES AND RESPONSIBILITIES**

DRAFT

## THE FULLERTON COLLEGE CURRICULUM COMMITTEE

Fullerton College, through its Faculty Senate, has a faculty committee charged with course and curriculum development and policy review. The Curriculum Committee is Chaired by a faculty member who is elected by the committee members and confirmed by the Faculty Senate. Support and leadership has been provided by the Chief Instructional Officer who sits as an ex-officio member of the committee, the academic deans, and other resource members from Articulation, Matriculation, Admissions & Records Evaluators, and our Catalog/Schedule Coordinator who provide technical advice and support.

### ROLES AND RESPONSIBILITIES

#### THE COMMITTEE CHAIRPERSON

The Chair of the Curriculum Committee has two principal roles: (1) to preside over committee meetings and (2) to facilitate curriculum planning and academic policy making which are in the best interests of the college community.

At Curriculum Committee meetings the Chair will lead the discussion of all proposals and reports distributed to the committee. The Chair shall preside over committee meetings and shall appoint ad hoc committees as necessary to consider matters within the purview of Curriculum. The Chair will prepare reports of the committee's activities and recommendations and will present such reports on behalf of the committee to the Faculty Senate and the Board of Trustees.

The Chair will work closely with the chief instructional officer in considering the campus-wide impact of curriculum proposals. The Chair will assist department representatives and department members in preparing proposals. If issues remain to be resolved after Technical Review, the Chair may help facilitate dialogue between Curriculum Committee Division Representatives and appropriate Department Members and Dean. The Chair will also work closely with the Curriculum Assistant in structuring meeting agendas, reviewing minutes, and implementing committee recommendations and decisions.

#### THE ADMINISTRATIVE ASSISTANT II (CURRICULUM ASSISTANT)

1. ASSIST FACULTY WITH USE OF CURRICUNET.
2. TROUBLESHOOT TO ENSURE EFFICIENT PROCESSING OF CURRICULUM THROUGH CURRICUNET.
3. ORGANIZES AND MAINTAINS CURRICULUM RECORDS.
4. WORKS WITH CURRICULUM CHAIR TO PREPARE DOCUMENTS INCLUDING AGENDAS AND MINUTES.
5. COLLABORATES WITH CATALOG AND SCHEDULE COORDINATOR TO ENSURE ACCURACY AND CONSISTENCY OF CURRICULUM INFORMATION IN BANNER, CATALOG AND SCHEDULE.

#### THE FACULTY ORIGINATOR

1. Review theory of course or program development/changes at inception and throughout the process with department members, and most particularly Division Representative and Department Chair. Identify needed content and provided requested backup information for inclusion with the proposal in CurricUNET.
2. Adhere to all processes and deadlines including those set by the Curriculum Committee calendar, the Department, and the Division Dean.
3. Faculty Originator shall follow their proposal throughout the approval process and make changes as appropriate when they are recommended. It is strongly recommended that Faculty Originators make their Division Representatives "Co-contributors" on their proposal in CurricUNET so representatives can better assist them throughout the approval process. Ideally, Originators should plan to attend and present their curriculum at the Curriculum Committee meeting when it is up for Committee approval.

#### THE DIVISION CURRICULUM REPRESENTATIVE

Facilitates division proposals for curriculum changes and represent the division in curriculum and policy matters.

#### SUGGESTIONS FOR THE REPRESENTATIVE

1. Review the Curriculum Committee Master Calendar with your division and distribute curriculum materials to appropriate division members.
2. Ask originators to share proposals with you early and continuously throughout the development process, using the Curriculum Committee Master Calendar as a timeline.
3. Review proposals at each level assigned to Division Representatives, make suggestions for revisions, and confirm corrections are made as needed.

4. Work with originators to address the following areas:

- Title 5 (Section 55002 – Standards and Criteria for Courses have been considered and the course meets one or more of the college’s mission statements.
- The description, goals, objectives, and outline are properly written and integrated.
- The course outline is thorough enough that it provides adequate information for all instructors of the course.
- The proposal is thorough with all screens completed in CurricUnet.

6. Participate in Technical Review by reviewing proposals in detail and entering suggestions for changes in CurricUNET. Confirm that all Technical Review suggestions have been addressed by Originators and provide “Technical Review Approval”. (See “Technical Review Process” for details).

7. Thoroughly re-review all proposals on the Curriculum Committee Meeting Agenda prior to the meeting.

8. Remind originators to be present at Curriculum Committee meetings when their proposals are up for committee review. Read distributed materials in advance and try to raise questions and resolve problems with originators before proposals come to the committee meeting for approval.

9. For each meeting bring the agenda and the distributed materials arranged in the order as listed on the agenda.

10. Be alert to how proposals from other departments or general policy proposals may affect curriculum or impact offerings in your own Division.

#### **THE DEPARTMENT CHAIR**

Facilitates the curriculum development process as follows:

1. Review all curriculum proposals from your department members at multiple stages in the approval process. Provide suggestions for revisions in CurricUNET. Provide initial department approval early in the process, and final department approval after proposals are “launched” and thus locked to changes.
2. Act as an advisory resource to faculty proposing modified or new curriculum.

#### **THE ACADEMIC DEAN**

Facilitates the curriculum development process as follows:

1. Review and provide feedback in CurricUNET on curriculum proposals from faculty in your Division(s) in response to emails from CurricUNET). Post recommendations for changes and/or approvals at the appropriate stages in the approval process.
2. Assign appropriate TOP code, CIP Code, and SAM code information to proposed curriculum.

#### **THE VICE PRESIDENT OF INSTRUCTION (CIO)**

Facilitates the curriculum development process as follows:

1. Serve as a creative catalyst in curriculum development, gathering ideas from peers, conferences, and other resources.
2. Review needs assessment and proposed curriculum to ensure its compliance with the discipline/department plan and mission of the college and assess its impact on other offerings.
3. Consider fiscal impact of new and modified curriculum.
4. Communicate about proposed curriculum addition/changes with the College President and act as informational liaison between the committee and administration as well as an advocate for revised and new curriculum.

## CURRICULUM COMMITTEE MEMBERSHIP

*FALL 2010*

		Start Sem	End Sem
Chairperson (2 year term)	Jennifer Combs	Spring 2010	Fall 2012

### VOTING MEMBERS

*3 YEAR TERM*

Business & CIS	Kathy Standen	Fall 2009	Spring 2012
Counseling	<b>Vacant</b>	Fall 2009	Spring 2012
Fine Arts	James Dowdalls	Spring 2009	Fall 2012
Humanities	John Ison	Fall 2009	Spring 2012
Library	Jill Okamura	Fall 2009	Spring 2012
Math/Computer Science	Cindy Zarske	Spring 2010	Fall 2013
Natural Sciences	Brad Dawson	Spring 2010	Fall 2013
Physical Education (3yr term)	Nick Fuscardo/Fall –Brian Crooks/Spring	Fall 2010	Spring 2013
Social Sciences	Kelly Nelson-Wright	<i>Fall 2010</i>	<i>Spring 2013</i>
Student Services	<b>Vacant</b>	<b>Fall 2009</b>	<b>Spring 2012</b>
Technology/Engineering	Jay Seidel	Spring 2009	Fall 2012

### RESOURCE MEMBERS

*ON-GOING*

VP of Instruction (interim)	Scott McKenzie		
Dean, Academic Services	Carol Mattson		
Dean, Tech/Engineering (interim)	Mike Moore		
Articulation Officer	Scott Lee		
Matriculation Officer	Stewart Kimura		
Catalog/Class Schedule	Laurie Triefenbach		
Curriculum Specialist	Rachel Roschel		
Admissions and Records	Nicol Tushla		
Associated Students Rep	<i>Varies</i>		

## **SECTION 3**

### **INTRODUCTION TO CURRICUNET**

**CurricUNET is a web-based curriculum authoring, editing, management, and approval tool used at Fullerton College.**

**[www.curricunet.com/fullerton](http://www.curricunet.com/fullerton)**



# CurricUNET

## Internet-Based Curriculum Processing System

In Fall of 2006 Fullerton College began utilizing “CurricUNET”, an Internet-based Curriculum Processing system, to process and store curriculum. CurricUNET is accessible to Fullerton College faculty and staff anywhere there is Internet access. This makes it faster and easier to locate existing curriculum, to propose new or revised curriculum, and to participate in the curriculum approval process. Eventually, CurricUNET will be accessible to students and others interested in Fullerton College curriculum.

### **CURRICUNET LOCATION:**

CurricUNET is located at [www.curricunet.com/fullerton](http://www.curricunet.com/fullerton), and there is a link to this site on the Fullerton College homepage [www.fullcoll.edu](http://www.fullcoll.edu) on the “Quick Links” drop down menu.

Faculty may contact the Curriculum Assistant to inquire about access: Rachel Roschel at [rroschel@fullcoll.edu](mailto:rroschel@fullcoll.edu)

### **CURRICUNET LOG IN:**

Initial log in is: last initial first name (for example: Jennifer Combs = cjennifer)

Initial password is: changeme (all lower case, no space)

Help screens will guide users once they are logged in.

There are helpful links, forms, and instructions on the left side of the screen.


There are important announcements and a link to the Curriculum Master Calendar for the current year on the right side of the screen.

### **TO ACCESS CURRENT CURRICULUM:**

Find “Create/Edit Proposal” on the left side of the screen and, select “Courses” or “Programs”.

Select “Course Search” or “Program Search” and enter information requested on the screen to access the active or pending version of the course or program. The “Active” version is the official Course Outline of Record (=COR) for the course. “Pending” versions have been proposed but are not yet fully approved.

### **TO PROPOSE CURRICULUM:**

Use “Quick Start Guides” included on p.x-x in this handbook to propose a new course or program and to propose revisions to existing courses and programs. Then, follow instructions in Help Screens in CurricUNET to thoroughly enter all the information required for each proposal. The “Course/Program Checklist” appears on the left side of the screen once a proposal is initiated. It lists each section of the proposal and after each is clicked to open it, information is entered into each section. Responses to questions opens additional screens as appropriate for the specific proposal. Click the  icon to access Help Screens.

After proposals are complete (information is entered to complete all screens in the checklist), an “Audit” button will appear on the left side of the screen. Click to “Audit”, then follow on-screen instructions to “Pre-launch” the proposal. Pre-launch starts the approval process (see p.x for steps in the approval process).

### **THE FULLERTON COLLEGE CURRICULUM APPROVAL PROCESS:**

Curriculum Proposals are processed online, inside CurricUNET. Faculty originators must keep track of their proposals throughout the Curriculum Approval Process, edits and/or changes may need to be made by the Faculty Originator at multiple stages throughout the process. CurricUNET sends email to participants in the approval process whenever there is a proposal that needs their attention. Participants include Department Members, Department Chair(s), Division Representatives and other Curriculum Committee participants, Division Deans, faculty and administrators in parallel departments from SCE and Cypress College, Fullerton College Curriculum Chair, Fullerton College Curriculum Assistant, the Fullerton College Articulation Officer, the Fullerton College Vice President of Instruction, the Fullerton College President, and the N.O.C.C.D. Board of Trustees (although Board approval takes place at Board meetings and is recorded by the Curriculum Assistant). All other participants enter their recommendations and/or approvals directly into CurricUNET where they become a part of the permanent curriculum record.

### **PROPOSALS FOR NEW AND REVISED CURRICULUM:**

There are different types of curriculum proposals, new courses or programs, major revisions of existing courses or programs, and minor revisions of existing courses or programs, as well as “packages” which link multiple proposals together so they move through the approval process simultaneously. The steps in the approval process are determined by the type of proposal.

Any revision that affects the catalog is a major revision. Please see descriptions of Major vs. Minor Revisions on p.x to differentiate between major and minor revisions.

## SECTION 4

# THE CURRICULUM APPROVAL PROCESS OVERVIEW & TIMELINES

*(Illustrated on the following pages)*

**Minor Revisions** can be fully approved in about 6 or more weeks.

**New Proposals** and **Major Revisions** require 20 or more weeks to process thus they should be pre-launched by Faculty Originators by January of the year prior to the proposed start date to ensure full approval in time to make catalog deadlines.

The major approval process requires approximately 10 or more weeks from pre-launch to the meeting for Curriculum Committee approval, then 3 weeks from Committee Approval to DCCC Agenda Request, which is due in the third week of the month for the DCCC meeting on the first Friday of the following month. Proposals presented at DCCC are submitted for BOT approval the month following DCCC review.

***\*\*The length of approval time is contingent on timely action taken by faculty each time changes are needed through out the process.***

# FULLERTON COLLEGE CURRICULUM COMMITTEE

## Criteria for Major & Minor Action in CurricUNET

### Minor Revisions:

1. Textbook/Resources Updates
2. Minor revisions to Course Content that do not change the over-all scope of the course (may include updating or replacing equipment/technology)
3. Minor revisions to Methods of Instruction that do not change the over-all way in which the course is taught. Adding a Distance Learning Component is NOT a minor action
4. Minor revisions to Methods of Evaluation
5. Changes in Schedule Description (to be found in the Basic Course Information screen)
6. Minor Changes in Course Assignments
7. TOPS Code Revisions
8. CIP Code Revisions
9. Adding/Revising Student Learning Outcomes

### New Courses/ Major Revisions: All other changes to curriculum must be processed as major actions. These include:

1. Six Year Review (may include adding/revising Student Learning Outcomes)
2. New courses (changing the prefix or number of a course cannot be done...course must come forward as a new course)
3. New degrees and certificates
4. Deletions of courses, programs and certificates
5. Changes to degree or certificate programs, (with state-mandated packet when applicable)
6. Changes to Catalog Description
7. Any changes to the Course Master Database including but not limited to:
  - a. Changes in units, class size, hours, FSA codes, fees, repeatability
  - b. Changes to Course Title; Program Title; Department Title
8. Reclassification for inclusion in AA/AS General Education, Multicultural Requirement, CSU or CSU GE, UC Transfer or IGETC requirements, or changes in which category it will fit
9. Major changes in scope of Course Content, Methods of Instruction, or Methods of Evaluation (as determined by Division curriculum representative)
10. Addition of Distance Ed as an Instructional Methodology
11. Validation, re-validation, or changes to any new or existing prerequisites, co-requisites, advisories or limitations on enrollment
12. Stand Alone Courses

New Course/Major Revisions	Minor Revisions <i>Textbook/Resources Updates, Minor revisions to Course Content, Methods of Instruction, Methods of Evaluation, Schedule Description, Assignments, and Student Learning Outcomes</i>
Level 1 Faculty Originator completes all screens, audits course and Pre-Launches.	Level 1 Faculty Originator completes all screens, audits course and Pre-Launches. Individuals at the next level are notified with an "action message" informational email.
Level 2 Everyone notified at this level has the option to review and suggest changes for <b>5 working days</b> (NOT including holidays).	Level 2 Everyone notified at this level has the option to review and suggest changes for <b>5 working days</b> (NOT including holidays).
Level 2.50 Faculty Originator must correct errors, respond to all suggestions, and modify course prior to Technical Review.	Level 2.50 Faculty Originator must correct errors and respond to all suggestions.
Level 2.75 Articulation Officer	Level 2.75 Articulation Officer
Level 2.76 Division Curriculum Representative and	Level 2.76 Division Curriculum Rep and
Level 2.77 Division Dean - have <b>3 working days each</b> to review the course and insure that corrections and suggestions have been addressed prior to Technical Review. Articulation Officer, Division Dean, and/or Division Curriculum Representative can recommend changes, which will return the course to Faculty Originator at the previous level.	Level 2.77 Division Curriculum Representative - have <b>3 working days each</b> (NOT including holidays) to review the course, insure that it is technically correct, and that revisions are minor. Articulation Officer, Division Dean, and/or Division Curriculum Representative can recommend changes which return the course to the Faculty Originator at the previous level. If revision is determined to be major, course is returned to Faculty Originator at the previous level and must be re-started in the major revision approval process.
Level 2.80 Tech Review Committee has <b>5 working days</b> to review and make recommended changes.	Level 4 Faculty Originator Launches course within <b>3 working days</b> .
Level 2.85 Faculty Originator must address recommended changes from Tech Review Committee and post comments to indicate corrections are complete.	Level 6 Curriculum committee reviews courses in CurricUNET in preparation for meetings and meets to approve courses(s).
Level 2.90 Division Rep has 3 working days to review and approve Faculty Originator changes from Tech Review recommendations.	Level 6.50 After the Curriculum Committee meets, the Curriculum Chair and Curriculum Specialist have <b>3 working days</b> to process courses approved by Curriculum Committee.
Level 3 CC Dept. Chair, CC Dean, and SCE Dean have the option to review and suggest changes for <b>3 working days</b> .	Level 7 Articulation Officer has <b>3 working days</b> for approval.
Level 3.50 Curriculum Chair and Curriculum Specialist have <b>3 working days</b> to process courses and release for launch.	Level 8 Vice President of Instruction has <b>3 working days</b> for approval.
Level 4 Faculty Originator Launches course within <b>3 working days</b> .	Level 9 President has <b>3 working days</b> for approval.
Level 5 Department Chair, Division Curriculum Representative and Division Dean must approve the course after launch within <b>3 working days</b> before it moves forward to the Curriculum Committee.	Level 10 DCCC Approval (typically meets first Friday of Oct, Nov, Dec, Feb, Mar, Apr, May)
Level 6 Curriculum Committee reviews courses in CurricUNET in preparation for meetings and meets to approve courses(s).	Level 11 Board Approval (typically 2 <sup>nd</sup> Tues of Nov, Dec, Jan, Mar, Apr, May, June)
Level 6.50 After the Curriculum Committee meets, the Curriculum Chair and Curriculum Specialist have <b>3 working days</b> to process courses approved by Curriculum Committee.	Level 12 Curriculum Specialist implements changes in CurricUNET, and notifies Curriculum Rep Catalog Coordinator if necessary.
Level 7 Articulation Officer has <b>3 working days</b> for approval.	
Level 8 Vice President of Instruction has <b>3 working days</b> for approval.	
Level 9 President has <b>3 working days</b> for approval.	
Level 10 DCCC Approval (typically meets first Friday of Oct, Nov, Dec, Feb, Mar, Apr, May)	
Level 11 Board Approval (typically 2 <sup>nd</sup> Tues of Nov, Dec, Jan, Mar, Apr, May, June)	
Level 12 Curriculum Specialist implements changes in CurricUNET, and notifies Curriculum Representative, Originator (for state programs only) and Catalog Coordinator.	

**FULLERTON COLLEGE:** *New Course/Major:*

**Pre-Launch**

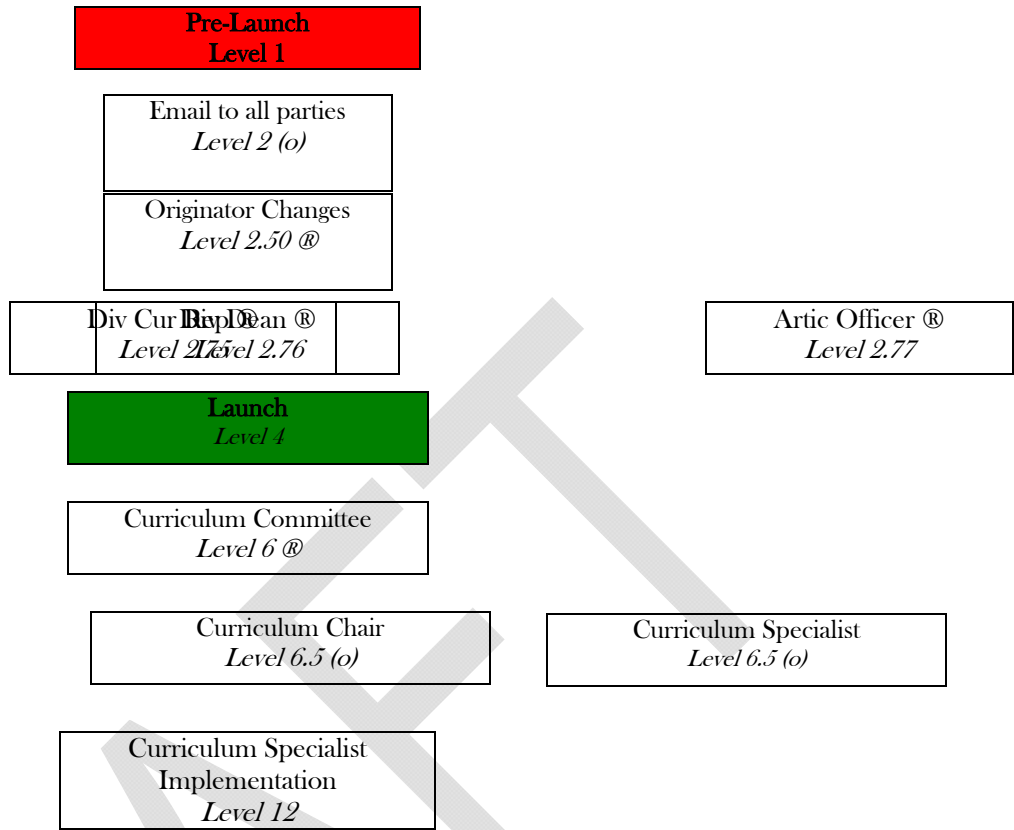
Dept Faculty (o) <i>Level 2</i>	Dept Chair (o) <i>Level 2</i>	Div Cur Rep (o) <i>Level 2</i>	Div Dean (o) <i>Level 2</i>	Artic Officer (o) <i>Level 2</i>	Librarian (o) <i>Level 2</i>	Honor Rep (o) <i>Level 2</i>	Dist Ed Rep (o) <i>Level 2</i>
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	Originator Changes ® <i>Level 2.50</i>	
Div Cur Rep ® <i>Level 2.75</i>	Div Dean ® <i>Level 2.76</i>	Artic Officer ® <i>Level 2.77</i>
	Tech Review Com (o) <i>Level 2.80</i>	
	Originator ® <i>Level 2.85</i>	
	Div Cur Rep ® <i>Level 2.90</i>	
SCE Div Dean (o) <i>Level 3</i>	CC Cur Rep (o) <i>Level 3</i>	CC Div Dean (o) <i>Level 3</i>
	Curriculum Specialist ® <i>Level 3.5</i>	Curriculum Chair ® <i>Level 3.5</i>

**Launch**  
*Level 4*

Depart Chair ® <i>Level 5</i>	Division Dean ® <i>Level 5</i>	Div Cur Rep ® <i>Level 5</i>
	Curriculum Com (o) <i>Level 6</i>	
	Curriculum Chair ® <i>Level 6.5</i>	Curriculum Specialist ® <i>Level 6.5</i>
	Articulation Officer ® <i>Level 7</i>	
	VP Instruction ® <i>Level 8</i>	
	President ® <i>Level 9</i>	
	DCCC <i>Level 10</i>	
	Board <i>Level 11</i>	
	Cur. Specialist Implementation <i>Level 12</i>	

FULLERTON COLLEGE: *Minor*:



**SECTION 5**  
**THE CURRICULUM MASTER CALENDAR**

## Curriculum Master Calendar 2009-2010


July-09					August-09					September-09					October-09				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
		1	2	3 Holiday	3	4	5	6	7	1	2	☺	3	■				1	●
6	7	8	9	10	10	■	●	13	14	7 Labor Day	■	9	10	11	5	6	7	☺	9
13	⚡	15	16	17	17	18	●	20	21	14	15	☺	17	18	12	■	14	●	15
20	21	22	23	24	24	⚡	☺	27	■	21	22	23	24	■	19	20	21	☺	23
27	⚡	■	30	31	31					28	⚡	☺			26	⚡	28	29	■
November-09					December-09					January-10					February-10				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
2	3	4	☺	●	1	2	☺	4	●					1 Holiday	1	2	☺	4	■
9 Holiday	■	★	12	13	7	■	★	10	11	4	5	⚡	7	8	8	●	■	11	12 Holiday
16	17	18	☺	■	14	15	16	17	18	11	12	●	14	15	15 Holiday	16	☺	18	19
23	24	25	26 Thnksgiving	27 Holiday	21	22	23	24 Holiday	25 Holiday	18 Holiday	■	☺	21	22	22	⚡	24	25	■
30					28 Holiday	29 Holiday	30 Holiday	31 Holiday		25	■	⚡	27	28	29	30	31		
March-10					April-10					May-10					June-10				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
1	2	3	☺	■				1 Spring	2 Break	3	4	☺	6	■		1	2	3	4
8	●	■	11	12	5	6	7	☺	■	10	●	■	13	14	7	8	■	10	11
15	16	17	☺	19	12	●	■	15	16	17	18	19	20	21	14	15	16	17	18
22	23	⚡	●	■	19	20	⚡	☺	■	24	25	⚡	27	28	21	22	23	24	25
29 Spring	30 Break	31			26	27	28	29	30	31 Memorial Day					28	29	30	■	
Curriculum Committee Meetings CurricUNET Rep Training DCCC Meetings Board Meetings					DCCC Agendas Due to District BOT Agendas Due to President Office Curriculum Team Meetings Catalog Deadline- Courses Only					Catalog Deadline- Programs Only Deadline UC/IGETC-TCA Deadline CSU, CSU GE Breadth Deadline									




## Curriculum Master Calendar 2009-2010

 **Curriculum Comm Mtg**  
1:30 pm  
Faculty Lounge

Meeting Dates:  
Wed - Aug 26, '09  
Wed - Sept 2, '09  
Wed - Sept 16, '09  
Wed- Sept 30, '09  
Wed - Oct 7, '09  
Wed - Oct 21, '09  
Wed - Nov 4, '09  
Wed - Nov 18, '09  
Wed - Dec 2, '09  
Wed - Jan 20, '10  
Wed - Feb 3, '10  
Wed - Feb 17, '10  
Wed - Mar 3, '10  
Wed - Mar 17, '10  
Wed - April 7, '10  
Wed - April 21, '10  
Wed - May 5, 19(tba) '10

 **Curriculum Rep Training**  
Room 827 (LLRC 2nd Fl)

Meeting Dates:  
Thurs- Aug 13, '09 (1:00 - 5:00 p.m.)

 **Curriculum Team Mtg**  
Rachel's Office (Tentative)


Meeting Dates:  
Wed - Aug 19 '09 (2:30-4:00)  
Fri - Oct 2 '09 (10:00-12:00)  
Fri - Nov 6 '09 (10:00-12:00)  
Fri - Dec 4 '09 (10:00-12:00)  
Wed - Jan 13 '10 (10:00-12:00)  
Mon - Feb 8 '10 (2:30-4:00)  
Mon - Mar 8 '10 (2:30-4:00)  
Mon - Apr 12 '10 (2:30-4:00)  
Mon - May 10 '10 (2:30-4:00)


 **DCCC Agenda to Dist**  
Curriculum Specialist


Deadline Dates:  
Fri - Aug 28, '09  
Fri - Sept 25, '09  
Fri - Oct 30, '09  
Fri - Nov 20, '09  
Fri - Jan 25 '10  
Fri - Feb 26, '10  
Fri - Mar 26, '10  
Fri - Apr 23, '10

 **DCCC Mtg**  
District Board Conf RM


Meeting Dates:  
Fri - Sept 4, '09 (tentative)  
Fri - Oct 2 '09  
Fri - Nov 6, '09  
Fri - Dec 4, '09  
Fri - Feb 5 '10  
Fri - Mar 5, '10  
Fri - Apr 9 '10  
Fri - May 7, '10

 **Catalog Deadline:**  
**Courses ONLY 2010**  
Catalog Coordinator  
Tues - Dec 8, '09 (*board mtg for fall 2010*) pre-launch by March/May '09

 **Catalog Deadline**  
**Programs ONLY**  
Catalog Coordinator  
Mon - April 13, '10 (*board mtg for fall 2010*) certificates and/or degrees


 **BOT Agenda due to Pres**  
Curriculum Specialist

Deadline Dates:  
Tue - July 14 '09 (no curriculum)  
Tue - July 28 '09 (no curriculum)  
Tue - Aug 25 '09 (no curriculum)  
Tue - Sep 29 '09  
Tue - Oct 27 '09  
Tue - Nov 20 '09  
Tue - Jan 5 '10  
Tue - Jan 26 '10 (no curriculum)  
Tue - Feb 23 '10  
Tue- Mar 23 '10  
Tue - Apr 20 '10  
Tue - May 25 '10

 **BOT Mtg**  
District Board Room

Meeting Dates:  
Tue - July 28 '09 (no curriculum)  
Tue - Aug 11 '09 (no curriculum)  
Tue - Sept 8 '09 (no curriculum)  
Tue - Oct 13 '09 (no curriculum)  
Tue - Nov 10 '09  
Tue - Dec 8 '09  
Tue - Jan 19 '10  
Tue - Feb 9 '10 (no curriculum)  
Tue - Mar 9 '10  
Tue- Apr 13 '10  
Tue - May 11 '10  
Tue - June 8 '10

 **UC/IGETC-TCA Deadline**  
Articulation Officer  
Tues- June 30 '10 (*board mtg for fall 2011*)  
(pre-launch by December '09)

 **CSU, CSU GE Breadth**  
Articulation Officer  
Tues - Nov 10, '09 (*board mtg for fall 2011*)  
(pre-launch by March '10)

## **SECTION 6**

### **THE COURSE OUTLINE OF RECORD IN CURRICUNET**

## FULLERTON COLLEGE COURSE OUTLINE IN CURRICUNET

Instructions: Complete each section, noting NA for any areas that do not apply. Do not use any formatting styles.

### COURSE CHECKLIST - (see below for specific information on each screen/form)

#### MAIN:

Co-Contributors

Click on "[Add a Co-Contributor](#)" -The Curriculum Committee strongly encourages Faculty Originators to make their **Curriculum Division Representatives** "Co-contributors" on all curriculum proposals. This allows the Rep to assist as needed throughout the approval process.

#### BASIC COURSE INFORMATION:

Department/Subject Area Choose from drop down the appropriate prefix for your department

Course Number

USE THE CURRENT PREFIX AND NUMBER OF THE COURSE (in the case of modification) If this is new curriculum within an existing discipline, use the same prefix and consider how the new curriculum fits with the mission of Fullerton College. In choosing a course number, review similar sequencing patterns in the Fullerton College catalog, and in the Cypress College Catalog. When possible, use the same course number for courses that are equivalent to existing Cypress courses. Avoid using the same number for courses that are not equivalent. You may want to space numbers for future additions. Contact the Catalog/Schedule Coordinator to determine which course numbers are currently available.

Course Title

Your choice of name should be descriptive and differentiate the new course from existing courses that may appear similar.

Catalog Description

Use language that will convey to the students the content of the course. You may want to review catalog descriptions of other courses in the discipline and develop consistent language. You may want to consider also using the same description for catalog and for schedule, or a shorter version may be developed for the schedule of classes.

**Weekly Lecture  
/Lab hours:**

Begin catalog description with the weekly lecture and/or lab hours (OR indicate total lecture hours for the entire length of the course).

**Example:** *Three hours lecture and three hours lab per week.*

**Applicability**

Indicate whether the course is degree applicable, transferable to CSU, and/or transferable to UC.

**Example:** Four hours lecture per week. This is a college level course in composition designed to develop the reading, critical thinking, and writing strategies necessary for academic success. The emphasis is on reading and writing expository essays. The course includes research and documentation skills. **(CSU) (UC) (Degree Credit) AA GE, CSU GE, IGETC**

Schedule Description (typically about 3 lines)

A brief description of the course utilizing the catalog description.

**Example:** *This course will develop the reading, critical thinking, and writing skills necessary for academic success. The class focuses on expository writing and research/documentation skills.*

Proposed Start

Enter semester and year proposed for initial course offering, this is commonly referred to as the "effective date" for the proposal (semester ex: Fall 2009). This is the semester and year when the course (or revised version of the course) will first be offered. See Curriculum Master Calendar to determine earliest possible start date based on date of Board Approval.

Class Size

Use the "**Class Size Planning and Resource Document**" (link provided below Class Size Justification box) and consider existing class sizes for comparable courses in the discipline to select appropriate class size.

Justification for Class Size

Provide a written justification of proposed class size. Reference the Class Size Planning and Resource Document and specific instructional methodologies.

Honors Course

Indicate if this is intended as an Honor's course or not (**check yes or no**).

Justification for Proposal:

Explain the purpose of the proposed course and how it adds to/ fits with existing course offerings. Explain why Fullerton College needs this new course and how it will serve students.

**\*\*NOTE:** Please be sure to click on  and  after each page form on checklist to insure document information.

MASTER DATABASE:  
Units

A unit of credit is defined as approximately three hours per week of student work on a full semester basis. Student work refers to one or any combination of classroom instruction, and assigned study, practice or performance. The number of outside hours of work is estimated for the average successful student. For example, 1 unit of credit is granted for 1 hour per week of lecture plus 2 hours per week of outside work, or for 3 hours of lab per week with no outside work, or for two hours of lab per week plus one hour per week of outside work. For courses 16 hours or less of instruction, the outside assignments may be completed independently by the student during or after the time scheduled for the class. Samples of outside assignments must be reflected in the "Assignments" portion of the outline.

Open Entry/Open Exit	Courses that do not have a specific start or end date are "Open Entry/Open Exit". For these courses students select and enroll in a specific number of units. Each unit requires completion of a predetermined number of hours.
Repeatability	Indicate if the course is designed to be repeatable or not.
Materials Fee	Indicate if there is any materials fee ( <b>check yes or no</b> ). If yes, complete the Materials Fee Form.
WSCH Reporting	Enter number of hours of lecture, lab, and preparation. Expectation is three hours per week per unit (16-18 hours per unit per term). The three hours may be any combination of lecture, lab, and assignment preparation
Instructor Pay	Determined by number of lecture and/or lab hours.
Preparation Hours	Typically there are two hours of preparation for each hour of lecture.
Grading OPTION	<b>Standard Letter Grade</b> - Course may only be taken for a letter grade <b>Pass/No Pass</b> - Course may only be taken for pass or no pass. <b>Both</b> –Grade or Pass/No Pass selected by each individual student
Basic Skills	Indicate whether or not the course is considered basic skills. Please note: basic skills courses may not be degree applicable (per State Chancellor's Office).
Approval	Indicate whether the course is intended to be degree applicable or NOT degree applicable.
Transfer Code	Indicate whether the course is proposed for transfer and if so, to CSU, UC, or both.
Classification Code	Select appropriate code from drop down menu (see Help Screen for definitions)
Special Funding	Indicate whether or not the course receives special funding.
TOPS, SAM, and CIP Codes	Check codes on comparable courses in the discipline and ask the Division Dean for assistance with selection of appropriate codes. (Refer to <a href="#">append xx</a> )
Stand Alone Course	Indicate whether or not the course is a "Stand Alone" course ( <b>check yes or no</b> ). Stand Alone Courses are not intended to be part of general education or of any specific degree or certificate program.
State Discipline Code	Select the appropriate code from the drop down menu (check comparable courses in the discipline or ask Division dean for assistance).

OBJECTIVES:

Each begins "**Upon successful completion of the course the student will be able to...**"  
Enter phrases that begin with measurable verbs from Bloom's Taxonomy (or other Curriculum Committee approved list) to complete each objective.  
As used here, an objective is a specific observable, measurable student action or product of student action. For those who have not written behavioral objectives before, the committee suggests that a useful approach is to select verbs, which communicate their intent specifically and avoid words, which are open to many interpretations. Objectives must begin with a measurable verb from Bloom's Taxonomy (link on lower left side of screen in CurricUNET) or other Curriculum Committee approved list.

*The following lists may also be helpful:*

**INAPPROPRIATE WORDS**

**APPROPRIATE WORDS**

*to know*  
*to really understand*  
*to appreciate*  
*to grasp the significance of*  
*to enjoy*  
*to believe*  
*to have faith in*

*to write*  
*to recite*  
*to identify*  
*to solve*  
*to construct*  
*to compare*  
*to evaluate*

*to distinguish between*  
*to differentiate*  
*to list consequences*  
*to perform*  
*to provide examples of*  
*to select from alternatives*  
*to assemble or design*

**ENTRY SKILLS REQUIREMENT:** (if prerequisite/co-requisite/advisory is requested)

Entry Skills begin with-Upon entering this course the student must be able to:

They are selected from a drop down menu of course objectives for the prerequisite course(s). If you are requesting a prerequisite, you must include entrance skills as part of the outline. Entry skills should reflect at least one of the objectives (outcomes) from each course proposed as a prerequisite, although you may include all that are applicable.

**REQUISITES:**

(see appendix x)

***Prerequisite:***

When a course has a prerequisite, it means that a student must have certain documentable skills and/or knowledge before entering the course. These skills/knowledge are considered necessary for a student to succeed in the course.

***Co-requisite:***

When a course has a co-requisite, it means that a student must have certain documentable skills and/or knowledge before entering the course or be enrolled concurrently in a course in which the skills are being taught.

***Co-requisite, concurrency required:***

When “concurrency required” is indicated, it means that a student must be concurrently enrolled in the target and co-requisite courses for each term that the student is seeking enrollment in the target course.

***Advisory on recommended preparation:***

When a course has an advisory, it means that certain preparation is recommended before a student enters the course. The preparation is considered advantageous for a student to succeed in the course. Since the preparation is recommended, the student is advised, but not required, to meet the condition before or in conjunction with enrollment in the course or educational program.

Use the pull down menu to select the requisite type. You will then complete an additional screen identifying conditions and the reason for the requisite or limitation on enrollment. The two co-contributors you identified in the Main screen will be required to complete the Content Review.

**METHODS OF INSTRUCTION:** Check and/or list instructional methods to be used in the course. These should apply to any/all course formats including traditional, online, hybrid, and teleweb. Instructional Methods should support proposed class size.

**DISTANCE EDUCATION:**

Check all delivery methods that apply (online, hybrid, teleweb)

If any class time is replaced by online or other distance delivery method, the course requires a separate Distance Education approval. Web enhanced courses that provide online access to course materials and assignments with no replacement of class time do not require separate approval. See p. X for more details.

**CONTACT TYPES:**

Please select all applicable contact types from the drop down menu and describe under “Frequency and Description”, how Methods of Instruction will be delivered online. Demonstrate how you will ensure “regular effective contact hours”. Instructor-Student contact is mandatory and must be at least equivalent to instructor-student contact in the traditional setting.

**STUDENT LEARNING OUTCOMES:**

OUTCOME - Enter SLOs in the format approved by the Faculty Senate: **“Upon successful completion of** (enter course prefix, number, and title), **the student will be able to...**” (Insert measurable verb and descriptive phrase).

ASSESSMENT- Briefly describe SLO assessment methods.

**COURSE CONTENT:** (Outline of Course)

Indicate all major topics to be covered. Develop one half pages or more per unit (for example, a three credit course must have more than a page and a half of content. Follow instructions for using the outlining tool in CurricUNET to avoid formatting errors.

ASSIGNMENTS: (Give types of assignments and one example of specific writing assignment.)

Two hours of outside work are required for every one lecture hour. For courses 16 hours or less, the outside assignments may be completed independently by the student during or after the time scheduled for the class. Samples of outside assignments must be reflected in this portion of the outline. List the kinds of (a) writing assignments or (b) other demonstrations of ability to use symbol systems (e.g., as in logic, mathematics, music, etc.) or (c) other demonstrations of ability to apply skills learned in the course. The assignments specified will give direction to faculty in developing their own syllabi. In addition to listing the types of assignments, give at least one sample of a specific writing assignment or problem solving involving symbol systems.

For lab only or activity, outside assignments may be included, but are not required in order for the course to be approved. If such assignments are included on the original course proposal, such assignments are considered to be part of the official outline and should be included within the scope of the course.

METHODS OF EVALUATION:

Check and/or list the methods by which students and instructors will know how the objectives listed above have been met.

Specify the procedures for evaluating student performance that are appropriate for this course. These procedures should be appropriate to the objectives, and the course content and scope described in this outline. A student's grade must be based on measures of student performance which demonstrate the student's proficiency, at least in part, by means of essays, or, in courses where the instructor deems them to be appropriate, problem solving exercises or skills demonstrations by students. In addition to the procedures used to evaluate student performance, give at least one example of an essay question requiring the student to think independently and write or to do problem solving activities. List the types of evaluation tools you will use such as, writing assignments (three five-page papers), journal, in-class participation, mid-term, etc. For activity courses where an essay may be inappropriate, give a sample of an evaluation tool which assess the student's ability to perform the skill/activity focused on in the course.

LIBRARY:

Confirm that the Library has the materials needed to support the course.

TEXTBOOKS/RESOURCES:

Textbooks

Enter complete bibliographic information in MLA format for each text approved by the Department for use in this course. At least one textbook must be published within 5 years of the effective term for the course (per State Title 5 regulations).

Other

List textbooks, or other college level materials as well as supplies that would be appropriate for this course. Instructors will not be limited by this list; the list should be a useful guide for instructors and thus should be representative of the KINDS of materials that are generally used in the course.

GENERAL ED: (General Education Requirements)

Indicate which general education requirement or graduation requirement the course is proposed to satisfy. Justify the proposal by explaining how/why the course fits the specific GE category or graduation requirement proposed.

COMPARABLE COURSE:

Enter course information for a comparable course that already exists at a California Community College, CSU, or UC.

ATTACHED FILES (OPTIONAL): Attach any/all supporting documentation here as appropriate.

## **SECTION 7**

### **QUICK START GUIDES FOR CURRICUNET CURRICULUM PROPOSALS**

**DRAFT**

## CurricUNET: Quick Start Guide for New Course Proposals

1. Click on [www.curricunet.com/fullerton](http://www.curricunet.com/fullerton) to enter the CurricUNET site **OR** there is a link to this site on the Fullerton College homepage [www.fullcoll.edu](http://www.fullcoll.edu) on the “**Quick Links**” drop down menu.
  2. Enter your **LOGIN** information:
    - > Username is \_\_\_\_\_ (last initial+first name unless changed)
    - > Password is \_\_\_\_\_ (changeme, unless you changed it)
    - (Username and password are case sensitive.)**
    - >Click on **OK**.
  3. Left-hand column
    - Under “**Create/Edit Proposal**”
      - > Click “**Course Proposal**”
    - Under **Courses**
      - > Click “**Create New Course**” (click to start a new course proposal)
  4. **To Create New Course**
    - Complete the data fields as they are presented (refer to section 7 of curriculum handbook for details )
    - Click on ? for **HELP**
    - When completed, your new course template will open for you to fill in.
  5. Click on “**Add a Co-Contributor** ” and select any Faculty co-authors/Department Coordinators/Department Chairs and your Curriculum Division Rep.
  6. Under “**Screen Rights**” on the left side, click “**Check All**”, unless you want to limit access to specific sections using checkboxes, and click “**OK**.”
  7. **Course Checklist** (column on the right side)
    - Click each form/page (on the right column) to open and complete the data fields as they are presented
    - Click on ? for **HELP**
    - **SAVE** saves information, but keeps the page open for information
    - **FINISH** saves information and completes that section. **FINISH** activates a summary text box that confirms you have completed all necessary information for that page. You can always go back later to “unlock” and edit, then “finish” again.
    - As each item of each form/page is completed, **SAVE** and **FINISH**, a check will appear in the box and section title will be highlighted green indicating form/page is complete.
- \*\*Note: the system does not save automatically when leaving a page. Please save document periodically to avoid risk losing information.**
8. **AUDIT** and **PRELAUNCHING**: Notes on the left side column will indicate which sections are incomplete as you work.
  9. When you have finished every form/page on the Course Checklist an **AUDIT** button will appear on the left side of the screen. By clicking **AUDIT** in the left column, a text box will appear in the upper middle, of the page, listing items that remain incomplete or indicating proposal is complete in which case instructions for you to “**pre-launch**” will appear. **Please make sure you follow through with the below instructions or the course will not be properly prelaunched into the approval process.**

**Your proposal is complete and the audit was successful.**

Now follow the link to "My Approvals", select "Originator" role, and approve the pre-launch.

Approving the pre-launch step, will notify the next positions/steps.

[My Approvals](#)



**FOR ASSISTANCE** with Curriculum Proposals and CurricUNET, contact **your Curriculum Division Rep**, Curriculum Specialist Rachel Roschel at [roschel@fullcoll.edu](mailto:roschel@fullcoll.edu) or x25001 or Curriculum Committee Chair Jennifer Combs at [jcombs@fullcoll.edu](mailto:jcombs@fullcoll.edu) or x27236 (**preferably by email**).



**\*\*After Pre-Launch, to check on your course:**

- Log in to CurricUNET
- Click on **“My Proposals”**
- Click **“Check Status”** to access comments and list of approval steps.

**\*\*To make changes through Prelaunch levels):**

- Log in to CurricUNET
- Click on **“My Approvals”**
- Select **“Originator”** and click **NEXT**
- Click on the  icon to access comments and list of approval steps.
- Scroll down to review completed steps...last action made will be in red.
- You can **“take action”** from this page (click appropriate **“Action”** button)
- Until launch, you can make changes anytime (click on the pencil  to open checklist on right).
- After Launch, you can check on the status of your course but cannot make changes.
- Be sure you are satisfied with your course and ALL corrections are made BEFORE you launch!

**WHAT TO EXPECT WHILE YOUR PROPOSAL IS GOING THROUGH THE APPROVAL PROCESS**

Be sure to check on your proposal(s) in CurricUNET every week throughout the approval process! There are multiple steps after pre-launch that require you to review recommendations and make changes before the course can move forward by doing the following:

- Step 1:** Pre-launch
- Step 2:** Wait for input (check back each week to review/make recommended changes)
- Step 3:** Review recommended changes and make them as appropriate
- Step 4:** Check to confirm approvals needed prior to Tech Review
- Step 5:** Wait for Tech Review to be completed (1 full week-you will receive an email)
- Step 6:** Review recommended changes from Tech Review and make corrections, explain reasons if there are recommendations you do not follow, and take action in CurricUNET to trigger an email notice to your Division Rep to check your revisions.
- ❖ You and any approvers in the approval process will receive emails that will appear **“Systems@governet.com”**. Please don't delete these emails, as they will guide and notify you of your course status and any action that you will need to take to move your course forward.
- Step 7:** Wait for review by Cypress and SCE, and Curriculum Chair (about a week)
- Step 8:** Proofread your course carefully to be sure there are no other edits needed and LAUNCH (locks course to any further changes).
- Step 9:** Follow up and make sure your Division Rep and Dean and Department Chair review the launched course in CurricUNET and approve.
- Step 10:** Wait for Committee meeting (will be at least one full week after 3 approvals in Step 9 are done) check for committee comments in the week prior to the next curriculum meeting.
- Step 11:** Attend Curriculum Committee meeting to answer questions about your class.  
If you cannot attend, **make sure your Curriculum Division Rep is up to speed** and ready to answer committee questions (especially those posted in CurricUNET!)
- Step 12:** Follow up in CurricUNET to confirm approval process is completed approximately 3 months later (2 weeks Artic, VP, Pres; then to DCCC 1st Fri of month, then to Board the 2nd T of the following month).

**\*\*If there are errors or problems that are not fixed before launch, approval could be delayed!**

## CurricUNET Quick Start Guide for Course Revisions

Click on [www.curricunet.com/fullerton](http://www.curricunet.com/fullerton) to enter the CurricUNET site **OR** there is a link to this site on the Fullerton College homepage [www.fullcoll.edu](http://www.fullcoll.edu) on the “Quick Links” drop down menu.

1. Enter your **LOGIN** information:
  - > Username is \_\_\_\_\_ (last initial+first name unless changed)
  - > Password is \_\_\_\_\_ (changeme, unless you changed it)  
**(Username and password are case sensitive.)**
  - >Click on **OK**.
2. Left-hand column  
Under “**Create/Edit Proposal**”
  - > Click “**Course Proposal**”
  - > Click “**Course Search**”
  - > Click “**ALL**” and select your “**Discipline**” from drop-down menu and enter course number and click “**OK**” to pull up existing “**Active**” (*currently listed catalog*) file.
  - > Select “*Proposal type*” from drop-down menu to open (**6-year Reviews MUST be major revisions!**)
  - > Use check boxes to indicate **each** change you will make, then type the reason in the “**Justification**” box for **each** change marked and click “OK” to open template for revising course.
3. Click on “**Add a Co-Contributor** ” and select any Faculty co-authors/Department Coordinators/Department Chairs **and** your Curriculum Division Rep.
4. Under “**Screen Rights** ” on the left side, click “**Check All**”, unless you want to limit access to specific sections using checkboxes, and click “**OK**”
5. **Course Checklist** (column on the right side)
  - Click each form/page (on the right column) to open and complete the data fields as they are presented (each section is described in section 7 of curriculum handbook)
  - Click on ? for **HELP**
  - **SAVE** saves information, but keeps the page open for information
  - **FINISH** saves information and completes that section. **FINISH** activates a summary text box that confirms you have completed all necessary information for that page. You can always go back later to “unlock” and edit, then “finish” again.
  - As each item of each form/page is completed, **SAVE** and **FINISH**, a check will appear in the box and section title will be highlighted green indicating form/page is complete.

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6. **AUDIT** and **PRELAUNCHING**: Notes on the left side column will indicate which sections are incomplete as you work. When you have finished every form/page on the Course Checklist an **AUDIT** button will appear on the left side of the screen. By clicking **AUDIT** in the left column, a text box will appear in the upper middle, of the page, listing items that remain incomplete or indicating proposal is complete in which case instructions for you to “pre-launch” will appear.
7. **Please make sure you follow through with the below instructions or the course will not be properly prelaunched into the approval process.**

**Your proposal is complete and the audit was successful.**  
Now follow the link to "My Approvals", select "Originator" role,  
and approve the pre-launch.  
Approving the pre-launch step, will notify the next  
positions/steps.



[My Approvals](#)

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**\*\*After Pre-Launch, to check on your course:**

- Log in to CurricUNET
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- Click **“Check Status”** to access comments and list of approval steps.

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## CurricUNET Quick Start Guide for New Programs

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10. Enter your **LOGIN** information:

> Username is \_\_\_\_\_ (last initial+first name unless changed)

> Password is \_\_\_\_\_ (changeme, unless you changed it)

**(Username and password are case sensitive.)**

>Click on **OK**.

11. Left-hand column

Under “**Create/Edit Proposal**”

> Click “**Program Proposals**”

> Click “**Create New Program**”

> Select your “**Discipline**” from drop-down menu and enter course number

> **Enter title of new program**

> **Select on “Award Type” and click “SAVE”**

12. Click on “**Add a Co-Contributor** ” and select any Faculty co-authors/Department Coordinators/Department Chairs **and** your Curriculum Division Rep.

13. Under “**Screen Rights** ” on the left side, click “**Check All**”, unless you want to limit access to specific sections using checkboxes, and click “**OK**”

14. **Program Checklist** (column on the right side)

- Click each form/page (on the right column) to open and complete the data fields as they are presented
- Click on ? for **HELP**
- **SAVE** saves information, but keeps the page open for information
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15. **AUDIT** and **PRELAUNCHING**: Notes on the left side column will indicate which sections are incomplete as you work. When you have finished every form/page on the Course Checklist an **AUDIT** button will appear on the left side of the screen. By clicking **AUDIT** in the left column, a text box will appear in the upper middle, of the page, listing items that remain incomplete or indicating proposal is complete in which case instructions for you to “**pre-launch**” will appear.

16. **Please make sure you follow through with the below instructions or the course will not be properly prelaunched into the approval process.**

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Approving the pre-launch step, will notify the next positions/steps.



[My Approvals](#)

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- Log in to CurricUNET
- Click on **“My Proposals”**
- Click **“Check Status”** to access comments and list of approval steps.

**\*\*To make changes through Prelaunch levels):**

- Log in to CurricUNET
- Click on **“My Approvals”**
- Select **“Originator”** and click **NEXT**
- Click on the  icon to access comments and list of approval steps.
- Scroll down to review completed steps...last action made will be in red.
- You can **“take action”** from this page (click appropriate **“Action”** button)
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- Step 12:** Follow up in CurricUNET to confirm approval process is completed approximately 3 months later (2 weeks Artic, VP, Pres; then to DCCC 1st Fri of month, then to Board the 2nd T of the following month).

**\*\*If there are errors or problems that are not fixed before launch, approval could be delayed!**

## CurricUNET Quick Start Guide for Revised Programs

Click on [www.curricUNET.com/fullerton](http://www.curricUNET.com/fullerton) to enter the CurricUNET site OR there is a link to this site on the Fullerton College homepage [www.fullcoll.edu](http://www.fullcoll.edu) on the “Quick Links” drop down menu.

17. Enter your **LOGIN** information:

> Username is \_\_\_\_\_ (last initial+first name unless changed)

> Password is \_\_\_\_\_ (change, unless you changed it)

**(Username and password are case sensitive.)**

>Click on **OK**.


18. Left-hand column

Under “**Create/Edit Proposal**”

> Click “**Program Proposals**”

> Click “**Program Search**”

> Click “**All**” and select your “**Discipline**” from drop-down menu and enter course number and click “**OK**” to pull up existing “**Active**” (*currently listed catalog*) file.


> Click on the  to copy current “Active” for work off of.

> Select “*Program Proposal type*” from drop-down menu to open (**6-year Reviews MUST be program change!**)

19. Click on “**Add a Co-Contributor**” and select any Faculty co-authors/Department Coordinators/Department Chairs **and** your Curriculum Division Rep.

20. Under “**Screen Rights**” on the left side, click “**Check All**”, unless you want to limit access to specific sections using checkboxes, and click “**OK**”

21. **Program Checklist** (column on the right side)

- Click each form/page (on the right column) to open and complete the data fields as they are presented
- Click on  for **HELP**
- **SAVE** saves information, but keeps the page open for information
- **FINISH** saves information and completes that section. **FINISH** activates a summary text box that confirms you have completed all necessary information for that page. You can always go back later to “unlock” and edit, then “finish” again.

**\*\*Note: the system does not save automatically when leaving a page. Please save document periodically to avoid risk losing information.**

22. **AUDIT** and **PRELAUNCHING**: Notes on the left side column will indicate which sections are incomplete as you work. When you have finished every form/page on the Course Checklist an **AUDIT** button will appear on the left side of the screen. By clicking **AUDIT** in the left column, a text box will appear in the upper middle, of the page, listing items that remain incomplete or indicating proposal is complete in which case instructions for you to “**pre-launch**” will appear.

23. **Please make sure you follow through with the below instructions or the course will not be properly prelaunched into the approval process.**

**Your proposal is complete and the audit was successful.**

Now follow the link to “My Approvals”, select “Originator” role, and approve the pre-launch.

Approving the pre-launch step, will notify the next positions/steps.



[My Approvals](#)

**FOR ASSISTANCE** with Curriculum Proposals and CurricUNET, contact **your Curriculum Division Rep**, Curriculum Specialist, Rachel Roschel at [roschel@fullcoll.edu](mailto:roschel@fullcoll.edu) or x25001 or Curriculum Committee Chair, Jennifer Combs at [jcombs@fullcoll.edu](mailto:jcombs@fullcoll.edu) or x27236 (**preferably by email**)

**\*\*After Pre-Launch, to check on your course:**

- Log in to CurricUNET
- Click on **“My Proposals”**
- Click **“Check Status”** to access comments and list of approval steps.

**\*\*To make changes through Prelaunch levels):**

- Log in to CurricUNET
- Click on **“My Approvals”**
- Select **“Originator”** and click **NEXT**
- Click on the  icon to access comments and list of approval steps.
- Scroll down to review completed steps...last action made will be in red.
- You can **“take action”** from this page (click appropriate **“Action”** button)
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**\*\*If there are errors or problems that are not fixed before launch, approval could be delayed!**

## CurricUNET Quick Start Guide for Course Deletion


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24. Enter your **LOGIN** information:

- > Username is \_\_\_\_\_ (last initial+first name unless changed)
  - > Password is \_\_\_\_\_ (change me, unless you changed it)
- (Username and password are case sensitive.)**
- >Click on **OK**.

25. Left-hand column

Under “**Create/Edit Proposal**”

- > Click “**Course Proposal**”
- > Click “**Course Search**”
- > Click “**Active**” and select your “**Discipline**” from drop-down menu and click “**OK**” to pull up existing “**Active**” file.
- > **Click on the**  to copy the current listed in catalog to work from.
- > Select “*Proposal type*” from drop-down menu “**COURSE DELETION**” to open
- > Type the reason in the “**Justification**” box for the course deletions and click “**OK**”.

26. Click on “**Add a Co-Contributor**” and select any Faculty co-authors/Department Coordinators/Department Chairs **and** your Curriculum Division Rep.

27. Under “**Screen Rights**” on the left side, click “**Check All**”, unless you want to limit access to specific sections using checkboxes, and click “**OK**”

28. **Course Checklist** (column on the right side)

- For deletions you will only need to fill out the first two form/pages (Basic Course Information and Master Database Form) to retrieve an “**Audit**” on the left side column to prelaunch the course into the approval process.
- **SAVE** saves information, but keeps the page open for reentry
- **FINISH** saves information and completes that section. **FINISH** activates a summary text box that confirms you have completed all necessary information for that page. You can always go back later to “unlock” and edit, then “finish” again.
- As each item of each form/page is completed, **SAVE** and **FINISH**, a check will appear in the box and section title will be highlighted green indicating form/page is complete.

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29. **AUDIT** and **PRELAUNCHING**: When you have finished each form/page on the Course Checklist an **AUDIT** button will appear on the left side of the screen. By clicking **AUDIT** in the left column, a text box will appear in the upper middle, of the page (see below for example), listing items that remain incomplete or indicating proposal is complete in which case instructions for you to “**pre-launch**” will appear.

30. **Please make sure you follow through with the below instructions or the course will not be properly prelaunched into the approval process.**

**Your proposal is complete and the audit was successful.**  
Now follow the link to "My Approvals", select "Originator" role,  
and approve the pre-launch.  
Approving the pre-launch step, will notify the next  
positions/steps.

[My Approvals](#)

3. You will now be in a screen showing "position". Click on "Faculty Originator" then click on "next"
4. Click on "**Action**" (blue button)
5. Click on drop down choose "**prelaunch**" then "**save**"
6. You should be successfully prelaunched in the approval process!



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### **WHAT TO EXPECT WHILE YOUR PROPOSAL IS GOING THROUGH THE APPROVAL PROCESS**



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- Step 8:** Proofread your course carefully to be sure there are no other edits needed and LAUNCH (locks course to any further changes).
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>Click on **OK**.

32. Left-hand column

Under “**Create/Edit Proposal**”

> Click “**Program Proposal**”

> Click “**Program Search**”

> Click “**Active**” and select your “**Discipline**” from drop-down menu and click “**OK**” to pull up existing “**Active**” file.

> **Click on the**  to copy the current listed in catalog to work from.

> Select “*Program Proposal type*” from drop-down menu “**PROGRAM DELETION**” to open

33. **MAIN**- You will now be in the **MAIN** page of the program.

34. Click on “**Add a Co-Contributor** ” and select any Faculty co-authors/Department Coordinators/Department Chairs **and** your Curriculum Division Rep.

35. Under “**Screen Rights** ” on the left side, click “**Check All**”, unless you want to limit access to specific sections using checkboxes, and click “**OK**”

36. **Program Checklist** (column on the right side)

- Click each form/page (on the right column) to open and complete the data fields as they are presented
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4. Click on "**Action**" (blue button)

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## **SECTION 8**

### **SIX-YEAR REVIEW**

**Six-Year Reviews must be pre-launched as Major Revisions because all sections of the course/program are subject to review and suggestions for changes from participants in the approval process.**

**Fullerton College has developed a schedule for Six-Year Review organized by Department. This schedule is designed to distribute workload evenly year to year to avoid over-burdening faculty and all other participants in the Curriculum Approval Process.**

## Fullerton College Six Year Review

The Year Indicated Below Refers To The Academic Year in Which the Departments will process Six Year Review Proposals In CurricUNET

The Effective Date Is Determined by the of Board Approval

2007-2008	1	2008-2009	2	2009-2010	3	2010-2011	4	2011-2012	5	2012-2013	6
2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
<b>Tech &amp; Eng Six Year Review Plan</b>											
		AUTO	19	COSM	25	CSTR*, ARCH &	61	AJ	55	FASH	44
		WELD	9	ELEC	28	WOOD				IDES	22
JOUR	12	MACH	14	TECH	7	DRAF	10				
CRTV	28	METL	1								
PRNT	22	ENGR	8								
		PHOT	9								
		62	60	60	71	55	66				
<b>Fine Arts Six Year Review Plan</b>											
						ACG	17	ART	65	MUS	113
						THE	52				
							69		65		113
<b>Bus/CIS Six Year Review Plan</b>											
PLEG	31	BUS	41	CIS	91	ACCT	24				
RE	14					MKT	9				
						OT	6				
		45	41	91	39						
<b>PE Six Year Review Plan</b>											
										DNC	33
WEL	16	REC	11			PE	96			THP	23
		16	11				96				56
<b>SS Six Year Review Plan</b>											
						SOSC	2				
HIS	26	SOC	13	POL	13	ANT	11	GEOL	14	CDES	41
		PHL	20	PSY	17	ECON	4	ETHN	12		
		26	33	30	17	26	41				
<b>NS Six Year Review Plan</b>											
ANT	4	CHM	10	ESC	27			HOR	42		
PHY	15	EVT	6								
EVS	13	PHS	6								
NTR	2	BIO	19								
FOOD	5										
HED	3										
		42	41	27	42						
<b>HUM Six Year Review Plan</b>											
								RDG	8	SPC	6
ENG	45	ESL	22	FRL	46						
		45	22	46	8	6					
<b>MATH Six Year Review Plan</b>											
MAT	21										

CSCI	4						
	25						
<b>COUN Six Year Review Plan</b>							
		COUN/WKEX	18				
			18				
<b>STS Six Year Review Plan</b>							
					STSV	7	
						7	
<b>LIB Six Year Review Plan</b>							
					LIB	3	
<b>Totals</b>	261		226	254		292	206
							288

DRAFT

## **SECTION 9**

### **PROGRAMS (Certificates and Degrees): NEW AND REVISED**

#### **All Programs**

with 18 or more units must be submitted to the State Chancellor's Office for approval, following approval by our B.O.T.

#### **Non-Vocational Programs**

with 12 or more units must be submitted for State approval so they may be noted on student transcripts.

#### **Vocational Programs**

with 12-17 units should be submitted for LOWDL and State approval so they can be noted on student transcripts. However, due to the workload involved in applying for LOWDL approval, this is up to the discretion of the Division issuing the certification.

All vocational programs must be submitted for and receive LOWDL approval before they can be submitted for State approval.

## New Programs

The Fullerton College process for adopting new programs is patterned after that used by the Chancellor's office. See "Quick Start Guide for New Programs" in Section # for instructions on how to enter your New Program Proposal into CurricUNET.

After B.O.T. approval, the New Program Application Form and supporting documentation will need to be submitted to the Chancellor's office for program approval (these forms follow on next pages).

New programs (degrees and certificates) as well as modifications to an existing degree that change the objectives of the program or total number of units from less than 18 to 18 or more require Chancellor's office approval. As you begin the development process, please refer to the Chancellor's office requirements as set forth in the Program and Course Approval Handbook, Chancellor's Office, California Community Colleges, September 2001.

Your dean and the Curriculum Assistant will assist you in preparation of the necessary paperwork.

You should begin work on the new program applications early in the process as any degree or certificate requiring state approval cannot be offered until approval is obtained.

You will find it helpful to review the degree format used in the current college catalog as you develop your head note, core classes, selected units and electives. Not all programs have selected units and electives. That is a choice driven by the program faculty and the needs of the students in order to accomplish the goals of the program. Be sure, however, that you include a head note explaining the objectives of the program and the core classes. Use the exact name of each course and the unit values as appears or will appear in the college catalog.

Program applications should be pre-launched in CurricUNET by deadlines indicated on the Curriculum Master Calendar

**Applications for new programs require approval by the Chancellor's Office following District adoption. The following items must accompany the application to the State. Please see your academic dean for specific application information.**

1. Rationale: Narrative explaining what the program is to accomplish, how the program proposal came about, what is unique about it, why it is critical, why it is especially appropriate for the region or the college, and the nature of the community support for the program. Explanations should be related to the overall plan of the college, other new program developments, and the specific needs of the community, mission of the college, and/or opportunities to serve.
2. Statement of program objectives.
3. Diagram/flowchart of how courses fit together clarifying sequences, and prerequisites.
4. Enrollment projection data, including student survey.
5. Place of program in curriculum.
6. Specific plans for support of program, including library resources, facilities and equipment, faculty qualifications and availability.

**If the program is *transfer*, the following items must also be included.**

- a. List of advising faculty from transfer institution(s)
- b. Articulation agreement or equivalent

**If the program is *occupational*, the following items must also be included.**

- a. Labor market information
- b. Job market analysis - job viability and career potential
- c. Employer survey
- d. List of members of advisory committee, Minutes of key meetings
- e. Recommendation of advisory committee and regional occupational deans



## Program Approval Process

To help monitor the campus curriculum progress and assure that programs get LOWDL and state approval (as needed) and that information in the catalog is accurate, we have implemented the following...

FC Curriculum Committee Approval -> DCCC -> Board approval

-> Following Board approval -> Curriculum Assistant on behalf of Curriculum Chair reminds the division curriculum representative (via email) when the department needs to submit an application to LOWDL and/or CC Systems Office

-> Curriculum Assistant will keep track of all approvals, located on the j drive J:\Curriculum\State Program Information\FC state approved programs (FCCC->DCCC->Board->CC Systems Office and send a copy to Laurie so that she knows to add it to the next catalog

-> If denied, the VPI should notify the division and the division office should make changes or provide additional documentation as recommended by the CC Systems Office. ...repeat (\*)

**Vocational Degrees/Certificates only** -> The department completes the **LOWDL** application and submits to LOWDL (as applicable)

**Vocational AA or AS degrees and any certificate with 18 or more units must go first to LOWDL and then to the State for approvals.**

**The Campus Curriculum Committee has recommended that Vocational Certificates between 12-17 units also go to CC Systems Office for approval so they can be included on student transcripts, but this is up to department/division.**

-> Following LOWDL approval, the department sends application to CC Systems Office with a copy to Curriculum Assistant so they can add to tracking sheet.

**Non-Vocational AA or AS degrees and any certificate with 12 or more units need to go to the State for approval so they can be included on student transcripts.**

**To apply for State approval** -> The department completes the CC Systems Office application and turns it in to VPI (as applicable)

-> The VPI's office forwards the completed application to the CC Systems Office

-> The CC Systems Office sends a notification back to the VPI either approving or denying the application.

(\*)-> Once approved from the CC Systems Office the VPI's office will send a copy of the letter to Curriculum Assistant and a copy to the department.

## STANDARDIZED FORMAT FOR PROGRAM/DEGREE/CERTIFICATE CURRICULA

The following is a recommendation for a standardized format to be followed in presenting the requirements for Associate degrees and certificates.

### MAJOR TITLE

Head note: This should be a short summary description of the major which could include its purposes and the career opportunities related to this area. If several options are available within the major area, a brief explanation of these options is appropriate.

Number of units required for the major (must be at least 18 for degrees).

<u>COURSE NUMBER</u>	TITLE	UNITS
----------------------	-------	-------

Required Core Courses:

*List all required courses. If a core of courses is desirable with other courses to be selected from a related listing, this section could be sub-divided with the following subheadings:*

Plus a Minimum of (y units) selected from the following restricted electives:

*List all courses from which a student may select options to count toward the major.*

**SAMPLE: (See the current catalog for additional formats such as multiple option degrees).**

### **BIOLOGY AA (REPLACE WITH FC SAMPLE)**

The associate degree in biology prepares students to move into a curriculum in a four-year institution leading to a baccalaureate degree in such areas as botany, zoology, conservation, and teaching. The biologist with a baccalaureate degree is prepared to enter graduate or professional programs of specialized study such as medicine, dentistry, medical technology, osteopathy, and veterinary medicine.

\*A major of 18 units is required for the associate in arts degree.

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>UNITS</b>
----------------------	--------------	--------------

Required core courses (14 units):

Biol 150	General Biology	4
Biol 154	General Botany	5
Biol 155	General Zoology	5

\*Plus a minimum of 8 units selected from the following, all of which are required for the baccalaureate degree:

Chem 150	General Chemistry 1	5
Chem 151	General Chemistry 2	5
Phys 141	General Physics 1	4
Phys 142	General Physics 2	4

**USE TEMplete LANGUAGE ONCE APPROVED BY COMMITTEE**

**Pending approval 8/25/10 mtg**

### **Fullerton College Catalog Description Template**

*This template will be built into CurricUNET to assist faculty in developing concise and consistent language for degrees and certificates in the Fullerton College Catalog. Additional Language can be added as appropriate.*

**Example (General/Academic):**

This degree is designed to *introduce the student to the field of Business Administration*. Students who complete this degree will be able to \_\_\_\_\_. This degree requires the completion of a total of 18 units, and of these 10 units must be chosen from the list of required courses. An additional 5 units must be chosen from a list of restricted electives.

**Example (Career Technical):**

This certificate provides the student with the knowledge and skills to work in the field of Automotive Management. Students who complete this certificate will be able to \_\_\_\_\_

This certificate requires the completion of a total of 50 units, and of these 45 units must be chosen from the list of required courses. An additional 5 units must be chosen from a list of restricted electives.

**“This:** (select one from each section below)

Section I:	<input type="checkbox"/> <b>AA degree</b> <input type="checkbox"/> <b>AS degree</b> (Science, Technology Engineering & Math)	<input type="checkbox"/> <b>certificate</b>
Section II:	<input type="checkbox"/> <b>is designed to introduce the student to the field of</b>	<input type="checkbox"/> <b>provides the student with the knowledge and skills to work in the field of</b>
Section III:	(Fill in this box with title of Program) Example: <b>Business Administration</b>	(Fill in this box with title of Program) Example: <b>Automotive Management</b>

**“Students who complete this:** (select one from each section below)

Section V:	<input type="checkbox"/> <b>degree</b>	<input type="checkbox"/> <b>certificate</b>
Section VI:	<input type="checkbox"/> <b>will be able to</b> (complete this sentence)	
Section VII:	<input type="checkbox"/> <b>degree</b>	<input type="checkbox"/> <b>certificate</b>

**“requires the completion of a total of (insert number) units, and of these (insert number) units must be chosen from the list of required courses. An additional (insert number) units must be chosen from a list of restricted electives.**

<p><b>OPTIONAL:</b>          (Type any additional information that you want included in your catalog description.)</p>
--

**“A minimum grade of C is required in each course taken.”** (if yes is selected, this statement will be added to your catalog description)  Yes  No

## **SECTION 10**

# **CERTIFICATES OF ACHIEVEMENT AND OTHER CERTIFICATIONS**

**Title 5 section 55070 – defines Credit Certificates as any sequence of courses consisting of 18 or more semester units or 27 or more quarter units of degree-applicable credit coursework shall constitute an educational program subject to approval by the Chancellor pursuant to section 55130. The college-awarded document confirming that a student has completed such a program shall be known as a certificate of achievement and may not be given any other designation. The award of a certificate of achievement is intended to represent more than an accumulation of units. Listing of the certificate of achievement on a student transcript symbolizes successful completion of patterns of learning experiences designed to develop certain capabilities that may be oriented to career or general education; provided however, that no sequence or grouping of courses may be approved as a certificate of achievement pursuant to this section if it consists solely of basic skills and/or ESL courses.**

**For certificates that are 12 to 18 units, faculty originators may seek California Community Colleges Chancellor's office Certificate of Achievement approval thus Fullerton College has decided to require Divisions to do so for all Non-vocational programs, and strongly encourages Divisions to do so for Vocational programs so that these certifications can be noted on student transcripts.**

**Certificates of Achievement are issued by the Admissions and Records office and are posted on the student transcript.**

## **SECTION 11**

### **STAND ALONE COURSES**

DRAFT

## Stand-Alone Courses

### **Title 5, Chapter 6, Subchapter 2, Article 1. Approval of Credit Educational Programs § 55100. Course Approval.**

- (a) The governing board of each community college district shall establish policies for, and may approve individual degree-applicable credit courses which are offered as part of an educational program approved by the Chancellor pursuant to section 55130. Such courses need not be separately approved by the Chancellor.
- (b) Effective for courses to be offered beginning in Fall 2007, a community college district may, until December 31, 2012, approve and offer non-degree-applicable credit courses and degree-applicable credit courses which are not part of an approved educational program without separate approval by the Chancellor, provided that the district continuously complies with the following requirements:
  - (1)the college curriculum committee and district governing board have approved each such course pursuant to section 55002;
  - (2)the district submits a certification by September 30th of each year verifying that the persons who will serve on the curriculum committee and others who will be involved in the curriculum approval process at each college within the district for that academic year have received training consistent with guidelines prescribed by the Chancellor on the review and approval of courses not part of educational programs;
  - (3)no course which has previously been denied separate approval by the Chancellor or is part of a program that has been disapproved by the Chancellor may be offered pursuant to this subdivision unless the proposed course has been modified to adequately address the reasons for denial and has been subsequently reapproved by the college curriculum committee and district governing board;
  - (4)no group of courses approved pursuant to this subdivision which total 18 or more semester units or 27 or more quarter units in a single four-digit Taxonomy of Programs code may be linked to one another by means of prerequisites or co-requisites;
  - (5)no student may be permitted to count 18 or more semester units or 27 or more quarter units of coursework approved pursuant to this subdivision toward satisfying the requirements for a certificate or other document evidencing completion of an educational program or towards a major for completion of an associate degree; and
  - (6)the district promptly reports all courses approved pursuant to this subdivision to the Chancellor through the Chancellor's Office Management Information System.
- (c) The Chancellor may, at any time, terminate the ability of a district to offer courses pursuant to subdivision (b) if he or she determines that a district has failed to comply with all of the conditions set forth in that subdivision. In that event, the district will become immediately subject to the requirements of subdivision (d).
- (d) Effective January 1, 2013, or earlier if so required by subdivision (c), the governing board of each community college district shall separately submit for approval by the Chancellor all non-degree-applicable credit courses and individual degree-applicable credit courses which are not part of any approved educational program.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, Education Code.

## Local Approval of Credit Courses Frequently Asked Questions

When will the change take effect?

Immediately after the certification form is received and validated at the System Office, the college is certified to approve new stand-alone credit courses. The college will be notified and a unique user name and password will be sent to the college's CIO and CISO.

### Training

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Who specifically must be trained: Voting members or non-voting members of the curriculum committee? Staff who attend in order to take notes?

All voting members of the curriculum committee must be trained. Staff and administrators who attend curriculum meetings, but do not vote, must also be trained.

Do people who serve on the curriculum committee for many years need to be trained annually?

The certification that curriculum committee members have been trained must be processed annually, but continuing members do not have to be trained every year, unless there are changes to the regulations and processes that require new training.

If curriculum committee members are replaced mid-year, does the college have to be re-certified after new members are trained?

No, the new members should be trained but certification is only required once during an academic year.

### Certification

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Does the local governing board need to certify the colleges for local approval of stand-alone credit courses?

The Chief Executive Officer of the district certifies the college. Board approval is not required.

If one college in a multi-college district fails to comply with all requirements, will all colleges within the district be penalized?

No, each college is certified separately from other colleges in the district because curriculum is approved for each college, not for all colleges in the district.

What happens if a college is not certified by November 1, 2007?

If a college is not certified for the 2007-2008 year, then new stand-alone credit courses must be submitted to the System Office for approval, using the existing form and instructions as described in the Program and Course Approval Handbook, 2<sup>nd</sup> edition, March 2003, until it is revised. Colleges will be designated authority to approve the types of courses under "blanket approval."

### Courses

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Will the college report noncredit courses into the CRCC web site in order to get course control numbers?

No, all noncredit courses must be submitted to the System Office for approval. When approved, the System Office will notify the college that the course is approved and provide the course control number.

Can "restricted electives" be fairly open-ended, such as: "9 units of coursework selected from Agriculture courses #1-50," or must specific courses be listed as in "9 units selected from AGR 1 or AGR 2 or AGR 4 etc."?

Specific courses must be listed in order to be considered program-applicable. If they are not listed, then the courses are not applicable to this program. They may be applicable to another program, however.

Are groups of courses referred to as a block (e.g. "all Aviation courses numbered 100 to 150") considered "restricted electives" when listed as a requirement to fulfill the degree or certificate?

No. See previous answer.

Are courses that meet GE – IGETC/CSU, but not local GE requirements, considered "program-applicable"?

Courses that have been approved to fulfill local GE requirements are program-applicable. Other courses that fulfill GE requirements at other institutions, including CSU and UC, are not program-applicable.

What if a course is approved as a stand-alone and then is added to a program later? Will the course need to be approved again?

The course does not need to be reported again. At the end of the semester when it is approved as program-applicable, you will need to work with MIS to change the data element CB24 from 2 to 1. You will also be asked to identify the program by unique code. It is hoped that this type of non-substantive change to a previously approved course will be made through the web site, which won't be available until Fall 2007.

When revising a previously approved stand-alone course, what data elements can change without the need to submit the course as "new"?

As of August 2007, the discussion about which data elements can change is still ongoing. Currently, this is the list of codes that may not change without System Office approval, but the decision about whether this will be considered a new course has not been made.

CB03 – TOP Code; CB04 – Credit Status (D to C or C to D allowed); CB06 – Maximum Units; CB07 – Minimum Units; CB08 – Basic Skills Status; CB09 – SAM Code; CB21 – Prior to College Level; CB22 – Noncredit Category; CB23 – Funding Agency Category. This list is subject to change.

Courses already approved as stand-alone don't need to be submitted when they are revised. When the course is substantively changed, does it need to be re-submitted in order to get a new control number?

A previously approved course that is substantively changed will require a new control number. However, the definition of "substantively changed" has not been determined as of August 2007.

Does the local governing board have to approve a new credit course before it can be offered?

Yes, the new course may be offered in **the next term that starts after** the board approval date.

What if the board approves all curricula only once every year, for example in June? If a course is approved by the curriculum committee in the previous fall, can the course be offered before the board approves it in June?

No, the board must approve the course **prior to** the beginning of the first term in which it is offered. In this example where the board approves all curriculum in June, then new courses may not be offered until July or later, depending on the beginning date of the next term.

Can you offer a course prior to obtaining a control number from the System Office?

Yes, if the local board has approved the course. The control number must be obtained before the end of the first term in which the course is offered.



Could a certificate (less than 18 semester units) be composed of stand-alone courses?

Certificates of less than 18 semester units are not approved by the System Office, so courses required in these low-unit certificates are considered stand-alone, unless they are required for another, approved program.

If a new course is added to a certificate under 18 semester units, is the new course stand-alone, and is it necessary to report it to the System Office?

Courses required in certificates under 18 semester units are stand-alone and do not require System Office approval. However, colleges will need to report approval of stand-alone courses in order to obtain course control numbers.

Suppose you put together a 17-unit certificate with 11 units from existing, approved credit courses and 6 units from 2 new courses designed solely for this certificate. Can the local process for stand-alone courses be used to approve the 2 new courses?

Yes, the new courses are stand-alone courses that do not require System Office approval, which becomes necessary only if the requirements are changed to 18 or more semester units.

Can 18 units of stand-alone courses be an "area of emphasis"?

As soon as the group or sequence of courses is 18 or more units, then the program must be approved by the System Office. During this process, the status of the courses will be changed to program-applicable by the System Office.

Title 5 §55100 part (b)(4) is confusing. Can you give an example that will illustrate how stand-alone courses may be "linked together" and considered to be a program that requires System Office approval?

This part of the regulation is intended to guard against creating a group of stand-alone courses that are linked into a sequence of courses. For example, the college could approve three stand-alone courses that are prerequisite to each other, such as ACCT 100 Introduction to Accounting, ACCT 110 Principles of Accounting and ACCT 120 Computer Applications for Accounting. ACCT 100 is prerequisite to ACCT 110, which is prerequisite to ACCT 120. These 3 stand-alone courses are required for a 10-unit Skills Certificate in Accounting.

Two years later, the college approves some new stand-alone courses in Banking and Finance, including BANK 100 Principles of Banking (3 units) and BANK 101 Consumer Lending (3 units) that are co-requisites. The course ACCT 120 is a prerequisite to BANK 100. Now there is a sequence of 16 units of stand-alone courses that are linked together by prerequisites and co-requisites.

The problem begins if the academic department wants to add another stand-alone course, such as Real Estate Finance (3 units), with a BANK 101 prerequisite. Even though there is no certificate in Banking and Finance, the group of courses (19 units) is considered to be a program requiring 18 or more semester units. The college is required to submit this to the System Office for approval. When the program is approved, all the courses then become program-applicable.

Will MIS submission and web site reporting be done at separate times? How often do you expect us to report to the web site: every time there is an approval?

MIS submission will only occur after the end of the term when the course has been offered. Reporting to the web site may occur separately, at any time after the board approval date. It is expected that the site will go down periodically for maintenance, but should be available most of the time. The district and college may develop their own schedule for reporting new credit courses in order to obtain course control numbers, keeping in mind that the heaviest use of the site will be near the end of each term.

Examples of credit stand-alone courses that were denied when submitted to the System Office for approval when submission was required prior to fall 2007.

<b>Denied Course</b>	<b>Reason</b>
Chemistry course for nursing students in CSU Chico nursing program	<b>Mission – Inappropriate population.</b> A program or course must be directed at the appropriate level for community colleges; ... it must not be directed either at a level beyond the associate degree or the first two years of college. <b>Compliance – Violates open course regulations.</b>
Course designed to provide counseling services (without reading, writing, body of knowledge, or instructional outcomes)	Quality - Outlines of Record for each course must meet all the requirements of Title 5. <b>Mission - A course must provide distinct instructional content and specific instructional objectives.</b> It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).
Course designed and scheduled to provide testing activity (e.g. time spent taking test for national paramedic registry)	<b>Quality - Outlines of Record for each course must meet all the requirements of Title 5.</b> <b>Mission - No distinct instructional content and specific instructional objectives.</b>
Course designed as in-service training for faculty (usually pedagogy, but in one case training for computer faculty in how to teach Cisco academy)	<b>Mission – Inappropriate population.</b>
Course designed to circumvent limitation on four semesters for a given activity, such as Physical Fitness	<b>Compliance – Violates course repeatability regulations</b>
Course consists only of taking a learning disability assessment; no instructional content	<b>Quality - Outlines of Record for each course must meet all the requirements of Title 5.</b> <b>Mission - No distinct instructional content and specific instructional objectives.</b>
Inappropriate use of credit non-degree-applicable status for recreational course (musical theatre and chorus without college-level rigor)	<b>Mission - A program or course must address a valid transfer, occupational or basic skills purpose.</b> It must not be primarily a-vocational or recreational.
Tutoring course	<b>Compliance - Title 5 §58170 mandates that tutoring must be noncredit.</b>
Intended specifically for school-age children (youth symphony, high school theatre competition)	<b>Mission – Inappropriate population.</b> A program or course must be directed at the appropriate level for community colleges.
Course specifically for professionals already working in field high above associate degree level (architecture, advanced molecular biology techniques)	<b>Mission – Inappropriate population.</b>
ESL courses not appropriate for degree-applicable status	Defined by Title 5 §55806.5 – only courses not more than 1 level below transferable freshman comp. may be degree-applicable
Too many units awarded for hours of work (geology, one weekend field trip)	Defined by Title 5 §55002.5 sets a minimum of 48 hours of study for each unit of credit. <b>Compliance – Must revise number of units to be compliant.</b>
Degree-applicable status placed on basic math (below elementary algebra)	<b>Mission – Inappropriate population.</b> Course not taught at the college level.
Restricted to U.S. military personnel only	<b>Compliance – Violates open course regulations.</b>

**SECTION 12**

**TECHNICAL REVIEW  
&  
TECHNICAL REVIEW APPROVAL**

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## FULLERTON COLLEGE CURRICULUM COMMITTEE TECHNICAL REVIEW PROCEDURES

Technical Review will take place **ONLINE** in CurricUnet beginning Fall 2007.

**ONLINE Tech Review** will occur on a rolling basis. Each proposal is up for review for **two full weeks (10 working days)** so all technical reviewers need to login to CurricUNET at least once in each two week period and ideally once each week, to thoroughly review all proposals in the Technical Review queue and provide feedback to faculty originators.

After **10 working days** have passed, proposals will return to the originators queue (level 2.85) so all Tech Review suggestions can be addressed with changes or explanations as appropriate. After the Originator takes action, proposals will be forwarded to the Division Rep's queue (level 2.9) for review and confirmation that all Tech Review suggestions have been addressed. After the Division Rep takes action, proposals are forwarded to Cypress and SCE for review, and then they go to the Curriculum Chair to be approved for launch (or returned to the Originator to address any issues prior to launch).

The expectation is that proposals will be ***polished and ready*** (with ALL Online Tech Review comments addressed) before they are approved at a Curriculum Committee Meeting.

**Curriculum Committee members** will need to **login to CurricUNET to review ALL proposals on the agenda during the week *preceding* each Curriculum Committee meeting** and email faculty originators in the rare case that there are any issues that still need attention before Committee approval (this would be after Tech Review is completed).

We will not have time to peruse each proposal during the Curriculum Committee Meetings so proposals that need corrections/changes will be tabled until those changes are made.



**FULLERTON COLLEGE CURRICULUM COMMITTEE  
TECHNICAL REVIEW PROCESS  
TEAM BASED DIVISION OF LABOR**

**Each Curriculum Committee member will participate on a Tech Review Team.**

Each Team will be responsible for reviewing ***Basic Course Information*** along with specific sections of course proposals. Review will take place online in CurricUNET with a new set of courses each week.

**Team A:** Requisites, Entry Skills, General Education, Master Database (Units, WSCH (lec/lab) hours, Instructor Hours and Prep Hours only)

- Cindy Zarske
- Counseling Rep (vacant)
- Student Services Rep (vacant)

**Team B:** Distance Ed, Methods of Instruction, Methods of Evaluation, and Course Objectives

- Brad Dawson
- Kathy Standen

**Team C:** Assignments, Course Content, Textbooks and Library Information

- Jill Okamura
- Kelly Nelson-Wright
- Jay Seidel

**Team D:** Course Objectives, Student Learning Outcomes and Learning Assessment

- John Ison
- Jim Dowdalls
- Nick Fuscardo/Fall & Brian Crooks/Spring

**Expert resource members will review specific sections as well**

- ❖ **Laurie Triefenbach**, Catalog/Schedule Coordinator: Basic Course Information and Master Data Base,
- ❖ **Scott Lee**, Articulation Officer: Master Data Base, Articulation, General Education, Requisites and Entry Skills
- ❖ **Stewart Kimura**, Matriculation Officer: Requisites, Entry Skills and General Education

**TECH REVIEW TIPS**  
**PENDING FINAL**

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## TECH REVIEW TIPS

### #1

- . make sure all fields are filled in
- . that SUBJ and CRSE
- . verify that Basic Course field is correct
- . make sure prerequisites, corequisites and advisories are worded properly
- . that Schedule Types match WSCH Reporting field
- . that Catalog description
  - starts with hours per week
  - isn't too lengthy in detail
  - repeatability is mentioned
  - GEN ED codes are included (if applies)
  - Degree Credit is included (if applies)
  - spelling is correct
- . that Schedule description
  - doesn't start with hours per week
  - starts with "This course....."
  - isn't a copy of the catalog description, just shorter
  - repeatability is not mentioned
  - spelling is correct

### #2

- 1.) Find the "C" icon and review all previous comments before entering new comments. There is a lot of duplication in regard to recommended changes. It is also wise to avoid conflicting recommendations. Before making a recommendation that is different from another reviewer's recommendation, check with the CC to clarify policy.
- 2.) Familiarize yourself with recommendations for your specific area of review. For example, reviewers responsible for Course Content should understand the expected length of course outlines, formatting requirements in the outline, and how to view the outline from the "WR". Reviewers responsible for Textbooks should familiarize themselves with requirements for date of publication (at least one textbook must be within five years of effective date of course), and editions should be in numeral format (1st edition, instead of First Edition). Each course screen in CurricUnet has aspects which require some familiarity with CC recommendations, and it is wise for reviewers to investigate these expectations.
- 3.) Remember that reviewers are making recommendations, not mandates. I try to suggest changes by including "please" and "thank you". The CC attempts to support and encourage faculty, and assist them through the long course approval process. Originating faculty are often unfamiliar with the approval process in CurricUnet, and become discouraged if they are met with a barrage of recommended changes to their course. If reviewers are courteous and clear in their suggestions, faculty generally respond positively.

### #3

#### Basic Course Information Screen

1. Read the Catalog Description to get an overview of the course.
2. Read the Justification for Proposal to get an overview of the revision.
3. Open the CR report. Each section that has changes should be checked off in the Proposal Type. Each substantive change (title, units, class size, co- or prerequisite, new gen ed proposals) should be listed and explained in the Justification for Proposal. The more explanation, the better!
4. Read the Justification for Class Size statement – be sure the justification is consistent with the proposed class size as per the Class Size Planning and Resource Document, or that the justification includes substantial explanation as to why the class size deviates from the guidelines on that document.

5. Compare the Justification for Class Size statement to the Methods of Instruction, Methods of Evaluation, and Assignments. Any methods referenced in the Justification for Class Size statement should be consistent with the methods included on these screens.

I am on the Prerequisite/Gen Ed expert team, so I also check these items:

1. Gen ed and transfer information should be included in three places – at the end of the catalog description, on the Master Database form (transfer and degree info only, not gen ed), and on the Gen Ed screen. Be sure these three items are consistent. The section most often missing items is the General Education Screen. Any applicable items (UC and/or CSU transferability, AA GE, CSU GE, IGETC) should be included. If missing, check the catalog Gen Ed pages to see the categories.

2. Requisite and Entry Skills Requirement Screens – The Entry Skills Requirement screen supports the Requisite screen. Both of these screens should be populated if there is a co- or prerequisite. If there is no requisite, then neither of these screens should be populated.

3. Requisites Screen – Any requisites should be entered as the type matching the applicable category on the “Levels of Scrutiny – Summary” chart. If there is more than one requisite, all but the first requisite listed needs “and” or “or.” Most course requisites have a Min Grade “C.” Any course requisites should be chosen from the drop-down menu, not typed into the dialog box.

4. Entry Skills Requirement Screen – This screen should list the skills a student needs to succeed in the course. Each skill should be matched with at least one objective from the requisite course. This objective matching demonstrates that the student will learn the skills needed for this course in the requisite course. This process demonstrates “Content Review.”

For example, MATH 040 F is a prerequisite for MATH 120 F.

The entry skills screen for MATH 120 F shows the skills the students need to succeed in MATH 120 F.

Each entry skill is matched with at least one MATH 040 F objective. This demonstrates that passing MATH 040 F will give the students the skills they need to succeed in MATH 120 F.

5. Entry Skills Requirement Screen – More on Objective Matching

a. One co- or prerequisite: Each entry skill should be matched to at least one objective of the co- or prerequisite course.

b. Two or more “or” co- or prerequisites: Each entry skill should be matched to at least one objective of each of the co- or prerequisite courses. This demonstrates that the student can learn each entry skill from either (or any one) of the requisite courses.

c. Two or more “and” co- or prerequisites: For each requisite course, there should be at least one entry skill matched to objective(s) of only that one co- or prerequisite course. This demonstrates that the student needs both (or all) requisites to acquire all entry skills.

6. Validation of Requisites – this is required for new courses, and for courses undergoing six-year review. The “Levels of Scrutiny – Summary” chart lists the validation materials required for each course. Most requisite types require Content Review as described in #4 and #5 above. Some requisites require additional validation. Check to be sure that all required elements of the validation are shown. These may be on the entry skills screen (content review), the requisite screen (information about CSU/UC courses), and/or attached files (catalog pages from CSU/UC courses, letters from four-year institutions, or other supporting documents).

Finally, open the WR report. Check that the formatting is correct. Sometimes sections are double-outlined; if so, the numbers or letters need to be removed from that screen.

#### **#4**

#### **Textbooks**

There must be at least one textbook published WITHIN five years of the effective date, i.e. effective date 2010 means at least one book published in 2006 or later.

Independent studies courses do not require textbook listings since each course is tailored to the students’ course of study.

All books should be in MLA format. General format is:

**Lastname, Firstname. Title of Book. Edition. Place of Publication: Publisher, Year of Publication.**



Crowley, Sharon and Debra Hawhee. Ancient Rhetorics for Contemporary Students. 3rd ed. New York: Pearson/Longman, 2004.

Note: First named author is written **last name, first name**; subsequent author names are written **first name last name**. See example above.

### **Course Outline**

Double-numbering: If someone inputs numbers or letters in certain windows such as the assignments window, the listing will appear with double-numbering on the Course Outline since Curricunet automatically formats the text.

Check for course content that reflects number of units. There is no set number of lines per unit, but the Course Content must be of a reasonable length and adequately describe topics in course.

### **Assignments:**

For Assignments and SLOs, consult the *Instructional Objectives Verbs/ Cognitive Domain List*. The Verbs in Bold are also appropriate for Critical Thinking Verbs

### **Library**

The library should have books to support the curriculum. If the proposed course or program will require that the library must have materials to meet certification/accreditation requirements (i.e. Paralegal program which requires that the library maintain specific legal materials in the collection), the library **must** be made aware of this so that a discussion about funding and space requirements can take place between the library dean and faculty originator/dean.

## **SECTION 13**

### **PRE-COMMITTEE MEETING REVIEW (PREPARATION FOR APPROVAL)**

All curriculum proposals that have moved through the approval process and are ready for Curriculum Committee review and approval will appear on the CurricUNET Agenda Report prior to each scheduled Curriculum Committee meeting. Curriculum Representatives and Resource Members thoroughly review all proposals prior to the scheduled meeting to make the approval process during the meetings more efficient.

## **APPENDIX A**

# **CLASS SIZE RESOURCE AND PLANNING DOCUMENT**

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**Fullerton/Cypress Class Size Planning & Resource Document**  
**Approved by FC, CC and DCCC – Spring 2007**

**Statement of Philosophy:** While the Curriculum Committee supports the use of this sheet in promoting student success and the economic feasibility of the College, we strongly feel that issues of pedagogy and class size are best determined by recognizing the recommendations of the individual faculty members, departments, and divisions involved.

**Assumptions:**

1. The purpose of this document is to minimize the differences between class sizes for particular classes at Cypress and Fullerton. Departments at both campuses offering similar courses are encouraged to discuss and agree upon class size prior to submittal of curriculum.
2. In determining class size, faculty should balance four competing concerns: pedagogy, enrollment patterns, labor equity, and economic feasibility.
3. Class size should not be set based on classroom and/or equipment availability.
4. Class size for courses with an online component will be the same as on-site courses.
5. Clear course methodologies should appear in the course outlines to reflect the appropriate class size.
6. Safety, Health, State/Accrediting Regulations, and Vocational Advisory Committees supersede the following descriptions.
7. Classes that differ from the grid need to be justified through the curricular process.
8. Any class with a class size of less than 35 will only be offered as a multiple section under extraordinary circumstances.

Instructional Method	Class Size	Descriptions
Lecture/Discussion	45	The primary mode of instruction is lecture and may include discussion and/or group learning. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.
Lecture /Discussion/ Group Learning / Student Presentations	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.
Individualized Instruction/Group Learning/ Student Presentations	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.
Extensive Writing	27	Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. For developmental classes, the amount of words may be less, but the amount of assignments and scope of assessment are similar to a transfer-level course.
Individualized Instruction	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.
Internship/Field Practice	25	Classes in which the instructor coordinates internship/field practice opportunities and supervises students individually at different locations.
Lab – Standard	35	Labs in which the instructor supervises students as they proceed in their work and answers questions, but does NOT provide extensive individualized feedback/evaluation on a regular basis.
Lab – Individualized Feedback/Evaluation	25	Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports)

## **APPENDIX B**

### **STUDENT LEARNING OUTCOMES (SLOs) (INSERT MATERIALS ASK DANIELLE)**

**No response yet from danielle**

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## **APPENDIX C**

### **DISTANCE LEARNING**

**Title 5, Section 55378, requires that the curriculum committee perform a separate review of courses that will be offered via distance learning. The review is designed to ensure that students enrolling in distance learning courses receive an experience that is equitable to the course delivered on-site.**

**Distance learning includes Internet, instructional TV/video, audio (tape or CD) videoconferencing, and hybrid. All courses where any class time is replaced by learning at a distance (when face to face class time is replaced by activities outside of the classroom) must receive separate “Distance Learning” approval.**

**The following “Good Practices” were developed by the Fullerton College Distance Education Advisory Committee (DEAC) and the FC Curriculum Committee in 2009.**

# Fullerton College Curriculum Committee Distance Education Guidelines & Procedures

Approved December 2, 2009

These guidelines are based on the Recommendations of the Fullerton College Distance Education Advisory Committee (DEAC) for Best Practices in Courses Taught “*At a Distance*” (12/6/2007)

- I. Curricular considerations for a Course Outline of Record
  - a. The expectation is that courses offered “*At a Distance*” will be comparable to traditional face to face courses in content, methods, and rigor. As such, “**Methods of Instruction**”, “**Methods of Evaluation**” and other major sections of the COR should apply across formats to online, hybrid, teleweb, and traditional face to face courses.
  - b. A separate “**Distance Education**” section will be completed for any/all courses proposed for online/hybrid/teleweb delivery.
  - c. This DE section will include a sub-section detailing contact types and frequencies. This sub-section will indicate how the Methods of Instruction will be delivered “*at a distance*”.
  - d. The DE section should demonstrate: Active involvement of students using multiple learning styles
  - e. The following are likely to appear in this DE section:
    1. Content material may be delivered using text, audio, video, pictures, and/or diagrams via the internet or cable television.
    2. Students may engage in synchronous and/or asynchronous discussion with classmates and/or their instructor.
    3. Assignments may be individual or group.
    4. Virtual or “live” field trips or labs.
    5. Assignments will vary in how students will access and respond to them. Examples include: reading/typing, viewing/creating electronic visual images, listening to/recording audio, watching/imitating, and interactive print, kinesthetic, or oral activities within a face-to-face portion of the course, cable channel or on the web.
  - f. Regular, effective contact between instructors and students should be evident from the description in the DE section:
    - i. Instructor availability (via internet, telephone, in-office meetings as stated in the syllabus) throughout each week with timely responses to student inquiries
    - ii. Several of the following are likely to appear under “*Contact Types*” and “*Frequencies*”:
      1. Email based exchanges
      2. Assignment based exchanges
      3. FAQ pages
      4. Face-to-face or virtual orientation
      5. Use of FC’s portal (My Gateway) or an instructor website outside of the FC’s Course Management System (CurricUNET)
      6. Announcements (within the CMS, via email, use of My Gateway)
      7. On-campus meetings
      8. Office hours (on campus or online)
      9. Interactive Q&A Chat rooms or Discussion Boards
      10. Telephone based exchanges
      11. Video conferencing
      12. Chat rooms for studying or specific topics



13. Discussion Boards for specific topics
14. Information via paper handout, orientation meeting, and/or website or portal that specifies ways students can contact their instructor if unable to log-in to the course as well as links to technical Help sources
15. Calendar Tool
16. Grade-book tool and/or other tools that indicate a student's progress in the course
17. Other, as new technologies emerge.

iii. Several of the following may appear:

1. Online or in-person multiple choice, matching, true-false, fill-in, short answer quizzes and exams
2. Essay exams and papers
3. Graded or non-graded participation in asynchronous Discussions and Chat sessions
4. Graded or non-graded participation in synchronous Chat sessions
5. Written reactions to assigned readings
6. Written reviews of virtual or live field trips
7. Library or web-based assignments
8. Progress reports
9. Participation in online surveys
10. Participation in web-based activities that may require written, oral, or keyboarded responses
11. Participation in virtual or live field trips, labs, orientations
12. Basically anything you could do if the class were taught face-to-face
13. Other, as new technologies emerge.

II. Best Practices in Distance Education

- a. A rapport between instructor and students and among students should be established and maintained throughout the course utilizing several of the following methods:
- b. Easily accessible orientation information must be made available at or before the start of the course.
  1. In-person demonstration & discussion
  2. Guided hands-on experience in a computer lab
  3. Synchronous or asynchronous online "meeting rooms"
  4. Online tutorials
  5. Written instructions (hand-outs and/or on the web)
  6. Orientation information should include:
    - a. How to find out what computer hardware, software and settings are required
    - b. Minimum computer skills (e.g., creating and saving documents, use of email, navigating the web, etc.)
    - c. Log-in procedures
    - d. Where to seek assistance with log-in and connection problems
    - e. How to contact the instructor when the student is unable to log-in
    - f. Expectations for student behavior in the Distance Ed course (online netiquette)
    - g. A virtual tour of the course via written instruction, assignments, and live or recorded demonstrations
  7. Student information/homepages
  8. Faculty information/homepages pages

9. Students should be working on the same topics/chapters at the same time so as to be available to one another, as they would be in a traditional, on-campus class.
  10. Threaded discussion topics in which students must read and respond to their classmates' posts
  11. Threaded discussion topics in which students and instructor (and/or teaching assistants) read and respond to student posts.
  12. Synchronous and/or asynchronous Chat rooms(optional)
  13. Collaborative assignments (optional)
- c. Instructor availability and timely response (e.g. 48 hours Monday-Friday in most cases) to student questions using at least one of the following methods:
- i. E-mail
  - ii. Voicemail or telephone
  - iii. "Ask Me" Discussion Boards or Chat rooms
  - iv. Virtual office hours
  - v. On-campus, face-to-face office hours
- d. Confidential feedback for students about their level of success in the class using at least one of the following:
- i. Email
  - ii. Voicemail or telephone
  - iii. Access to "My Grades" and/or "My Progress" tools
  - iv. Return of graded assignments with instructor comments
  - v. Referral and/or reminders to students to check the course syllabus or assignments list for information about what work and level of success is required for a passing grade.
- e. "Time on Task" – students will be actively engaged in class-work throughout the entire term of the course.
- i. Regularly distributed but flexible due dates for assignments and assessments allow students scheduling flexibility but also encourage them to keep current.
  - ii. As in face-to-face classes, students should be working on their coursework every week that the class is in session.
- e. We expect that some Divisions/Departments may favor certain techniques over others, given their unique content and processes. Division/Department guidelines are likely to be more specific than what we would expect from campus-wide guidelines.

### III. Mandates for Student Access

- a. Distance Education materials must be reviewed for 508/504 compliance (access for students of differing abilities) before the course is offered.
  - i. There are several software programs to assist with this task. Examples include: A-Prompt, Bobby, Watchfire, and CynthiaSays.
  - ii. Training materials for creating compliant web pages and internet activities is available through FC Staff Development. DSS staff is available to consult with faculty needing additional clarification.

- b. Note: When assigning a new course (or new instructor to an existing DE course) it will be the responsibility of the Dean to inform the instructor of the necessity for this review.

**RESOURCES:**

FC's Virtual Instruction Academy training materials

Collaborative conversation with FC online instructors and mentors

“Guidelines for Good Practice”

[http://www.curriculum.cc.ca.us/Curriculum/GoodPract/Downloads/EffectiveInstructor\\_Student.pdf](http://www.curriculum.cc.ca.us/Curriculum/GoodPract/Downloads/EffectiveInstructor_Student.pdf)

**CSUF UPS 411.104 Policy On Online Instruction**

Good Practice is defined in this article:

<http://www.westga.edu/~distance/ojdl/summer72/tobin72.html>

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## **APPENDIX D**

# **PREREQUISITES, COREQUISITES, AND ADVISORIES**

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## **ADVISORIES, PREREQUISITES/COREQUISITES & LEVELS OF SCRUTINY- SUMMARY**

**DEFINITION:** “Conditions of enrollment that students are required to meet **PRIOR** to enrollment in particular courses or programs.”

### **ADVISORIES VS. PREREQUISITES/COREQUISITES:**

**Advisories** are **RECOMMENDED** preparation intended to identify skills which will broaden or deepen a student’s learning experience but without which the student will still succeed in the course. A student can ignore an advisory.

**Prerequisites/corequisites** identify skills or knowledge which are **ESSENTIAL** to the success of the student **AND** that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established.

### **Enforcement of Prerequisites/Corequisites**

Prerequisites should be enforced **PRIOR** to a student registering in a course. A prerequisite should not be enforced after a student has already enrolled. Ideally, there should be a registration block for students who do not meet the prerequisite. However, there are exceptions.

Once a student is registered in a course, Title 5 allows a student to be involuntarily removed for three reasons: 1) Not satisfying a prerequisite; 2) lack of attendance; 3) discipline problems. In certain “basic skills” courses in English, Reading, ESL and Math students are allowed to enroll **conditionally** in the next course in a sequence if they are enrolled in the prerequisite at the time of registration and have not yet received a final grade. The condition is that they must receive a “C” grade or better (or a “PASS” grade for PASS / NO PASS grading option) in the prerequisite course or they can be involuntarily dropped as long as a full refund of their fees is possible. Otherwise, the student can be asked to voluntarily drop the course.

Enforcement of Prerequisites is an **INSTITUTIONAL responsibility** and lies with **ALL STAFF** to whom students turn for information on courses. No Waivers! Once a prerequisite has been legally established and adopted for a course all students wishing to enroll in that course **MUST** be required to meet the prerequisite and the requirement must be enforced consistently. In other words, an instructor cannot waive a prerequisite. Each college however must establish procedures for challenging prerequisites.

### **LEVELS OF SCRUTINY REQUIRED FOR ADVISORIES/PREREQUISITES/COREQUISITES**

The method used to establish an advisory or prerequisite is called the “**level of scrutiny**.” It varies with the type of course.

**A. ADVISORIES:** only require **CONTENT REVIEW**. If in the opinion of the discipline faculty, the students would be highly unlikely to succeed without one or more previously-acquired skills, the faculty should consider proposing a prerequisite instead.

**B. PREREQUISITES** have different **levels of scrutiny** depending on the type of course:

- 1) **Sequential courses:** prerequisites for courses within or across sequences, for example, vocational courses which have no UC or CSU equivalents, can have prerequisites by going through a content review (must show evidence that prerequisite skills are covered in the proposed prerequisite course);
- 2) **Standard prerequisite:** prerequisites for transferable courses can be established by a Content Review PLUS identification of similar prerequisites used at three (3) UC or CSU campuses;
- 3) **Courses in Communication or Computational Skills:** out-of-sequence communication and computation skills (and non-course prerequisites) require content review and one of the following:
  - a. data collection AND analysis (criterion-based and consequential validity)
  - b. identify similar prerequisites at three (3) UC or CSU campuses; or
  - c. a letter from a baccalaureate granting institution requiring the prerequisites as a condition for granting transfer credit [T5, 55003(e)(1)]
- 4) **Other types:** Cut scores, program prerequisites, health/safety — See Summary

# Levels of Scrutiny

Required for Prerequisites, Co-requisites and Advisories

## SUMMARY

Prerequisite / Co-requisite Type	Example	Level(s) of Scrutiny Required (or other requirements)	CurricUNET Selection *
a. Course in a sequence in a discipline	ENGL 100 F for ENGL 103 F	Content Review	Sequential Course
b. Course for vocational discipline	PRNT 101 F for PRNT 151 F	Content Review	Sequential Course
c. Course out of Discipline (NOT English or Math Skills)	PHYS 221 F for ENGR 201 F	Content Review + equivalent at three (3) CSU/UC's	Standard Prerequisite
d. Course or eligibility for course out of discipline (English or Math skills)	MATH 150AF for PHYS 221 F; Eligibility for ENGL 100 F for POSC 200 F	Content Review + equivalent at three (3) CSU/UC's or letter from 4 year school (*see B3 above) or Data Collection & Analysis	Courses in Communication of computation skills when used for requisite courses in other disciplines.
e. Cut Score (For use within same discipline sequence)	ENGL 060 F or assessment process for ENGL100 F	Content Review + Test approved by CO + Validated cut-off scores +Multiple Measures +Disproportionate impact study	Assessment / Cut Scores
f. Cut Score (For use outside the Assessment Skill area)	ENGL 060 F or assessment process for HIST 170 F	All information shown in Level(s) of Scrutiny Required in category (e) + Data Collection & Analysis	Assessment / Cut Score
h. Health & Safety	Basic Scuba certification through NAUI; Ability to swim 500 yards.	Content Review for health & safety skills or documentation if mandated by outside agency.	Health and Safety
i. Non-course prerequisites (Recency, etc.)	Prerequisite course must be completed within the last 7 years	Content Review + Data collection & analysis	Recency and other measures of readiness
j. Advisories/recommended courses	Strongly recommend ENGL102 F for ENGL 243 F	Content Review	Advisory (not on CurricUNET)
k. Imposed by Law or Contract	Valid Cosmetology License for COSM 060 F	Determined by Governing Board	Licensing agency
l. Performance Courses	Audition for MUS 275 F	Other courses available to meet degree/cert requirements + disproportionate impact study	Performance course
g. Program Prerequisites	ANAT 216 F for enrollment in any specific program	Establish for one required course in the program	Enter prereq on program screen
<b>Other limitations on enrollment</b>			
m. Honors Courses	ENGL 100 F vs. ENGL 100HF	Other sections/courses are available to meet degree/cert requirements. The prereq for the honors course must be the same as that of the standard course	
n. Blocks of Courses or Sections (establishing a cohort)	Puente, TAP	Other sections/courses are available to meet degree/cert requirements	

\* "CurricUNET Selection": this column refers to the terminology used in "Reason for Prerequisite" section of CurricUNET or instructions / notation if there is currently not a specific section in CurricUNET to document a particular type of enrollment limitation (i.e. Advisories, Program Prerequisites).

# **APPENDIX E**

## **COURSE REPETITION**

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## COURSE REPETITION

Whether you are doing a new course proposal or a major modification, keep in mind the following points about course repetition.

Courses designated as repeatable, may be repeated for credit; however, they may not be taken concurrently. A course may be designated as repeatable once, twice, or three times (maximum of 4 enrollments) only if,

1. The course content differs each time it is offered  
**AND**
2. The student who repeats the course is gaining an expanded educational experience for one of the two following reasons:
  - A. Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or
  - B. Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.
3. Students with disabilities may repeat a special education class beyond the four semester limit if it is determined that continued success in other college courses is dependent on additional repetitions of the special education class. (Section 56029, Title V of the California Code of Regulations.)

**Courses designated as repeatable shall show in the course outline how each repetition adds to the learning experience.**

**Recommended language for the topical portion of the outline (Outline of Course Content and Scope): Students who repeat the course are expected to show substantial skills development beyond their previous section outcomes.**

While it is uncommon for lecture courses to be repeatable, if you can clearly show how the repetition of the lecture will offer the student different material while resulting in the same student outcomes, such a repetition can be proposed. However, be certain that you have not, in fact, created a separate and distinct course. Repeatability may be requested as part of a new course proposal, or by way of major modification.

Effective April 24, 1998, Title 5 provides for repetition of legally mandated training by allowing the district to claim apportionment for each time the student repeats the course. "When course repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment, the district may claim state apportionment each time the student repeats the course."

If you are proposing a new course which is defined as legally mandated training, NOTE ON YOUR PROPOSAL, that continued repetitions are requested based on the course being legally mandated training and state the local, state, or federal agency and type of certification requiring the training.



# **APPENDIX F**

## **GENERAL EDUCATION AND MULTICULTURAL GRADUATION REQUIREMENT FOR FULLERTON COLLEGE AA/AS**

### **GUIDELINES FOR GENERAL EDUCATION CATEGORIES & GENERAL EDUCATION PATTERNS**

**FOR:  
FULLERTON COLLEGE AA/AS  
CSU GE  
IGETC (CSU/UC)**

## GENERAL EDUCATION

The Curriculum committee reviews requests for courses to be included in general education patterns (FC AA/AS, CSU, and IGETC) as well as requests to approve courses to meet the FC multicultural graduation requirement. In order to propose a new or existing course for general education, the faculty originator must complete the General Education screens in CurricUNET to demonstrate how it meets general education criteria. In order to propose a new or existing course for inclusion in the multicultural category, the faculty originator must complete the appropriate screens in CurricUNET to demonstrate how the course meets the required criteria.

Criteria for FC AA/AS, CSU and IGETC general education courses are set forth in this section. Please bear in mind that while FC can adopt courses into its general education pattern, the Curriculum Committee and the Articulation Officer recommend courses to the CSU and IGETC systems and those institutions review the courses for suitability and may accept or reject our recommendations. These recommendations must be submitted by CSU and UC deadlines so it may take more than one year for full approval.

### FULLERTON COLLEGE GENERAL EDUCATION STATEMENT OF PHILOSOPHY

General Education Requirements at Fullerton College are designed to introduce students to the variety of means through which people comprehend the modern world. They reflect the conviction of this college 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 should be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, these requirements should lead to better self-understanding and active involvement in examining values inherent in proposed solutions to major social problems.

The subject matter present in General Education Courses at Fullerton College is designed to be

general, broad, and frequently introductory rather than specialized, narrow, or advanced. These General Education courses form a pattern of learning experiences designed to provide educational opportunities that:

- 1) Offer instruction and training in the scientific method of problem solving while gaining knowledge in the biological, physical, and environmental sciences.
- 2) Provide an atmosphere for the understanding of self and the desire to pursue self-development through the use of the social, political, economic, historical, and behavioral components of human interaction.
- 3) Foster an appreciation of cultural heritage as illustrated in language, literature, philosophy, and fine arts.
- 4) Develop reading, writing, speaking, listening, analytical thinking, mathematics, and computational and technical skills necessary for the acquisition and use of knowledge.

**Intended Student Learning Outcomes**  
**TO BE ADDED ASK DANIELLE**  
**FOUQUETTE**

Students are permitted to use units to satisfy both GE and major requirements.

## **GUIDING PRINCIPLES GENERAL EDUCATION COURSES**

**Level:** The course level is beyond the minimal public high school level subject matter requirements in our service district.

**Scope:** The course exposes the student to a wide range of principles, perspectives, and knowledge of the discipline.

"Discipline" defined as the major headings listed in the "Course of Study" section of the college catalog.

**Integrity:** The course is a whole unto itself and not primarily part of a sequence of courses. A student does not need courses that precede or follow this one to gain a general education experience.

**Generality:** The course provides a generalizing, rather than specializing experience within the subject matter of the discipline and seeks to provide broad connections to related areas of knowledge within and without the discipline.

**Critical Thinking:** The course prepares students to make comparative and critical evaluations of the principles, perspectives, and knowledge within the discipline.

**Continuing Study:** The course provides a broad base of knowledge or technique from which the student can continue learning in the discipline.

**Cultural Diversity:** The course demonstrates sensitivity to cultural diversity, and includes: a. exposure of students to a diversity of cultural perspectives and examples where they relate to the subject matter; b. utilization of resource materials, which draw upon and portray cultural diversity when appropriate to course content.

## **FULLERTON COLLEGE CURRICULUM COMMITTEE CRITERIA FOR APPROVAL OF GENERAL EDUCATION COURSES**

1. Commonality of knowledge...the body of knowledge educated people have in common,
2. Fundamental principles of the major disciplines.
3. Breadth of coverage (versus specialization).
4. Helpfulness to students in examining, evaluating, and expressing the principles of a discipline.
5. Integration of knowledge.
6. Enhancement of critical evaluation and thinking.
7. Development of effective Communication Skills.

### **QUESTIONS FOR CONSIDERATION FOR GENERAL EDUCATION**

1. Does the course help develop a total general education program at the college?
2. Is the course introductory?
3. Does the course require at least a minimum college entry skill level?
4. Is there a comparable lower division course at one or more CSUs or UCs?
5. Does the course broaden a student's awareness of the broad spectrum of knowledge sufficiently to warrant inclusion in a student's program of study?
6. Does the course primarily contribute to the student's effectiveness as a person rather than providing him/her with knowledge, skills, and attitudes necessary to pursue a specific career or field of study?
7. Does the course introduce the student to a mode of thought characteristic to an academic discipline other than his/her major?
8. Does the course help the student to apply critical and informed judgments on the cultural achievements of his/her own or other cultures?
9. Does the course help the student understand the conditions and forces which shape his/her life?

**FULLERTON COLLEGE  
REQUEST FOR ADDITION TO MULTICULTURAL GRADUATION REQUIREMENT**

**Justification:**

In order to qualify for inclusion on the list of courses designated to fulfill the Fullerton College Multiculturalism Graduation Requirement, the content of the course must meet the following criteria and the information must be entered into the appropriate screens in CurricUNET:

1. Transferable to: UC  CSU  UC/CSU  (check appropriate box to confirm)

2. Course must be Degree Applicable  (check to confirm degree applicability)

3. Cross-cultural or historical analysis must be an integral part of course content and methodology;

<b><i>Based on the course outline, explain how course meets this criterion...</i></b>
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4. Course must examine **three or more** contemporary diverse groups, one of which may be the dominant U.S. culture (list groups addressed in the course);

1.
2.
3.
4.
5.

5. Content must promote an ongoing process which leads to respect for human diversity, recognition of the commonalities among the human communities, and improved communication among diverse cultures.

<b><i>Based on the course outline, explain how course meets this criterion...</i></b>
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**ASSOCIATE DEGREE GENERAL EDUCATION REQUIREMENT  
FULLERTON COLLEGE 2009 - 2010**

**COUNSELOR ADVISING FORM**

Twenty-four (24) units total minimum requirement - Three (3) units in each of the following eight (8) sub-categories.

NOTE: This list does not meet the requirements for UC or CSU transfer.

New courses for 2009-2010 are listed in **Bold Italics**.

Legend: <b>C</b> = Completed; <b>IP</b> = In Progress; <b>R</b> = Remaining	<b>C</b>	<b>IP</b>	<b>R</b>
<b>AREA A: LANGUAGE AND RATIONALITY (6 units)</b> <b>A1 - <u>Written Communication</u> (3 units)</b> <b>BUS 111 F; ENGL 100 F or 100HF; JOUR 101 F</b>			
<b>A2 - <u>Analytical Thinking</u> (3 units)</b> <b>CIS 100 F, 111 F; CRTV 118 F; CSCI 123 F; ENGL 103 F or 103HF, 104 F, 201 F; JOUR 110 F; MATH 120 F or 120HF; PHIL 170 F, 172 F; READ 142 F; SOSOC 120 F; SPCH 100 F, 105 F, 120 F, 124 F, 135 F</b> Also, MATH 120 F or 120HF and SOSOC 120 F may only be used in one area.			
<b>AREA B: NATURAL SCIENCES AND MATHEMATICS (6 units)</b> <b>B1 - <u>Physical Sciences and Life Sciences</u> (3 units)</b> Physical Sciences: <b>CHEM 100 F, 101 F, 103 F, 107 F, 111AF; ESC 100 F, 101 F, 102 F, 103 F, 104 F, 105 F, 106 F, 116 F, 120 F, 130 F or 130HF, 190 F; GEOG 102 F; PHSC 102 F, 103AF, 103BF; PHYS 130 F, 205 F, 210 F, 221 F; TECH 088 F</b> Life Sciences: <b>ANTH 101 F or 101HF; BIOL 101 F or 101HF, 102 F, 104 F, 109 F, 141 F, 170 F, 222 F, 274 F; ENVS 105 F, 126 F; HED 140 F, 150 F; NUTR 210 F</b>			
<b>B2 - <u>Mathematics</u> (3 units)</b> Math Proficiency Exam (see catalog and/or counselor for information); <b>BUS 151 F; MATH 040 F or higher within the Math Division; SOSOC 120 F; TECH 081 F.</b> Also, MATH 120 F or 120HF and SOSOC 120 F may only be used in one area.			
<b>AREA C: ARTS AND HUMANITIES (6 units)</b> <b>C1 - <u>Visual Arts, Music, Theatre and Dance</u> (3 units)</b> <b>ACG 108 F; ART 110 F, 112 F, 113 F, 114 F, 115 F, 116 F, 119 F, 120 F, 127 F, 150AF, 160 F, 179 F, 182 F, 185 F, 186AF, 187 F, 188 F, 189AF, 196HF, 210 F, 212 F, 213 F; CRTV 120 F, 121 F, 126AF, 126BF, 131 F; DANC 100 F, 103 F, 105 F, 107 F, 111 F, 120 F, 210 F; ENGL 205 F, 206 F; FASH 242 F, 244 F; IDES 180 F; MUS 101 F, 102 F, 104AF, 106 F, 107AF, 113 F, 114 F, 116 F, 117 F, 118 F, 119 F, 120 F, 123 F, 180 F, 196HF, 271 F, 273 F, 274 F, 281 F, 282 F; PHOT 100 F, 101 F; THEA 100 F, 104 F, 106 F, 109 F, 127 F, 151 F, 160 F, 161 F, 162 F, 196HF; WOOD 110 F</b>			
<b>C2 - <u>Literature, Philosophy, Religion and Foreign Language</u> (3 units)</b> <b>ENGL 102 F or 102HF, 105 F, 203 F, 204 F, 205 F, 206 F, 207 F, 208 F, 210 F, 211 F, 212 F, 214 F, 218 F, 221 F, 222 F, 224 F, 225 F, 234 F or 234HF, 239 F, 243 F or 243HF, 245 F, 246 F, 247 F, 248 F, 249 F, 250 F, 251 F, 252 F, 253 F, 255 F; PHIL 100 F or 100HF, 101 F, 105 F or 105HF, 135 F, 160 F, 195 F; Foreign Language 101 F or 101HF, 102 F or 102HF, 201 F, 203 F, 204 F</b>			
<b>AREA D: SOCIAL AND BEHAVIORAL SCIENCES (6 units)</b> <b>D1 - <u>Social, Political and Economic Institutions</u> (3 units)</b> <b>ANTH 107 F, 209 F, 211 F; BUS 131 F, 162 F, 240 F, 241AF, 242 F; ECON 101 F or 101HF, 102 F or 102HF; ETHS 101 F, 129 F, 131 F, 140 F, 170 F, 171 F; GEOG 100 F or 100HF, 120 F; HIST 110 F or 110HF, 111 F or 111HF, 112 F or 112HF, 113 F or 113HF, 127 F, 154 F, 162AF, 162BF, 170 F or 170HF, 171 F or 171HF, 270 F; POSC 100 F or 100HF, 120 F, 150 F, 200 F, 215 F, 216 F, 220 F, 230 F; SOC 102 F, 201 F, 285 F, 292 F</b>			
<b>D2 - <u>Social Behavior and Self-Understanding</u> (3 units)</b> <b>ANTH 102 F or 102HF, 105 F; BUS 266 F; CDES 120 F, 140 F, 173 F, 201 F; COUN 163 F; GEOG 160 F; PSY 101 F or 101HF, 110 F, 120 F, 131 F, 139 F; SOC 101 F or 101HF, 225 F or 225HF, 275 F or 275HF; WMNS 100 F</b>			

**GRADUATION REQUIREMENTS FOR ASSOCIATE DEGREE**

1. Completion of 18 or more units of specified course work in a major with a "C" or higher (see catalog for major course requirements).
2. Completion of 24 units of general education as shown above **OR** 39 units as stipulated by the CSU General Education Certification requirements **OR** 37-39 units as stipulated by the IGETC requirements. Courses appearing in more than one Area may only be counted in one Area.
3. Completion of **one unit of physical education activity** class; or PE 243 F or PE 266 F.
4. Completion of the **Multicultural requirement** (see reverse).
5. Completion of **Reading requirement** (see reverse).
6. Completion of additional units will be necessary in order to meet the total of at least 60 degree applicable units required for graduation. An overall grade point average of 2.0 (or better) is required.

**"Equivalent Disclaimer"** – Courses taken at another college must be equivalent to courses offered at Fullerton College.

**CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION GUIDELINES**

**CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION REQUIREMENTS  
FULLERTON COLLEGE 2009 – 2010**

Legend: <b>C</b> = Completed; <b>IP</b> = In Progress; <b>R</b> = Remaining	<b>C</b>	<b>IP</b>	<b>R</b>
<b>AREA A: ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING (9 units).</b> One 3 unit course required from each section. Grades of "C" or better are required.			
1. <u>ORAL</u> : SPCH 100 F, 105 F, 124 F, 135 F*			
2. <u>WRITTEN</u> : ENGL 100 F or 100HF			
3. <u>CRITICAL THINKING</u> : ENGL 103 F or 103HF, 104 F, 201 F; PHIL 170 F, 172 F; READ 142 F; SPCH 135 F*			
<b>AREA B: SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING (9 units min).</b> One course is required from each section. One matching lab must be included for Physical Science or Life Science if lecture and lab are taken separately. NOTE: Some colleges may require two lab courses if student is not fully certified.			
1. <u>PHYSICAL SCIENCE</u> : CHEM <u>100 F</u> , <u>101 F</u> , 103 F, <u>107 E</u> , <u>111AF</u> , <u>111BF</u> ESC 100 F, 101 F, <u>103 E</u> , 104 F, 105 F, 116 F, 120 F, 130 F or 130HF, 190 F GEOG 102 F PHSC <u>102 E</u> , <u>103AF</u> (beg Spr 07), <u>103BF</u> (beg Spr 07) PHYS <u>130 E</u> , <u>205 E</u> , <u>206 F</u> , <u>210 F</u> , <u>211 F</u> , <u>221 F</u> , <u>222 F</u> , <u>223 F</u>			
2. <u>LIFE SCIENCE</u> : ANAT <u>231 E</u> , <u>240 F</u> ANTH 101 F or 101HF BIOL 100 F, <u>101 F</u> or <u>101HF</u> , 102 F, 104 F, 108 F, 109 F, 141 F, <u>170 E</u> , <u>222 E</u> , <u>266 E</u> , <u>268 F</u> , <u>272 E</u> , <u>274 F</u> ENVS 105 F, 126 F HORT <u>152 E</u> , <u>205 F</u> , <u>207 E</u> MICR <u>220 E</u> , <u>262 F</u>			
3. <u>LABORATORY ACTIVITY</u> : ANTH 101LF; BIOL 102LF; ESC 100LF, 101LF, 116LF, 130LF; ENVS 105LF; GEOG 102LF <u>Underlined</u> courses from Area B.1 and B.2 also satisfy the Area B.3 Laboratory requirement.			
4. <u>MATHEMATICS/QUANTITATIVE REASONING</u> : (Grade of "C" or better required). MATH 100 F, 120 F or 120HF, 129 F, 130 F, 141 F, 142 F, 150AF, 150BF, 171 F, 172 F, 250AF, 250BF PSY 161 F SOSC 120 F, 121 F			

<p><b>AREA C: ARTS AND HUMANITIES (9 units min.).</b> At least one course is required from section 1 and section 2.</p> <p>1. ART 110 F, 112 F, 113 F, 114 F, 116 F, 117 F, 118 F, 119 F, 120 F, 121 F, 150AF, 150BF, 174AF, 179 F, 182 F, 184 F, 189AF, 196HF, 212 F, 213 F          CRTV 120 F, 121 F, 126AF, 126BF, 131 F          DANC 101 F, 120 F, 210 F          ENGL <b>208 F</b>          MUS 101 F, 102 F, 106 F, 107AF, 110 F, 113 F, 114 F, 116 F, 117 F, 118 F, 119 F, 120 F, 135AF, 196HF          PHOT 100 F, 101 F          THEA 100 F, 104 F, 105 F, 127 F, 196HF</p>
<p>2. ENGL 102 F or 102HF, 105 F, 203 F, 204 F, 205 F, 206 F, 207 F, 211 F, 212 F, 214 F, 218 F, 221 F, 222 F, 224 F, 225 F, 234 F or 234HF, 239 F, 243 F or 243HF, 245 F, 246 F, 247 F, 248 F, 249 F, 250 F, 251 F, 252 F, 253 F          ETHS 130 F* (beg F 02)          Foreign Language 101 F or 101HF, 102 F or 102HF, 201 F, 203 F, 204 F, 205 F, 206 F, 207 F          HIST 110HF*, 111HF*, 112 F* (beg F 02) or 112HF*, 113 F* (beg F 02) or 113HF*, 154 F*, 170HF*, 171HF*, 270 F* (beg Spr 06)          PHIL 100 F or 100HF, 101 F, 105 F or 105HF, 135 F, 160 F, 195 F, 200 F, 201 F, 202 F, 210 F, 250 F, 270 F          THEA 109 F</p>

**Worksheet**

AREA DEFINITION	INSTRUCTIONAL OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
<p><b><u>Area A - Communication in the English Language and Critical Thinking;</u></b> A1 - Oral Communication, A2 - Written Communication, A3 - Critical Thinking</p> <p>Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information: reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.</p> <p>Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful of instruction in critical thinking should be the ability to distinguish fact from judgment, belief from knowledge, and skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought.</p>		
<p><b><u>Area B - Physical Universe and Its Life Forms;</u></b> B1 - Physical Science, B2 - Life Science, B3 - Laboratory Activity, B4 - Mathematics/Quantitative Reasoning</p> <p>Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of</p>		

<p>science as investigative tools, the limitations of scientific endeavors: namely, what is the evidence and how it was derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world's civilizations, not only as expressed in the past but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their applications, the intention is not to imply merely basic computational skills, but to encourage as well understanding of basic mathematical concepts.</p>		
<p><b><u>Area C - Arts, Literature, Philosophy, and Foreign Language;</u></b>  <b>C1 - Arts (Art, Dance, Music, Theater), C2 - Humanities (Literature, Philosophy, Foreign Language)</b>  Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual aesthetic, creative experience. Equally important is the humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student's better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.</p> <p>Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not to be solely skills acquisition courses. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.</p>		
<p><b><u>Area D - Social, Political, and Economic Institutions and Behavioral, Historical Background;</u></b> D0 - Sociology and Criminology, D1 - Anthropology and Archeology, D2 - Economics, D3 - Ethnic Studies, D4 - Gender Studies, D5 - Geography, D6 - History, D7 - Interdisciplinary Social or Behavioral Science, D8 - Political Science, Government and Legal Institutions, D9 - Psychology  Instruction dealing with human social, political and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to completion of the entire number of units required in one category.</p>		
<p><b><u>Area E - Lifelong Understanding and Self-Development</u></b>  A minimum of three semester units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities</p>		



# INTERSEGMENTAL GENERAL EDUCATION TRANSFER GUIDELINES

## INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM 2009 - 2010 "IGETC" WORKSHEET

Completion of IGETC will permit a student to complete their lower division G.E. requirements to either the California State University (CSU) or University of California (UC) system. Courses on this list are approved for the academic year 2009-2010 which begins Fall Semester, 2009. This list is valid through Summer 2010. New courses for 2009-2010 are listed in **BOLD**. It should be noted that completion of the IGETC is not a requirement for transfer to CSU or UC, nor is it the only way to fulfill the lower-division general education requirements of the CSU or UC prior to transfer. **A grade of "C" or higher is required in ALL coursework used for IGETC certification.**

Legend: **C** = Completed; **IP** = In Progress; **R** = Remaining

	<b>C</b>	<b>IP</b>	<b>R</b>
<b>AREA 1 - ENGLISH COMMUNICATION: CSU 3 courses = 9 semester units / 12-15 quarter units</b> <b>UC 2 courses = 6 semester units / 8-10 quarter units</b>			

**1A English Composition:** ENGL 100 F or 100HF (1 course required)

**1B Critical Thinking - English Composition:** ENGL 103 F or 103HF, 104 F, 201 F; PHIL 172 F (1 course required)

**1C Oral Communication:** SPCH 100 F, 124 F, 135 F

(1 course required for CSU; students transferring to UC do not have to meet the Oral Communication requirement)

**AREA 2 - MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING: 1 course = 3 semester units / 4-5 quarter units**

**2A MATH** 100 F (beg F 04), 120 F• or 120HF•, 130 F+, 141 F, 150AF+, 150BF, 171 F, 172 F (beg F 07), 250AF, 250BF; PSY 161 F (beg F 07); SOSC 120 F•, 121 F• (see a counselor)

• If MATH 120 F or 120HF, or SOSC 120 F, or SOSC 121 F and PSY 161 F combined: maximum UC credit allowed = 1 course.

+ If MATH 130 F combined with MATH 150AF: maximum UC credit allowed = 1 course.

**AREA 3 - ARTS AND HUMANITIES: At least 3 courses = 9 semester units / 12-15 quarter units**  
**One course is required from each area.**

**3A Arts:**

ART 110 F, 112 F, 113 F, 114 F, 116 F, 117 F, 196HF+, 212 F, 213 F

CRTV 126AF, 126BF, 131 F

DANC 120 F, 210 F

ENGL 205 F, 206 F

MUS 113 F, 116 F, 117 F, 118 F, 119 F, 120 F, 196HF+

THEA 100 F, 104 F, 105 F, 196HF+

+ Maximum UC credit one course from ART 196HF, MUS 196HF, THEA 196HF.

**3B Humanities:**

ENGL 102 F or 102HF, 203 F, 204 F, 207 F, 211 F, 212 F, 214 F, 218 F, 221 F, 222 F, 224 F, 225 F, 234 F (beg F08) or 234HF, 239 F, 243 F or 243HF, 245 F, 246 F, 248 F, 249 F, 250 F, 251 F, 252 F, 253 F

ETHS 130 F\*, 160 F

FREN 203 F, 204 F

GERM 203 F, 204 F

HIST 110 F or 110HF, 111 F or 111HF, 112 F\* or 112HF\*, 113 F\* or 113HF\*, 127 F~, 151 F, 152 F, 154 F, 160AF, 160BF, 162AF, 162BF, 165 F, 170 F~ or 170HF~, 171 F~ or 171HF~, 270 F\* (beg Spr 06), 275 F

ITAL 203 F, 204 F

JAPN 203 F, 204 F

PHIL 100 F or 100HF, 101 F, 105 F or 105HF, 160 F, 195 F

SPAN 201 F, 203 F, 204 F, 205 F, 206 F

~ Credit will be granted for either HIST 127 F **OR** HIST 170 F or HIST 170HF **and** HIST 171 F or HIST 171HF. Also courses used to meet American Institutions will **not** meet Area 3B category.

\* Course can only be used in **one** area.

**AREA 4 – SOCIAL AND BEHAVIORAL SCIENCES: At least 3 courses = 9 semester units / 12-15 quarter units.**  
**Select from at least two (2) disciplines:**  
**4A ANTH:** 102 F or 102HF, 103 F, 105 F, 107 F, 209 F  
**4B ECON:** 101 F or 101HF, 102 F or 102HF  
**4C ETHS:** 101 F, 129 F, 130 F\* (beg Spr 06), 131 F, 140 F, 141 F, 142 F, 170 F, 171 F  
**4D WMNS:** 100 F  
**4E GEOG:** 100 F or 100HF, 120 F, 160 F  
**4F HIST:** 112 F\* (beg Spr 06) or 112HF\* (beg Spr 06), 113 F\* (beg Spr 06) or 113HF\* (beg Spr 06), 270 F\*  
**4H POSC:** 100 F or 100HF, 110 F, 120 F, 200 F, 215 F, 216 F, 230 F  
**4I PSY:** 101 F or 101HF, 131 F, 139 F, 145 F, 202 F, 222 F, 251 F or 251HF  
**4J SOC:** 101 F or 101HF, 102 F, 275 F or 275HF, 285 F, 292 F  
 \* Course can only be used in **one** area.

**FC Worksheet**

CATEGORY DEFINITION	INSTRUCTIONAL OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
<p><b>Area 1 - English Communication; 1A - English Composition, 1B - Critical Thinking, 1C - Oral Communication (CSU only)</b>            The English Communication requirement shall be fulfilled by completion of three semesters or nine units of lower-division courses in English reading and written composition (1 course), critical thinking-English composition (1 course), and oral communication* (1 course). Successful completion of the course in reading and written composition shall be prerequisite to the course in critical thinking-English composition. The second semester of English composition required by the University of California may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. Courses designed exclusively for the satisfaction of remedial composition cannot be counted towards fulfillment of the English composition requirement.</p> <p>Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information: reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.</p> <p>Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful of instruction in critical thinking should be the ability to distinguish fact from judgment, belief from knowledge, and skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought.</p>		

<p><b><u>Area 2 - Mathematical Concepts and Quantitative Reasoning; 2A - Math</u></b></p> <p>The mathematical Concepts and Quantitative reasoning requirement shall be fulfilled by completion of a one-semester course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of intermediate algebra, with a stated course prerequisite of Intermediate Algebra. (See the description of "Algebra 2," Statement On Competencies In Mathematics Expected Of Entering Freshmen – 1988, revised February, 1988.) Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in statistics must emphasize the mathematical bases of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public disclosure.</p> <p><b>(continued from last page)</b></p>		
<p><b><u>Area 3 - Arts and Humanities ; 3A – Arts, 3B - Humanities</u></b></p> <p>The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to develop a historical understanding of major civilizations and cultures, both Western and non-Western, and understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.</p> <p>At least one course shall be completed in the Arts and one in the Humanities. Within the arts area, performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory and criticism. Courses used to satisfy the CSU United States History, Constitution and American ideals requirement may not be counted in this area but may be taken prior to transfer.</p>		
<p><b><u>Area 4 - Social and Behavior Sciences; 4A - Anthropology and Archaeology, 4B – Economics, 4C - Ethnic Studies, 4D - Gender Studies, 4E – Geography, 4F – History, 4G - Interdisciplinary, Social &amp; Behavioral Sciences, 4H - Political Science, Government &amp; Legal Institutions, 4I – Psychology, 4J - Sociology &amp; Criminology</u></b></p> <p>The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with human social, political, and economic institutions and behavior in a minimum of two disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall ensure opportunities for students to develop understanding of the perspectives and methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.</p>		

**Area 5 - Physical and Biological Sciences; 5A - Physical Science, 5B - Biological Science**

The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science and one in Biological Science, at least one of which incorporates a laboratory. Courses must emphasize experimental methodology, the testing of hypothesis, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

DRAFT

# **SECTION 16**

## **REFERENCES**

Title 5 Curriculum Regulations

The Course Outline of Record: A Curriculum Reference Guide-adopted Spring 2008

PCAH: Program and Course Approval Handbook  
ASCC

**CALIFORNIA ADMINISTRATIVE CODE**

**Title 5 - EDUCATION Section 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 either be a committee of the academic senate or a committee, which 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, which 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) Non-degree 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 of this subsection.

(1) Types of Courses. Non-degree 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 (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) Pre-collegiate 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 55502(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 term 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 which may include essays, or in courses where the curriculum committee deems them to be appropriate, problem-solving exercise or skills demonstrations by the student.
  - (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 which 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 co-requisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or co-requisites 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 847811 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 purpose

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