



CURRICULUM DEVELOPMENT HANDBOOK

Curriculum.FullColl.edu

Fullerton College Curriculum Committee
2017-2018

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CURRICULUM RESOURCES

LOCATED ON THE CURRICULUM COMMITTEE WEBPAGE AT:

www.fullcoll.edu/curriculum

“ABOUT” - Curriculum Committee Mission, Members, and Terms of Service

“CURRICUNET” - Quick Start Guides for Curriculum Proposals

“CALENDARS” - Curriculum Master Calendar

“RESOURCES” –

Class Size Planning and Resource Document

Student Learning Outcomes

Distance Education Guidelines and Procedures

Prerequisites, Co-requisites, and Advisories

General Education and Multicultural Studies

Miscellaneous Forms, Templates, and Guides

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 and the State Chancellor's Office.

Introduction to the Curriculum Approval Process

The committee meets on the 1st, 3rd, and 5th Wednesdays during the fall and spring semesters to review curriculum proposals and recommend adoption of new courses and programs as well as changes to existing courses and programs, 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, the Technical Review Chair, Academic Deans, and the Curriculum Specialist are available to assist you with the preparation of your proposal. Faculty members and departments are encouraged to meet with the Curriculum Specialist 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 Faculty Senate. Support and leadership is provided by the Chief Instructional Officer who sits as an ex-officio member of the committee. Academic deans and other resource members from Articulation, Matriculation, Admissions & Records Evaluators, and our Catalog/Schedule Coordinator 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 Curriculum Committee Chair will serve as an "At Large" member of the Faculty Senate Exec, at the request of the Faculty Senate President.

The Chair will assist faculty with development and approval of curriculum and work closely with the Chief Instructional Officer in considering the campus-wide impact of curriculum proposals.

If issues remain to be resolved after Technical Review and input from Cypress College and NOCE, the Chair may help facilitate dialogue between Curriculum Committee Division Representatives, faculty originators, appropriate faculty department members and deans. The Chair will also work closely with the Curriculum Specialist in structuring meeting agendas, reviewing minutes, and implementing committee recommendations and decisions.

The Technical Review Chairperson

1. Provide guidance for Technical Review as Division Representatives assist department members working on curriculum proposals in CurricUNET.
2. Confirm that all Technical Review suggestions have been addressed by Originators and provide "Technical Review Approval". (See "Technical Review Process" for details).
3. If issues remain to be resolved after Technical Review, the Technical Review Chair may help clarify recommendations for changes and facilitate dialogue between Curriculum Committee Division

Representatives and appropriate Department Members and Dean.

4. Work with the Curriculum Chair and the Curriculum Specialist on planning, structuring meeting agendas, reviewing minutes, and updating the Technical Review process.

THE CURRICULUM SPECIALIST

1. Assist faculty with use of CurricUNET.
2. Troubleshoots 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, schedule of classes, and Degree Works.
6. Coordinates the collection of submission materials and submits curriculum proposals to the state chancellor's office for approval.

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 provide 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. Originators are welcome 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.
 - Program and Course Approval Handbook (PCAH) of the ASCCC guidelines are followed to facilitate approval.
 - 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.
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 their own Division.

THE DEPARTMENT CHAIR

Facilitates the curriculum development process as follows:

1. Review all curriculum proposals from 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. In consultation with faculty and in line with ASCCC and CCCO, 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.

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

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. Active courses and programs in CurricUNET are also accessible to students and others interested in Fullerton College curriculum.

CURRICUNET LOCATION:

CurricUNET is located at www.curricunet.com/fullerton. There is a link on the Fullerton College homepage, www.fullcoll.edu, to the Curriculum Committee Webpage, <http://curriculum.fullcoll.edu/>, which is located on the "Faculty and Staff" pop-up menu. There a link to CurricUNET on the Curriculum Committee Webpage.

Faculty may contact the Curriculum Specialist to inquire about access: Marwin Luminarias (MLuminarias@fullcoll.edu)

CURRICUNET LOG IN for Fullerton College Faculty, Staff, and Administrators:

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.


The link to the Curriculum Committee Webpage is on the left side of the screen to provide easy access to current resource links, forms, and instructions. 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" posted on the Curriculum Committee Website 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.12-13 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 Specialist, the Fullerton College Articulation Officer, the Fullerton College Vice President of Instruction, the Fullerton College President, and the N.O.C.C.C.D. Board of Trustees. Board approval takes place at Board meetings and is entered into CurricUNET by the Curriculum Specialist. 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.11 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 February 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 2 weeks from Committee Approval to DCCC Agenda Request, which is due in the first week of the month for the DCCC meeting on the second 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

Minor Revisions follow the same approval path as New/Major Revisions (see p.12-13) through Curriculum Committee approval, then proceed directly to implementation by the Curriculum Specialist.

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

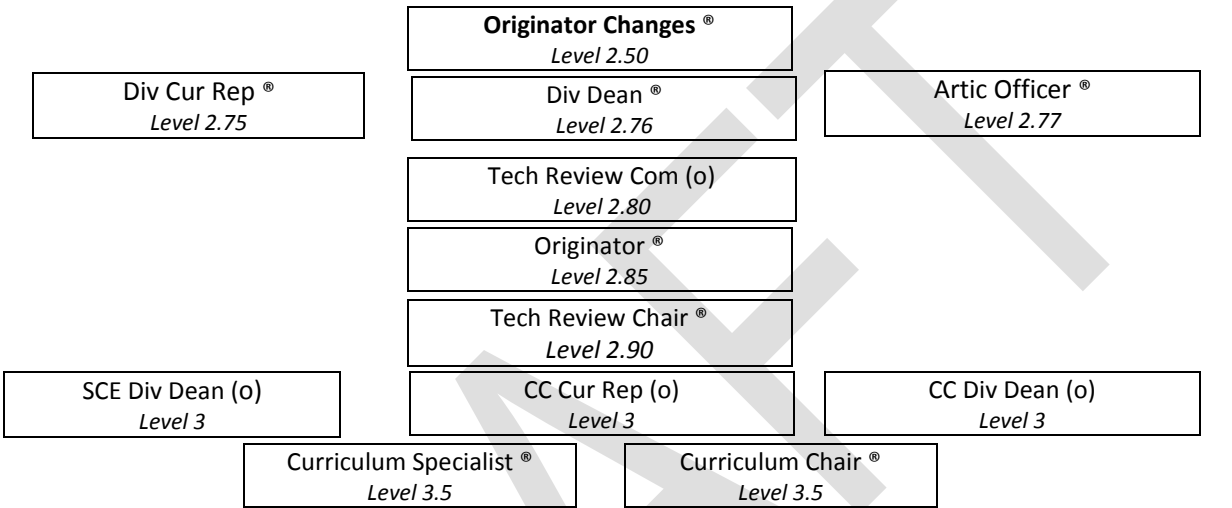
1. Six Year Review (may include adding/revising Student Learning Outcomes)
2. New courses (changing the prefix or number of a course cannot be done...course must come forward as a new course)
3. New degrees and certificates
4. Deletions of courses, programs and certificates
5. Changes to degree or certificate 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 5 working days (NOT including holidays).	Level 2	Everyone notified at this level has the option to review and suggest changes for 5 working days (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 and	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 3 working days each 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 3 working days each (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 11 working days to review and make recommended changes.	Level 4	Faculty Originator Launches course within 3 working days .
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	Technical Review Chair has 5 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 3 working days 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 5 working days .	Level 7	Articulation Officer has 3 working days for approval.
Level 3.50	Curriculum Chair and Curriculum Specialist have 3 working days to process courses and release for launch.	Level 8	Vice President of Instruction has 5 working days for approval.
Level 4	Faculty Originator Launches course within 3 working days .	Level 9	President has 5 working days for approval.
Level 5	Department Chair, Division Curriculum Representative and Division Dean must approve the course after launch within 3 working days before it moves forward to the Curriculum Committee.	Level 10	DCCC Approval (typically meets second 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 nd Tues of Nov, Dec, Feb, Mar, Apr, May, June)
Level 6.50	After the Curriculum Committee meets, the Curriculum Chair and Curriculum Specialist have 5 working days to process courses approved by Curriculum Committee.	Level 12	Curriculum Specialist implements changes in CurricUNET, and notifies Curriculum Representative, Originator (for state programs only) and Catalog Coordinator.
Level 7	Articulation Officer has 3 working days for approval.		
Level 8	Vice President of Instruction has 5 working days for approval.		
Level 9	President has 5 working days for approval.		
Level 10	DCCC Approval (typically meets second Friday of Oct, Nov, Dec, Feb, Mar, Apr, May)		
Level 11	Board Approval (typically 2 nd Tues of Nov, Dec, Feb, Mar, Apr, May, June)		
Level 12	Curriculum Specialist implements changes in CurricUNET, and notifies Curriculum Representative, Originator (for state programs only) and Catalog Coordinator.		

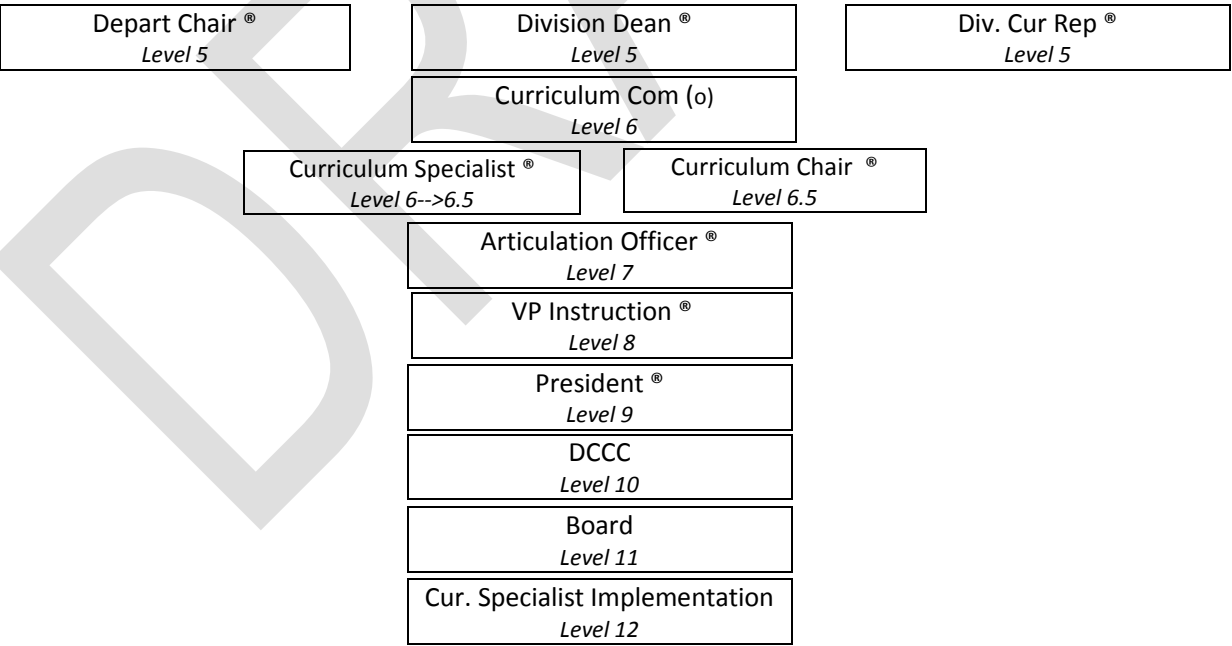
FULLERTON COLLEGE *New Curriculum/Major Revision:*

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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Launch
Level 4



SECTION 5

THE CURRICULUM COMMITTEE MASTER CALENDAR

The Curriculum Committee Master Calendar lists and illustrates the steps and timeline for the approval process each year. The Master Calendar for the current academic year can be located on the Curriculum Committee Webpage

Curriculum.FullColl.edu/calendars

SECTION 6

**THE COURSE OUTLINE OF RECORD
IN CURRICUNET**

FULLERTON COLLEGE COURSE OUTLINE IN CURRICUNET

Instructions: Complete each section, noting N/A 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 total lecture and/or lab hours for the entire length of the course.

Example: 54 hours lecture and 54 hours lab per term.

Applicability

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

Example: 72 hours lecture per term. 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 2017). 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. Justification is also required for any proposed change to existing class size in course revisions.

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.

For revisions, list changes and explain each significant change made, including changes to course title, course number, units, hours, requisites, general education, graduation requirement, transferability, and codes.

****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 for a full semester. Student work refers to one or any combination of classroom instruction, assigned study/homework, 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 any materials fee is required (**check yes or no**). 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

Preparation Hours

Typically there are two hours of preparation for each hour of lecture.

Grading OPTION

Standard Letter Grade - Course may only be taken for a letter grade
Pass/No Pass - Course may only be taken for pass or no pass.
Both -Grade or Pass/No Pass may be 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 (see "Resources" on <http://curriculum.fullcoll.edu>)

Stand Alone Course

Indicate whether or not the course is a "Stand Alone" course (**check yes or no**). 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 that are open to multiple interpretations. Objectives must begin with a measurable verb from Bloom's Taxonomy (see "Resources" on <http://curriculum.fullcoll.edu>) or other Curriculum Committee approved list.

The following lists may also be helpful:

INAPPROPRIATE 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

APPROPRIATE WORDS

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 proposed)

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 <http://curriculum.fullcoll.edu>)

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 must be skills/knowledge considered to be 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 drop-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 reflect pedagogy that fits with 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.

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” throughout the course. Instructor-student and student-student interaction is required and frequency must be at least equivalent to instructor-student and student-student interaction in the traditional classroom setting.

STUDENT LEARNING OUTCOMES:

OUTCOME - Enter SLOs in the format approved by the Faculty Senate:
“Measurable verb and descriptive phrase”.

ASSESSMENT- Select an assessment method from the drop-down menu and/or briefly describe SLO assessment method(s) for each SLO.

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: (List types of assignments and at least 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.

If there are any field trips required that students are expected to attend outside of scheduled class time, these need to be noted in Assignments and in the Schedule Description.

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, provide a sample of an evaluation tool which assess the student's ability to perform the skills/activities 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

Documents providing step by step instructions for faculty entering curriculum proposals into CurricUNET and for shepherding proposals through the approval process are posted on the Curriculum Committee Webpage under “Resources”.

Curriculum.FullColl.edu/resources

SECTION 8

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 expectation is that students enrolling in distance learning courses receive a learning experience that is equivalent to what they would experience in traditional face-to-face courses in content, methods, and rigor.

Distance learning includes Internet, instructional TV/video, audio, 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 a separate “Distance Learning” approval from the Curriculum Committee.

The Fullerton College Distance Education Advisory Committee (DEAC) published an updated Faculty Handbook for Distance Education in July 2017.

(see <http://curriculum.fullcoll.edu/resources>)

Faculty who propose a course for distance education must complete distance education screens that are part of the COR in CurricUNET.

The Fullerton College Curriculum Committee reviews the distance education screens in CurricUNET, including “Contact Types and Frequencies”, to confirm that any proposal that includes distance education documents regular and effective contact. This includes interaction between the instructor and students, as well as interaction between students that occurs throughout the course with the same frequency as would occur in a traditional face- to-face class. These screens are also designed to demonstrate how the instructional methods used in the course will be delivered at a distance.

The Curriculum Committee refers faculty to the DEAC Faculty Handbook for Distance Education and the Distance Education Office when they are developing courses for distance education.

SECTION 9

SIX-YEAR REVIEW

Six-Year Reviews must be pre-launched as Major Revisions since 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. The current Six-Year Review schedule is posted on the Curriculum Committee Webpage under “Calendars”.

Curriculum.FullColl.edu/calendars

SECTION 10

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 LAOCRC and State approval so they can be noted on student transcripts. However, due to the workload involved in applying for LAOCRC approval, this is up to the discretion of the Division issuing the certification.

All vocational programs must be submitted for and receive LAOCRC 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" at <http://curriculum.fullcoll.edu> under "CurricUNET" 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 are posted at <http://curriculum.fullcoll.edu> under "Resources").

New programs (degrees and certificates) as well as modifications to an existing program with 18 or more units requires 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, July 2017 (link provided on the left side at <http://curriculum.fullcoll.edu>, near the bottom of the screen).

Your dean, your Division Rep, and the Curriculum Specialist 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 program description and identify core classes, required courses and/or restricted electives. Not all programs have restricted 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 program description 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 Board of Trustees approval. The following items must accompany the application to the State. Please consult with your Division Rep, the Curriculum Specialist, and 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 intended to prepare students for 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

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

Description: This should be a short summary description of the major which could include its purposes, what it prepares students to do, 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>	<u>TITLE</u>	<u>UNITS</u>
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Required Core Courses:

List all required courses.

If a core of courses is desirable with other courses to be selected from a list of options, also include:

Restricted Electives: Select a Minimum of X units from the following list

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

See the current Fullerton College catalog for examples of program descriptions and listing of course requirements.

SECTION 11

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 12

TECHNICAL REVIEW

ONLINE TECHNICAL REVIEW PROCESS TEAM BASED DIVISION OF LABOR

ONLINE Tech Review Committee (level 2.80) will occur on a rolling basis. Each proposal is up for review for **two full weeks (11 working days)**. However in order to ensure all proposals are reviewed, all technical reviewers need to log in to CurricUNET at least once each week to thoroughly review all proposals in the Technical Review queue and provide feedback to faculty originators.

After **11 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 Technical Review Chair's queue (level 2.9) for review and confirmation that all Tech Review suggestions have been addressed. This is a very important step! If suggestions are not addressed appropriately, proposals will be returned to the originator before they are approved by the Curriculum Committee and this may result in missed deadlines! After the Technical Review Chair takes action, proposals are forwarded to Cypress, SCE and District (level 3) for review, and then they go to the Curriculum Chair to be approved for launch (or the Chair will contact the Originator to address any issues prior to launch).

The expectation is that proposals will be **polished and ready** (with ALL Online Tech Review recommendations 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 (level 6) meeting and email faculty originators as well as the Division Rep in the rare case that there are any issues that still need attention before Committee approval (this would be after Tech Review level 2.80 is completed so it should only apply to issues missed in Tech Review).

*We will not have time to peruse each proposal during the Curriculum Committee Meetings so proposals that need corrections/changes will be returned to originators (level 4) to address recommended changes.

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 need to take place online in CurricUNET each week to address proposals moving through the approval process.

TECHNICAL REVIEW TEAMS FOR COURSES:

Team A:

Requisites, Entry Skills –

- Format and proper validation.

General Education –

- Correct transfer & GE areas.
- New proposals have areas noted in Justification for Proposal.

Comparable Course (only for new CSU GE/IGETC proposals) –

- Screen completed.

Catalog Description,

- Statements for grade option (if applicable).
- Prerequisite.
- Hours.
- Transfer/GE info – all have correct format and match other parts of proposals (MD, Req., GE screens).

Master Database –

- Check all, except TOP/CIP match (which Laurie T. checks).

Team B:

Proposal Types –

- All areas with changes shown on CR and CC checked in Proposal Types (except if CNET correction only. Don't check in Proposal Types, just explain in Justification for Proposal).

Justification for Proposal –

- FROM/TO and explanation for changes to **Title, Units, Hours and/or Requisites; GE additions** noted with area.
- For deletions, note new course number if existing course is being replaced, or explanation if straight deletion.

CI Report –

- If title or units changed (revisions).
- Check for impacted.
- For deletions: check for impacted programs and course requisites.

Class Size Justification –

- Appropriate for class size.
- Supported by Methods of Instruction & Methods of Evaluation.

Distance Ed –

- Contact Types explain how Methods of Instruction will be delivered through DE.
- Minimum weekly instructor-student contact noted.

Methods of Instruction –

- Support class size: are indeed instructional methods.

Methods of Evaluation –

- Support class size: are indeed evaluation methods.

Team C:

Course Content –

- Correct format (check CO).
- Length approx. ½ page per 1 unit.
- Check for typos.

Textbooks –

- MLA format, at least one within 5 years of effective date (e.g. 2017 proposal needs 2013+ copyright)

Library Information –

- Has adequate materials.

Honors Information (only if Honors Course) –

- Check on CO.

Proposed start –

- Effective date within curriculum targeted dates.

Team D:

Objectives –

- Begins with measurable verb.

Student Learning Outcomes/Assessments –

- Outcomes begin with measurable verb.
- Assessment method specified.

Assignments –

- Assignments that Demonstrate Critical Thinking begin with (or contain) a measurable verb from cognitive domain (“CD”) specified as critical thinking verb (bold).
- If “Field Trips” are indicated.
- Check that schedule description includes sentence: Field trips may be required outside of regularly scheduled class times.

Expert resource members will review specific sections as well

Catalog/Schedule Coordinator:

- Basic Course Information.
- Master Database.

Articulation Officer:

- Basic Course Information
- Master Database.
- Articulation.
- General Education.
- Requisites and Entry Skills.

VPI:

- Full proposal review to allow changes to be made by faculty originators inside the approval process in CurricUNET.

TECHNICAL REVIEW TEAMS FOR PROGRAMS:

Team A:

Description-

- Format (full name of program, order, standard language).
- Explanation of purpose/career paths.
- Units included correctly.

Program Block Definitions-

- Check units in each section
- Total units.
- Range of units.
- Use of “ands” and “ors”.

Team B:

Courses-

- Check each course in All Proposals to see if there is a pending proposal.
- If so, pending deletion – course needs to be removed from program.
- Pending revision – check for titles or unit revision.

Team C:

Revision Type –

- Check that every area with changes is checked (use “PC”).

Program Justification –

- Check that these changes are also listed/explained in Justification.
- Courses added/removed from required courses and restricted electives (list them).
- Title revision (FROM and TO).
- Unit revision (FROM and TO).

Cover –

- TOP Code -> CIP Code.
- Award Type.
- Proposed Start.

Team D:

Program SLOs-

- Check SLO format (begins with measurable verb)
- Method of assessment entered.

Attached Files – For ADTs (all) and CTE Certificates (new programs) only:

- Transfer Degrees (ADTs).
 - ADT Template should already be attached at technical review.
 - Check chancellor’s website to confirm template version is current:
<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TemplatesForApprovedTransferModelCurriculum.aspx>.
 - Post reminder in technical review comments: *“Please attach the ADT Narrative before launching this proposal.”*
- New Career Technical Education (CTE) Programs
 - Post reminder in technical review comments: *“Please attach LAOCRC Documents (Notice of Intent and Program Approval Application) before launching this proposal.”*

Expert resource members will review specific sections as well

Catalog/Schedule Coordinator:

- Cover (TOP Code/CIP Code).

Articulation Officer:

- Check courses for deletions
- Titles.
- Unit changes.

VPI:

- Full proposal review to allow changes to be made by faculty originators inside the approval process in CurricUNET.

DRAFT

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.

DRAFT

SECTION 14

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

GUIDELINES FOR GENERAL EDUCATION CATEGORIES

Articulation.FullColl.edu

**FOR CURRENT
GENERAL EDUCATION PATTERNS:**

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 for General Education are described in the SLOA Committee Handbook (see link at <http://curriculum.fullcoll.edu>).

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

GUIDING PRINCIPLES OF 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?

PARALLELS TO CSU GE AND IGETC:

Fullerton College General Education categories roughly parallel the CSU GE areas. The CSU GE Worksheet may be helpful in considering the appropriateness of proposing a Fullerton College course to meet a general education requirement at Fullerton College and for CSU GE.

The Intersegmental General Education Transfer Curriculum, or "IGETC" worksheet may also be useful for developing an understanding of criteria for distinct GE areas and for determining if it would be appropriate to propose a course to satisfy an IGETC requirement.

These worksheets follow, after the explanation of the Fullerton College Multicultural Graduation Requirement on the next page.

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;

<i>Based on the course outline, explain how course meets this criterion...</i>
--

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.

<i>Based on the course outline, explain how course meets this criterion...</i>
--

California State Universities General Education Worksheet

AREA DEFINITION	INSTRUCTIONAL OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
<p><u>Area A - Communication in the English Language and Critical Thinking; A1 - Oral Communication, A2 - Written Communication, A3 - Critical Thinking</u></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><u>Area B - Physical Universe and Its Life Forms; B1 - Physical Science, B2 - Life Science, B3 - Laboratory Activity, B4 - Mathematics/Quantitative Reasoning</u></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 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><u>Area C - Arts, Literature, Philosophy, and Foreign Language; C1 - Arts (Art, Dance, Music, Theater), C2 - Humanities (Literature, Philosophy, Foreign Language)</u></p> <p>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</p>		

<p>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>Area D - Social, Political, and Economic Institutions and Behavioral, Historical Background; 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</p> <p>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>Area E - Lifelong Understanding and Self-Development</p> <p>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>		

IGETC Worksheet

CATEGORY DEFINITION	INSTRUCTIONAL OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
<p><u>Area 1 - English Communication; 1A - English Composition, 1B - Critical Thinking, 1C - Oral Communication (CSU only)</u></p> <p>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><u>Area 2 - Mathematical Concepts and Quantitative Reasoning; 2A - Math</u></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>(continued from last page)</p>		
<p><u>Area 3 - Arts and Humanities ; 3A – Arts, 3B - Humanities</u></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</p>		

<p>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>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 & Behavioral Sciences, 4H - Political Science, Government & Legal Institutions, 4I – Psychology, 4J - Sociology & Criminology</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>		
<p>Area 5 - Physical and Biological Sciences; 5A - Physical Science, 5B - Biological Science</p> <p>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.</p>		

SECTION 15

REFERENCES

Title 5 Curriculum Regulations

PCAH: Program and Course Approval Handbook, July 2017
ASCCC

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