

FULLERTON COLLEGE

CURRICULUM

COMMITTEE

HANDBOOK

REVISED FALL 2022, 2025

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SECTION 1: 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. This handbook will provide timelines, as well as target dates and deadlines, for development and submission of new and revised course and program proposals. 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.

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. A Technical Review Chair is elected by the Curriculum Committee. Support and leadership are provided by the Chief Instructional Officer (typically the Vice-President of Instruction) who sits as an ex-officio member of the committee.

Academic deans, other resource members from Articulation, Matriculation, Admissions and Records Evaluators, and the Catalog Coordinator provide technical advice and support.

SECTION 2: Roles and Responsibilities

The Curriculum Committee Chair

The Chair 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.

The Chair will lead the discussion of all proposals and reports distributed. The Chair shall preside over committee meetings and shall appoint ad hoc committees as necessary to consider matters within the purview of curriculum. Moreover, 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, the District Curriculum Coordinating Committee (DCCC), and the Board of Trustees (BOT).

The Curriculum Committee Chair attends meetings of the Faculty Senate, held on the 1st, 3rd, and 5th Thursdays of the month. The Chair may serve as an "At Large" member of the Faculty Senate Executive Committee, 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 Chair

The duties within this role may be carried out by the Chair, or by another member of the Curriculum Committee, who is elected by the committee to execute the following duties:

Provide guidance for Technical Review as Division Representatives assist department members working on curriculum proposals in CurricUNET.

Confirm that all Technical Review suggestions have been addressed by Originators and provide "Technical Review Approval" in CurricUNET, at step 2.9 of the approval process.

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.

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

The Curriculum Specialist

The duties within this role are carried out by a full-time, classified employee. The duties include the following:

Assist faculty with use of [CurricUNET](#).

Troubleshoots to ensure efficient processing of curriculum through CurricUNET.

Organizes and maintains curriculum records.

Works with the Chair and Technical Review Chair to prepare documents, including agendas and minutes.

Collaborates with Catalog and Schedule Coordinators to ensure accuracy and consistency of curriculum information in Banner, Catalog, Schedule of Classes, and DegreeWorks.

Coordinates the collection of submission materials and submits curriculum proposals to the State Chancellor's Office for approval.

The Faculty Originator

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.

Adhere to all processes and deadlines, including those set by the Department and Division Dean, and indicated by the Curriculum Committee calendar.

The 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 proposals at the Curriculum Committee meeting when proposed for Committee approval.

The Division Curriculum Representative

Facilitates proposals for curriculum changes and represents the Division in curriculum and policy matters.

Suggestions for the Curriculum Representative

Review the Curriculum Committee timelines with your Division and distribute curriculum materials to appropriate Division members. Ask originators to share proposals with you early and continuously throughout the development process.

Review proposals at each level assigned to Division Representatives, including Technical Review (step 2.85) and Curriculum Committee (step 6), make suggestions for revisions, and confirm corrections are made as needed.

Work with Faculty Originators to address the following areas:

- [Title 5, § 55002, Standards and Criteria for Courses](#), have been considered and the course meets one or more of the college's mission statements.
- Make sure that guidelines within the [Program and Course Approval Handbook \(PCAH\)](#) of the Academic Senate for California Community Colleges (ASCCC) 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.

Participate in Technical Review by reviewing proposals in detail and entering suggestions for changes in CurricUNET.

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

Remind Faculty Originators that they may be present at Curriculum Committee meetings when their proposals are up for committee review and approval. Read distributed materials in advance, raise questions, and resolve problems with originators before proposals are presented to the committee meeting for approval.

Bring the discussion and proposal agendas, and any supplemental materials (arranged in the order as listed on the agenda) to each meeting.

Be aware of how proposals from other departments or general policy proposals may affect curriculum or impact offerings in their own Division. Work with the Technical Review Chair and other Division Curriculum Representatives in order to facilitate accurate and timely processing of course and program impacts.

It is a custom to include all course and program proposals, including proposed courses and programs directly impacted by course and programs, on the same proposal agenda, so that the Curriculum Committee may approve all of them at the same time.

Division Representative Duties: Summary in Outline Form

CurricUNET Review

1. Review all Fullerton College curriculum proposals through CurricUNET (CNET). You will get emails from system@governet.com when proposals are in your queue.
 - a. Initial review of each proposal during technical review (Level 2.8) following the “**Tech Review Teams**” instructions. Post comments regarding issues and needed corrections in CNET.
 - b. Second review at curriculum committee level (Level 6). Check that your previous comments have been addressed, and any other issues have been resolved.
2. Review “**crosswalk**” proposals from Cypress and SCE for your division through CNET.
3. If you have questions about review, contact Guy Dadson (Technical Review Chair) or Heather Treminio (Curriculum Specialist).

Committee Meetings and Follow-up

4. Attend and actively participate in all curriculum committee meetings: 1st, 3rd, and 5th Wednesdays from 1:30-4:30pm.
5. Prepare for curriculum committee meetings:
 - a. Read agenda and distributed materials in preparation for discussion and action
 - b. Do a final review of all proposals on the agenda to check if ready for approval
 - c. Try to raise questions and resolve problems with originators before proposals come to the committee meeting for approval
 - d. Consider how proposals from other departments or general policy proposals may affect curriculum or impact offerings in your division. Consult with discipline faculty on this when appropriate.
6. After each meeting, follow up on any items that come up for your division.

Guide Your Division’s Proposals

7. Organize, guide and supervise Six-Year Review for your departments – see Six-Year Review schedule for departments due for review, and Tracking documents for courses and programs that are past due.
 - a. Contact departments that have courses and/or programs due for six-year review. Let them know the timelines (see Curriculum Master Calendar).
 - b. Provide faculty with the CNET Quick Start Instructions (curriculum.fullcoll.edu website, CurricUNET link).
 - c. If they wish, training/help sessions for faculty can be arranged (contact Heather).
8. Ensure all courses and programs in your departments finish the CNET review process on time, e.g., check on proposal progress, send reminders to faculty/dean/etc.
9. Assist faculty in developing other proposals for new or revised courses or degrees. Contact Heather or Guy with questions.

10. Review each proposal from your division in CNET as it reaches Level 2.76 and Level 5 (required Division Rep approvals). “**Approve**” if everything is OK, or “**Recommend changes**” if updates are still needed. You will get emails from system@governet.com when proposals are in your queue.
11. Follow up with your faculty on issues with proposals that John, Heather, or Guy contact you about (e.g. filling out state forms, writing narratives for programs, etc.)

The Department Chair

Facilitates the curriculum development process as follows:

Reviews 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.

Act as an advisory resource to faculty proposing modified or new curriculum.

The Division Dean

Facilitates the curriculum development process as follows:

Reviews and provides feedback in CurricUNET on curriculum proposals from faculty in your Division in response to emails from CurricUNET. Post recommendations for changes at the appropriate stages in the approval process.

In consultation with faculty and in line with ASCCC and California Community College Chancellor’s Office (CCCCO), assign appropriate Taxonomy of Program (TOP) code, Classification of Instructional Programs (CIP) code, Standard Accountability Model (SAM) code and Standard Occupational Classification (SOC) code information to proposed curriculum.

Chief Instructional Officer (CIO) or Vice President of Instruction (VPI)

Facilitates the curriculum development process as follows:

Serve as a creative catalyst in curriculum development, gathering ideas from peers, conferences, and other resources.

Review needs assessment and proposed curriculum to ensure its compliance with the discipline/department plan and mission of Fullerton College and assess its impact on other offerings.

Consider fiscal impact of new and modified curriculum.

Communicate about proposed curriculum addition/changes with the Fullerton 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: Internet-Based Curriculum Processing System

In the Fall Semester of 2006, Fullerton College began using [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.

[The "Faculty + Staff" page of the Fullerton College website](#), under Faculty Resources, contains a link to [the Fullerton College Curriculum Committee website](#) which has a link to [CurricUNET](#).

Faculty should contact the Curriculum Specialist to inquire about access to CurricUNET, including login information.

CurricUNET Login for Fullerton College Faculty, Staff, and Administrators

Initial login: last initial, then first name, all lower-case letters, no spaces (for example: Jacob Grimes would be “gjacob”)

Initial password: changeme (all lower case, no space). It is strongly encouraged that you change your password. Please contact Curriculum Specialist for guidance.

Help screens will guide users once they are logged in. In recent years, the Fullerton College Curriculum Committee website has been a valuable resource, as it houses documents, instructions, and “how-to” materials helpful to everyone.

Accessing Current Curriculum

CurricUNET publishes [the course outline of record \(COR\) on its website](#), and anyone may access the COR and its Master Database without needing to login to CurricUNET.

In order to create, revise or edit curriculum, however, people must login to CurricUNET.

From the [home page](#) you will 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.

When searching for a course or program, please note the following:

- Current: “Active” curriculum is in red type
- In the approval process: “Pending” and “Launched” curriculum is in black type
- Previous versions or deactivations: “Historical” curriculum is in blue type

Proposing Curriculum: A Brief Summary

Use [CurricUNET “Quick-Start” instructions](#) located on the Fullerton College Curriculum Committee website, for directions on how to propose a new course or program in CurricUNET, as well as how to propose revisions to existing courses and programs. Then, follow instructions in Help Screens in CurricUNET to enter all the information required for each proposal. The “Course/Program Checklist” appears on the right 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.

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.

SECTION 4: Curriculum Approval Process

Curriculum Proposals are processed online, inside CurricUNET. Faculty Originators must keep track of their proposals throughout the Curriculum Approval Process. Revisions 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 NOCE 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 NOCCCD Board of Trustees.

Approval by the Board of Trustees occurs 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.

SECTION 5: Frequency of Curriculum Review and Timelines

Six-Year Review

Fullerton College, along with other California Community Colleges, requires discipline faculty to review their curriculum every six years. The “Six-Year Review” calendar has been established in order to facilitate adherence to Title 5 requirements, accreditation standards and the course identification numbering system (C-ID), all of which require periodic curriculum review every 5-6 years in order to maintain compliance to standards.

Requisites, in particular, must be reviewed every six years, according to [Title 5, § 55003](#): “at least once each six years all prerequisites and co-requisites established by the district shall be reviewed . . . These processes shall also provide for the periodic review of advisories on recommended preparation.”

CTE Courses and Programs: Every Two Years

[Title 5, § 55003](#) also states “that prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years.”

Other Considerations

There are many reasons why discipline faculty might review their curriculum more frequently. These reasons include adding or removing requisites or rewriting curriculum in order to qualify for a new general education area or a Course Identification Numbering System C-ID descriptor. Faculty may wish to change hours, units, or other elements of the course outline of record (COR).

The Curriculum Committee works with faculty in revising curriculum, and keeps them informed of deadlines in order to obtain approvals from the Board of Trustees, transfer institutions, and the State Chancellor’s Office. While the workload may increase from time to time, the Curriculum Committee does not discourage faculty from revising curriculum too often. Furthermore, the Curriculum Committee seeks to inform discipline faculty of impacts to other courses and programs, particularly in other disciplines, and encourages different disciplines to work together in order to make all necessary revisions at the same time.

Proposals for New and Revised Courses and Programs

There are different types of curriculum proposals: new courses or programs, major revisions of existing courses or programs, and minor revisions of existing courses. The number of steps in the approval process are determined by the type of proposal.

Please be aware that changing the prefix or number of a course cannot be done as a revision proposal. Prefix and number changes require a new course proposal, as well as a course deactivation proposal for the changed prefix or course number. It is a custom to bring the new and deactivated proposals, as well as any course and program impacts, to the same meeting of the Curriculum Committee for simultaneous approval.

It is important to understand the differences between creating a Minor Revision proposal and a Major Revision proposal:

Minor Revisions

Textbook/Resources Updates

Minor revisions to Course Content that do not change the overall scope of the course (may include updating or replacing equipment/technology)

Minor revisions to Methods of Instruction that do not change the overall way in which the course is taught. (Adding a Distance Learning Component is NOT a minor action, but the Distance Education Addendum, otherwise known as the DE addendum, could be completed and approved by the Fullerton College Curriculum Committee, the District Curriculum Coordinating Committee, and the Board of Trustees outside of the CurricUNET process.)

Minor revisions to Methods of Evaluation

Changes in Schedule Description (to be found in the Basic Course Information screen)

Minor Changes in Course Assignments

CIP Code Revisions

Adding/Revising Student Learning Outcomes

Major Revisions

All other changes to curriculum must be processed as Major Revisions. These include the following:

Six-Year Review (may include adding/revising Student Learning Outcomes)

New courses

New programs (degrees and certificates)

Deactivation (also known as deletions) of courses, programs and certificates

TOP Code Revisions

Changes to degree or certificate programs

Changes to Catalog Description

Any changes to the Course Master Database including but not limited to changes in units, class size, hours, Faculty Service Area (FSA) codes, fees, repeatability; Changes to Course Title; Program Title, and Department Title

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

Major changes in scope of course content, methods of instruction, or methods of evaluation (as determined by Division curriculum representative)

Addition of Distance Education as part of Six-Year Review. A Distance Education Addendum (DE Addendum, or DEA) should be attached to the Major Revision proposal.

Validation, or revision, of existing prerequisites, co-requisites, advisories or limitations on enrollment

Stand Alone Courses

Knowing the Difference: Suggestions

When in doubt, go for a Major Revision. There are more opportunities to revise other aspects of the course outline in a Major Revision.

If there is already a pending/launched proposal that has not yet been approved by the curriculum committee (step 6), it is better to contact the Chair or Technical Review Chair to add information to that pending/launched proposal, that otherwise would have gone into a separate Minor Revision proposal. It is best to avoid multiple proposals in CurricUNET.

Please contact Chair or Technical Review Chair if you plan on making insubstantial changes to the course content and scope screen. They will help you to check other parts of the course outline that might require attention or revision.

There are two things to consider: has the proposal been revised recently (within the last 1-2 years), or has it not been revised in several years (close to a 6-year review period)? As an example: if you wish to make substantial changes to Student Learning Outcomes (SLOs), Course Content, Textbooks and other areas of the Course Outline of Record (COR), then it would be better to choose a Major Revision.

The "occupational hazard" of a Minor Revision is discovering other curricular areas requiring revision during Technical Review. There might be sections in the Minor Revision that are blocked to the faculty originator, and they would not be able to address the changes recommended in Technical Review.

Recent Developments

Fullerton College Curriculum Committee Handbook, 2025 revision

In recent years, State Discipline/FSA codes have been treated as Minor Revisions, usually through a "fast-track approval" at a Curriculum Committee meeting.

DE Addenda are approved at the curriculum committee meeting to which they are submitted, even though DE is classified as a Major Revision. After approval by the Curriculum Committee, DE addenda go to DCCC for approval, and then the Board of Trustees (BOT) for approval. Faculty should be made aware that it could take up to 3 months to gain full approval of a DE addendum. They should plan for DE several months ahead of scheduling time.

Questions to Ask Before Creating a Proposal in CurricUNET

- What does this course bring to the college that other courses do not?
- Do other departments offer the same course?
- What is the purpose of the proposal? Career and Technical Education or not?
- Is there information (meeting minutes, advisory committee, job data, etc.) documenting the need for such a course and/or program?
- Has the Department agreed upon minimum qualifications to teach the course?
- Are these minimum qualifications easily verifiable through official documentation?
- Does the proposal impact currently existing programs?
- Does the course require entry skills or course prerequisites (or advisories or co-requisites)?
- Has the Department Coordinator contacted the Cypress College Department Coordinator, informing them of plans? (It's important that the autonomy of Fullerton College and Cypress College be maintained, but communication is often helpful, and the two campuses can learn from one another.)
- Are you in contact with Department Coordinators and Deans, especially when it comes to Master Database information (e.g., codes, hours, FSAs, etc.)?
- If the course is being offered as a general education and/or university transfer course, has your department understood the length of time it will take in order to be approved for transfer? (It may take up to 2 years.)

Pre-launch Target Dates: Entering the Approval Process

Early October: If a course seeks UC transfer approval (UC TCA), which qualifies certain courses for consideration Cal-GETC general education university transfer status, a course must be pre-launched, entering the approval process, in CurricUNET. This allows enough time for the course to be approved by the Curriculum Committee, the DCCC and the BOT to be sent for UC approval by June 1 of the following year.

Early February: This is the target date to follow, if a course does not require Cal-GETC approval. It will provide enough time for a proposal to be approved by the Curriculum Committee, DCCC and the BOT for possible inclusion in the catalog published 1.5 years from a February pre-launch.

Transfer and GE Approval Target Dates

March: Courses requiring UC TCA and Cal-GETC approval should be approved by the Curriculum Committee no later than the middle of March. This will allow enough time for the proposal to receive all necessary local approvals, including the Curriculum Committee, DCCC, and the BOT.

November: If a course has been approved for UC TCA, and/or a course is being proposed for CSU GE transfer status, it must be approved by the Curriculum Committee, DCCC, and the BOT early in the fall semester in order to be sent to Cal-GETC in November. (Cal-GETC approvals are published the following May or June.)

Examples of Approval Timelines

UC TCA and Cal-GETC approval timeline example: A new course, or a revised course making changes necessitating re-articulation (review of transfer status) involving UC TCA and/or Cal-GETC, should be pre-launched in CurricUNET no later than early October 2025 if the course is to be included in the Fall 2027 schedule of classes (and/or the 2027-2028 catalog). Since UC approval occurs in the summer of 2026, and Cal-GETC approval is published in May or June 2027, a course could not be offered prior to Fall 2027.

Please note: The Fall Class Schedule is published before Cal-GETC notifications are sent. Departments should use caution when scheduling and promoting a course as “approved” for Cal-GETC, since the course may be denied.

SECTION 6: The Course Outline of Record (COR)

Criteria

[Title 5, § 55002](#), defines the responsibilities in creating and maintaining a Course Outline of Record (COR):

“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, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.”

The following is taken from pages 45-46 of the 7th edition of the [*Program and Course Approval Handbook \(PCAH\)*](#):

COR Components Required for Credit Courses

- Unit value
- The expected number of contact hours
- The expected number of outside of class hours
- The expected number of total student learning hours for the course as a whole
- Prerequisites, corequisites or advisories on recommended preparation (if any) for the course
- Catalog description
- Objectives
- Content in terms of a specific body of knowledge
- Types or examples of required reading and writing assignments
- Types or examples of other outside-of-class assignments
- Types or examples of instructional methodology
- Types or examples of methods of evaluation

In addition to verification of the above COR components, validation within the Chancellor's Office curriculum inventory system and the Chancellor's Office periodic review criteria focuses on the validation of two components of the COR for consistency with regulations and MIS data elements: Unit Values and Contact Hours.

Unit Value

The unit value listed on the COR must conform to the standards for unit calculation set forth in Title 5, § 55002.5 and be consistent with the unit values entered into the minimum and maximum unit fields in the Chancellor's Office curriculum inventory system. The relationship of hours to units must be based on the unit calculation method appropriate to the course type, expressed in total hours for an entire term. Standards for credit hour calculations are contained in Title 5, §§ 55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). Courses not classified as cooperative work experience, clock hour, or open entry/open exit use the following method for calculating units of credit:

$$\frac{(\text{Total Contract Hours} + \text{Outside-of-class Hours})}{\text{Hours-per-unit Divisor}}$$

The result of this calculation is then rounded down to the nearest 0.5 increment [. . .] This formula applies to both semester and quarter credit calculations. Zero-unit credit courses are not permissible.

Credit hour calculations, as established in Title 5, § 55002.5(a), are based on total student learning hours, defined as the sum of inside and outside-of-class hours or all contact and homework hours. While this section does not define ratios for in-class to outside-of-class work, as a matter of standard practice in higher education, lecture credits assume that students will

spend two hours outside-of-class for every hour in class; laboratory credits, particularly in natural sciences laboratory and health occupations, clinicals are typically calculated only on hours spent in the classroom, with minimal or no outside-of-class hours expected; and activity courses, studio courses, laboratory with homework, and other similar credit categories typically assume one hour of homework for every two hours of work in class. Variations on standard practices for in-class to outside-of-class ratios, clock hour programs, cooperative work experience courses, and open entry/open exit standards are discussed in greater detail in the Credit Course Standards section of this Handbook. The governing board of each college district must have an established policy for credit calculations, ensure that practices are compliant with state and federal laws and are aligned with standard practices in higher education. Failure to follow standard patterns can jeopardize course articulation and transferability, as well as apportionment and financial aid.

The COR for many districts does not specify the outside-of-class hours, relying instead on the assumption of traditional ratios for inside to outside-of-class hours for lecture, laboratory, or other course formats. In instances where districts only record total contact hours for the course as a whole or in each instructional category on the COR, the calculation of credit hours must include the expected hours of student work outside-of-class as described above. When this information is not included on the COR, periodic audits of course submissions may require clarification of local policy and practices for awarding credit hours to ensure that colleges are properly accounting for outside-of-class hours in their calculations. This is described in greater detail in Calculation Categories and Outside-of-Class Hours.

Contact Hours

Contact hours are defined as the total time per term that a student will be under the direct supervision of an instructor or other qualified employee as defined in Title 5, §§ 55002(a)(3) and 58161. Contact hours are the basis for apportionment and are a required component of the COR.”

SECTION 7: Course Checklist in CurricUNET

In order to adhere to state guidelines regarding the components of the Course Outline of Record (COR), Fullerton College uses CurricUNET to synthesize the components into a document accessible to the public. CurricUNET has created a “Course Checklist” in each proposal. The list contains the state-mandated components of the COR.

Section 7 provides instructions for editing each component of the COR in the Course Checklist.

Main

Click on “Add a Co-Contributor”: The Curriculum Committee strongly encourages Faculty Originators add their Curriculum Division Representatives “Co-Contributors” on all curriculum proposals. This allows the representative to assist the Faculty Originator throughout the approval process. Many proposals are held back, and miss important deadlines, if neglected. Adding a Co-Contributor, particularly if it is the curriculum representative (and, in many cases, the dean), provides support for a Faculty Originator if they are pressed for time.

Basic Course Information

Department Prefix, Course Number, and Course Title

Choose from the drop-down menu the appropriate prefix for your department.

In the case of revision proposals (also known as modifications), please use the current prefix and number of the course. If this is a new curriculum proposal 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 College 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.

Please be aware that state legislation has mandated Common Course Numbering within the next three years. Course numbers will probably be revised based on this legislation. It is possible that Common Course Numbering will correspond with C-ID descriptors.

Your choice of course title 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.

Begin the 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.

You will not mention, in your proposed catalog description, whether the course is degree applicable, transferable to CSU, and/or transferable to UC. This information will be placed in the Justification for Proposal and on the General Education screen. After the Fullerton College Articulation Officer receives the list of courses approved for general education and university transfer, this information will be placed at the end of the catalog description.

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, Cal-GETC

Information in the Catalog Description should be placed in the following order:

Requisite information here: For example, "ENGL C1000 or ENGL C1000H, with a grade of C or better."

Order: Prerequisites; Corequisites (Corequisites, THEN Corequisite: Concurrency Required); Advisory.

Hours per term. For example: 54 hours lecture per term.

Begin the paragraph with "This course..." or "In this course..."

(When field trips are required outside of regularly-scheduled class time, add this line before the GE credit listings: "Field trips may be required outside of regularly-scheduled class time." This line should also be added to the schedule description.)

Letter Grade or Pass/No Pass.

With GE credit, the idea is to put them in the order they are awarded: (Degree Credit) (CSU) (UC) AA GE, CSU GE, IGETC, Cal-GETC

With a materials fee, add the following sentence to both the catalog and schedule description, right before the GE credit listings: "\$__materials fee required at registration." (By the way, this is the required format for the materials fee sentence in all instances.)

Here's an example:

Prerequisite: STAT C1000 with a grade of C or better. Advisory: CHEM 107 F. 54 hours lecture per term. This course explores [course description language placed here. It should consist of a minimum of two sentences, and should be clear enough to give students an idea of what to expect in terms of course content and scope. Field trips may be required outside of regularly-scheduled class times. (Degree Credit) (CSU) (UC) AA GE, CSU GE, IGETC

Schedule Description

It resembles the catalog description, but there are some key differences. It may or may not duplicate the description, and it is missing some of the information found in the catalog description. In particular, the schedule description does not list the lecture/lab hours or the degree and GE credit information; it is usually shorter, about three lines total.

Here's an example:

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.

Please note that the Catalog Description may not be edited without going through the major revision approval process. However, the Schedule Description may include additions, as required by the Department and/or the Division.

Proposed Start

Please enter the semester and 4-digit year for initial course offering. This is commonly referred to as the “effective date” for the proposal. For example: Fall 2026. This is the semester and year when the course (or revised version of the course) will first be offered. Consult the Curriculum Committee, and this handbook, if you have questions about dates.

Class Size

Use the [Class Size Planning and Resource Document \(CSPRD\)](#) and consider existing class sizes for comparable courses in the discipline to select appropriate class size.

It is important to consider components of the COR, such as methods of instruction and evaluation, written and other assignments, course content and scope and objectives, when selecting a particular class size.

Provide a written justification of proposed class size. Reference the CSPRD and specific instructional methodologies. You may start by copying and pasting a class size justification from the CSPRD, but you are welcome to supplement the paragraph with additional detail that explains the need for a particular class size.

Please note that pedagogy and curriculum determine class size, not classroom size or instructor workload. A course taught as an instructor lecture, with minimum student involvement during the class period, should have a larger class size (45 and up) than a course taught as a seminar, skills practice, small-group discussion or any combination of these methods. The CSPRD is a guideline, but it is specific enough to indicate the common characteristics of a course involving lecture/discussion, extensive writing or other forms of instruction.

Justification is also required for any proposed change to existing class size in course revisions. Class size changes can be justified by describing appropriate methods of instruction or assignments in the revision proposal. You are also encouraged to use “Attach Files” to upload documentation supporting the proposed class size. Such documentation might include department meeting minutes, professional board recommendations, state/federal regulations concerning safety concerns, or memoranda justifying class size at length.

Please note that the NOCCCD encourages similarity between Fullerton College and Cypress College, especially when it comes to courses located in the same GE transfer areas. If there are key differences, such as class size, the Board of Trustees (BOT) may require additional justification, such as detailed explanation of instructional methodologies dissimilar from the other college.

Honors Course Justification

Indicate if this is intended as an Honors course or not (check yes or no). If “yes” is checked, then a box will appear. Please consult the [Fullerton College Honors Program](#) for examples of standard language used as justification. (Other active proposals of Honors courses in your discipline can be found in CurricUNET, and that could provide guidance, as well.)

Proposal Type

Check all boxes applicable to the proposal. If this is a revision proposal, please uncheck boxes that do not apply to the revision. It is likely that there will be redundancies between the Proposal Type and Justification for Proposal sections. These redundancies might be necessary, since the Justification for Proposal paragraph not only provides a permanent record, but it is placed on the agendas of the Curriculum Committee, DCCC and the BOT, as well as State and transfer applications.

Please consult with the Technical Review Chair in determining the appropriate boxes to check when it comes to requisites: validation and revision and addition are not identical.

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.

The justification should not be too long. Faculty originators are welcome to include a complete document in "Attach Files."

It should contain enough information to assure the Curriculum Committee, DCCC and the BOT of the purpose(s) of the proposal.

It's a good idea to begin the proposal with the most important information applicable to the proposal: "Six-Year Review," "MINOR REVISION." "Cal-GETC addition."

Even though the box may be checked in Proposal Types, it's best to include “Textbooks,” “Proposed for Distance Ed (Online and/or Hybrid),” and “Student Learning Outcomes.”

Format conventions:

Six-Year Review.

MINOR REVISION.

Unit revised FROM [x] units TO [y] units.

Hours revised FROM 4 hours lecture and 3 hours lab TO 3 hours lecture and 6 hours lab.

For unit and/or title revisions with program impacts:

- As restricted elective: program impacts include: [x, y, z]: curriculum office update.
- As restricted elective: program impacts include [IGETC, CSU, Interdisciplinary Studies certificates]: articulation office update.

Master Database

Please be aware of the increased need for faculty and representatives to work more closely with Deans and the CIO or the VPI when it comes to the Master Database (MD).

Since we are seeing more and more certificates, some of which are intended by originators to be “occupational,” we need to make sure that Deans review the MD much more closely, and that they have more awareness of the implications of selecting certain codes.

For instance, some TOP codes are designated specifically for "occupational programs," and choosing a non-occupational TOP code could have consequences in the future.

If Deans have concerns, they should work with the VPI, since this involves classifications that could affect funding and record-keeping.

Please refer to the [TOP Codes CIP Code Crosswalk \(Updated June 2020\)](#) for matching TOP and CIP codes. The CIP code corresponds to the TOP code contained on the same line as the CIP code, on the spreadsheet.

By the way, TOP codes marked with an asterisk (*) indicate vocational/CTE courses and programs. They may have to go through the approval process at [Orange County Regional Consortium \(OCRC\)](#).

Please make sure that the following are accurate. They tend to "slip beneath the radar" until it's too late:

- Open Entry/Open Exit
- Basic Skills: Yes or No?

When it comes to courses that are "Credit-Degree Applicable" (or "Non-Degree Applicable"), please make sure to check the correct and appropriate designation.

Concerning SAM Code: The decision to choose a code other than "non-occupational" requires careful discussion. Faculty Originators should work with their Dean and Representative to select an appropriate code, and to produce documentation to support the choice. This documentation could be attached to new proposals, or proposals for SAM code revision).

Based on evaluation of page 68 of the [PCAH](#), 7th edition, we might need to be cautious about coding a course as "A" for Apprenticeships. (It does not mean Internships or Independent Study.)

When checking Faculty Service Area (FSA), aka State Discipline Code, the Curriculum Committee Representative should consult with the Faculty Originator and Dean before selecting a code. Faculty may not teach a course if they do not possess the FSA. Since FSA code is directly connected to an instructor's [minimum qualifications](#) for teaching a course, the wrong FSA could create problems with scheduling.

Here is a list of Master Database fields requiring attention:

Units

A unit of credit is defined as 54 hours of student work per term. For an 18-week term, this represents 3 hours of work per week. 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 with up to 16 hours 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. According to the [PCAH](#), "...the COR for the supplemental open entry/open exit course must identify the course or courses it supports, as well as the specific learning objectives the student is to pursue" (p. 124).

Repeatability

The following is taken from pages 62-63 of the [PCAH](#), 7th edition:

"Title 5, § 55041 permits local districts to designate certain courses as repeatable, permitting up to four takes of a course so designated. The following types of courses may be designated repeatable: [. . .]

- Courses Required for CSU or UC Major Requirements
- Intercollegiate Athletics Courses
- Intercollegiate Competition Courses

[. . .] The Credit Repetition Guidelines provides greater detail and examples for all of these course types. Districts designating courses repeatable under the provisions of this section must comply with the requirements under Title 5, § 55041(b) requiring the identification of all repeatable courses and the designation of those courses in the catalog. The district and district curriculum committee may not designate any other courses as repeatable. All other components of credit course repetition are tied to the student, not the curriculum. However, in some instances, the curriculum development and approval process can be used to strengthen the ability of the student and the district to apply the other exceptions outlined in Title 5.”

Please indicate if a course is designed to be repeatable or not.

Materials Fee

Indicate if any materials fee is required (check yes or no). For many reasons, including student equity, Fullerton College prefers not to encourage the requirement of material fees for courses. Therefore, the Curriculum Committee requests the addition of an attached file documenting the required material fees. The Faculty Originator should be prepared to justify the addition of material fees to the Curriculum Committee.

WSCH Reporting

The WSCH hours are simply the clock hours: the number of hours students meet each week for lecture and/or lab. 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.

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

Preparation Hours

Typically, there are two hours of preparation for each hour of lecture. Please note that this field, along with total hours, is automatically populated, once the Faculty Originator introduces the lecture hours per week.

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: Letter Grade or Pass/No Pass may be selected by each individual student

Basic Skills

Indicate whether or not the course is considered basic skills.

Transfer Code

Indicate whether the course is intended to be degree applicable or NOT degree applicable. Indicate whether the course is proposed for transfer and if so, to CSU, UC, or both. (Please note that CSU-transferable courses start with a number of 100 or higher, less than 100 otherwise.)

Classification Code

Select appropriate code from the drop-down menu.

Special Funding

Indicate whether or not the course receives special funding.

TOP, SAM, and CIP Codes

Check codes on comparable courses in the discipline and ask the Division dean for assistance with selection of appropriate codes. Please refer to the [TOP Codes CIP Code Crosswalk \(Updated June 2020\)](#) for matching TOP and CIP codes.

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 (FSA)

Select the appropriate code from the drop-down menu (check comparable courses in the discipline or ask Division Dean for assistance).

[*Minimum Qualifications Handbook from the CCC Chancellor's Office*](#) can be very helpful in providing detailed explanations of codes.

Please note that the State Discipline Code is not the only measure of “minimum qualifications” to teach a course. Through the curriculum approval process, additional measures could be listed in the proposal file of CurricUNET. Documentation must be thorough and credible, and should be included in the proposal itself, through “Attach Files.”

Mindfulness:

Mindfulness courses, such as MIND 101 F and MIND 105 F, have been state-approved, and approved for transfer, by requiring instructors to possess a master's degree (in their original discipline) as indicated by State Discipline Code (FSA), as well as completion of 200+ hours of mindfulness training, with extensive documentation attached to the active proposal files in CurricUNET.

Drones:

Drone courses require FAA certification, the appropriate credentialing as indicated in the proposal itself, as well as in the State Discipline Code, or FSA.

Objectives

Please consult [Bloom's Taxonomy](#) as you compose the Objective screen. Each objective begins with a verb taken from this list. The verb begins with an upper-case letter (for example, "Analyze," not "analyze").

Talk with your Division representative and discipline faculty (faculty originators) if they choose a verb not on the Bloom's Taxonomy list. The verb may be generally used within the discipline, and, therefore, could be acceptable as a verb for the objective.

Each Objective begins with "Upon successful completion of the course the student will be able to..." This phrase is automatically programmed in CurricUNET. Therefore, you start with the verb itself.

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 to avoid words that are open to multiple interpretations.

Entry Skills Requirement (if prerequisite/co-requisite/advisory is proposed)

If a student must take another course in order to enter, or complete, a course, then the course must list the requisites (pre-, co-, advisory, or concurrent co-requisite) in the catalog description. The requisites must also be validated.

In CurricUNET, we use two screens: Entry Skills and Requisites.

In Entry Skills, faculty originators must match the entry skills of the course proposal's course with the objectives of the other course(s).

(When talking about co-requisites, this may seem awkward, because co-requisite courses can be taken together or apart. In the case of concurrency, the co-requisite courses must be taken in the same semester.)

In the case of multiple prerequisites, corequisites, and advisories, it gets more complicated.

The use of "and" / "or"

If both Course X and Course Y are matched to the same entry skills, it would suggest either course could meet the advisory. This suggests the use of "or."

Matching each course to separate entry skills would suggest that BOTH are needed for the advisory ("and").

If it appears from the catalog description that this is the intent, then there must be an entry skill specific to support the "and" that is present.

Entry Skills begin with "Upon entering this course the student must be able to:" which is also programmed into CurricUNET.

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

Please consult [Advisories, Prerequisites/Corequisites & Levels of Scrutiny-Summary](#) for detailed explanations of requisites.

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. This is the major distinction between an advisory and a prerequisite or a co-requisite: success in the course is not predicated on having completed the requisite (advisory) course.

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.

This screen can be one of the more difficult screens to complete accurately. Your Division Representative or the Technical Review Chair can be of assistance.

Further Information about Requisites

Please check that you have added a date for validation. You can verify by clicking on the course outline (CO) icon. The date will be listed in bold type, below the requisite course.

You need to make sure that the prerequisite course has a minimum letter grade; "A grade of C or better in" is commonly selected from this drop-down menu.

Non-course prerequisites still need some indication that the requisite was satisfied with success. We have been using "Pass" as a marker, but the curriculum committee could discuss this further.

The [Advisories, Prerequisites / Corequisites & Levels of Scrutiny](#) document identifies the sequential prerequisite as one for coursework taken in a sequence WITHIN a discipline.

In order to validate a corequisite, you match objectives of the first class with the entry skills of the second class, the way you would do when validating a prerequisite.

If the course lists "Co-requisite: Concurrency Required," then both courses need to be listed "Co-requisite: Concurrency Required."

Co-requisites, like prerequisites, require that the other (or previous) course be passed "with a grade of C or better [or Pass]." Students can take co-requisites at the same time as the other co-requisite, or at another time.

Concurrent Co-requisites and advisories do not require notation of a grade ("with a C or better...") in the Catalog Description.

A course with a Concurrent Co-requisite requires students to take both courses in the same semester.

AB 705 and Requisites

Entry transfer-level math and English courses require language indicating that a prerequisite has been satisfied, even though AB 705 severely restricts California Community Colleges from offering pre-transfer level (“basic skills”) courses. We have articulation agreements with CSU GE, IGETC, and UC that have not changed since AB 705 was implemented in 2019.

While Cypress College is removing specific basic-skills course prefixes, titles and numbers from the prerequisites, Fullerton College is not removing them, as of May 2022.

However, Fullerton College includes supplementary language that widens the scope of definition when it comes to measuring satisfaction of prerequisites. Here is an example: “Prerequisite: MATH 040 F or MATH 041 F, and MATH 030 F, with a grade of C or better or by assessment through the college's multiple measures placement processes.”

The Curriculum Committee, working with the Articulation Office, will monitor the results of AB 705 and AB 1705, as well as CSU and UC's official position on course prerequisites.

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, and hybrid. Instructional methods should reflect pedagogy that fits with proposed class size.

Check all delivery methods that apply (online, hybrid)

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

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 are both required, and frequency must be at least equivalent to instructor-student and student-student interaction in the traditional classroom setting.

Methods of Evaluation

A checklist of methods is provided, but there is a place to explain additional methods, as well. Each method should be appropriate to the course’s discipline and should adhere to Title 5 guidelines. Examples include essay exams, papers, quizzes, oral presentations, group work and discussion. Title 5 does not allow instructors to consider attendance as an evaluative method; however, faculty may assign a task that cannot be made up if a student is absent.

Distance Education

Since Fall 2020, courses have provided justification for Distance Education (DE) through a [DE Addendum \(DEA\)](#) attached to the course proposal. Please make sure that the application for DE (online/hybrid or one or the other) is mentioned on the Justification for Proposal.

You need to check the appropriate boxes: online synchronous, online asynchronous, hyflex, hybrid, Emergency DEA, DEA.

Please note: as of Spring 2021, we are using the DEA as demonstration of online readiness. Faculty originators do not have to complete the "Contact Types" screen. Please contact your curriculum rep if you have any questions.

Courses approved for “Emergency DEA” delivery should also complete a “permanent” DEA if online or hybrid delivery is to continue once emergency conditions no longer apply.

If a course was already approved for Distance Education (online and/or hybrid) before 2020, a revision proposal should have a completed DEA attached, since updates to federal guidelines require more information than was required on CurricUNET before 2020.

In order to be approved for Distance Education, a CurricUNET course proposal need not be created. However, a DEA must be completed, and brought to the Curriculum Committee for “fast-track approval.” Once approved, it goes to DCCC and the Board of Trustees (BOT). After BOT approval, the course can be scheduled for online or hybrid.

Student Learning Outcomes

For both course and program SLOs, each SLO is listed in one box, and a method of assessment is listed in the box below. Each SLO has its own data-entry box; please do not copy/paste all the SLOs in one box.

Methods of Assessments: The “baseline” method would be “Assessed through an assignment scored according to a department standard.”

At this point, it's important not to interfere with either the department or the SLOA Committee, which works closely with faculty to design and update SLOs that meet accreditation standards.

Technical reviewers should consult the [Bloom's Taxonomy](#) verb list. If an SLO contains a verb not listed, please find out if it's a verb indicative of the particular discipline. If not, then ask faculty originators to find a verb on the list.

Here's an example: "Understand basic subtraction in mathematics." Since “understand” is not measurable, it is not on the Bloom’s Taxonomy verb list. As an alternative, one could write “Demonstrate a basic understanding of...,” but it might be better for the faculty originator to use a more specific verb: “Apply basic theories of subtraction to math problems.”

The SLO should focus on skills that are measured by assessments.

Please note that the Bloom’s Taxonomy list is used for Objectives, SLOs and Assignments that Demonstrate Critical Thinking.

Course Content and Scope

The Course Content and Scope serves many important functions. It allows faculty to design a syllabus that aligns with the department's goals. It also serves to reflect content taught in a comparable course at another community college, which aids in transfer, articulation and accreditation. It also maintains the credibility and integrity of the course, department and division, as it ensures that all students complete the course having received the same body of knowledge, even if taught by different instructors.

It's important that this screen is thorough, detailed, and accurate, as it comprises the “core” of the actual college course. This screen can mark the difference between GE transfer approval or rejection, or the difference between a student being forced to repeat a course already taken elsewhere.

If the course proposal is aligned with a C-ID descriptor, then the course content contained on the C-ID descriptor should be reflected in the course content of the course proposal itself.

In the past, many course content and scope outlines have listed texts (such as poems, stories, articles or books) as examples of topics covered. There are many reasons why this practice should be exercised with caution. It is likely that a particular text may not be assigned as reading in the course. For IDEAA (inclusion, diversity, equity, antiracism and accessibility) purposes, keeping textbook costs low, as well as reading workload manageable, are high priorities at community colleges. [Open Educational Resources \(OER\)](#) allow students to obtain information online, for free.

It is recommended that faculty originators describe concepts, historical events, key figures in the history or theory (such as authors, politicians, scientists and others) in Course Content and Scope, but specify particular book titles on the Textbooks screen.

If a course is qualifying for the Multicultural Graduation Requirement, then well over 50% of the outline must explicitly deal with issues of social justice, multicultural issues, histories of other lands, intersectionality, race/class/gender/sexuality (or whatever the focus of the class is).

The Course Content and Scope information should be typed in outline form, single-spaced.

Faculty originators are strongly discouraged from attempting to copy/paste the course content from a Word or other document. It will not format correctly, and it will result in approval delays.

Please use the arrow icons [moving left or moving right] to form the outline itself: I, A, 1, a, i...

Use the CO (course outline) view to measure the length of the outline. As a rule of thumb, a "unit"s worth of content equals half of an 8×11.5 page. A 4-unit class should cover the length of two 8 × 11.5 pages. (Font size is 12-point, not larger.)

Assignments

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 courses, 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, as well as the Catalog Description and Schedule Description.

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.

Assignments: Writing Assignments

The state expects every community college class to assign writing of some kind. [Title 5, § 55002](#), states that a "course outline of record shall also specify types or provide examples of required reading and writing assignments, [and] other outside-of-class assignments . . ."

Please note that CurricUNET denotes "Writing Assignments" or "Skill Demonstration," since some courses may assign projects that complete the Objectives outside of a formal essay.

This box should specify the kind of assignments, tests, practices, quizzes, papers, presentations and other projects that will be expected to be listed on a course syllabus.

Class size also factors into this section, as the following examples indicate:

If a course is proposing for a class size of 27, designated as “Extensive Writing,” then 6000 words of evaluated writing must be assigned, and described in detail on this screen.

If a course is proposing for a class size of 30, then there must be 3 writing assignments listed, and the writing assignments should be assessed for the criteria listed on the CSPRD.

Assignments: Assignments that Demonstrate Critical Thinking

This section can be completed in a variety of forms, including a few lengthy paragraphs. However, the most typical (and arguably most understandable) form is a series of separate sentences that begin with a verb taken from a sub-category of “cognitive domain” verbs that specifically describe “critical thinking.”

Critical-thinking assignments require more sophisticated, complex, “higher-order” cognitive skills, reflecting the academic rigor that postsecondary education demands. Therefore, there are far fewer critical-thinking verbs than the number of verbs in the cognitive domain, as well as the psychomotor or affective domains.

In order to make it easier to select critical thinking verbs, the [Bloom’s Taxonomy](#) list, approved by the curriculum committee, has highlighted these verbs in bold type.

For example: “**Analyze** a case study in consultation with several legal briefs,” or “**Compose** a persuasive essay.”

Unlike the Objectives and Student Learning Outcomes sections, the Assignments that Demonstrate Critical Thinking section does not mandate the placement of the verb at the beginning of the assignment description. Faculty originators may write them as complete sentences, as long as the verb is a critical-thinking verb of the cognitive domain.

For example: “Synthesis and Comparison: Same exam formats and student reports in classroom stress ability to express similarities and contrasts in the operation of political institutions and contrasts in the operation of political institutions, judicial opinions on civil rights issues, and theoretical conflicts; **identify** and **explain** trends and patterns in political behavior, judicial decisions, and government politics; distinguish between the effects of independent vs. dependent variables in political behavior; and ordering of premises in political analysis and argument.”

There is no maximum number of assignments required. It should be assumed that courses designed to fulfill a general-education critical thinking requirement should rely heavily on assignments that demonstrate critical thinking.

Assignments: Field Trips

This is the third, final, and often misunderstood (and ignored) section on the screen.

It has been revised and clarified, and it has an even greater purpose in the course outline of record.

The [PCAH](#) requires that students be well informed if an instructor expects them to attend, either on a required or optional basis, a place, a show, a museum, a sport, or something similar that might occur on a day and/or at a time that differs from the scheduled day and/or time.

For example, a professor teaching a T-Th night course requires students to attend a play on Friday afternoon. Grades would be lowered if they miss the play.

Faculty originators should describe the "field trip" in some detail, and specify whether it is required or optional, and whether it will take place in-class or outside-of-class.

There are two more things to do:

On the Basic Course Information screen, in both the Catalog Description and Schedule Description boxes, the following sentence must be added:

"Field trips may be required outside of regularly-scheduled class times."

If there are no such assignments, then please leave this section blank.

Library

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

Textbooks/Resources

This does not have to be a long list. Furthermore, with OER and concerns about student ability to pay for books, it may not make sense to make a huge bibliography of books that students won't be able to access.

However, there must be at least ONE textbook listed, and it must be in book form, published either online or in print, or both. It is understood that a textbook is not the same as a handbook, although a list may contain both textbooks and handbooks.

The textbook must have a copyright year within 4 years of the course outline's effective semester. For example, a proposal for a course effective Fall 2024 should have one textbook with a copyright year of 2020 or a more recent year. This is required by state law, and the Articulation Officer will remind faculty originators of this necessity.

Format: We use a version of MLA format. Please refer to the help screen in Textbooks on CurricUNET for details.

A textbook entry should contain the following information:

Author name

Textbook name (title and subtitle, separated by a colon)

Edition (If it's a new book, type 1st)

City of publication

Publisher

Copyright year

Please note that handbooks cannot be substitutes for the minimum number of textbooks required. In other words, a proposal may not list one handbook as the single required textbook.

General Education and Transfer

This screen must be completed if a course is to be approved for General Education at Fullerton College, or Cal-GETC. The same applies if a course is to be designated as transferable to CSU or UC.

Please check for accuracy. There are a lot of acronyms and numbers in this section.

Course proposals qualifying for the FC AA GE pattern will need to include a comparable course in the same GE Area at a California Community College (CCC), or on the Cal-GETC transfer pattern.

Faculty originators are strongly encouraged to explain how the course represents general education and how the course meets a specific area definition for FC AA GE. It is suggested that an explanation be provided in the Justification for Proposal.

This explanation could be persuasive to the Curriculum Committee if doubts arise about the suitability of the course in the FC GE Area.

In April 2022, the [Intersegmental Committee of the Academic Senates \(ICAS\)](#) published the first read of “Cal-GETC,” the planned "Singular Pathway" for Transfer. It is similar to the IGETC pattern, but it will include CSU GE and UC transfer requirements. As of summer 2025, [version 1.3 of the Cal-GETC Standards, Policies and Procedures Manual](#) has been published.

Effective Fall 2025, Cal-GETC replaces both CSU GE and IGETC.

Comparable Course Information

In order to be considered for GE status, for Fullerton College’s Associate Degree GE pattern, UC and/or Cal-GETC, faculty must provide course information about other college’s courses that are considered to be “comparable” to the proposed course.

The course prefix, number, title, and the course’s catalog description must be obtained. This information is copied/pasted or typed into the fields listed on the Comparable Course screen on CurricUNET.

It’s highly recommended that you work with the Articulation Office in choosing the appropriate comparable course. The Articulation Officer may help you login to ASSIST, which is a database of articulated courses: [How to Use ASSIST for Courses](#).

As an alternative, you may do an internet search of particular colleges (CCCs, CSUs, UCs) and study their catalogs in the search for a comparable course. This is more time-consuming than looking through ASSIST, however.

There are different requirements, depending on the transfer institution, for the number of comparable courses listed. In order to be considered for Fullerton College AA GE transfer status, one comparable course approved for a GE area at its own community college may be sufficient. Please note that it might be better to choose a course that is approved for a similar GE area at CSU GE, IGETC, or both.

If a course is going to be baccalaureate level (numbered 100 level and up and CSU transferable, try to locate a comparable lower division CSU course (one is fine). If a course is being proposed for UC transferability, try to locate a comparable lower-division UC course (one is fine). If you cannot locate a comparable lower division CSU and/or UC transferable course, search for a comparable CCC course that is CSU and/or UC transferable. 2-3 CCC courses are preferred, but if only one can be found, make sure it has the appropriate approval (CSU/UC/Gen Ed Areas). Please note: No course from out-of-state or technical schools should be listed as comparable .

Attach Files

As previously mentioned, CurricUNET publishes [the course outline of record \(COR\) on its website](#), and anyone may access the COR and its Master Database without needing to login to CurricUNET.

It is possible that, once the Basic Course Checklist has been completed, no further information is required in order to justify the proposal through the approval process.

However, most course proposals, and virtually all program proposals, require supplemental documents that contain evidence required for transfer, Distance Education, and/or Career and Technical Education (CTE) approval. Such documents include a DE addendum, a program narrative, meeting minutes, organization bylaws, a detailed class size-justification, minimum qualifications, or other files.

You should include these documents in “Attach Files,” which requires logging in to CurricUNET.

The “Attach Files” screen is the place where the Curriculum Specialist attaches the approval letter from the State.

SECTION 8: Programs (New and Revised)

Please refer to the *Program and Course Approval Handbook* for a complete description of degree requirements as required by Title 5.

The following is directly taken from pages 25-28 of the [PCAH, 7th edition](#):

“Development Criteria

Five criteria are used by the Chancellor’s Office to approve credit programs and noncredit programs and courses that are subject to Chancellor’s Office review. They were derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, recommendations of accrediting institutions, and the standards of good practice established in the field of curriculum design. These criteria have been endorsed by the community college system as an integral part of the best practice for curriculum development.

The five criteria are as follows:

- Appropriateness to Mission
- Need
- Curriculum Standards
- Adequate Resources
- Compliance

Criteria A: Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the Course Outline of Record (COR), must be consistent with the mission of the community colleges as established by the Legislature in Education Code § 66010.4. For courses or programs to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning.

The California Community Colleges offers five types of curriculum that fall within the mission of the community colleges: degree-applicable credit, nondegree-applicable credit, noncredit, contract education, and fee-based community service classes (not-for-credit). State chaptering is required for credit programs and for noncredit programs and courses.

The following are points to consider in evaluating how a program or course fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed at a level beyond the associate degree or the first two years of college. Those colleges that have been approved to offer a baccalaureate degree may offer baccalaureate level courses appropriate to general education and the major.
- A program or course must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. It must not be primarily avocational or recreational.
- Programs and courses should also be congruent with the mission statement and master plan of the college and district.

In addition, a course must provide distinct instructional content and specific instructional objectives. Non-instructional activities and services, such as assistive or therapeutic activities, use of college facilities or resources without specific instructional objectives, or assessment testing are not considered to be courses and are not supported by apportionment.

Criteria B: Need

The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program. Furthermore, a proposed new program must not cause harmful competition with an existing program at another college.

Need is determined by multiple factors, such as the educational master plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum as part of the program review process. Both new and revised curriculum should reflect the fulfillment of this planning.

For baccalaureate preparation curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major or general education (GE) has been documented. The proposal for approval must include evidence

that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for a university major or for General Education (GE) requirements at the four-year institution.

For college preparation noncredit curriculum, need is presumed to exist if there is a student demand for a program or course and its transition to credit work has been documented. For both credit and noncredit Career Technical Education (CTE) programs, or those that respond to economic development interests, need for the program must be documented by supplying current labor market information (LMI) within the local service area of the individual college and/or a recent employer survey as per Education Code 78015. In addition, a current job market analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.

However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. Statewide or national labor market evidence may be included as supplementary support, but evidence of need in the specific college service area or region is also necessary. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Proposals for credit CTE programs must include a recommendation from the appropriate CTE Regional Consortium as per title 5, section 55130(b)(8)E. The community colleges in California are organized into ten economic regions, served by seven consortia of CTE faculty and administrators from community colleges in that region.

The CTE Regional Consortia provide leadership for colleges to:

- Integrate and coordinate economic development and CTE programs and services,
- Develop and coordinate staff development,
- Increase the knowledge of programs and services in the region, and disseminate best practices.

Evidence of labor market need may be submitted in the form of:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's (EDD) Labor Market Information (LMI) system
- Recent employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings (when offered in conjunction with other evidence)
- Job advertisements for positions in the individual college's service area

- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations Further specifics on documenting labor market need can be found in Part II: Credit Curriculum and Part III: Noncredit Curriculum.

Criteria C: Curriculum Standards

Title 5 mandates that all credit and noncredit curriculum must be approved by the college curriculum committee and district governing board pursuant to Title 5, beginning with § 55100. Title 5, § 55130(b)(8)(E), also requires that CTE credit programs must be recommended by CTE Regional Consortia, where applicable. The proposed program or course should also be consistent with requirements of accrediting agencies as applicable.

When a college is submitting a program for chaptering, the Chancellor's Office requires that the college provide a program narrative addressing the elements required in Title 5, § 55130 along with supporting documentation from advisory committees, local industry, and transfer institutions as needed for the program type.

The application process and forms are intended to ensure the following:

- The program is designed so that successful completion of the program requirements will enable students to fulfill the program goals and objectives.
- Programs and courses are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.
- The COR meet all the requirements of Title 5, § 55002 for credit and noncredit course requirements.

The Academic Senate for California Community Colleges (ASCCC) provides additional information about best practices for curriculum development that faculty developers and college curriculum committees may find useful. Links to curriculum resources are available on the [ASCCC Curriculum website](#). . . .

Criteria D: Adequate Resources

The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the proposal. This includes funding for faculty compensation, facilities and equipment, and library or learning resources. Additionally, the college must demonstrate that faculty are available to sustain the proposed required course(s) and to facilitate student success. The college must commit to offering all required

courses for the program at least once every two years, unless the program goals and rationale for the particular program justify or support a longer time frame as being in the best interests of students.

Criteria E: Compliance

The design of the program or the course may not be in conflict with any state or federal laws, statutes or regulations. Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered. Some of the Title 5 sections to note are:

- Open course regulations (CCR, Title 5, § 51006)
- Course repetition and repeatability regulations (CCR, Title 5, §§ 55040-55046 and 58161)
- Regulations regarding tutoring and learning assistance (CCR, Title 5, §§ 58168-58172)
- Regulations regarding open/entry open exit courses (CCR, Title 5, § 58164)
- Statutes and regulations on student fees (CCR, Title 5, chapter 9, subchapter 6)
- Prerequisite and enrollment limitation regulations (CCR, Title 5, § 55003)
- Particular provisions of the Nursing Practice Act (CCR, Title 16)”

Educational Programs: Degrees and Certificates

The following information is quoted from the *Program and Course Approval Handbook*, 7th edition:

“An educational program is defined in Title 5, § 55000(m) as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” All associate degrees and certificates of achievement that appear by name on a student transcript or diploma must be chaptered by the Chancellor’s Office, whether they are intended primarily for employment preparation (CTE), transfer (ADT), transfer preparation, as a record of academic achievement, or to fulfill other community needs.

The types of credit educational programs that must be submitted to the Chancellor’s Office for chaptering include: Associate Degrees – local AA or AS and AA-T/AS-T, and Certificates of Achievement.” (*PCAH* pp. 73)

“The general standards for the Associate degree are set forth in Title 5, § 55063 which specifies the following requirements:

- At least 18 semester units or 27 quarter units in a major or in an area of emphasis
- At least 18 semester units or 27 quarter units of GE
- At least 60 total semester units or 90 quarter units

The 18 semester units or 27 quarter units in the major can be in a single discipline or related disciplines, as listed in the community colleges “Taxonomy of Programs”, or it can be in an area of emphasis, defined as a more general grouping of lower division course work that prepares students for a field of study or specific major at a CSU or UC. The standards for GE are further defined in Title 5, § 55061. The remaining units may be used for local graduation requirements or electives, as permitted for the degree type.” (*PCAH* pp. 74)

Certificates of Achievement: Standards and Definition

“Title 5, § 55070 defines Certificate of Achievement as a credit certificate that appears by name on a student transcript, diploma, or completion award. All Certificates of Achievement must be submitted to the Chancellor’s Office for chaptering. The college can develop and propose a Certificate of Achievement that includes coursework taken to satisfy transfer patterns established by the UC, CSU, or accredited public postsecondary institutions in adjacent states. Certificates of Achievement that consist solely of basic skills and/or ESL courses are not permitted.

Certificates of Achievement represent a well-defined pattern of learning experiences designed to develop certain capabilities that may be oriented to career or GE. Colleges must submit programs of 16 or more semester units or 24 or more quarter units of degree-applicable coursework for Chancellor’s Office chaptering. Colleges may submit programs of 8 or more semester units or 12 or more quarter units of degree-applicable coursework for Chancellor’s office chaptering in order that the program may be included in the student transcript, and be titled as a Certificate of Achievement.

Community colleges may also award certificates for fewer than 16 semester units or 24 quarter units without Chancellor’s Office chaptering, but must call such certificates something other than “Certificate of Achievement.” Such certificates may not be noted on the student’s transcript. The award names “Certificate of Completion” and “Certificate of Competency” are likewise reserved for noncredit certificates and may not be used for locally approved credit certificates.

Unit Thresholds and Requirements

As detailed above, a certificate that requires 16 or more semester units or 24 or more quarter units of degree-applicable coursework must be chaptered by the Chancellor’s Office and must be called Certificate of Achievement. A certificate that requires fewer than 16 semester units or 24 quarter units may be submitted to the Chancellor’s Office for chaptering if it requires at least 8 semester units or 12 quarter units of degree-applicable coursework, and it must be called a Certificate of Achievement.”

[Please note: Fullerton College sends all programs, including degrees and certificates, to the state, regardless of unit total.]

“Sequence of Courses

According to Title 5, § 55070 the award of a Certificate of Achievement should represent more than an accumulation of units. It should symbolize successful completion of patterns of learning experiences designed to develop certain capabilities that may be oriented to career or GE.

When a college creates a sequence of certificates in a single four-digit TOP Code, arranged such that a student must complete one level before taking another level and the set or sequence as a whole requires 16 semester units or 24 quarter units or more, then the entire certificate sequence must be submitted to the Chancellor’s Office for chaptering. For example, if a college creates the low-unit certificates listed below but then makes the Level I low-unit certificate prerequisite to Level II, the college has essentially created a 16-unit program:

- Multimedia, Basic (or Level I) – 7 units
- Multimedia, Advanced (or Level II) – requires completion of Level I or equivalent skills
- and knowledge plus an additional 9 units

As such, the college needs to submit the entire 16 units for chaptering as a Certificate of Achievement. However, Chancellor's Office chaptering of these two certificates would not be possible if the Basic (Level I) certificate is not required for the Advanced (Level II) because each certificate requires fewer than 8 semester units." (*PCAH* 7th ed. Pp. 89-90)

All programs with 18 or more units must be submitted to the State Chancellor's Office for approval, following approval by the Board of Trustees.

Non-Career and Technical Educational (CTE) Programs with 12 or more units must be submitted for State approval so they may be noted on student transcripts.

CTE Programs with 12-17 units should be submitted for [OCRC](#) and State approval, so they can be noted on student transcripts. All CTE programs must receive OCRC approval before they can be submitted for State approval.

The Fullerton College process for adopting new programs is patterned after that used by the Chancellor's office.

Faculty originators should work with the curriculum rep in designing curriculum and entering data into CurricUNET. Curriculum.fullcoll.edu contains many resources, including Quick Start Guides, that will aid in the technical process of CurricUNET.

New Programs

New programs (degrees and certificates), as well as modifications to an existing program with 18 or more units, 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*.

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.

New programs require approval by the [Chancellor's Office](#) following Board of Trustees approval. Please consult with your Division Rep, the Curriculum Specialist, and your academic

dean for specific application information. The following items must accompany the application to the State:

- Narrative: a rationale 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.
- Statement of program objectives.
- Diagram/flowchart of how courses fit together, clarifying sequences, and prerequisites.
- Enrollment projection data, including student survey.
- Place of program in curriculum.
- 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.

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

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

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

Points to Consider

As Faculty Originators create new programs, or revise programs, please consider the following important points:

- Course proposals are needed with program proposals in the case of unit and/or title revisions.
- The Curriculum Committee strongly encourages the following process: if a course is listed as a Required Course on a program in another discipline, then the other discipline's program should be revised, with a revision proposal pre-launched in [CurricUNET](#) in order to simplify the approval process.
- Every proposal impacted by the course or program change should be placed on the Curriculum Committee Proposal Agenda at the same time.

- If a course is listed as a Restricted Elective on a program in another discipline, then the other discipline's program does not require a revision proposal to go through the approval process. It should be updated administratively.
- The Justification for Proposal should explain, in detail, which courses and programs are impacted by the proposal.

Standardized Format for Programs

Fullerton College curriculum is published in a variety of places, including the college catalog, CurricUNET, ASSIST, and Degree Works. Programs are organized in “program blocks,” in which courses are listed as required or recommended. The basic program will contain two “program blocks”: required courses and restricted electives. Variations on this pattern are acceptable, as long as they are clearly defined.

Overall, faculty are encouraged to create and revise programs while operating within the following boundaries, which are non-negotiable:

- Every program block must have a unit range (x-y units).
- Every program block explains the type of course (i.e. "Stage Activity Courses," "Production Courses")
- No course can be in more than one program block. (You may mention a course in a program block description, but you may not add a course from the drop-down menu for more than one program block.)
- Variations on course enrollment (whether minimum or maximum units, or corequisites, or options) should be explained clearly within the program block descriptions. We can rewrite the words within the current program block descriptions, but the explanations should be placed there."

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

PROGRAM 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).

COURSE NUMBER

TITLE

UNITS

Required Core Courses:

List all required courses. Use a range: (x-y units)

Associate Degrees for Transfer (ADTs) may require program block descriptions such as “List A,” whether the courses are required or restricted electives, and other programs are welcome to use “List A” format if they wish.

As long as it is clear which courses must be taken, which courses should be taken, and which courses could be taken, there is room

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

Restricted Electives: Select X courses from the following list (x-y units)

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 9: Technical Review of Curriculum

Technical Review: A Team-Based Division of Labor

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 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 Faculty Originator’s queue (level 2.85) so all technical review suggestions can be addressed with changes or explanations as appropriate. After the Faculty Originator takes action, proposals will be forwarded to the Technical Review Chair’s queue (level 2.9) for review and confirmation that all technical 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, NOCE 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 Faculty Originator to address any issues prior to launch).

The expectation is that proposals will be polished and ready (with ALL Online Technical 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 in the days preceding each Curriculum Committee (level 6) meeting, and email faculty originators, as well as the Division Representative, that there are any issues that still need attention before Committee approval. This would be after Technical Review level 2.80 is completed, so it should only apply to issues missed in Technical Review.

Please note: 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 Technical 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.

Curriculum Committee representatives will receive a document, CurricUNET Review Assignments, that explains the tech review duties assigned to the representative. Please contact the Technical Review Chair for guidance.

Pre-Committee-Meeting Review: Preparation for Approval

Curriculum proposals will appear on the Proposal Agenda distributed at least 72 hours before each scheduled Curriculum Committee meeting. Curriculum representatives and resource members should thoroughly review all proposals prior to the scheduled meeting to make the approval process during the meetings more efficient.

SECTION 10: General Education

The Curriculum Committee reviews requests for courses to be included in general education patterns (FC AA/AS and Cal-GETC). To propose a new or existing course for general education, the faculty originator must complete the General Education and Comparable Course screens in CurricUNET to demonstrate how it meets general education criteria.

Criteria for FC AA/AS and Cal-GETC 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 for UC and Cal-GETC approval. These recommendations must be submitted by UC and Cal-GETC deadlines, so it may take up to two years for full approval.

Fullerton College GE 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 presented 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

- Offer instruction and training in the scientific method of problem solving while gaining knowledge in the biological, physical, and environmental sciences.
- 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.
- Foster an appreciation of the cultural heritage as illustrated in language, literature, philosophy, and fine arts.
- Develop reading, writing, speaking, listening, analytical thinking, mathematics, and computational and technical skills necessary for the acquisition and use of knowledge.

Guiding Principles of GE 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:

- Exposure of students to a diversity of cultural perspectives and examples where they relate to the subject matter;
- Utilization of resource materials, which draw upon and portray cultural diversity when appropriate to course content.

Fullerton College Curriculum Committee Criteria for Approval of GE Courses

- Commonality of knowledge (the body of knowledge shared by educated people)
- Fundamental principles of the major disciplines
- Breadth of coverage (versus specialization)
- Helpfulness to students in examining, evaluating, and expressing the principles of a discipline
- Integration of knowledge
- Enhancement of critical evaluation and thinking
- Development of effective communication

Questions to Consider

- Does the course primarily contribute to the student's effectiveness as a person rather than providing them with knowledge, skills, and attitudes necessary to pursue a specific career or field of study?
- Does the course introduce the student to a mode of thought characteristic to an academic discipline other than their major?
- Does the course help the student to apply critical and informed judgments on the cultural achievements of their own or other cultures?
- Does the course help students understand the conditions and forces which shape their lives?

Parallel to Cal-GETC

Fullerton College General Education categories roughly parallel the Cal-GETC areas. The [Cal-GETC Standards, Policies and Procedures manual](#) (version 1.3 issued summer 2025) may be helpful in considering the appropriateness of proposing a Fullerton College course to meet a general education requirement at Fullerton College and for Cal-GETC. The manual 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 a Cal-GETC requirement.

Questions to Consider:

- Does the course help develop a total general education program at the college?
- Is the course introductory?
- Does the course require at least a minimum college entry skill level?

- Is there a comparable lower division course at one or more California Community College (CCC), CSU or UC?
- 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?

SECTION 11: Fullerton College Associate Degree Requirements

Fullerton College's Associate Degree involves the completion of 8 courses in the following 7 areas, with a minimum of **22** semester units of general education in the areas described below, along with other graduation requirements for the Associate in Arts or Associate in Science Degree.

As an alternative, students may complete the Cal-GETC transfer pattern for general education, along with other graduation requirements for the Associate in Arts or Associate in Science Degree.

Area 1: English Composition, Oral Communication, and Critical Thinking (6+ units)

1A: English Composition (3+ units)

Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.

1B: Oral Communication and Critical Thinking (3+ units)

Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.

Area 2: Mathematical Concepts and Quantitative Reasoning (3+ units)

Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.

Area 3: Arts and Humanities (3+ units)

Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation and develop students' aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses* in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

Area 4: Social and Behavioral Sciences (3+ units)

Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses* in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

Area 5: Natural Sciences (3+ units)

Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses* in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

Area 6: Ethnic Studies (3+ units)

Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

**“Integrative baccalaureate-level courses” draw broad connections between multiple perspectives and methodologies and demonstrate relationships within or between disciplines.*

Area 7: Lifelong Learning and Self-Development (1+ unit)

This is a local requirement. Students will select one course: one Physical Activity course (or its equivalent), or one course chosen from the previous (2019-2025) Associate Degree pattern’s “Area E, Lifelong Learning and Self-Development.”

To be approved for Area 7, courses shall focus on the development of skills, abilities and dispositions. This requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Content may include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning.

The descriptions of areas 1-6 were taken directly from the November 2023 Title 5 revisions. The description of area 7 was adapted from the Fullerton College Handbook (Fall 2022 revision).

The following contains the text of the Title 5 sections revised in November 2023:

§55060. Philosophy and Criteria for the Associate Degree and General Education.

(a) District governing boards shall adopt and maintain a policy that states their goals for offering associate degrees and their specific philosophy on general education. In developing this policy, governing boards shall consider the following policy of the Board of Governors:

The Associate Degree provides a framework within which students complete patterns of learning experiences designed to develop capabilities and insights to support their academic and career goals. Among these capabilities and insights are competencies that are germane to all aspects of higher education and comprise a “general education” curriculum, such as the ability to think critically and to communicate clearly and effectively both orally and in writing, to use quantitative reasoning, understand the modes of inquiry of the major disciplines, to be aware of other cultures and times, to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

Furthermore, general education introduces students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must have mastered principles, concepts, and methodologies both unique to and shared by the various disciplines. A general education program should create coherence and integration among the separate requirements and involve students actively in examining values inherent in proposed solutions to major social problems.

(b) District governing boards shall establish criteria to determine which courses may be used to implement their goals for the associate degree and their philosophy of general education.

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

CONDITIONS FOR AWARDING THE DEGREE (TITLE 5 REVISIONS MADE NOVEMBER 2023)

District governing boards shall confer the associate degree upon students who have fulfilled the course requirements of section 55061, and who have met the following conditions:

1. Satisfactory completion of at least 12 semester (18 quarter units) in residence within the college district. Governing boards shall adopt policies that permit students to obtain waivers of this requirement in order to alleviate injustice and undue hardship.
2. Satisfactory completion of each course counted toward the major or area of emphasis requirement with a grade of C or better, or of P if the course is taken on a “pass-no pass” basis.
3. Completion of a minimum 21 semester units general education pattern pursuant to section 55061, or completion of the requirements for an approved intersegmental lower-division general education pattern used for transfer to the University of California or the California State University.
4. Completion of the requirements for the associate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses. If units accumulated beyond those required for the degree lower a student’s cumulative grade point average below 2.0, colleges may compute the grade point average based solely on those courses used to satisfy the degree requirement, provided that the coursework used to compute the grade point average fulfill all major/area of emphasis and general education requirements.

Courses that meet or exceed the standards of the California Community Colleges completed at other institutionally accredited institutions shall be counted toward associate degree unit requirements.

Courses may meet multiple requirements, including general education, a major or area of emphasis, and additional requirements stated in section 55061 when courses are locally approved to meet multiple requirements. However, one course may not be counted in more than one general education area, even if the course is approved in multiple general education areas. Students may use the same course to meet a general education requirement and to satisfy a general education requirement at the California State University or the University of California if that segment accepts the course for this purpose.

Students may receive credit for knowledge or skills acquired through a district’s procedures for

awarding credit for prior learning.

Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the associate degree.

The governing board of each community college district shall establish procedures by which a student may petition to have completion of a noncredit course counted toward satisfaction of the requirements for an associate degree.

Students who intend to transfer shall be advised of limitations transfer institutions may place on the transferability of credits, based on institutional accreditation, course modality, and any other relevant factors.

NOTE:

Authority cited: Section 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

SECTION 12: The California General Education Transfer Curriculum (Cal-GETC)

The following description can be found on pages 4-6 of the *Cal-GETC Standards, Policies and Procedures Manual* (version 1.3).

The California General Education Transfer Curriculum (Cal-GETC) is the singular general education pathway for California Community College (CCC) students to fulfill lower-division general education requirements necessary for transfer and admission to both the California State University (CSU) and the University of California (UC). The curriculum and its policies are overseen by the Intersegmental Committee of the Academic Senates (ICAS), representing faculty from California's three segments of public higher education.

Since the development of the 1960 Master Plan for Higher Education, ease of transfer has been the cornerstone of California's three-tiered system of higher education. Transfer issues were therefore central to the concerns of legislators and members of the Commission to Review the Master Plan ("the Commission"), who examined and renewed the Master Plan for Higher Education in California in the 1980s.

Beginning in Fall 1981, CCC students were able to use the statewide CSU General Education-Breadth pattern (CSU GE) to meet lower-division general education requirements if transferring to the CSU. This lower-division component of the CSU GE pattern was predominantly used by CCC students who transferred to a CSU campus. For these CSU-bound students, the CSU GE- Breadth requirements were defined within Title 5 and in executive orders defining the CSU GE pattern (cf., CSU General Education Breadth Requirements).

In response to the concerns raised by the Commission and the Legislature, embodied in Assembly Bill 1725 (Chapter 973, Statutes of 1988), faculty from the California Community Colleges, the

California State University, and the University of California developed IGETC (Intersegmental General Education Transfer Curriculum) to provide a statewide, lower-division general education transfer curriculum applicable to all California Community College (CCC) students transferring to a California State University (CSU) or University of California (UC) campus.

The IGETC pattern, as implemented, differed for the UC and the CSU. The CSU required an additional course in Oral Communication in addition to the common IGETC pattern whereas the UC required proficiency in a language other than English (LOTE) in addition to the common IGETC pattern. Ostensibly to reduce confusion given the differences in standards and content for lower-division General Education transfer pathways (CSU GE, IGETC for the CSU, IGETC for the UC, UC specific patterns), AB 928 (Berman, 2021) required the development of a singular lower-division general education pathway that would meet academic eligibility and sufficient academic preparation for transfer admission to both the CSU and the UC (i.e., a single set of requirements for lower-division GE certification and transfer admission).

AB 928 (Berman, 2021), states, in part:

¹ IGETC requires a “C” (2.0 gpa on a 4.0 scale) in every course; CSU GE requires an overall 2.0 gpa but allows a C- (1.7 gpa) in English Composition, Oral Communication, Critical Thinking, and Mathematics and Quantitative Reasoning (overall 2.0 for these courses), while allowing a D- (0.7) in other individual CSU GE courses.

² 2 Oral Communication is required for CSU GE, and IGETC for CSU but not for IGETC for UC; Lifelong Learning and Self-Development is required for CSU GE but not IGETC for CSU nor for IGETC for UC; proficiency in a language other than English is required for IGETC for UC but not IGETC for CSU nor CSU GE.

On or before May 31, 2023, the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges shall establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California. If the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges is unable to come to agreement on or before May 31, 2023, the respective administrative bodies of those segments shall establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to the California State University and the University of California by December 31, 2023.

The Academic Senates of the CCC, the CSU, and the UC endorsed the creation of Cal-GETC to facilitate the ease of transfer for California Community College students, regardless of the CSU or UC campus to which they transfer. The Cal-GETC pattern for transfer and admissions to the CSU or UC began to be formulated in 2022. ICAS developed the Cal-GETC framework based on a modification of the IGETC pattern in Spring 2022 and approved a preliminary structure in Spring of 2023.

The use of the Cal-GETC transfer pathway is intended to begin Fall 2025 of the 2025-26 Academic Year. Under Cal-GETC, every student will be designated simply as having achieved, or not having achieved, Cal-GETC certification irrespective of their transfer destination. Transfer students with

catalog rights prior to Fall 2025 will be able to maintain their use of their CSU GE Breadth or IGETC pattern for GE certification to the extent permitted by the relevant programs and institutions.

Cal-GETC Areas

The California General Education Transfer Curriculum is comprised of courses taught at California Community Colleges that satisfy specific areas of general education:

AREA 1 - ENGLISH COMMUNICATION (Three courses: one English Composition, one Critical Thinking and Composition, and one Oral Communication. 9 semester or 12 quarter units)

1A: ENGLISH COMPOSITION (One course: 3 semester or 4 quarter units)

1B: CRITICAL THINKING AND COMPOSITION (One course: 3 semester or 4 quarter units)

1C: ORAL COMMUNICATION (One course: 3 semester or 4 quarter units)

AREA 2 - MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (One course: 3 semester or 4 quarter unit)

AREA 3 - ARTS AND HUMANITIES (Two courses: one Arts and one Humanities. 6 semester or 8 quarter units)

3A: ARTS (One course: 3 semester or 4 quarter units)

3B: HUMANITIES (One course: 3 semester or 4 quarter units)

AREA 4 - SOCIAL AND BEHAVIORAL SCIENCES (Two courses: two academic disciplines. 6 semester or 8 quarter units)

AREA 5 - PHYSICAL AND BIOLOGICAL SCIENCES (Two courses: one Physical Science and one Biological Science. One of the two courses must be associated with a one-semester or one-quarter unit laboratory [Section 9.5.3]. 7 semester units or 9 quarter units)

5A: PHYSICAL SCIENCE (One course: 3 semester or 4 quarter units)

5B: BIOLOGICAL SCIENCE (One course: 3 semester or 4 quarter units)

5C: LABORATORY (1 semester or 1 quarter unit)

AREA 6 – ETHNIC STUDIES (One course: 3 semester units or 4 quarter units)

This course must be in ethnic studies or in a similar field, provided that the course is cross-listed with ethnic studies.

Note: Detailed descriptions of Cal-GETC area criteria can be found on pages 21-31 of the [Cal-GETC Standards, Policies and Procedures Manual](#) (version 1.3).

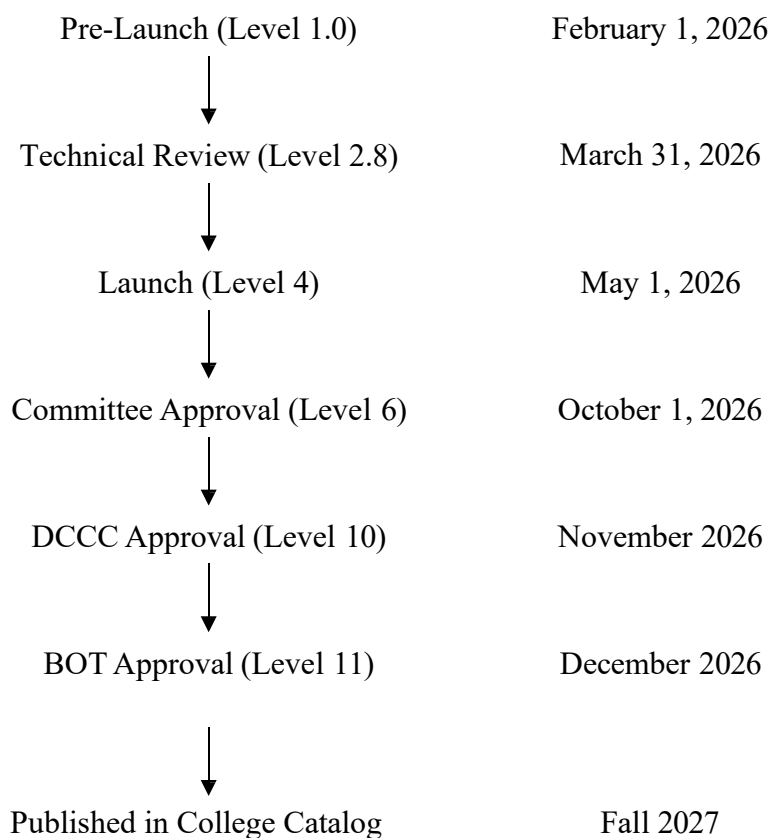
SECTION 13: Appendices

APPENDIX A: CURRICULUM APPROVAL TIMELINES

The time required between when curriculum (courses or programs) is proposed in CurricUNET and published in the Fullerton College Catalog is determined by the required approvals. Whereas a minor revision proposal can obtain approval in the same semester in which it is created, the typical major course revision proposal (Figure 1) can take upwards of one year. If the curriculum seeks additional approval (e.g., CSU GE or IGETC), the timeline approaches two years (Figure 2). Similar to course revision proposals, the timeline associated with a program revision is also dependent on additional approvals. The time required to propose and approve a program is dependent on whether the program proposal requires submission to the OCRC (Figure 3).

Figure 1

The typical major revision approval timeline for a proposal with an effective start of Fall 2027.



Note. Course and program proposals with an effective start of Fall 2027 must receive Curriculum Committee approval in October of the prior year. Given the significant time required for revisions and approvals, this necessitates that the proposal be pre-launched by February of year prior to the effective start.

Figure 2

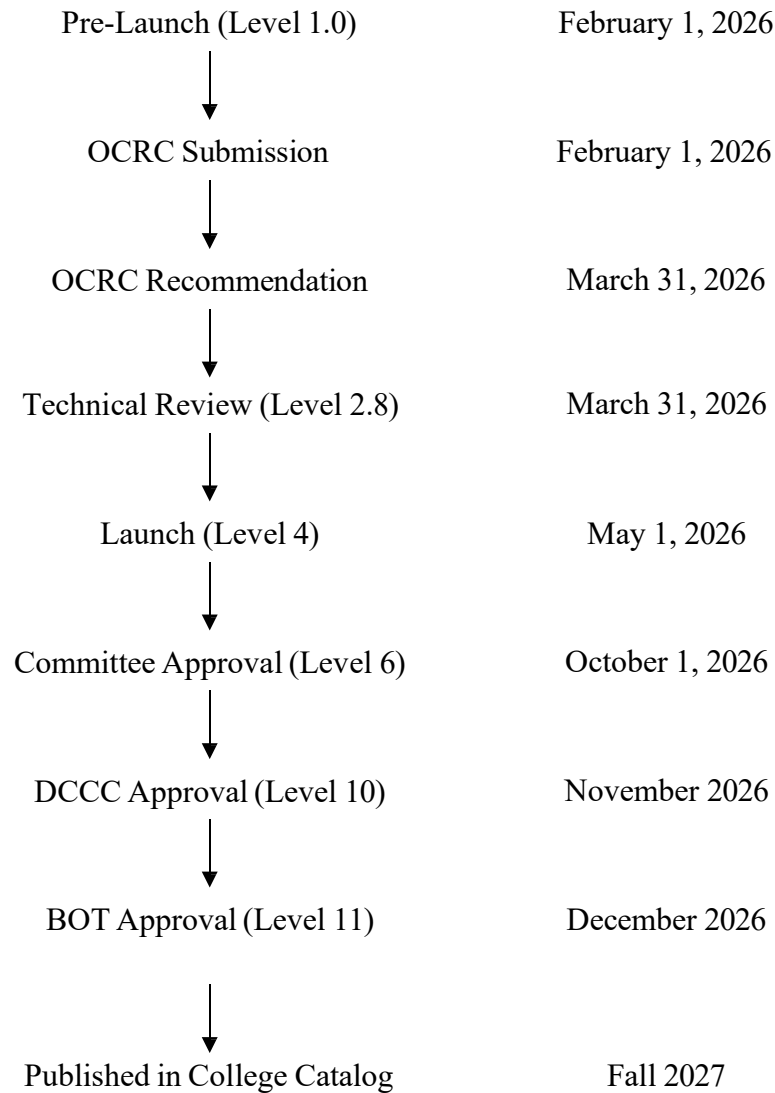
A major revision approval timeline for a proposal seeking Cal-GETC approval with an effective start of Fall 2027.



Note. The approval process associated with additional approvals (UC, CSU GE, and/or IGETC) is significantly longer, approaching two years from start to finish. A course proposal seeking additional approvals must be pre-launched by October two years prior to the effective start.

Figure 3

A major revision approval timeline for a program proposal seeking OCRC approval with an effective start of Fall 2027.



Note. The approval process associated with a vocational program requires an additional approval (recommendation) from the Orange County Regional Consortium ([OCRC](#)). Vocational programs requiring OCRC recommendation should have the following documents attached prior to Technical Review (level 2.8): Program narrative, Labor Market Information (LMI) data, Advisory Group Minutes with OCRC recommendation.

APPENDIX B: COMMON COURSE NUMBERING

Assembly Bill 1111 (Berman, 2021) mandated the establishment of a Common Course Numbering (CCN) project involving general education and major preparation courses, to be implemented at every California community college. A CCN taskforce, formed by the Academic Senate for California Community Colleges (ASCCC), designed goals for implementation. These goals involved the following:

- the development of a common taxonomy (including course prefix and course number)
- a template for every course impacted by CCN
- a list of highest-enrolled general education courses
- a timeline for development and implementation

Workgroups, consisting mainly of discipline faculty and articulation officers from the California Community Colleges, CSU and UC, developed course templates with identical and required common elements:

- course description
- prerequisites and co-requisites
- minimum unit threshold
- objectives
- course content
- methods of evaluation
- textbooks

Local community colleges would integrate the common elements into their own course outlines of record. The original plan was to allow colleges to implement CCNs without submission to UC and Cal-GETC, as the templates would be “pre-articulated.” As ASCCC discovered in the fall of 2024, this plan required further discussion with CSU and UC before “pre-articulated” templates could become a reality. In the meantime, local colleges have been advised to add the “identical and required common elements” to their active CORs and continue to submit revisions to UC and Cal-GETC for approval.

Advice for Developing Common Course Numbering Courses:

First, discipline faculty should treat CCNs as “major course revisions” in the curriculum approval process, as faculty are revising active courses. The state Chancellor’s Office view CCN revisions as “non-substantial changes,” which means that courses keep their original control number in the state curriculum inventory. Faculty originators should “copy” the active COR and embed the CCN required elements into the course outline.

Second, ASCCC strongly recommends that CCN and local elements be separated by “Part 1” and “Part 2,” with “Part 1” being the CCN required elements. In the first year of CCN implementation, Fullerton College did not create parts 1 and 2 for the course description, but the course outlines were still considered acceptable. On the other hand, Cypress College did separate their course descriptions into the two parts, and its CCNs were approved, as well.

Third, local colleges should use the templates that match the format of the courses that the college already offers. For example, Physical Anthropology is offered at Fullerton College as separate lecture and lab courses. Therefore, discipline faculty should employ the CCN templates for separate lecture and lab courses.

Fourth, CCN templates should NOT be used in the following ways:

- to create new courses
- to create Honors or Enhanced versions of courses
- to increase the units of already-existing courses

ASCCC and the state Chancellor's Office require faculty originators to take the following steps before developing a CCN course:

- Create the Honors or Enhanced version of the active (non-CCN) course as a new course proposal
- Go through the entire new course approval process
- Get state and articulation approvals (from UC and Cal-GETC)
- Implement the course

Once the course is active and listed in the catalog, faculty originators may “copy” and prelaunch a “course major revision” as a CCN course. Since it would be a 2+ year process, departments should discuss the prospect of creating an Honors or Enhanced version of their active course.

CCN Resources

To get started on Common Course Numbering curriculum development, faculty should go to the following websites:

- [ASCCC CCN Development and Faculty Engagement](#)
- [CCN course outline of records submission](#)

Fullerton College Catalog Statement

What is Common Course Numbering (CCN)?

The Common Course Numbering (CCN) system provides a streamlined and consistent approach to course numbers and titles across California Community College systems. This system helps students transfer credits more easily by ensuring that similarly titled courses cover equivalent content and meet similar learning objectives. With CCN, students can enroll in courses that align with their educational goals without transfer issues.

Why do we need CCN?

The primary purpose of CCN is to create a student-friendly system for course registration and credit transfers. By standardizing course numbers and titles across California Community Colleges, CCN reduces confusion, supports academic planning, and enables smooth transitions between colleges and universities.

Does this benefit students?

The Common Course Numbering system provides several key benefits for students:

Simplified Transfer Process: Courses with matching numbers and titles are automatically accepted for credit transfer between participating institutions.

Reduced Redundancy: Students can avoid retaking similar courses, saving time and tuition costs.

Clear Pathways: CCN clarifies course progression, supporting students in completing their degrees efficiently.

APPENDIX C: CREDIT FOR PRIOR LEARNING

The state Chancellor's Office has made Credit for Prior Learning (CPL) a major objective in the implementation of "Vision 2030." While credit by examination, such as Advanced Placement scores, has been accepted for a long time, other approved methods of obtaining college credit have slowly gained popularity in recent years. At many California Community Colleges, CPL is a work in progress that is receiving more support from the state, and this is certainly the case at Fullerton College. In the coming years, CPL will evolve into a viable option for many students, increasing access, and helping students to achieve their educational goals sooner than was possible earlier.

In the spring of 2025, the Fullerton College Curriculum Committee approved the following catalog statement concerning Credit for Prior Learning.

Credit for Prior Learning (CPL) is college credit awarded for validated college-level knowledge and skills gained outside of a traditional college setting. A student with a recognized educational plan currently enrolled at Fullerton College may receive CPL in lieu of a comparable course or graduation requirement, including elective credit, listed in the current college catalog. Accredited-in-state and accredited out-of-state coursework that appears on an official transcript are not included within this CPL section.

Students seeking CPL must submit a petition with the appropriate division. Final approval is determined by the respective division office and discipline faculty.

CPL details, including procedures, eligibility, and awarding of equivalency can be found on the CPL information page located on the college website. Students are encouraged to meet with counselors to determine if the CPL review process is beneficial to their specific academic goals.

Fullerton College may use any of the following methods for awarding CPL:

- Credit by examination
- Evaluation of Joint Services Transcripts (military)
- Evaluation of student-created portfolios
- Evaluation of current (valid) industry-recognized credentials
- Standardized Exams
- Additional department specific methods

CPL units awarded cannot count toward residency (12) for degree programs.

There shall be a process which offers students the opportunity to accept, decline, or appeal decisions related to credit by exam.

The Board of Trustees must review CPL policy every three years and report the findings to the Chancellor's Office. The report must include student data per title 5.