



Academic Policy & Planning Committee CURRICULUM DEVELOPMENT GUIDE

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PURPOSE

This guide is intended to

- Describe the structure and function of the Academic Policy and Planning Committee.
- Foster the use of best practices in curriculum development and design as recommended by the Academic Senate for California Community Colleges (ASCCC).
- Serve as a resource for the creation and local approval of curriculum proposals
- Be used in conjunction with the following handbooks:
 - *Chancellor's Office Program and Course Approval Handbook (PCAH)*
 - *ASCCC, Effective Practices for Educational Program Development, Spring 2018*
 - *ASCCC, The Course Outline of Record: A Curriculum Reference Guide Revisited, Spring 2017*

AUTHORITY

Title 5 §53200(b) states that the Academic Senate is an organization whose primary function is to make recommendations with respect to academic and professional matters. Section §53200(c) states that the “academic and professional matter” means the following policy development and implementation matters:

1. curriculum including establishing prerequisites and placing courses within disciplines
2. degree and certificate requirements
3. grading policies
4. educational program development
5. standards and policies regarding student preparation and success
6. district and college governance structures, as related to faculty roles
7. faculty roles and involvement in accreditation processes, including self-study and annual reports
8. policies for faculty professional development activities
9. processes for program review
10. processes for institutional planning and budget development
11. other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Of these matters, 1 through 5 relate to curriculum. The Academic Policy and Planning (AP&P) Committee is a sub-committee of the Academic Senate and is a faculty interdisciplinary committee that reviews and recommends new and/or modified curriculum. The recommendations of the AP&P Committee are submitted to the Academic Senate and then to the Board of Trustees for further review and approval.

ALLAN HANCOCK COLLEGE MISSION

Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, career, and academic goals through coursework leading to skills building, certificates, associate degrees, and transfer.

AUTOMATED CURRICULUM APPROVAL

All new curriculum is approved by the Board of Trustees and submitted to the Chancellor's Office inventory system for approval. Automated approval for certain types of course and program proposals is granted without review by the Chancellor's Office provided that the requirements for Annual Certification are met.

Requirements for Annual Curriculum Approval Certification

The college must annually certify:

- The course hours and units are correct and in accordance with California Community Colleges Chancellor's Office (CCCCO) course calculations.
- The college/district course outline of record (COR) has been approved by the District Governing Board.
- The college has developed local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and calculations for credit hours to ensure consistency in awarding units of credit.
- The credit cooperative work experience plan has local board approval and is on file.
- The credit and noncredit courses and programs that are submitted to the Chancellor's Office Curriculum Inventory (COCI) system are accurate and compliant with California Education Code, California Code of Regulations, title 5, and the current CCCCCO Program and Course Approval Handbook (PCAH, 7th edition).
- The credit and noncredit programs have the required attachments in accordance with the current CCCCCO PCAH.
- The mandatory training for curriculum committees and responsible administrators regarding curriculum rules and regulations to ensure compliance (CCR, §55002(a) (1)).

Who should be trained? Curriculum committee, curriculum specialist, deans and other curriculum developers, chief executive officer, chief instructional officer, academic senate president, faculty, and support staff involved in curriculum development.

Annual Certification must be signed by the Chief Executive Officer, Chief Instructional Officer, Academic Senate President, and Curriculum Committee Chair.

Proposals included in automated approval (Chaptering)

- All credit and noncredit courses
- Modified credit programs (excluding ADT's)
- CTE credit programs that are C-ID aligned
- New credit programs with a Program Goal of "Local"
- All noncredit programs

Proposals reviewed by CCCCCO at Submission (not included in automated approval)

- New and Revised ADTs (Associate Degree for Transfer)
- CTE Credit programs not C-id aligned
- CDCP Noncredit Certificates that are short term vocational"

THE ACADEMIC POLICY AND PLANNING (AP&P) COMMITTEE

Overview

The AP&P committee is one of four standing committees established in accordance with the Report of the Committee on Committees of 1968 as approved by the Academic Senate. The AP&P Committee provides oversight of the curriculum and ensures compliance with regulatory and accreditation standards, and in accordance with the philosophy, policies and procedures, mission, and objectives of the college. It is a multidisciplinary committee and must have the broadest of academic perspectives.

Functions

1. Provide recommendations, through the Academic Senate, to the Board of Trustees regarding courses and instructional programs. These include:
 - a. New credit and noncredit courses and instructional programs
 - b. Proposed changes and revisions to existing courses and instructional programs
 - c. Discontinuance of existing instructional programs
 - d. General Education criteria
 - e. Graduation requirements
 - f. Policies relating to curricular matters
2. Provide recommendations, as needed, to the Academic Senate on policies which define processes for creating and modifying courses and programs. These are then housed in the AP&P Curriculum Development Guide.
3. Submit recommendations (from 1 and 2 above) in a report to Academic Senate at least once per semester.
4. Annually prepare and deliver a report of accomplishments, challenges, and recommendations for improvement to Academic Senate by the end of spring or the beginning of fall semester.

Membership

Eligibility

All full-time faculty members of departments, and counseling, are eligible. Faculty voting members shall be duly elected or appointed by the departments according to each department's procedures.

Voting Members

There shall be a member from each instructional department (including noncredit); one counselor, one member representing faculty from Academic Services, and one student member who shall be from the Associated Student Body Government (ASBG).

Non-voting Members

The vice president academic affairs shall be ex officio without vote; the articulation officer shall be ex-officio without a vote (unless such member sits as the department representative from the counseling department); one member from the senate executive committee, one member from the admissions and records office; and the curriculum specialist are all non-voting members.

Length of Membership

The term of office for faculty/department representative shall be for two years except where the incumbent is elected as the AP&P chairperson. In this case, term of office will then be extended to cover his/her tenure. The tenure of office for the student member shall be one year.

The purpose of a two-year term is to have only one half of the membership change each year, having no more than one half of the members in their first term. There is no limit on the number of times a department representative or AP&P chair may be reelected. Since the chairperson may cast deciding votes, additional representation by his/her department is not required, and the tenure of his/her replacement may be adjusted to one year or three years as required to maintain the following scheduled elections:

ODD-NUMBERED YEAR	EVEN-NUMBERED YEAR
Applied Social Sciences Counseling Department or Counselor English Health Sciences Life and Physical Sciences Mathematical Sciences Public Safety	Business Fine Arts Kinesiology, Recreation, and Athletics Industrial Technology Languages and Communication Academic Services* Social and Behavioral Sciences

NOTE: The academic services area includes the college nurse, learning assistance, and library faculty.

Election of the AP&P Committee Chair

The election of the committee chair shall be in accordance with the Academic Senate Elections Code. The chair shall be elected on or before November 1 for the following term. Any presently serving voting member shall be eligible. Nominations shall be from the floor and voting shall be by secret ballot.

In the event no current faculty member of the committee is willing to chair, the current committee chair shall advise the Senate Executive Committee. The Senate Executive Committee shall then direct the Senate Elections Committee to obtain nominations and conduct the election of the committee chair in accordance with the Academic Senate Elections Code. The term of office shall be two years. Currently, or previously serving voting members of the AP&P committee or other community college curriculum committee shall be eligible.

Agenda

The chair, in collaboration with the office of the Vice President, Academic Affairs, is responsible for preparing, distributing, and posting the agenda. In addition to developing the agenda and presiding over meetings, the chair may appoint ad hoc committees to study, investigate and report on any subject within the committee's purview.

Meetings

Meetings are held as mutually agreed by the committee, typically every other Thursday afternoon from 2 - 4 PM unless the curriculum review load requires more frequent Thursday meetings. The Technical Review Committee meets on alternate Thursday afternoons.

Minutes

The curriculum specialist is responsible for preparing the minutes and posting approved minutes to the college website and/or portal.

Duties of the AP&P Committee

- Vigilant oversight of all the curricula including the review, approval, and renewal of sound curriculum, including but not limited to:
 - new and modified courses and programs (credit and noncredit)

- courses eligible for general education
- courses proposed for distance education (DE) modality
- new and modified requisites, advisories, and limitation on enrollment
- repeatable courses
- active participatory courses related to content
- courses and programs removed from the catalog
- course reviews
- graduation requirements
- discipline placement
- Guide the development of curriculum and encourage creativity, flexibility, and innovation in curriculum development.
- Send committee recommendations to the Academic Senate and Board of Trustees.
- Certify academic rigor, academic quality, academic integrity, and adherence to standards and regulations provided in Education Code and Title 5 regulations.
- Refer curricular matters beyond the scope of its normal business to the Academic Senate.
- Make recommendations for discontinuance of programs (Program Vitality, BP/AP 4021).
- Submit an annual report of AP&P committee's accomplishments, challenges, and recommendations for improvement to the Academic Senate by the end of spring or early fall semester.
- Compliance with Annual Certification requirements for automated course and program approval

Conduct of Business / Meetings

Each meeting requires a quorum of at least 2/3 of the committee membership. These meetings shall be conducted applying parliamentary procedures and in accordance with the Brown Act. All committee meetings are open to the public. Proceedings will be considered valid in the absence of timely objections.

Reference: Appendix G Brown Act and Parliamentary Procedures

Standard Agenda Items

- Approval of the minutes
- Approval of the agenda
- Chair Report
- Consent Agenda
- First Reading
- Second Reading
- Prerequisites Co- Requisites, Advisories, and Limitation on Enrollment
- Public Comment
- AP&P Department Reports: ad hoc reports, minority, etc.can be given orally or in writing.
- Policy/Procedure

Committee Actions on Agenda Items

First Reading

The originator of a proposal is required to attend the first reading to present their proposal and to address any questions from the committee. In the absence of the originator, the department representatives should be prepared to answer the committee's questions regarding the proposal.

- Accept for consideration – The AP&P committee deems the proposal meets the curriculum standards and criteria. The proposal will be scheduled for a 2nd reading on a future agenda.

- Corrections and/or recommended edits - The committee may also request that corrections be made or recommend other edits to the proposal. The originator will need to address the recommendations and make any corrections before the proposal is scheduled for 2nd reading. Recommendations may require department and/or dean review. The following are the most common recommendations made at 1st reading:
 - Complete sections of the proposal left blank
 - Complete content review process for new prerequisites, corequisites, and advisories
 - Justification for new course or program lacks supporting documentation or data
 - Required CTE documentation for new CTE program (advisory committee recommendations and notes, labor market data, SOC codes, regional recommendation)

Second Reading

The second reading is designed to discuss other aspects of the proposal (PCA's, DE modality, or GE eligibility, if applicable), and review the final version of the COR. The committee chair verifies that all corrections have been made and any recommendations made at 1st reading have been addressed. The proposal is then listed on the agenda for the 2nd reading. Occasionally, new issues or concerns may be identified and may require additional recommendations. Actions include but are not limited to:

- Recommend adoption – The committee deems the proposal acceptable for senate and Board of Trustee approval and implementation.
- Recommend adoption of prerequisites, corequisites, and advisories (PCA) – The committee deems requisites are appropriate and completion of content review process.

“When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.” (CCR 55002(a)(2)(D))
- Recommend adoption for Distance Education modality – The committee has ensured DE regulations are met including completion of DE addendum, and courses are appropriate for DE modality.

Consent Agenda

The AP&P committee chair reviews and approves course proposals on behalf of the committee. These proposal types include, but are not limited to, textbook changes, student learning outcomes changes, or course drops with no impact on courses or programs. In addition, if there are no issues with a proposal the Chair may place a proposal on the consent agenda for committee action.

- Recommend adoption – the committee deems the proposal meets the standards and criteria and no recommended changes or corrections are needed.
- Motion to remove proposal from consent agenda - The committee can remove any consent agenda item/s and place it on a regular agenda for discussion and full committee review.

First and Second Readings on the Same Agenda

This is used, usually at the last meeting of the semester, to meet the deadline for inclusion of a clean proposal in the summary report. When the committee chair has found no issues with a proposal, the 1st and 2nd reading

may take place the same day but before and after “Public Comment”. This creates the opportunity for public comment and consideration for the 2nd reading.

- Recommend adoption – the committee deems the proposal meets the standards and criteria and no recommended changes or corrections are needed.
- Recommend adoption pending minor correction or edit - The committee deems the proposal appropriate for adoption provided that a minor change or correction is made by the originator. The committee delegates follow-up on pending minor issues to the chair who will ensure readiness of the proposal for senate and BOT approval.

Other Committee Actions

- Withdraw - The initiator may request to withdraw a curriculum proposal. There is no committee action on the proposal.
- Disapprove - The committee disapproves proposal/s that do not meet the curriculum standards and criteria.
- Table - The committee may postpone discussion of a proposal when there is not enough information to make committee action, or if corrections/recommendations have not been addressed by the originator.

Reports

The AP&P committee periodically submits a summary of its curricular recommendations to the academic senate and the Board of Trustees. The report includes, but is not limited to:

Recommendations to adopt:

- New courses and programs
- New and modified requisites
- Request for distance education
- Courses and programs to be removed from the catalog
- Request for general education and graduation requirements
- Policies relating to curriculum

Information Items:

- Course reviews
- Modified courses and programs
- Miscellaneous (textbooks, SLOs, corrections, or other)

If the Academic Senate does not agree with the recommendations of the AP&P Committee, the Academic Senate, in accordance with approved senate procedures, may do any of the following:

1. Request additional information and/or clarification from the committee.
 2. Recommend that AP&P Committee forward the report to the Office of the Superintendent/President with senate comment, and with or without AP&P Committee response.
 3. Return the report to the committee for amendment and reconsideration by Academic Senate.
- Reference: AHC BP/AP 4020 Program, Curriculum, and Course Development.

Curriculum-Related Policies and Procedures

The AP&P committee reviews policies and administrative procedures relating to curriculum and curricular matters. The committee recommendations on policies and procedures may be vetted through Academic Senate, and/or Student Learning Council, College Council, and the Board of Trustees.

Procedures relating to the creation, review and approval of courses and instructional programs discussed at AP&P meetings. Policies approved by the committee are housed in the AP&P Curriculum Development Handbook. See also Curriculum Policies

Technical Review Committee (TRC)

The goal of the TRC is to identify and address issues regarding course and program proposals prior to full AP&P committee review.

TRC Chair

- Coordinate and assign proposals to TRC members
- Determine proposal readiness for AP&P committee review
- Participate in other curriculum-related activities

TRC Members

- Ensure completion of required curriculum management system fields
- Ensure consistency among the different proposal fields
- Correct spelling, grammar, and format issues
- Ensure adequate supportive documentation
- Ensure an integrated course outline of record
- Participate in other curriculum-related activities

Evaluate Proposal Process

- TRC proposal review to AP&P Committee review
- TRC proposal review to AP&P approval

Survey initiators (using a 3-point Likert scale – strongly agree, agree, and disagree)

- The TRC is helpful in writing the course/program proposal.
- The TRC is available and responds in a timely manner.
- The worksheets facilitate ease of completion of course/program proposals
- Any suggestions for improving the TRC process.

Approved 3/27/2017

COLLEGE-WIDE ROLES AND RESPONSIBILITIES

Vice President Academic Affairs (Chief Instructional Officer)

- Provide leadership and guidance to all faculty and staff in curriculum development.

Academic Senate Executive Officer

- Serve as liaison between AP&P, academic senate, and VP academic affairs.

AP&P Chair

- Ensure compliance with curriculum standards and criteria.
- Facilitate AP&P Committee meetings.
- Prioritize and prepare agenda.
- Serve as a resource to the committee and the college community.
- Present to the Board of Trustees and report decisions to and from the Board of Trustees.
- Verify corrections have been made.
- Acquire and maintain current curriculum knowledge.
- Delegate tasks to AP&P Vice-Chair.
- Work closely with the VP of Academic Affairs and the academic deans regarding college-wide impact of curriculum.
- Assist department representatives and faculty in creating proposals.
- Facilitate dialogue on curricular matters.
- Work with the Curriculum Specialist in creating meeting agendas, reviewing minutes, and implementing committee recommendations and actions.
- Certify via signature appropriate approval process.
- Provide regular training and seminars for faculty and staff.

AP&P Vice Chair

- Ensure compliance with curriculum standards and criteria.
- Facilitate meetings as needed and other chair roles.
- Serve as a curriculum resource for faculty and staff.
- Closely collaborate with AP&P committee chair.
- Be familiar and know where to access information.
- Serve as chair of AP&P sub-committee(s) such as Technical Review Committee.
- Attend various meetings on curricular matters.
- Keep the committee and the college abreast of trends and changes at the state and local levels.

AP&P Representatives and/or Department Representatives

- Attend and actively participate in committee work and discussion.
- Review/approve/recommend curriculum.
- Review/approve/recommend curriculum related policies.
- Approve meeting minutes and agendas
- Represent and advocate for their respective department.
- Serve as a liaison between department and AP&P committee.
- Serve / guide faculty members in curriculum related issues.
- Acquire and maintain knowledge as it relates to curriculum development standards and criteria.

- Maintain curriculum quality/integrity/standards/compliance with Title 5 requirements and accreditation standards of the courses by careful review and consideration.
- Keep abreast of curriculum trends and updates.

Articulation Officer

- Advise on course transfer and/or articulation.
- Assist faculty in curriculum development.
- Ensure compliance.
- Keep the committee abreast of transfer and articulation course submissions.
- Regularly attend and participate in AP&P meetings.
- Review proposals for impact to articulation

Library and Learning Resources Team including Distance Learning Coordinator and Adaptive Specialist

- Review the COR to determine adequate resources for courses. If deemed inadequate, the library estimates the cost of the required and additional resources. Funding for the resources is the responsibility of the library.
- Review and approve courses for DE modality.

Department Chair

- Collaborate with initiators and AP&P representatives.
- Schedule proposals for department vote and record department vote in the proposal
- Review/approve on behalf of the department curriculum proposals.
- Guide part-time faculty with curriculum development processes.

Academic Dean

- Support initiators in curriculum development that include but not limited to allocating adequate resources.
- Provide expertise on feasibility and related considerations for course and program proposals.
- Ensure appropriateness of codes and related data elements.
- Review proposals.
- Facilitate proposals through the approval process.

Curriculum Specialist

- Serve as clerical support to the AP&P committee.
- Prepare meeting minutes and reports
- Submit approved proposals to the Chancellor's Office.
- Ensures committee works with current resource materials
- Ensure integrity of catalog and schedule information
- Provide in-service training to faculty
- Monitor and track curriculum proposals and processes.
- Provide technical support for CurriQunet related issues.
- Assist AP&P chair and VP Academic Affairs in implementing committee recommendations and decisions.

AP&P Committee Approval: 04/26/2018

Revised: 2022-07-13

CURRICULUM DEVELOPMENT AND APPROVAL

New courses and programs are developed based on the following criteria:

1. **Appropriateness to Mission:** The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community college system as established by the Legislature in the Education Code.
2. **Need:** There is a demonstrable need for a course or program that meets the needs of the region the college proposes to serve. The proposed new program must not cause harmful competition with any existing program at another college.
3. **Quality:** Course Outlines of Record for each course have been approved by AP&P according to the standards and criteria in Title 5, Section 55002. Programs are designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives. Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.
4. **Feasibility:** The District has the resources to realistically maintain the program at the level of quality described in the new program application. This includes funding faculty, and facilities and equipment.
5. **Compliance:** The design of the program or the course is not in conflict with any law. This includes both state and federal laws, statutes, and regulations.

Reference: AHC BP/AP 4020 Program, Curriculum, and Course Development

Curriculum Development

New curriculum should rely on a demonstration of need based on verifiable data and consultation with department chair, faculty peers, transfer institutions, advisory committees, and community partners as appropriate. The following resource documents provide effective practices for faculty, and the requirements for new curriculum:

Effective Practices for Educational Program Development, Academic Senate for California Community Colleges, Adopted Spring 2018

Chancellor's Office Program and Course Approval Handbook, 7th edition

Course Outline of Record: A Curriculum Reference Guide Revisited, Academic Senate for California Community Colleges, Adopted Spring 2018

Initial Considerations

Curriculum Duplication

- Is the content currently available in any other course in your discipline, a related discipline, or other department?
- Indicate the persons contacted and the results of each contact. If the faculty contacted were not supportive of the course, provide rationale for offering the course and address reasons for duplicating existing curriculum.
- Cross-listing courses are not considered course duplication.

Any issues and concerns regarding the curriculum, including duplication, impact on the existing curriculum, etc. must be addressed at the department level with all affected departments. Faculty, support staff, and/or

administrators who do not support a curriculum proposal may submit a minority report that details the reasons for non-support.

Faculty Initiator (Originator)

Prior to submitting a proposal for review the faculty originator is responsible for the following:

- Meet with academic dean and department chair prior to submission of new course and program proposal to discuss proposal process and requirements, resources, and scheduling.
- Consult with AP&P representative, TRC, Counseling department, Articulation Officer, faculty peers, and other college resources regarding proposal requirements, transfer, articulation, prerequisites, and duplication.
- Distance Education (DE) requests collaboration with the DE coordinator and alternate media specialist to ensure adequate and appropriate use of educational technology and compliance with accessibility. Documentation of education and training in the use of educational technology is required with new DE conversion.
- Prepare to present proposal at the first reading. This provides the best venue for discussion and for questions to be asked by both the faculty originator and AP&P committee. If the initiator cannot attend the first reading, make sure that the department representative can present the proposal on behalf of the initiator.

Local Review and Approval Process

1. The faculty works with the appropriate Dean, Department Chair, and AP&P representative to ensure that the new or modified curriculum is technically correct and fits within the department’s program offerings and college mission.
2. All curriculum, new or modified, is submitted for review, via the college’s curriculum management system.
3. The review process includes faculty, administrators, and staff at various levels in the review process.
4. The Academic Policy and Planning Committee, after their review, prepares a summary of curricular recommendations.
5. Curriculum recommended by the Academic Policy and Planning Committee is reviewed by the Academic Senate and then presented to the Office of the Superintendent/President, and Board of Trustees for consideration and approval.
6. After Board approval, all new courses and programs are submitted to the Chancellor's Office Curriculum Inventory system.
7. Modified courses and programs are submitted to the Chancellor’s Office Curriculum Inventory system.

All proposals are entered in CurriQunet by faculty members and launched for review. The review for credit and noncredit curriculum ensures that courses are reviewed by discipline experts and appropriate staff. After completion of the local review process, approved course and program proposals are given the status of “approved” in CurriQunet.

	CREDIT PROPOSALS	NONCREDIT PROPOSALS
Level 01	Originator	Originator
Level 02	LRC Staff, LRC Dean, Academic Dean	LRC Staff, LRC Dean
Level 03	Technical Review	Noncredit dean
Level 04	Department APP Rep	Technical Review, Noncredit Rep
Level 05	Department Chair	Discipline Chair

	Department/Discipline Review	Discipline Faculty, Noncredit Coordinator
Level 06	Academic Dean	Noncredit dean
Level 07	APP Committee Chair	APP Committee Chair
	APP Committee	APP Committee
	VP Academic Affairs	VP Academic Affairs
Level 08	Curriculum Report Prepared	Curriculum Report Prepared
	Academic Senate	Academic Senate
	Board of Trustees	Board of Trustees

Tips to Avoid Delays in Approval Process

TIP 1: Keep your department representative abreast of your proposal/s. – in the event you are unable to attend 1st reading your AP&P representative will be prepared to answer questions and avoid delays.

TIP 2: Monitor your proposal in CurriQunet – proposals sometimes stall at a particular level and do not make it to the committee level for review.

TIP 3: REMIND colleagues to review and move the proposal forward.

TIP 3: Check proposal inclusion in the AGENDA. – know the agenda deadlines listed in the Catalog Development calendar, if you do not see your proposal on the agenda check the status of your proposal in CurriQunet. The proposal may have been returned to you by the TRC or academic dean for corrections.

TIP 4: ATTEND the meeting when the proposal is on the agenda. – if questions cannot be answered the committee may “table” further discussion of the proposal

TIP 5: Make the necessary changes as recommended by the committee. – necessary changes need to be made before a proposal will be scheduled for a 2nd reading.

TIP 6: Available resources – become familiar with policies and procedures in this handbook, the Chancellor’s Office Program and Course Approval Handbook, and the CurriQunet User Guide so that a complete proposal without errors is submitted. Contact your TRC or department representative, AP&P chair, or academic affairs office for one-on- one help with proposals.

Common Causes of Delays in Approval

- No supporting data is attached to the proposal
- Incomplete proposals
- Corrections have not been made
- Lack of response from initiator regarding committee recommendations

Transfer and Articulation

The articulation officer (AO) submits course proposals for CSU GE approval in December.

Upon CSU GE approval, the AO submits these course proposals to UC IGETC

CSU and UC approvals are included in the ONLINE CATALOG REFRESH.

Chancellor’s Office Approval (including Automated Approval)

All new and modified curriculum is submitted to the Chancellor’s Office inventory system after the local approval process is completed.

Automated approval is contingent on maintaining eligibility for Chancellor's Office Automated Approval Process and Criteria for Annual Certification.

Implementation of New and Modified Curriculum

Implementation occurs when a course or program has been published in the college catalog, or some other college publication, prior to the course or program being offered. Approved courses and programs are housed in CurriQunet and given the status of "active."

The AP&P Calendar provides the timeline for review of curriculum proposals and the specific implementation time. The calendar is updated annually in fall and posted on the college's Website. Refer to the AP&P Calendar for specific implementation dates and exceptions.

Schedule Development

Only courses that appear in the catalog may be included in the schedule building process.

Courses receiving approval and state issued control numbers after the schedule development deadline may be added to the schedule via the Schedule Change Form, provided the course is published in the catalog.

Course and Program Review

To maintain the currency of course offerings, each discipline is scheduled for regular review every 5 years. CTE course requisites require review every two years. The discipline faculty is responsible for completing regular review of each course in the discipline. The CurriQunet Course Review Proposal process is used to complete course review. Departments are notified of scheduled reviews annually by April 1. Completed reviews are due by the end of the 2nd week in April in the academic year the review is scheduled.

During a scheduled course review the following is completed:

- Review and update all areas of course outline of record
- Review and update all sections of the course review proposal
- Re-validation of requisites
- Review for continued GE eligibility
- Review DE addendum

See also Course Review Proposal type and refer to the Course Review Resource Guide for details.

Added: 2022-07-13.

COURSE PROPOSALS

New Courses

Courses will be reviewed according to the standards in Title 5 California Code of Regulations, Section 55002 and the requirements in the CO Course and Program Approval Handbook. The following resources provide best practices for developing new courses:

- The Course Outline of Record, A Curriculum Reference, ASCCC
- The Course Outline of Record, A Curriculum Reference Revisited, Adopted Spring 2018

Degree Applicable Credit Courses

- 100-199 – Baccalaureate-level courses, will transfer to the CSU and other four-year institutions. Some of these courses would not be appropriate for specific majors or for general education (GE) requirements for graduation.
- 300-399 – Intended for certificate and associate degree programs. In some cases, with special arrangements, they may be acceptable for transfer to four-year universities.
- 149/302 - Cooperative Work Experience
- 179/379/479 – Experimental Courses
- 189/389 - Independent Projects
- 199/399/499/599 – Special Topics

Non-degree Applicable Credit Courses

- 400-499 – Vocational credit courses that are not applicable to the associate degree and do not transfer to four-year institutions.
- 500-599 – College preparatory in nature not applicable to associate degree and do not transfer to four-year institutions.

Noncredit

- 7000 – noncredit courses

Course Prefix

When assigning course prefix/numbering to new courses, ensure that it has not been previously assigned to a course that has since been dropped. Course prefixes/numbers may not be assigned to more than one course. For assistance in determining available course numbers, contact the curriculum specialist or scheduling specialist.

Noncredit courses, when possible, should use the same course prefix that is available for credit courses if they are not identical.

Credit Prefix	Noncredit Prefix
ECS Early Childhood Studies	ECSN Early Childhood Studies Noncredit
PD Personal Development	PDNC Personal Development Noncredit

The intent is to ensure appropriate discipline faculty review of noncredit curriculum. Also, to provide visible pathways for students to transition from noncredit to credit courses and programs. If there is no course prefix or related subject in credit, then a new noncredit prefix/subject can be created.

Experimental Courses (179, 379, 479, 579)

An experimental course refers to pilot projects to test specific curriculum. After an experimental course has been offered more than once in the same year, it must be resubmitted to AP&P committee for approval as a regular course or must discontinue offering as an experimental course.

Special Topics Courses (199, 399, 499, and 599)

Special Topics courses are courses “which employ a consistent disciplinary framework, but for which the specific focus may change from term to term. If a particular topic is addressed regularly, it must be approved as a “regular course” offering.

A course shell establishes the underlying framework for offering curriculum that results in the student realizing common goals and objectives. A secondary, topic-specific, COR will be submitted for approval prior to scheduling the course.

Example:

ART 399 is developed to offer varying topics in ART. Once approved, new topics are introduced in the schedule of classes: ART 399A, Southwestern Pottery. The next topic introduced in the schedule of classes in this area would be ART 399B. Special topic courses are numbered in the “99” series depending on the rigor (199, 399, 499, and 599).

Criteria for Special Topics Courses Shells

- Unit range of 0.5 to 3 units.
- Consistent grading option by discipline.
- Generic catalog description, goals, and objectives cannot change from course to course; Changing course title, schedule description, topical outline, assignments, evaluation process, and/or support materials is allowed.
- Faculty may write the special topics course shell with the rigor to meet the standards of a course defined as baccalaureate level (100), associate degree level (300), technical/vocational training level (400), or remedial/developmental (500).
- Courses developed under these shells are not individually listed in the catalog. Each discipline proposing “Special Topics” has a standard listing in the catalog as to the nature of the offerings once a shell is established. The course is listed as ART 199/399/499/599 depending on the rigor.
- Special topic courses may not be used as core units in a major.
- Special topic courses are exempt from the sunset rule. The Office of Academic Affairs requests department yearly review of these courses for conversion to a regular course or drop.

Independent Projects (189/389)

Independent study is a mode of instruction in which students are not required to be under the immediate supervision and control of a qualified academic employee. This should not be confused with the requirement in Title 5, § 55002 that all courses offered for credit must require students to study independently outside-of-class. Instead, independent study in this context refers to a course that is not regularly scheduled, but for which it is expected that the student will interact directly with the instructor on an individual basis. Title 5, § 55232 requires that independent study courses must maintain the same academic standards as applied to other credit or noncredit courses. Reference: CCCCC. PCAH p. 67 and Appendix A: Independent Projects Template

Cooperative Work Experience (149/302)

Title 5, § 55252 establishes two types of Cooperative Work Experience Education.

- General Work Experience Education is supervised employment intended to assist students in acquiring desirable work habits, attitudes, and career awareness. The work experience does not need to be related to the student's specific educational goals.
- Occupational Work Experience Education is supervised employment where on-the-job learning relates to the student's specific educational or occupational goal.

A student may earn up to a maximum of 16 semester units or 24 quarter units of work experience education combined.

- Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
- Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

Resources and information about Cooperative Work Experience Education can be found on the Chancellor's Office website (www.cccco.edu) under the Workforce and Economic Development Division page, under the CTE section. The Work-Based Learning Handbook is an online reference to topics and issues central to the effective implementation and operation of Cooperative Work Experience Education and work-based learning programs. Reference: CCCCO. PCAH p. 66.

College Now Listing

The list of College Now courses provides qualified high school students (juniors and seniors) with the opportunity to enroll in college-level classes. High school juniors and seniors may enroll in college courses listed on the College Now List only. The list is updated annually by each department using any one of the following procedures.

College Now designation may be made when proposing a new course (on the cover screen in CurriQunet new course proposal form). When the new course is approved the course will be added to the College Now List draft. A draft is distributed annually in spring via AP&P representatives. Implementation occurs in the academic year following board approval of the new course.

Add Existing Courses to College Now List

Departments may *request* that existing courses be added to the list, or *request* removal of courses from the College Now list at any time via email to the Curriculum Specialist. Requests made mid academic year will be added to the annual *draft* for review in spring semester. Courses may *not* be added or removed mid-academic year.

Annual Department Review of College Now List

A draft is distributed to AP&P representatives in spring. The draft will include new courses designated as College Now in the new course proposal, and any requests made mid-academic year via email. During the spring review departments should review the list for final changes at a department meeting. After the final department review the changes will be compiled on a final document and redistributed.

Deadline for Annual Changes

Departments should complete the annual review by the 3rd week in February. The final list will be sent to the admissions office no later than March 30 and posted online for the next academic year.

If departments wish to add courses or remove courses after the distribution of the final list, these changes will be added to the draft for the next spring review.

Concurrent Enrollment (Dual Enrollment)

Concurrent enrollment refers to college agreements with local high schools to offer college courses at the high school campus

Added: 2021-07-21

Early Entry” Listing

Under Education Code 78401(c), colleges may allow admission of minors to their noncredit programs. Under this provision, Allan Hancock College allows students 16 years of age and older to register for the noncredit courses listed below when the course is not available at their local High School, or when the content of the course ensures their educational success at their local High School. The AP&P Committee sends the Early Entry list to the department representatives to ensure accuracy and currency of the list.

Added: 2021-07-21

Course Proposal Types

The proposal type used for proposing new and modified curriculum will depend on whether the course is a credit course or noncredit course and what is being proposed. Each proposal type below will include both a proposal type for credit, and one for noncredit.

When a proposal impacts other courses or programs a separate proposal for the impacted course or program may be needed in the following situations:

- Dropping a course that is part of the required core requirements in a major
- Modified course units that change the total major units
- Dropping a course that is assigned as a requisite to another course
- New course proposal that will be part of a program

New Course Proposal

Use the new course proposal type to propose any of the following:

- New credit course proposal
- New noncredit course proposal
- New Special Topic Course
- Create a template for discipline specific new Independent Project course
- Create a template for discipline specific new Experimental Course

Course Modification Proposal

A course modification proposal is used to propose modifications to existing courses:

- To modify any portion of the course outline of record
- To offer a course as distance education or correspondence course
- To offer a course as general education

Do not use the “course modification proposal” to modify a course during a regularly scheduled course review cycle. Modifications can be made using the Course Review proposal type.

Deactivate Course

Use the “course deactivation” proposal type to remove a course from the catalog. Courses being removed from the catalog should be well planned and phased out according to an appropriate timeline.

Course Review Proposal

Only the following is to be used during a scheduled course review cycle:

- Course Review Proposal
- Deactivate Course

Do not submit course modification proposals or any other proposal type during a scheduled course review. A course review proposal type for each course in the discipline will need to be launched, or if the course is no longer being offered submit “deactivate course” proposal. The course review proposal type can include modifications to any area of the COR or proposal. If no modifications are being made, state this in the proposal and launch for review with no modifications.

Verification of course review completion, and COR compliance will be verified through recorded AP&P committee actions including separate review/approval of PCA’s, distance learning, and general education/graduation requirements. The “Date Reviewed” entered on the COR will be updated after AP&P review. Modifications made during course review will be implemented per the catalog year noted on the COR. If the course review does not result in modifications to the course, the catalog year shown on the COR will remain the same and only the review date will be updated. These dates may also change because of a major modification proposal submitted in between course review cycles, nonetheless, the dates represent when the course was last reviewed at AP&P, and the academic year that a modified COR is implemented (catalog year). Refer to the *Course Review Resource Guide* for detailed instructions.

Textbook Change Only Proposal

The textbook change proposal type allows faculty to update adopted textbooks listed on the COR using an expedited process that does not require review.

- The “Review Date” on the COR is not updated using the Textbook Change proposal type.
- The ‘Catalog Year’ is updated on the COR to indicate when a change to the COR is introduced.
- Do not use the Textbook Change Proposal type when scheduled for Course Review
- Do not use Textbook Change proposal type if the course has not completed the last scheduled review cycle.
- If the COR date is older than 5 years, or two years if CTE course, use the Course Review proposal type.

RELATIONSHIP OF HOURS TO UNITS

Credit Hour Definition

For purposes of federal financial aid eligibility, a “credit hour” shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Hours Per Unit

One credit hour (one unit of credit) of community college work shall require a minimum of 48 - 54 total student learning hours. Student learning hours = total instructor/student contact hours plus outside-of-class hours.
Instructor/student contact hours = class hours spent with the instructor.

Term Length

The term length used to calculate the minimum number of units awarded is based on a 16-week to 18-week semester.

Instructional Formats

As a matter of standard practice in higher education, lecture and related course formats assume two hours of outside of class work for every one hour in-class. Other instructional formats may use a different ratio but generally follow the formats below.

Discipline faculty may adjust the ratio of in-class to outside of class hours if such a variation maintains a minimum of 3 hours per week and the rationale for such a variation is deemed appropriate by the AP&P committee.

Credit Hour Calculations

Calculation of units are inclusive of all student learning hours including lecture, lab, and other contact hours, plus the total number of outside-of-class hours, and/or homework hours over a 16 – 18-week semester.

Credit hour calculations are built into the college’s curriculum management system to ensure consistency and compliance with established policies.

Calculation Method

The total of student contact hours plus outside-of-class hours divided by 48 and 54 hours provides the range of hours over a 16–18-week term for 1 unit of credit:

$$\frac{[Total\ Contact\ Hours\ +\ Outside-of-class\ Hours]}{48} = \text{no. of units awarded}$$

And

$$\frac{[Total\ Contact\ Hours\ +\ Outside-of-class\ Hours]}{54} = \text{no. of units awarded}$$

Incremental Award of Credit

Units are awarded in increments of 0.5 units. A course requiring 96 hours or more total student learning hours shall provide at least 2 units of credit.

24 total student learning hours = 0.5 units

48 total student learning hours = 1.0 unit

72 total student learning hours = 1.5 units

96 total student learning hours = 2.0 units

Unit Calculations for Short and Extended Terms

The calculation methods described in this policy also apply to short term and extended term courses. Unit

Calculations for Cooperative Work Experience Courses

- Each 75 hours of paid work equals one semester credit, or 50 hours equals one quarter credit.
- Each 60 hours of non-paid work equals one semester credit, or 40 hours equals one quarter credit.

Reference: *BP/AP 4020 Program, Curriculum, and Course Development*

PREREQUISITES, COREQUISITES, AND ADVISORIES (PCA)

Establishing Requisites

The establishment of a prerequisite, corequisite, or advisory occurs during course development and reviewed regularly during course review cycles. Prerequisites or corequisites may be established only for any of the following purposes:

- (1) the prerequisite or corequisite is required by statute or regulation, or required by institutions for which the college has transfer agreements; or
- (2) the prerequisite will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course for which the prerequisite is being established; or
- (3) the corequisite course will assure that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established, and if the corequisite course is intended as additional support for students enrolling in transfer-level English or mathematics (or quantitative reasoning) courses, then it must be determined that the corequisite course increases the likelihood that the student will pass the transfer-level course; or
- (4) the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

Prerequisite Validation

A prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established. Compliant processes and relevant information and/or data must be used to establish prerequisites, corequisites, or advisories¹. The type of requisite will determine the level of scrutiny to be used. Use the flow chart on the following pages to determine validation process (level of scrutiny) for establishing new requisites:

- Content review, or
- Content review with statistical validation

Regular Review and Validation

Once established, regular review and validation to ensure PCA's remain necessary and appropriate will occur as follows:

- every 6 years: review requisites, advisories, and limitation on enrollment or
- every 2 years: review CTE requisites, advisories, limitation on enrollment

Circumstances may have caused the need for some change to established PCA's. In most cases, course entrance requirements will remain as stated; however, a level of scrutiny and/or data must be analyzed to determine if the adopted requisite statement is appropriate or requires some modification. Use the flow charts on the following pages to determine validation process (level of scrutiny) for re-validating requisites.

Reference for Prerequisites: CCCO *Guidelines for Title 5 Regulations Section 55003 Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation, 2012, California Code of Regulations (CCR Title 5, Section 55003 (revised 2020)*

¹CCR 55003(b)(4) Policies for Prerequisites, Co-requisites, Advisories, on Recommended Preparation, BP/AP 4260 Prerequisites, Corequisites, and Advisories

PREREQUISITES, COREQUISITES, ADVISORIES and LIMITATIONS on ENROLLMENT FLOW CHART

Requisite Type

Validation Process (Level of Scrutiny)

Instructions for CurriQunet proposal

<p>If requisite is WITHIN DISCIPLINE (Other than for a computational or communication skill PCA)</p>	<p align="center">Complete Content Review process and worksheet</p>			<p>Add, delete, or modify requisite, update entrance skills if applicable, complete requisite justification in CurriQunet proposal</p>
<p>If requisite is ACROSS DISCIPLINE (other than for a computational or communication skill PCA)</p>	<p>IF THE COURSE IS A 100 LEVEL TRANSFER COURSE Confirmation of three UC/CSU campuses which require the same prerequisite (or equivalent) for the course. Complete UC/CSU Comparison Form.</p>	<p>FOR A 100 LEVEL TRANSFER COURSE THAT DOES NOT HAVE A PARALLEL UC/CSU course, Complete Content Review process and worksheet.</p>	<p>FOR A NON-TRANSFER COURSE Complete Content Review process and worksheet.</p>	<p>Add, delete or modify requisite, update entrance skills if applicable, complete requisite justification in CurriQunet proposal.</p>

PREREQUISITES, COREQUISITES, ADVISORIES FLOW CHART

Requisite Type	Validation Process (Level of Scrutiny)	Instructions for CurriQunet proposal
<p>If requisite is ACROSS/WITHIN DISCIPLINE and COMMUNICATION or COMPUTATION SKILLS (math or English)</p>	<p>Statistical data is required to establish requisite and during course review cycle. Complete Content Review process and worksheet with further levels of scrutiny, i.e., student survey, or other statistical data.</p>	<p>CONTACT INSTITUTIONAL EFFECTIVENESS to establish means of obtaining statistical data. Complete or update requisites, entrance skills, and requisite justification, attach data to proposal.</p>
<p>LIMITATION ON ENROLLMENT</p>	<p>Complete Limitation on Enrollment form identifying the reason for the restriction.</p>	<p>IF ADDING, DELETING, OR MODIFYING, complete "requisite" tab in CurriQunet Course Review proposal, attach Limitation on Enrollment form.</p>

Requisites Exempt from Content Review

A prerequisite or corequisite need not be scrutinized using content review if

1. It is required by statute or regulation (complete Requisite Justification in CurriQunet proposal and attach supporting documentation)
2. It is part of a closely related lecture-laboratory course pairing within a discipline (complete Requisite Justification in CurriQunet proposal)
3. It is required by four-year institutions (complete UC/CSU comparison form and attach to proposal, complete Requisite Justification in CurriQunet proposal)
4. Baccalaureate institutions will not grant credit for a course unless it has the communication or computation skill prerequisite (Complete Requisite Justification in Course Review proposal type.)
5. It is a corequisite that has been recommended through placement guidelines approved by the Chancellor (complete Requisite Justification in CurriQunet proposal).

COURSE OUTLINE OF RECORD

Each course offered is described in the official course outline of record (COR). The course outline of record will be reviewed according to the requirements in CCR, Title 5, Section 55002. The course outline of record for all courses are housed in the college's curriculum management software. The official CORs are identified as "active." A log-in is needed to access and download CORs. A log-in may be requested by contacting the academic dean, and/or academic affairs office. Course outlines may also be requested from the department's administrative assistant. See also: *New Courses, and New Course Proposal*.

The following resources provide best practices for developing the course outline of record:

ASCCC, *The Course Outline of Record, A Curriculum Reference Guide, 2008*

ASCCC, *The Course Outline of Record, A Curriculum Reference Guide Revisited, 2017*

Academic Freedom

The COR will provide the content for instruction, including recommended preparation, and evaluation and assessment. Faculty qualified to teach the course are encouraged to exercise academic freedom and teaching styles that meet student learning needs.

Degree-Applicable Credit Coursework (100, 300 Level)

Courses at this level must be rigorous and effective in integrating the required components of critical thinking, essay writing/problem solving, college-level skills, and vocabulary throughout. In addition, the course must comply with any other applicable laws such as those related to access for students with disabilities.

An Integrated Course Outline of Record

At the most fundamental level, "integration" occurs when each COR element reinforces the purpose of the other elements. There should be an obvious relationship among the objectives, methods of instruction, assignments, and methods of evaluation.

Example

Students will be able to succeed in this course by mastering these OBJECTIVES	<ul style="list-style-type: none">● research, assess, and determine the proper handling of fuels and combustible materials● research and apply testing techniques and data to familiar and unfamiliar diagnosis scenarios
The course objectives are composed of these CONTENT	<ul style="list-style-type: none">● proper tool usage● characteristics of petroleum products● technical reading● interpolating data in diagnostic process charts and schematics
Students will master these objectives by these METHODS OF INSTRUCTION	<ul style="list-style-type: none">● engage in activities using laboratory simulators and test equipment● participate in classroom demonstrations of fuel flammability● conduct research on computer-based repair and service information● complete various in-class practice exercises to develop student diagnostic and analytical skills

<p>Students will complete these types or examples of homework or OUTSIDE ASSIGNMENTS</p>	<ul style="list-style-type: none"> • read assignments from the course primary textbook to become familiar with basic tools and common test equipment • research National Fire Protection Agency combustible liquids data sheets to determine flash and flame points, and fire suppression techniques for selected fuel oils and solvents • review and complete responses in course workbooks to develop student troubleshooting skills
<p>Students will be EVALUATED by:</p>	<ul style="list-style-type: none"> • practical assessments where the student safely operates various test equipment and hand tools • oral and practical assessments where the student safely handles various fuels and other hazardous materials • written assessments in which the student completes research questionnaires • practical assessment in which the student successfully completes several diagnostic scenarios

Distance Education

Definition:

Distance education means education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously and is not self-paced. The definition of “distance education” does not include correspondence courses.

Instructor Contact

Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students, (and among students where applicable), either synchronously or asynchronously.

“Substantive interaction”: means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

1. Providing direct instruction;
2. Assessing or providing feedback on a student’s coursework;
3. Providing information or responding to questions about the content of a course or competency;
4. Facilitating a group discussion regarding the content of a course or competency; or
5. Other instructional activities approved by the institution’s or program’s accrediting agency

“Regular interaction” between a student and instructor(s) is ensured by, prior to the student’s completion of a course or competency: 1. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and 2. Monitoring the student’s academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Separate Course Approval If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall add the following:

- How course outcomes will be achieved in a distance education mode.
- How the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction between instructors and students (and among students where applicable).
- How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.

The addendum shall be separately approved according to the district’s adopted curriculum approval procedures. The same standards of course quality is applied to the distance education courses as they are applied to traditional classroom courses. The number of students assigned to any section of a course offered via distance education shall be consistent with that course’s “course enrollment maximums” (CEMs) that are listed alongside its Course Outline of Record (COR). This number shall be the same for distance education and in-person classes that have no facilities limitations; and its determination shall be consistent with the process described in the mutually agreed document Establishment and Modification of Course Enrollment Maximums.

Duration of Approval

All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline.

Spring 2021: Committee Actions on Distance Education

- The committee voted to adopt “Distance Education” to refer to the teaching modality. It continues to be interchangeably referred to “Distance Learning.”
- Regarding the different types of DE, the committee believes that the course descriptions as these appear in the Schedule of Classes inform the students of specific types of DE course offerings.
- The committee, in collaboration with the Distance Education team of experts, created the template language in the DE addendum.
- The committee adopted three DE offering subtypes: (1) Emergency Remote Teaching (ERT); (2) DE Synchronous Only; and (3) DE

Types of Distance Education

1. Fully Online (FO) (AKA 100% online) – Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system and using other required materials. All approved instructional contact hours are delivered through these online interactions. Fully online classes do not require in-person assessments or activities. If synchronous online activities are required, the schedule of classes indicates dates and times.

Examples:

- Online instruction with all activities and exams delivered online, whether synchronously or asynchronously.
 - Online instruction with required lab activities that are conducted by students remotely without physical location requirements, but which may require use of lab kits or other prescribed materials.
2. Partially Online (PO) (AKA Hybrid) - Instruction involving regular and effective online interaction for -any portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system and using other required materials. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The schedule of classes indicates dates, times, and locations of the required in- person components.

Examples:

- Online instruction with required scheduled weekly meetings, or on-campus exams on scheduled days.
 - Online instruction with requirement to attend a specified museum at a specified time as part of instruction hours.
 - Required scheduled labs on a specified campus or location and/or at a specific time.
3. Online with Flexible In-person component (OFI) – Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college’s learning management system and using other required materials. Approved instructional contact hours are delivered through online interactions, supplemented by required in-person assessments or activities that are available at approved locations during a specified range of time. The schedule of classes indicates dates, range of times and locations of all required in-person components. Examples:
- Online instruction with required in-person proctored exams at a proctoring location near the student and during a specified range of times. (e.g., Week of Oct. 7-13, 8 a.m. to 6 p.m.)

- Online instruction with required museum tour as part of instructional hours that can be accomplished at a museum near the student during a specified range of time. (e.g., Any museum of fine art during the week of Oct. 7-13)
- Online instruction with required lab at a collaborating college facility near the student during the college's open lab hours during a specified range of time. (e.g., Week of Oct. 7-13, 8 a.m. to 6 p.m.). Reference: DEETAC, Distance Education Guidelines, 2019.

Subtypes of Distance Education Instruction Modality

Distance Education - instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Instruction in a course or course section is provided through distance education synchronously, asynchronously, and/or face-to-face.

Distance Education - Synchronous Only

DE Instruction provided synchronously and/or face-to-face.

Emergency Remote Teaching (ERT)

DE instruction only in the event of mandates that preclude face-to-face instruction.

Course Outline of Record: Distance Education Addendum

An addendum to the course outline of record is required when proposing DE modality. Collaborate with the DE team regarding available educational resources to enhance learning.

Instructor-initiated Contact

instructor-initiated contact hours per week must minimally match the number of contact hours per week.

For example, in a three-unit course, an instructor should initiate a minimum of three hours of contact with the students per week using a variety of methods such as email, discussion boards, announcements, and review sessions. This applies to both credit and noncredit courses.

The initiator must include the appropriate CONTACT TYPES with an approximate frequency the course offering.

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple file types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related services such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and/or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor-initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for DE course, but not limited to:

- District CMS assignments
- Threaded discussion forums

- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio/videoconferencing (Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours

Adjustments to Evaluation

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make the Course Accessible to Disabled Students

“Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. A person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e., sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide “built-in” accommodation (i.e., closed, or open captioning, “alt tags”) which are accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

- Images, graphs, charts, or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
- Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript may be sufficient.
- Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider

using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.

- Timed quizzes/exams. Extended time for quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
- Outside webpages and links
- Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
- Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like “click here” and “more” must be avoided.
- Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g., MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
- Avoid text images. Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
- Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
- Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
- Disability statement. The course syllabus contains the college’s suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Is there any aspect of the course that cannot be made accessible to students with disabilities?

NO

YES. If YES, briefly describe the problem and how the problem will be resolved. Use attachment if necessary.

ADA Compliance

All web and electronic content that is public facing as well as any online course content will be compliant with Section 508 of the Rehabilitation Act of 1973 and the WCAG 2.0 AA guidelines.

Added: 2021-07-21
AP&P Committee Approval: Spring 2021

PROGRAM PROPOSALS

Program Development

New programs are developed based on the five approval criteria (see Curriculum Development): appropriateness to mission, need, curriculum standards, adequate resources, and compliance. A new program proposal should rely on a demonstration of need based on verifiable data and consultation with department chair, faculty peers, transfer institutions, advisory committees, and community partners as appropriate. The following resource documents provide effective practices for faculty, and the requirements for new program proposals:

Effective Practices for Educational Program Development, Academic Senate for California Community Colleges, Adopted Spring 2018

Chancellor's Office Program and Course Approval Handbook, 7th edition

Student Learning Outcomes

Courses are developed or validated for inclusion in programs by aligning course-level student learning outcomes with program learning outcomes that support program goals, including but not limited to employability, transfer, or noncredit to credit. Prior to inclusion of a course in a program that leads to a degree or certificate, faculty should determine that the student learning outcomes for a course are in alignment with and support attainment of the program's learning outcomes. All courses that are to be included in a new program must be current with a review date not older than six years, or for CTE courses, not older than 2 years.

New Program Proposals

A new program proposal requires submission of a CurriQunet new program proposal and document(s) that supports the justification for need statement.

Feasibility Analysis

Faculty proposing a new program must also meet with the academic dean. The academic dean will be responsible for completing a feasibility analysis based on the information provided by the faculty member including the proposal.

Program Modifications

A program modification proposal is required to modify the following program elements:

- Program title
- Program award (if changing program award, submit "new program proposal" type)
- Program requirements including adding or removing courses, changes in number of core units required or major units or total units
- Catalog description including program learning outcomes
- Program codes

Program Narrative Document

All programs, new or modified, must have a "Program Narrative" document. The program narrative document is generated based on a new CurriQunet program proposal, or CurriQunet program modification proposal. The narrative is housed in the Chancellor's Office inventory for the life of the program. Each time a program is

modified, a proposal is launched in CurriQunet and the program narrative document is updated and re-submitted to the CO inventory as an attachment. The narrative document establishes the following:

1. Program goals and objectives (aligned with AHC mission, and mission of California Community Colleges)
2. Catalog description (including learning outcomes)
3. Program requirements table (required courses, selected courses, program sequence including breakdown of major units, general education units, and any prerequisite courses and units)
4. Description how the program is appropriate for California Community Colleges vision, mission, and purpose.
5. Enrollment data
6. Place of program in existing curriculum
7. Similar programs in the service area

CTE Programs

TBA

Program Proposal Requirements

Local AA/AS Degrees (non CTE)	CTE Programs	NC Programs Certificate of Completion Certificate of Competency	ADT (Associate Degree for Transfer)
<ul style="list-style-type: none"> • Compliance standards for associate degrees per title 5, § 55063 • Program Narrative Items 1-7 • All curriculum components will be reviewed • CORs-Course Outline of Record for all courses with current review date. • Supporting documentation: <ul style="list-style-type: none"> <input type="checkbox"/> Data that justifies need (plan of action from program review, survey, program completion data, letters of support, etc.) <input type="checkbox"/> Enrollment data 	<ul style="list-style-type: none"> • Program Narrative and Associated Courses • Labor Market Information (LMI) & Analysis <ul style="list-style-type: none"> ○ Within five years & regional for the college ○ Data on Wages should be included ○ **Employer survey can be used in lieu of LMI** • Regional Consortia Recommendation for the specific program • Advisory Committee Recommendation for the specific program • Program Review Date: Must be every 2 years (Education Code 78016). 	<ul style="list-style-type: none"> • All curriculum components will be reviewed • Narrative (with all components) • CORs for all courses • Appropriate supporting documentation for short-term vocational (“CTE”) certificates • Refer to PCAH 7, Part III, Section 3 for noncredit program criteria and standards • Adult High School Diploma (AHSD) and apprenticeship. • Only CDCP Programs in the domain of Short-Term Vocational require Chancellor’s Office approval before chaptering: <ul style="list-style-type: none"> ○ Program is a Certificate of Completion ○ Includes new and modified Short-term vocational certificates ○ Includes New and modified Apprenticeships • The submission must include all required documentation including: <ul style="list-style-type: none"> ○ Narrative – 4 items 	<ul style="list-style-type: none"> • Verify the completion of all the proposal fields • Ensure all the required CORs are attached • Match CORs to the courses listed in the Narrative and Course Report Section • Review Narrative for completion and accuracy • Use current version of the TMC (Transfer Model Curriculum) template: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum • Verify total units for the major (minimum and maximum) must match the information on COCI and the TMC template. • The college name must be on the template • Verify Double Count calculation

		<ul style="list-style-type: none"> ○ CORs-Course Outlines of Record for all associated courses ○ Associated courses with CB11 – K and CB22 - I ○ Labor Market Information ○ All COCI fields must coincide with COR and supporting documentation. 	
Refer: PCAH7. p. 79-89		Refer: PCAH7. p. 135–137.	Refer: PCAH7 p. 73-79.

NONCREDIT

Noncredit courses are approved by districts and “chaptered” by CCCCCO via the CO Curriculum Inventory (COCI)

Ten Noncredit Instructional Categories

1. [English as a Second Language*](#)
2. [Immigrant Education*](#)
3. [Short-term Vocational*](#)
4. [Workforce Preparation*](#)
5. Elementary and Secondary Basic Skills
6. Health and Safety
7. Substantial Disabilities
8. Parenting
9. Home Economics
10. Older Adults

*A noncredit instructional category eligible to be sequenced to lead to a Career Development and College Preparation (CDCP) (“enhanced funding”) certificate program, pursuant to Ed Code § 84760.5.

Title 5 §55155. Noncredit Programs

- Career Development and College Preparation
- Certificates of Competency (Elementary and Secondary; ESL (English as a Second Language))
- Certificate of Completion (Short-term Vocational with high employment potential)
- Adult High School Diploma
- Noncredit Pre-apprenticeship

REMEMBER: Design programs and courses with noncredit students in mind

- [Noncredit students come for a variety of reasons](#)
- [Most vulnerable and with multiple challenges](#)
- [Noncredit students are credit students. Credit students are noncredit students.](#)
- [Communicate expectations and opportunities.](#)
- [Innovate with urgency of eliminating equity gaps and achieving full student equity.](#)

Noncredit Support Courses

These courses are designed together with credit faculty to support students who are currently enrolled or are preparing to enroll in credit courses. Some options include:

- Corequisite support courses
- Modularized support courses
- Intensive review courses
- Mirrored courses

The courses that build bridges between credit and noncredit can be a way to introduce noncredit offerings to faculty that typically teach credit courses. Some crucial areas of support include:

- Career and academic counseling
- Financial aid services
- Academic support including tutoring
- Supportive services such as CalWORKs, CAEP (California Adult Education Programs), EOPS (Extended Opportunity Programs and Services), and DSPS (Disabled Student Programs and Services)

- Partnerships between credit and noncredit faculty

English and Math Support

- AB 705 and Guided Pathways prompted many colleges to rethink how noncredit can support students as they onboard into credit coursework.
- Corequisite noncredit courses can provide concurrent support in Math and English supporting the pathway from noncredit to credit to transfer.

Benefits to Students

- Build foundational level skills
- Focus on skill attainment, not grades or units
- Meet the students where they are
- Provide low-cost educational opportunities
- Individualize instruction and tutoring work at own pace
- Provide a stress-free learning environment

<u>Strengths</u>	<u>Challenges</u>
Students can enroll for free Students do not accumulate excessive units Flexibility of course scheduling (open entry/open exit) No repeatability limits	Course not counted for financial aid Basic skills restrictions Enrollment cannot be required Different instructors for credit/noncredit courses No enhanced funding Longer approval process Difficulty navigating enrollments

Mirrored Credit and Noncredit Courses

- Credit and noncredit course with identical course outline of record.
- Usually seen in ESL and short-term vocational classes.
- Creates pathways for adult noncredit learners.
- Courses are scheduled at the same time with one instructor teaching all students.
- Sections are typically listed with a specified number of seats in the credit and noncredit sections.
- Noncredit students attend all class sessions and complete the same work as the credit students.
- Noncredit students cannot earn units for successfully completing the course, but they may earn a certificate.

Benefits to Students

- Helpful for students that are transitioning from noncredit to credit.
- Low-stakes option for students who want to attempt a course, need extra time mastering the content, or do not qualify for financial aid
- Provides a unique opportunity for students to explore the rigor and expectation of credit courses without the pressure of tuition fees, failing grade, or repeatability restrictions.

Credit for Prior Learning (CPL) can be used to earn units later.
 Refer to BP/AP 4235 Credit for Prior Learning.

Added: 07-27-2021.

Noncredit Proposal Review and Approval Process

- **Noncredit Dean** – academic dean of community education that includes noncredit courses and programs.
-
- **Noncredit Representative** – noncredit faculty who reviews noncredit proposals
-
- **Discipline Faculty** – discipline experts of discipline-specific noncredit courses and programs.
- **Discipline Chair** – Chair of the department that shares discipline expertise with the noncredit faculty.
- **Noncredit Coordinator** – coordinates all noncredit courses. Collaborates with respective department/s on discipline-specific noncredit courses and programs.

The redundancy in the levels of approval ensures faculty involvement, dean review and support, and coordinator management of noncredit curriculum.

Approved AP&P Committee: 2022-05-05

Added: 2022-06-28

CURRICULUM POLICIES

College Policies

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AP&P Policies

Discipline Placement

Citation: [Title 5 §53200\(c\)](#): “(1) Curriculum, including establishing prerequisites and placing courses within disciplines” ...also known as the 10+1!

Equivalency: Ed. Code [§87359\(b\)](#)

Minimum Qualifications: Ed. Code [§87360\(b\)](#)

Discipline Defined

- A “discipline” is defined as a grouping of courses that share common academic or vocational preparation and are typically defined by a degree, degrees (MFA, MA, BA, MS, etc.), or specific professional preparation.
- Discipline is from the perspective of faculty preparation. Faculty must meet the minimum qualifications (MQs) for the discipline(s) of the course s/he/they are assigned to teach. It is different from local departments or subject areas.

Example: Local Department or Subject Name: Child and Family Studies

Official Discipline: Early Childhood Education

Different from your local designator, a TOP code, or an FSA.

Disciplines List

- Specifies the minimum qualifications for each discipline
- Revisions to the list are considered annually through local senate or through professional organization. Must have two separate senate districts approve the proposal. Must provide evidence to support rationale for change. Minimum of two statewide hearings.
- The Board of Governors considers the recommendations of the Academic Senate and formally acts on them.
- Faculty must meet the MQs for the discipline of their teaching assignment.

Discipline versus Department

- Departments are locally defined organizational structures.
- Disciplines, as defined in the Minimum Qualifications Handbook, are not necessarily the same as local departments or subject areas.

Example:

Local Department or Program Name: Child and Family Studies Local Subject Code: CFS

Official Discipline: Early Childhood Education

Instructional faculty teach courses assigned to disciplines, not departments.

NOTE: The term “assigned” frequently leads to confusion for local faculty and Senates. Do not mistake “assigned” with “owns.”

Minimum Qualifications

Why do we care about Faculty Qualifications?

Minimum Qualifications are requirements that: ensure faculty preparation in the content area, ensure learning, and addresses accreditation standards. A college/ district may establish additional qualifications which are more rigorous than the state established MQs. However, local MQs cannot be less rigorous than the state established MQs. Equivalency must be established locally and must be at least equivalent to the minimum qualifications.

- Degrees and credits generally must be from accredited institutions (§53406). An occupational license or certificate is required in certain instances (§53417).
- A district may hire a person who possesses qualifications different from, but equivalent to, those on the disciplines list, according to criteria and procedures agreed upon by the governing board and the academic senate (§53430).
- Second Minimum Qualification. Education Code section §87360 requires that sensitivity to and understanding of diversity be included in the district’s final hiring criteria.

Minimum Qualifications for Interdisciplinary Studies

- Masters in the interdisciplinary area OR master’s in one of the disciplines included in the interdisciplinary area and upper division or graduate coursework in at least one other constituent discipline.
- Any time interdisciplinary studies discipline is used, the disciplines for a particular course MUST be specified.

ACCJC (Accrediting Commission for Community and Junior Colleges) Standard III.A.1:

“The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services.”

ACCJC Standard III.A.2:

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution.

Local Considerations

- Equivalency must be established locally and must be at least equivalent to the MQs.
- A district may establish additional qualifications which are more rigorous than the state established MQs. However, local MQs cannot be less rigorous than the state established MQs.

Basic Considerations

- Determine the MQs to teach a course. CONSIDER: Who should be included in these discussions?
- Local academic senates maintain responsibility for placing courses in disciplines. (§53200(c)(1)).
- All credit and noncredit courses must be placed within a discipline/s.

Options for Assigning Courses to Discipline

- Single-discipline Placement. The course is assigned to one discipline.

Example: ENGL 101 assigned to English. The MQ (minimum qualifications) for English lists required preparation to teach the course content.

- Course assigned to more than one discipline with an “or”
Example: ARTS 101 assigned to Art *or* Graphic Design. The MQ for either discipline lists required preparation to teach the course content.
- Course assigned to more than one discipline with an “and”
Example: HUMA 120 assigned to Humanities and Ethnic Studies. The MQ for both disciplines is the required preparation to teach the course content.

Multiple Discipline Placement

- There is no need for more than one course outline of record (COR) or listing in the catalog under multiple subject codes.
Example: ARTS 101 is assigned to Art OR Graphic Design on the COR. The college only maintains one COR for ARTS 101. The course is listed in the catalog ONLY as ARTS 101. However, faculty who meet MQ for Art or Graphic Design can teach the course.
- A course may be “double-coded” or “cross-listed” or recorded on two or more CORs and listed in the catalog under each subject code. (AKA: Multiple Prefixes Offering (MPO))
CAUTION: Be careful about creating double-coded /cross-listed courses. It is rarely to the students' benefit and is sometimes a bad solution to a local conflict or misunderstanding of who is eligible to teach a course.
Example: Social Psychology is recorded on two separate CORs, one as PSYC 120, one as SOCI 120. It is listed in the catalog under both subject codes. These courses should have identical CORs.

Local Discipline/s Assignment

A district may locally assign any discipline on the state list for local use, but they do not have to use any discipline. For instance, if a district has not locally adopted the discipline of Art History, it could assign all the Art History courses to the discipline of Art. In this case, the MQs for Art History classes in that district would be those defined for the Art discipline, not the Art History discipline (unless the district chooses to change this).

Impacts of Decisions of Discipline Placement

- Single Discipline - Faculty who meet minimum qualifications or the locally determined equivalent for THAT listed discipline are eligible to teach the courses within that discipline.
- More than one discipline with an “or” - Faculty who meet minimum qualifications or the locally determined equivalent in ANY of the listed disciplines are eligible to teach the course.
- More than one discipline with an “and” - Faculty who meet minimum qualifications or the locally determined equivalent for all the listed disciplines are eligible to teach it.

Reference:

ASCCC. Curriculum Institute Presentation. (2021). Number 1 of the 10 + 1: Assigning Courses to Disciplines.

Cross-Listing (Multiple Prefixes Offering/Dual Coded Courses)

Cross-listing - “double-coded.” Recorded on two or more CORs and listed in the catalog under each subject code. (AKA: Multiple Prefixes Offering (MPO))

Reference:

CCCCO Curriculum and Instructional Unit. Academic Affairs Division. Taxonomy of Programs. (Revised June 2012).

SUNSET POLICY

Current Practice: The sunset list is distributed for department and discipline faculty review and action. The initiator would either initiate course deactivation in the curriculum management system or complete a first or second appearance report.

Department Initiated Course Drop

A Request to Drop a Course form should be submitted when a department agrees to drop a credit course that has been successfully taught within the previous two years. These forms are submitted when a new course replaces an old one, or when the department wishes to remove a course from the curricula. The form requires approval by the department and is distributed to the committee for review. Please ensure prior to submitting a request to drop that a review of possible impact to other courses and programs has been done and affected faculty are aware of changes in the curriculum. This process may also be completed via the **Course Drop proposal type** in CurriQunet.

Sunset List (Fall Semester)

Any credit course that has not been taught for a period of two calendar years will be placed on a sunset list, where it will remain for one year. The office of the associate superintendent, vice president, academic affairs through the AP&P representative will notify the departments, when a course is placed on the sunset list. During that semester, the department will be required to present a response to the committee via the First Appearance Report form in regard to the course. Should the department wish to offer the course again, via department vote, the academic dean's signature guarantees that resources to support the course will be or are available in order to schedule the course for either of the next three semesters, i.e., spring, summer, and/or fall. If the department does not submit a response to the committee via the First Appearance Report form, or the response rationale is not approved by the committee, the course will be dropped from the catalog.

Subsequent to a course remaining on the sunset list for one year, if a course is yet again not successfully taught during that year, it will appear for a second time on the sunset list during the fall. At this time, should the department vote to offer it again, the department will be required to present a response to the committee via the **Second Appearance** Report form in regard to the course. The course will be reviewed at a regularly scheduled committee meeting that semester. Again, the academic dean's signature guarantees that resources to support the course will be or are available in order to schedule the course for any of the next three semesters, i.e. spring, summer, and/or fall. The course initiator, lead instructor, or department designee should attend the scheduled committee meeting to present the department's rationale for retention to the committee.

Rationales for offering the course again may be sent forward to the committee without the signature of the academic dean in the event the dean cannot commit resources sufficient to support the course's offering.

Exempt

Courses in the areas of Emergency Medical Services, Environmental Health and Safety, Fire Technology, Wildland Firefighting, and Law Enforcement, as well as Special Topics x99 (ex. 199, 399, 499, 599) courses that are not core to any degree/certificate program are exempt from the Sunset Policy. The program coordinators in these disciplines will review their list of courses annually and drop curriculum that is no longer in use by the program.

First Appearance Report

Six response rationale options (see below) are provided on the form, which is to be completed based on departmental agreement.

1. It is recommended that if option 3, 4, 5, or 6 is selected, the appropriate department member (course initiator, lead instructor, or department designee) should attend the scheduled meeting for the purpose of presenting the rationale and responding to committee questions.
2. Option 4 courses will be exempt from the Sunset Policy.
3. Should option 3 or 5 be selected, course status will be reviewed subsequent to each option's process.
4. Should option 6 be selected and approved, the course status will be reviewed by a date specified by the committee.
5. Courses successfully taught will be removed from the sunset list.
6. For courses not successfully taught, and non-approved response rationales, courses will move to the Second Appearance Report.

Second Appearance Report

Six response rationale options (see below) are provided on the form, which is to be completed based on departmental agreement.

1. It is recommended that if option 3, 4, 5, or 6 is selected, the appropriate department member (course initiator, lead instructor, or department designee) should attend the scheduled meeting for the purpose of presenting the rationale and responding to committee questions. A copy of the rationale submitted the previous year requesting retention of the course should also be included.
2. Option 4 courses will be exempt from the Sunset Policy.
3. Should option 3 or 5 be selected, course status will be reviewed subsequent to each option's process.
4. Should option 6 be selected and approved, the course status will be reviewed by a date specified by the committee.
5. Courses successfully taught will be removed from the sunset list.
6. For courses not successfully taught, and non-approved response rationales, courses will be dropped.

Courses That Have Been Dropped. When a course is dropped, it is removed from the catalog, and listed as inactive. Re-activating a course requires a departmental faculty course review process and must occur within three years. Subsequent to a course being inactive for three years, it automatically becomes archived. To offer a course that has been archived, a new course proposal must be submitted via the current curriculum approval process. While the new course may be based upon a previously dropped course, the new course proposal should include revisions necessary to ensure course currency.

Note: Current and future consideration should be given to a dropped course and its potential impact on other courses, existing degree programs, existing certificates, course articulation, and C-ID (Course Identification Numbering System) status.

Response Rationale Options

1. This course should not be on the sunset list because it was offered successfully.
2. The department concurs that the course should be dropped from the curriculum.
3. Offer again during the upcoming spring, summer, and/or fall terms.
4. The department wishes to change the course to a Special Topic x99 (ex. 199, 399, 499, 599).
5. The department wishes to retain the course, with course modifications via the current curriculum proposal process.
6. The department wishes to continue with this course due to extenuating circumstances.

AP&P Committee & Academic Senate Approval: 06/14/2016

INSTRUCTIONS

1. The discipline faculty and department ascertain whether the courses in the sunset list havenot had any successful offering within the last two years.
2. The discipline faculty and department decide on whether the courses continue to berelevant, current, and viable to be offered in the upcoming semesters.
3. The discipline faculty and/or department complete the appropriate sunset forms: FIRSTAPPEARANCE form or the SECOND APPEARANCE form.
4. Based on discipline faculty and department decision, the course may be:
 - Retained with plans to enhance likelihood of successful offering.
 - Modified to improve relevance and currency.
 - The discipline faculty must create a COURSE REVIEW proposal, if the course is part ofthe periodic course-program review cycle; or a MAJOR MODIFICATION, if the course is not on the scheduled course-program review cycle.
 - Attach the completed FIRST APPEARANCE form or the SECOND APPEARANCE form.
 - Dropped. The discipline faculty must create a COURSE DROP proposal with the rationale of low enrollment, unsuccessful course offering, or sunset. The discipline faculty must be mindful of the impact of course drop on other courses and programs. If the COURSE DROP would result in a Program Deactivation, the discipline faculty and department must review and implement the BP/AP 4021 Program Vitality.

Added: 2021-07-21

Sunset Policy: First Appearance Report

The following course has been identified as one that is subject to the college's sunset policy because it has not been successfully taught for at least two calendar years. When a course is dropped, it is removed from the catalog, and listed as inactive. Re-activating a course requires a departmental faculty course review process and must occur within three years. Subsequent to a course being inactive for three years, it automatically becomes archived. To offer a course that has been archived, a new course proposal must be submitted.

Course Prefix & Number _____ Course Title _____

1. _____ This course should not be on the sunset list because it was offered successfully: _____ (term/year).

2. _____ The department concurs that the course should be dropped from the curriculum. Include confirmation for the following:

Ran Course Impact Report: _____ (term/year)

Communicated with departments that may be impacted: _____ (term/year)

Please note: Current and future consideration should be given to a dropped course and its potential impact on other courses, existing degree programs, existing certificates, course articulation, and C-ID (Course Identification Numbering System) status.

For rationale responses 3-6 below, indicate:

A. _____ (Last term and year offered.) _____ (Last term and year successfully taught.)

B. Include/attach evidence to demonstrate enrollment data. (Examples: annual update, program review, mandates, external board requirements, or other atypical circumstances)

3. _____ The course will be offered again during the upcoming spring, summer, and/or fall terms.

4. _____ The department wishes to change the course to a Special Topic 199 or 399 (circle one). (The College Catalog indicates these courses are not included in any major core.)

5. _____ The department wishes to retain the course, with course modifications via the current curriculum proposal process, for the following specific reasons (Attach additional rationale if needed.)

Please provide submission date and initiator for course modification proposal.

6. _____ The department wishes to continue with this course due to the following extenuating circumstances. Attach additional rationale if needed.):

PREPARED BY:

DEPARTMENT ACTION:

_____ # YES ___ # NO ___ # ABSTENTIONS _____

Signature of Initiator

REVIEWED BY:

AP&P Representative

Date:

Department Chair

Date:

Academic Dean *

*Indicates ability of the District to financially support course offering within the next two semesters

Date

Sunset Policy: Second Appearance Report

The following course has been identified as one that is subject to the college's Sunset Policy because it has not been successfully taught for at least three calendar years. When a course is dropped, it is removed from the catalog, and listed as inactive. Re-activating a course requires a departmental faculty course review process and must occur within three years. Subsequent to a course being inactive for three years, it automatically becomes archived. To offer a course that has been archived, a new course proposal must be submitted.

Course Prefix & Number _____ Course Title _____

- 1. _____ This course should not be on the sunset list because it was offered successfully: _____
(Indicate term and year).
- 2. _____ The department concurs that the course should be dropped from the curriculum. Please include confirmation for the following:
 Ran Course Impact Report: _____ (term/year).
 Communicated with departments that may be impacted: _____ (term/year).
 Please note current and future consideration should be given to a dropped course and its potential impact on other courses; existing degree programs; existing certificates; course articulation; and C- ID (Course Identification Numbering System) status.

For rationale responses 3-6 below, indicate:

- A. _____
(Last term and year offered.) (Last term and year successfully taught.)
- B. Include/attach evidence to demonstrate enrollment data. (Examples: annual update, program review, mandates, external board requirements, or other atypical circumstances)
- 3. _____ The course will be offered again during the upcoming spring, summer, and/or fall terms.
- 4. _____ The department wishes to change the course to a Special Topic 199 or 399 (circle one). (The College Catalog indicates these courses are not included in any major core.)
- 5. _____ The department wishes to retain the course, with course modifications via the current curriculum proposal process, for the following specific reasons (Attach additional rationale if needed.): _____
Please provide submission date and initiator for course modification proposal.
- 6. _____ The department wishes to continue with this course due to the following extenuating circumstances (Attach additional rationale if needed.) _____

PREPARED BY:

Signature of Initiator

DEPARTMENT ACTION:
YES _____ # NO _____ # ABSTENTIONS _____

REVIEWED BY:

AP&P Representative

Academic Dean

Department Chair

Date

: _____
Date

Date:

* Indicates ability of district to financially support course offering within the next two semesters.

APPENDIX

APPENDIX A: COURSE OUTLINE TEMPLATE INDEPENDENT PROJECTS

Discipline Placement:

Department:

Prefix and Number: Use 189 or 389 only and depending on course level.

Catalog Course Title: Independent Projects in (Enter discipline)

Banner Course Title: Independent Projects in (Enter discipline)

Units and Hours Select "variable hours", 3 -9 weekly lab hours.

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	-	-	
Lab	3.000 - 9.000	48.0 - 54.0 to 144.0 - 162.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0 - 9.0	48.0 - 54.0 to 144.0 - 162.0	1.0 - 3.0
Total Contact Hours	3.0 - 9.0	48.0 - 54.0 to 144.0 - 162.0	

Number of Times Course may be Repeated (Enter

None

Grading Method (Enter "Letter Grade Only")

Requisites (Enter None)

Entrance Skills

Catalog Description

Courses for students capable of independent work who demonstrate the need or desire for additional study beyond the regular curriculum. Enrollment allows students to pursue activities such as directed field experience, research, or development of skills and competencies under faculty advisement and supervision. Independent projects may be earned in most disciplines.

Students wishing to enroll in Independent Projects should contact the appropriate academic department or an instructor identified in the class schedule. If the project proposed is acceptable to an instructor, a contract will be developed. All contracts for independent study must be completed and approved by the appropriated Dean before the last day to enroll.

Units are awarded depending upon satisfactory performance and the amount of time committed by the student to the course. Allowable units vary according to discipline, and are based on the following formula:

1 unit - 48 hours per semester
2 units - 96 hours per semester
3 units - 144 hours per semester

Course Content

- Introduction
- Defining student responsibility
- Establishing project and procedures

Course Objectives

1. plan and submit for instructional approval an independent project within a specific discipline.
2. gather data, research, evaluate and use appropriate information to complete contractual project.
3. assume responsibility for meeting deadlines and completing projects.
4. evaluate project for completeness, clarity, and presentation.

Methods of Instruction: Independent Study

Assignments: Assignments will vary depending on the content of the project.

Methods of Evaluation: Evaluation measures will be determined by the student and the instructor.

Texts and Other Instructional Materials: Text, if any, will vary depending on the content of the project.

Supplemental Texts: None

Instructional Materials: Materials if any will vary depending on the content of the project.

Student Learning Outcomes

Develop sound research techniques

Recognize the value of independent study and enhance proficiency in a particular area of study by accumulating the knowledge and skills beyond the regular class offering.

Recognize individual responsibility in acquiring knowledge.

Distance Education (Copy and paste DE addendum.)

APPENDIX B: COURSE OUTLINE TEMPLATE: COOPERATIVE WORK EXPERIENCE

Discipline Placement: Work Experience Instructors or Coordinators
Department: Cooperative Work Experience
Prefix and Number: (Use discipline specific course prefix/subject) 149
Catalog Course Title: Cooperative Work Experience OCCUPATIONAL
Banner Course Title: Coop. Work Exp: OCCUPATIONAL

Units and Hours

	Hours per Week (Based on 16 Weeks)	Units
Cooperative Work Experience	3.5 to	1.0 - 8.0
Total Semester Contact Hours	37.5	

Number of Times Course May be Repeated

Grading Method: Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment

To participate in Cooperative Work Experience: (1) students must be working at a job within their major, (2) students must be able to become involved in new or expanded responsibilities on the job, (3) the employer must be willing to cooperate with the college in the supervision and evaluation of the student and (4) the student must attend all coordination/consultation meetings in addition to other work and class responsibilities.

NUMBER OF TIMES COURSE CAN BE REPEATED: Students enrolled in CWE (Cooperative Work Experience) 149 may earn up to 8 units of credit per semester not to exceed 16 units in total. Any units earned in any other Cooperative Work Experience course will be included in the 16 unit maximum.

CWE Units Unpaid Placement: 1 unit = 60 hours, 2 units = 120 hours, 3 units = 180 hours, 4 units = 240 hours, 5 units = 300 hours, 6 units = 360 hours, 7 units = 420 hours, 8 units = 480 hours.

CWE Units Paid Placement: 1 unit = 75 hours, 2 units = 150 hours, 3 units = 225 hours, 4 units = 300 hours, 5 units = 375 hours, 6 units = 450 hours, 7 units = 525 hours, 8 units = 600 hours.

Entrance Skills: None

Catalog Description

Supervised employment extending classroom-based learning to an on-the-job learning environment relating to the student's career and educational goals. In addition, these work experiences improve the student's basic work skills and professional competencies by creating career awareness, improving work habits, and fostering positive workplace attitudes.

Course Content

Lecture

Attend orientation (1 hour on-site or online) and establish discipline and job-related learning objectives in consultation with job supervisor and the work experience instructor/coordinator

Coordinate on-site and on-campus meeting times between employer, student and work experience instructor/coordinator as detailed in the course schedule
Successfully complete and document agreed upon learning objectives AND successfully complete and document (timesheet) required hours of work (see “UNITS” above)
Prepare a final formal report (students may select from an approved list of topics relating to the work experience) and secure employer evaluation and certification of work hours.

Course Objectives:

At the end of the course, the student will be able to:

1. establish clear and measurable learning goals.
2. schedule and maintain a regular working schedule compatible with educational goals.
3. self-initiate activities associated with achieving learning goals.
4. assess progress towards learning goals and successfully respond to a diverse work environment.
5. reflect on work experience and evaluate performance.
6. effectively describe and report work experiences and achievement of learning goals.

Methods of Instruction

Cooperative Work Experience

Assignments

This program takes place at an individual student’s workplace and the assignments will be defined by the employer/supervisor in relation to the duties set forth by the employer and agreed upon learning objectives.

Methods of Evaluation

Class Performance Writing Requirements Other

1. Attendance/participation in orientation session
2. Successful completion and submission of requisite forms
3. Instructor evaluation of the student’s performance on measurable learning objectives, and compliance with program requirements
4. Employer evaluation of student’s performance on measurable learning objectives and basic work skills
5. Instructor evaluation of student’s final written report describing the student’s experience in accomplishing the measurable learning objectives

Sample essay question: Analyze your job site, discuss, and describe how you would go about improving productivity and efficiency. Include changes in procedures and workflow.

Texts and Other Instructional Materials

Adopted Textbook: None

Supplemental Texts

1. Recommended readings will be determined by the student’s employer depending upon the actual job assignment and the agreed upon learning objectives.
2. AHC CWE Student Handbook
3. AHC CWE Faculty Handbook
4. Others as required by individual contracts and workplace needs

Instructional Materials: None

Student Learning Outcomes

1. CWE149 SLO1 - Develop and apply personal skills, attitudes, and competencies in the workplace and within course- related activities.
2. CWE149 SLO2 - Write and complete Specific, Measurable, Achievable, Relevant and Timely (SMART) objectives related to new or expanded workplace responsibilities.
3. CWE149 SLO3 - Demonstrate effective communication and technological awareness with technologies (Internet, email, and telephone) in ways appropriate to the course.

Distance Education (Copy and paste DE addendum.)

Delivery Methods: Internet

Instructor Initiated Contact Hours Per Week: 0.

Contact Types:

Email Communication (group and/or individual communications)

Telephone Contacts

Other (please specify)

Orientation: 1-2 hours

Meeting with instructor: 2 or more 1-hour meetings within the semester

APPENDIX C: DISTANCE EDUCATION COR ADDENDUM

Adjustments to Assignments

- Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course.
- Assignments will be submitted primarily through the district Course Management System (CMS).
- Students can submit multiple file types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related services such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and/or discussion tool to facilitate student-to-student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor-initiated contact.
- When appropriate, instructors may use group assignments.

List of possible tools employed to adjust for ERT/DE course may include but not limited to:

- District CMS assignments
- Threaded discussion forums
- District email
- District CMS messaging service Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio/videoconferencing (Zoom, Cranium Café) Interactive mobile technologies
- Chat, text, Twitter Telephone
- Virtual office hours

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

ADA Compliance

All web and electronic content that is public facing as well as any online course content will be compliant with [Section 508 of the Rehabilitation Act of 1973](#) and the [WCAG 2.0 AA guidelines](#).

Strategies to Make Course Accessible to Disabled Students

- The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all DE offerings.
- All DE courses and resources must be designed to afford students with disabilities maximum opportunity to access distance education resources without the need for outside assistance (i.e., sign language interpreters, aides, etc.).

- DE courses and resources must generally be designed to provide “built-in” accommodation (i.e. closed or open captioning, “alt tags”) which are accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

- Images, graphs, charts, or animation. A text equivalent or alt text is provided for every non- text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
- Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript may be sufficient.
- Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
- Timed quizzes/exams. Extended time for quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
- Outside webpages and links
 - Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
 - Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like “click here” and “more” must be avoided.*
- Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g. MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with [WebAIM WAVE toolbar](#).
- Avoid text images. Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
- Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
- Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
- Disability statement The course syllabus contains the college’s [suggested Disability Statement](#) as well as current information on the location and contact information for the [Learning Assistance Program \(LAP\)](#).

Inform Students

Students will be informed of AHC on-line services at orientation, and/or the course syllabus.

Additional Comments

None

APPENDIX D: COURSE REVIEW ATTACHMENTS

CONTENT REVIEW WORKSHEET

Course Prefix and Number _____

Department _____ Responsible Instructor _____

Requisite Course: _____ Requisite Type: _____
Use one form for each prerequisite/corequisite/advisory if the course has more than one

Review Team (Recommended: four instructors; preferably two of whom teach the course being reviewed; one who teaches the preceding course, and one who teaches the subsequent course, as appropriate)

Materials needed:

1. Curriculum Review Instructions: BP/AP 4260 Prerequisites, Corequisites, and Advisories
2. Course outline for course being reviewed preceding course and subsequent course
2. For each course, current text, typical tests, sample projects, quizzes, and any other relevant evaluation tools as used within the courses and evidenced by the course outline, written grading standards (from syllabus).
3. IRP reports reflecting student success based on completion and noncompletion of prerequisite course.

Process:

- | | |
|--|--|
| 1. Examine <u>objectives of course being reviewed</u> .
Are objectives current? _____
Will a student successfully complete this course have a reasonable chance of success in subsequent course? _____ | 3. Examine <u>the evaluation tools used within the course</u> . Do the tests, quizzes, projects, assignments reflect skills which the student would have acquired in the preceding course? _____ |
| 2. Examine <u>objectives of preceding (requisite) course</u> . Are the objectives equivalent of the entrance skills necessary to succeed in the course being reviewed? _____ | 4. Examine <u>the text used for the course</u> . Does the textbook require a base of knowledge the student would have obtained in the preceding course? _____ |

Based on the attached documentation, it is the recommendation of the faculty that:

- The prerequisite/corequisite/advisory is appropriate.
- The prerequisite/corequisite/advisory should be deleted.
- The prerequisite/corequisite/advisory should be modified.
- The course outline should be modified to reflect outcomes of content review, and to include entrance/exit skills.

Completion of Content Review

1. Log the results (add, delete, or modify requisite) on PCA Summary Form for program review document.
2. Attach this completed form to CurriQunet Course Review Proposal
3. If requisite is new, modified, or being deleted, complete related sections in Course Review Proposal:
Requisites, Requisite Justification, and Entrance Skills.

**PREREQUISITES, COREQUISITES, ADVISORIES
UC/CSU COMPARISON SHEET**

Course Prefix and Number _____

Department _____ **Responsible Instructor** _____

Prerequisite being reviewed: _____

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

Institution	Name of Parallel Course	Prerequisite of Parallel Course
_____	_____	_____
_____	_____	_____
_____	_____	_____

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

Completion of Content Review

1. Log this review on PCA Summary Form for program review document.
2. Attach this form to CurriQunet Course Review proposal, Requisite Justification section

**PREREQUISITES, COREQUISITES, ADVISORIES
LIMITATION ON ENROLLMENT**

Course Prefix and Number _____

Department _____ Responsible Instructor _____

Prerequisite being reviewed: _____

Use one form for each prerequisite/corequisite/advisory if the course has more than one

____ The prerequisite/restriction on enrollment is necessary for the safety of students or other persons would be at risk without this requirement for the following reason(s):

____ The course is not a major degree core requirement or a graduation requirement for which there is no alternative course available.

Alternative Course(s):

Prefix & No. Name of Course

Prefix & No. Name of Course

Attach this form to CurriQunet Course Review proposal, Requisite



MEMO

TO: Alberto Restrepo, AHC Academic Senate President
Robert Curry, AHC Vice President Academic Affairs

FROM: Larry Manalo Jr., AP&P Chair
David DeGroot, AP&P Vice-Chair and TRC Chair

DATE: April 7, 2022

RE: Implementation of AB 705

In compliance with the provisions of AB 705, the English and Mathematics departments are no longer offering pre-transfer level English and Math courses. As a result, courses and programs with pre-transfer level requisites/requirements may mislead students when developing their educational plans.

To ensure integrity of the courses and programs, the AP&P committee will expedite modifying course and program outlines that include pre-transfer level English and mathematics courses.

When considering retaining or removing course requisites, the AP&P committee strongly encourages dialogue among discipline faculty regarding the impact of these modifications on student attainment of academic goals including but not limited to course and program completion and transfer.

Processes:

FORM A: Remove pre-transfer English and /or mathematics courses requisites (pre-requisite, corequisites, or advisories)

1. The discipline faculty, department representative, and/or department chair may complete a Form A: REQUEST to REMOVE PRE-TRANSFER ENGLISH AND MATHEMATICS REQUISITE OF A COURSE form. May use one form to include all the courses in the department with similar conditions.
2. The department votes for the removal of the course requisites.
3. The form is signed by the Department Chair and the Academic Dean.
4. Upon AP&P committee action, these modifications will be included in the summary report.

FORM B: Retain pre-transfer ENGL and/or MATH requisites to meet transfer or articulation purposes like C-ID. For other purposes, complete a major modification/course review proposal.

1. The discipline faculty, department representative, and/or department chair may complete a Form B: REQUEST to RETAIN PRE-TRANSFER ENGLISH and/or MATHEMATICS REQUISITE OF A COURSE form. May use one form to include all the courses in the department with similar conditions. Refer: Table 1 for recommended requisite language and entrance skills.
2. The department votes for the removal of the course requisites.
3. The form is signed by the Department Chair and the Academic Dean.
4. Upon AP&P committee action, these modifications will be included in the summary report.

FORM C: Remove or modify pre-transfer English and/or mathematics requirement/s in program/s.

1. The discipline faculty, department representative, and/or department chair may complete a Form C: REQUEST to REMOVE or MODIFY PRE-TRANSFER ENGLISH and/or MATHEMATICS PROGRAM REQUIREMENT form. May use one form to include all the programs in the department.
2. The department votes for the removal of the program requirements.
3. The form is signed by the Department Chair and the Academic Dean.
4. Upon AP&P committee action, these modifications will be included in the summary report.

ACADEMIC POLICY and PLANNING COMMITTEE

FORM A: REQUEST to REMOVE PRE-TRANSFER ENGLISH AND MATHEMATICS REQUISITE OF A COURSE

TO: Academic Policy & Planning Committee

DATE: _____

FROM: _____

(Discipline Faculty, AP&P Representative or Department Chair)

The department requests REMOVAL of the pre-transfer English and/or Math courses requisites in these courses.

Course Prefix and Number	Course Title	Pre-transfer Level ENGL or MATH	Requisite Type Prerequisite (P), Corequisite (C), and/or Advisory (A)
Example: NURS 101	Foundations for Caring	ENGL 514	Advisory

Add more rows as needed.

Department Action:

YES:	NO:	Abstain:
------	-----	----------

NOTE: Include a minority report in the event of "NO" and/or "ABSTAIN" votes.

	Printed Name	Signature	Date
AP&P Representative			
Department Chair			
Academic Dean			

ACADEMIC POLICY and PLANNING COMMITTEE

Form B: REQUEST to RETAIN PRE-TRANSFER ENGLISH and/or MATHEMATICS

REQUISITE OF A COURSE

TO: Academic Policy & Planning Committee

DATE: _____

FROM: _____
 (Discipline Faculty, AP&P Representative or Department Chair)

The department requests MODIFY the pre-transfer English and/or Math courses requisites in these courses with these ENTRANCE SKILLS (Refer: Consider pre-transfer ENGL and MATH course objectives as Entrance Skills. May include any of the course objectives (entrance skills). Make sure to include all the appropriate entrance skills.

Course Prefix and Number	Course Title	Pre-transfer Level MATH	Requisite Language Modifications	Entrance Skills
Ex: NURS 101	Foundations for Caring	MATH 331	Intermediate Algebra or eligibility for transfer level MATH based on AHC placement policy.	<ul style="list-style-type: none"> • add, subtract, multiply, divide and simplify rational expressions • add, subtract, multiply, divide and simplify radical expressions. • add, subtract, multiply, divide and simplify exponential expressions. • add, subtract, multiply, divide and simplify complex numbers.

Add more rows as needed.

Department Action:

YES:	NO:	Abstain:
------	-----	----------

NOTE: Include a minority report in the event of "NO" and/or "ABSTAIN" votes.

	Printed Name	Signature	Date
AP&P Representative			
Department Chair			
Academic Dean			

ACADEMIC POLICY and PLANNING COMMITTEE
FORM C: REQUEST to REMOVE or MODIFY PRE-TRANSFER ENGLISH and/or MATHEMATICS
 PROGRAM REQUIREMENT

TO: Academic Policy & Planning Committee

DATE: _____

FROM: _____
 (Discipline Faculty, AP&P Representative or Department Chair)

The department requests REMOVAL/MODIFICATION of the pre-transfer English and/or Math courses requirements in the program/s.

Program Title	Program Award	Pre-transfer Level ENGL or MATH Requirement	Indicate: Graduation Requirement (G), Core (C), Selected (S), or Elective (E)	Requested Action/s
Example: Registered Nursing	Certificate of Achievement	MATH 513	G	Remove: MATH 513 Add: MATH 123

Add more rows as needed.

Department Action:

YES:	NO:	Abstain:
------	-----	----------

NOTE: Include a minority report in the event of "NO" and/or "ABSTAIN" votes.

	Printed Name	Signature	Date
AP&P Representative			
Department Chair			
Academic Dean			

PRE-TRANSFER ENGLISH AND MATH REFERENCE GUIDE

Table 1 INSTRUCTIONS: Refer to the table when modifying pre-transfer level ENGL and MATH courses. The discipline faculty can select at least one, a number, or even all course objectives (entrance skills) as deemed applicable to the course.

Course	Recommended Requisite Language	Possible Entrance Skills
ENGL 511	Eligibility for ENGL 101 or equivalent or based on AHC placement policy. OR Writing Skills 1 or eligibility for transfer level ENGL based on AHC placement policy.	<ul style="list-style-type: none"> distinguish between the main idea and supporting details in a text. recognize cues that help identify the author's purpose in a text. express personal opinions about specific points in a text. write short topic-based assignments that make one main point in response to a prompt. support a main idea with detail and examples. integrate personal insights into a writing assignment. recognize and imitate basic sentence models. deploy word recognition skills to expand vocabulary. access and use outside sources to complete an assignment.
ENGL 512	Eligibility for ENGL 101 or equivalent or based on AHC placement policy. OR Writing Skills 2 or eligibility for transfer level ENGL based on AHC placement policy.	<ul style="list-style-type: none"> write short, topic-based papers with a main idea. write guided in-class assignments based on a variety of prompts that attempt to organize, compose, revise, and edit. read relevant texts and learn to respond in writing with clarity and commitment. identify the author's purpose and conclusions. express opinions about texts. direct writings to a specific audience using an appropriate voice. state a topic and use details to support a central idea. apply basic sentence variety. recognize the importance of accurate word choice. distinguish between standard American English and vernacular. identify basic errors in English grammar, usage, and punctuation. construct writings with mostly effective sentence structure. use a variety of outside sources to research a topic and participate in college discourse.
ENGL 513	Eligibility for ENGL 101 or equivalent or based on AHC placement policy. OR	<ul style="list-style-type: none"> write coherent essays and paragraphs about course readings and/or other subjects. summarize, analyze, and make a simple synthesis between two readings or ideas. complete in-class writings that illustrate some organizing, composing, revising, editing, and time-management skills. read and summarize short expository texts for the purpose of writing and discussion.

	<p>Writing Skills 3 or eligibility for transfer level ENGL based on AHC placement policy.</p>	<ul style="list-style-type: none"> • distinguish between fact and opinion and identify author's purpose and tone. • direct writings to a specific audience using an appropriate voice. • construct writings with a central idea and supporting paragraphs. • write paragraphs with supporting sentences that relate to the topic sentence. • recognize and begin to apply sentence variety and appropriate word choice. • use vocabulary strategies. • proofread and edit essays for public presentation. • identify some errors in English grammar, usage, and punctuation. • use outside sources and begin to use direct quotations from those sources. • differentiate between one's own ideas and those of others.
ENGL 514	<p>Eligibility for ENGL 101 or equivalent or based on AHC placement policy.</p> <p>OR</p> <p>Writing Skills 4 or eligibility for transfer level ENGL based on AHC placement policy.</p>	<ul style="list-style-type: none"> • write essays, including argumentation, that integrate and synthesize course readings and are clearly focused, fully developed, and logically organized. • produce in-class or timed essays that illustrate organizing, composing, revising, editing, and time-management skills. • analyze and paraphrase multiple texts: drawing conclusions, generalizing, and analyzing arguments. • write essays to specific audiences using an appropriate voice for those readers. • formulate an essay with a clear thesis statement or central idea. • organize essays in which the topic sentences and paragraph details support the thesis. • construct sentences that demonstrate control of sentence variety and effective word choice, using mostly college-level diction. • use strategies to accommodate and learn unfamiliar vocabulary. • proofread and edit essays so that they exhibit few gross errors in English grammar, use, or punctuation. • identify and evaluate supporting evidence. • follow prescribed documentation methods and use outside sources.
MATH 309	<p>Eligibility for Foundations of Mathematics or Pre-algebra or eligibility for transfer level MATH based on AHC placement policy.</p>	<ul style="list-style-type: none"> • create and use linear models. • create and use exponential models. • analyze quadratic models. • use basic function vocabulary. • determine and analyze average rate of change. • determine and analyze the percentage rate of change. • create, label, read and interpret graphs. • interpret the graph of two or more linear equations. • interpret the intercepts of a graph.

		<ul style="list-style-type: none"> • use Excel to write formulas or create algorithms to solve problems. • calculate and use percentage efficiently. • use ratios and proportions to solve problems. • calculate and interpret basic probabilities. • calculate and interpret mean, median, mode and weighted means. • convert between measurements. • calculate the perimeter, area, and volume of various geometric shapes. • demonstrate a familiarity with various angles and degrees. • use the Pythagorean theorem to solve various problems. • demonstrate an understanding of various algebra topics.
MATH 311	Elementary Algebra or eligibility for transfer level MATH based on AHC placement policy.	<ul style="list-style-type: none"> • state, use and identify the basic real number axioms. • evaluate and simplify variable expressions. • solve linear equations in one variable. • solve and graph solutions to linear inequalities in one variable. • graph linear equations in two variables using slope and intercept methods. • add, subtract, multiply and divide polynomials. • factor polynomials. • use factoring to simplify, multiply, and divide rational expressions. • use factoring to solve quadratic equations. • solve word problems at the elementary algebra level. • evaluate and simplify expressions involving square roots.
MATH 321	Geometry or eligibility for transfer level MATH based on AHC placement policy.	<ul style="list-style-type: none"> • apply basic postulates and theorems of plane geometry. • define geometric terms. • use deductive reasoning to prove valid geometric statements. • recognize a valid argument. • translate a word problem into geometric language and use geometry to find the answer. • state and apply geometric formulas. • perform geometric constructions.
MATH 331	Intermediate Algebra or eligibility for transfer level MATH based on AHC placement policy.	<ul style="list-style-type: none"> • add, subtract, multiply, divide and simplify rational expressions • add, subtract, multiply, divide and simplify radical expressions. • add, subtract, multiply, divide and simplify exponential expressions. • add, subtract, multiply, divide and simplify complex numbers. • solve linear, quadratic, rational, radical, exponential, and logarithmic equations. • define function, domain, and range; evaluate a function; find the domain, range, and inverse of a function.

		<ul style="list-style-type: none"> • graph linear and quadratic functions. • solve and graph linear inequalities in one and two variables. • solve systems of linear equations in two and three variables. • evaluate logarithmic expressions, and graph exponential and logarithmic functions. • solve word problems at the intermediate algebra level.
MATH 521	Foundations of Mathematics or eligibility for transfer level MATH based on AHC placement policy.	<ul style="list-style-type: none"> • use rounding, approximation, and numerical evaluation to assess the reasonableness of numerical answers. • convert between fractions, decimals, and percent. • calculate with fractions, decimals, and percent. • perform operations with signed numbers. • use ratios and rates to compare quantities. • use proportions to solve problems. • use basic arithmetic properties to simplify expressions. • use order of operations for computations with exponents and square roots. • evaluate algebraic expressions. • write algebraic expressions to model variable quantities. • simplify algebraic expressions by combining like terms and using the distributive law. • solve simple linear equations. • compute perimeter, area, and volume of simple geometric figures. • read and interpret graphs and tables. • plot points in the Cartesian coordinate system. • graph simple equations in two variables. • practice good study skills: take notes, study effectively, prepare for test.

APPENDIX F: DIVERSITY, EQUITY, AND INCLUSION IN CURRICULUM: MODEL PRINCIPLES AND PRACTICES

Background and Groundwork

The California Community College Curriculum Committee (5C) in 2020 created a set of recommended priorities that focuses on championing equity-minded curriculum and practices for credit and noncredit instruction. The committee created a workgroup in fall of 2021, charged with developing guidance for the field and recommendations on how to support the implementation of culturally relevant and responsive curriculum at local levels. This workgroup, called DEI (Diversity, Equity, and Inclusion) (diversity, equity, and inclusion) in Curriculum, created the chart below with promising practices for both discipline/teaching faculty and for curriculum committees and local academic senates.

The traditional educational practices listed below and juxtaposed with the equity principles and culturally responsive practices provided, include traditional western/Eurocentric ideologies and practices upon which North American educational systems and institutions were built. This DEI framework recognizes and acknowledges the historic omission and hindrance of students of color from education by law throughout U.S. history. Even after many forms of overt racial discrimination were outlawed, the legacy of that history is still present in seemingly race-neutral, “universal” values and practices. This framework acknowledges and challenges the structures, policies, and practices inherent in systems of higher education that maintain inequality and hinder the education and progress of marginalized students. A focus on equity principles and culturally responsive policy and practices directly counters institutionalized racism, inviting CCC educators to actively engage in dismantling that harmful legacy. This framework was created to help you actualize that work.

Who is the Audience for these Recommendations?

Discipline/instructional faculty, curriculum committees, and local academic senates have the shared responsibility to ensure that curriculum review committee members and discipline experts work together to provide DEI frameworks and principles in curriculum review and approval processes for credit and noncredit. Administrators and classified professionals who support the curriculum process at local levels also contribute to supporting equity-minded practices.

How do I Use this Chart?

The chart below provides promising practices that can be used by faculty, deans, curriculum chairs and committees, Chief Instructional Officers (CIO)/Vice Presidents of Instruction, and local academic senates to begin conversations on how to redesign practices from working within a traditional Eurocentric model to working within an equity-minded framework. Although there may be challenging conversations in beginning transformative work, addressing the fear, and leaning into the dissonance has the opportunity to become a cacophony of discord that can create rhapsody and beautiful new sounds and thoughts. In other words, the emotion and push back may be uncomfortable, but it may also yield new ideas and ways to support our diverse student population in more innovative and representative ways, which is the charge of the California Community Colleges.

The first column provides some of the traditional ways of thinking of the curriculum elements and is juxtaposed by the second column that shows equity-minded principles.

The third column provides promising practices that faculty can begin implementing at the classroom level. The fourth column shows ways in which local curriculum committees and academic senates may support equity

work in reviewing credit and noncredit curriculum, course outlines of record, and curriculum documents and processes in the classroom and beyond in culturally responsive ways.

The chart is not exhaustive and is not intended to be a mandate, but rather a model and tool of transformative principles to frame curriculum development and classroom practices at local levels. The document concludes with a brief glossary of terms and a list of culturally responsive theorists and scholars referenced in the development of this tool.

Glossary

- **Collectivism.** An individual's sense of connection to and responsibility for members of their group/community (Hofstede, 1984; Triandis, 1995).
- **Critical race theory.** A way of seeing, attending to, accounting for, tracing and analyzing the ways that race is produced; the ways that racial inequality is facilitated, and the ways that our history has created these inequalities that now can be almost effortlessly reproduced unless we attend to the existence of these inequalities (Crenshaw, 2021 as cited in Fortin).
- **Culturally responsive teaching.** An educator's ability to 1) recognize students' cultural displays of learning and meaning making, 2) respond positively and constructively with teaching actions, 3) use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing, and 4) to create a safe space for learning (Hammond, 2015).
- **Equity-minded.** A schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race-conscious, (2) institutionally focused, (3) evidence-based, (4) systemically aware, and (5) action-oriented (California Community Colleges Chancellor's Office Diversity, Equity, and Inclusion Glossary of Terms).
- **Euro-centric.** Privileging European or Westernized values and ways of knowing as the norm or "default" while marginalizing alternative perspectives, histories, and knowledge.
- **Individualism.** The valuing of the individual over the value of groups or society as a whole (Griffiths, 2015).
- **Student-centered.** Refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.
- **Warm demander.** A teacher who communicates personal warmth toward students while at the same time demands they work toward high standards. The teacher provides concrete guidance and support for meeting the standards, particularly corrective feedback, opportunities for information processing, and culturally relevant meaning making (Hammond, 2015).
- **Warm handoffs.** Directly connecting students to campus resources and services; a transfer of care between two members of a care team; teachers providing direct contact names and information to connect students with service representatives such as in syllabi and course materials or directly introducing students to student service representatives with an intentional introduction.
- **Watering up.** Instructional practices with the science of learning that we can apprentice students to be active agents in their own learning, instead of watering them down with compliance-oriented deficit views. This process requires students to build and braid together multiple neural, relational, and experiential processes to produce their own unique learning acceleration process (Hammond, 2021).

Traditional Educational Practice Supporting research may be found at the end of this document.	Equity Principle Supporting research may be found at the end of this document.	Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
<ul style="list-style-type: none"> • One dominant culture is represented in textbooks and course materials. • High cost of course textbooks and materials. 	<ul style="list-style-type: none"> • Represent multiple cultures in textbooks and course materials. • Use low-cost and zero-cost textbooks/materials. • Use open educational resources. 	<ul style="list-style-type: none"> • Select textbooks and course materials that include multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives. • Explore and select open educational resources and low-cost textbooks and materials for a reduction of costs when feasible. • Ensure textbooks and materials are accessible. • Enhance textbook selections with additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed. • For additional resources for effective inclusion, diversity, equity, antiracism textbook and resource audits—see ASCCC OERI (Open Educational Resources Initiative) Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Framework. 	<ul style="list-style-type: none"> • Review textbook and course material selections for inclusion of multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives; and provide feedback and guidance. • Encourage and incentivize reduction of textbook and material costs (via reviews of units, textbook costs, and other materials). • Ensure textbooks and materials are accessible. • Model, encourage and incentivize inclusion of additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.
<ul style="list-style-type: none"> • Student-facing documents and descriptions focused on deficit-minded language. 	<ul style="list-style-type: none"> • Use asset-minded and decolonized language. 	<ul style="list-style-type: none"> • Shift language from impersonal verbiage and descriptions to warm, culturally responsive content. • Reword language from a colonized mindset to an equity mindset (e.g., colonized vs colonial; enslaved instead of slaves). • Collaborate with student services faculty and classified professionals to prioritize student needs in a more hands-on, holistic approach that addresses the whole student. 	<ul style="list-style-type: none"> • Examine equity-minded language continuity in documents that are front-facing to ensure culturally responsive practices such as in course descriptions, catalogues, course outlines of record, websites, and policies. • Review documents for language and descriptions that may be impersonal

			<p>and shift descriptions to be warm and culturally responsive.</p> <ul style="list-style-type: none"> • Recommend and model rewording language from a colonized mindset to equity mindset.
<ul style="list-style-type: none"> • Institutional culture of deference to discipline faculty as the only experts on curriculum. 	<ul style="list-style-type: none"> • Interrogate systemic and institutional barriers. • Dismantle institutional deference to hierarchies that perpetuate barriers. • Move as a faculty collective toward antiracist critical consciousness. 	<ul style="list-style-type: none"> • Complete training and professional development on cultural curriculum audits. • Embrace DEI discussions, value cross-functional input, and solicit interdisciplinary feedback. • Take care not to “weaponize” academic freedom and academic integrity as tools to impede equity in an academic discipline or inflict curricular trauma on our students, especially historically marginalized students. 	<ul style="list-style-type: none"> • Assert the voice of and embrace the power and authority granted in educational code and title 5 to make curriculum decisions, as is the responsibility of curriculum committees. • Intentionally include culturally responsive experts on curriculum committees and for review of course outlines of record (CORs). • Agendize and normalize DEI discussions and intentionally alter practices that perpetuate barriers. • Create a curriculum committee handbook that requires a diversity, equity, inclusion, and antiracist lens for the COR. • Make time for critical conversations, empowering faculty to hold each other accountable for embedding cultural humility in faculty self-reflection and cultural competency into lessons and activities. • For more information on embedding DEI into the COR—see Rostrum article <u>“Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record.”</u>

<ul style="list-style-type: none"> • Course syllabus is approached from a compliance and/or teacher-centered perspective. 	<ul style="list-style-type: none"> • Reframe practices and policies to serve as a co-learner and engage in a partnership. • Actively care for the whole human being in syllabi/classroom policies. • Democratize the student/teacher relationship and empower students' agency over their own learning. 	<ul style="list-style-type: none"> • Use warm handoffs and intentional basic needs office/resource contact names, websites, phone numbers. • Understand and be sensitive to students' lived experiences. • Use flexible due dates and make room for students' needs. • Coach and “water up” - meaning to create learning environments where students become active agents in their own learning (see Hammond’s definition in the Glossary of Terms below). • Communicate in the syllabus: intention to create a classroom where students are cared for and valued as learners, • desire for and ability of all students to succeed at a high level and outline how faculty work with students for their success, • belief that all students are expected to succeed, • actively promote awareness and critical examination of dominant norms and broader social inequalities, • the value of students’ racial/ethnic backgrounds as sources of learning and knowledge, and, • actively promote awareness and critical examination of students’ assumptions, beliefs, and privilege. • • (Source: Equity-Minded Inquiry Series Syllabus Review.) • For additional resources and models of effective culturally responsive practices—see Center for Urban Education’s Equity-minded Inquiry Series Syllabus. • For resources on creating social belonging and supporting the whole student — see the College Transition Collaborative. 	<ul style="list-style-type: none"> • Advocate with collective bargaining units to include culturally responsive practices in performance evaluations and/or peer reviews. • Provide professional development to support culturally responsive practices.
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<ul style="list-style-type: none"> Classroom experiences, assignments, and assessments are built from an individual perspective. 	<ul style="list-style-type: none"> Shift to a collectivism perspective to engage authentic lived experiences and relate to students' cultural norms. 	<ul style="list-style-type: none"> Build on diverse backgrounds to engage as a familia, tribe, or village through collaborative classroom activities. Be a warm demander and co-learner with students. Intentionally create collaborative engagement opportunities (e.g., group work, peer-to-peer work, pair shares, etc.) 	<ul style="list-style-type: none"> Encourage assignments, practices, and assessments that are formative in addition to summative. Review for a variety of methods of evaluations, assignments, and assessments. Encourage and provide professional development for the creation of authentic assessments.
<ul style="list-style-type: none"> Assumption that only certain disciplines can address antiracism, diversity, and equity. Not recognizing ethnic studies as a well-established discipline. 	<ul style="list-style-type: none"> Weave DEI and culturally responsive practice into every course. Intentionally design ethnic studies courses with discipline experts. 	<ul style="list-style-type: none"> Use culturally responsive practices and a social justice lens in all disciplines. Create ethnic studies courses that rely on ethnic studies discipline experts to maintain the integrity of the ethnic studies disciplines. Honor and respect the ethnic studies disciplines by focusing on African American/Africana/Black Studies, American Indian/Native American Studies, Asian American Studies, and Chicano/a/Latino/Mexican American Studies. 	<ul style="list-style-type: none"> Ensure that all classes and curriculum engage in equity work and culturally responsive content and practices. Maintain the fidelity of ethnic studies as a well-established discipline.
<ul style="list-style-type: none"> Siloed programs and service 	<ul style="list-style-type: none"> Use Guided Pathways frameworks. 	<ul style="list-style-type: none"> Rethink mapping and milestones within a student-centered focus. Utilize the resources available to do the work: Student Equity and Achievement (SEA), Flex, division/deans, & Guided Pathways funds; and Academic Senate for CA Community Colleges (ASCCC) local senate visits. 	<ul style="list-style-type: none"> Explicitly include DEI practices in program review, curriculum committee, senate, and shared governance meetings to discuss DEI in curriculum and program needs. Involve students in the Guided Pathways decision-making process.

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Added: 2022-06-23

APPENDIX G: BROWN ACT AND PARLIAMENTARY PROCEDURES

Overview

- Why are Curriculum Committees Under the Brown Act?
- What does the Brown Act Require?
- What was the impact of COVID 19 on the Brown Act?
- What is the role of Parliamentary Procedure in running an effective and equitable meeting?
- What is the role of the chair in meetings?
- What types of professional development can be shared about the Brown Act and Parliamentary Procedures?

Why the Brown Act? “We are not having secret meetings.”

- “In enacting this chapter, the Legislature finds and declares that the public commissions, boards and councils and the other public agencies in this State exist to aid in the conduct of the people’s business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly.”
- Courts and the CA Attorney General have sided in favor of greater public access and narrowly view exceptions.

Intent of the Brown Act: “The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.” [Government Code Section 54950](#).

Legislative Bodies

“All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.” [Government Code Section 54953\(a\)](#).

Why are Local Senates and Curriculum Committees subject to the Brown Act?

- The **Academic Senates** are established through action of the local Board of Trustees in accordance with title 5 §53200.
- “The legally mandated joint action to be taken by the faculty of a community college and a district board in establishing an academic senate constitutes the requisite “formal action” contemplated by [the Brown Act].” [Attorney General Opinion No. 83-304 \(1983\)](#).
- That **local senates**, as advisory bodies created by the local board, are subject to the Brown Act has been upheld in case law multiple times. [And by extension, standing committees of the local senate are subject to the Brown Act.](#)

What committees are under the Brown Act?

- Standing Committees of a legislative body are always subject to the Brown Act.
- Standing committees, irrespective of composition, which have either: **(1) a continuing subject matter jurisdiction, or (2) a meeting schedule fixed by resolution or formal action of the legislative body.**

NOTE: Continuing subject matter jurisdiction – refers to ongoing “charge of the group-committee.”

Ad Hoc committees may not necessary fall under the Brown Act because it does not have a continuing subject matter jurisdiction. There is a need to have a reporting plan to the committee or senate.

Good Practice: Document activities.

Examples: Long-term committees on professional development or **curriculum**.
Title 5 §55002 **explicitly** authorizes **Curriculum Committees** to make recommendations directly to local boards.

What about other committees like **the Technical Review Committee**?
If it is within the definition of standing committees, then it is subject to the Brown Act.
Good Practice: When in doubt, comply with the Brown Act.

Brown Act Requirements: Effective Notice for Regular Meetings [Government Code §54954.2](#)

Key Points

- Regular Meeting Agendas must be posted 72 hours
- Must state meeting location and time
- Must be “freely accessible to the public”
- Cannot be posted *solely* on internet website
- The agenda must contain a brief description of every item for action or discussion

Effective Notice for Special Meetings [Government Code §54956](#)

Key Points

- Special Meeting Agendas must be posted 24 hours prior to meeting
- Must state meeting location and time
- Must be “freely accessible to the public”
- Must be posted “on the local agency’s Internet Web site, if the local agency has one.”

Emergency Meetings [Government Code §54956.5](#)

Key Points

- Limited in nature and will more than likely not apply to most Curriculum Committees and Local Academic Senates.
- “An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health, safety, or both, as determined by a majority of the members of the legislative body.”

Agendas: Regular Meetings

Only agenda items may be discussed during Regular Meetings, except for the following:

[Government Code §54954.2\(b\)](#)

Key Points

- “...a majority vote of the legislative body [determines] an emergency situation exists, as defined in Section 54956.5.”
- An agenda item requiring immediate action after the agenda was posted can be added if:
 - $\frac{2}{3}$ of the committee has voted to the addition of the item, or
 - Unanimous approval if quorum is less than $\frac{2}{3}$ of committee membership

It is important to note that this is a key place where the Brown Act and parliamentary procedure diverge.

Agendas: Special Meetings

Only agenda items may be discussed during Special Meetings. [Government Code §54956](#)

Key Point

- “The call and notice shall specify...the business to be transacted or discussed. No other business shall be considered at these meetings by the legislative body.”

Regarding QUORUM.

The meeting cannot be conducted. The committee cannot act without a quorum. Also, there cannot be any discussion regarding any agenda item.

Public Comments

The public must be provided an opportunity to address the “legislative body” on any item “that is within the subject matter jurisdiction.” [Government Code §54954.3](#)

Key Points

- Comment can be made “before or during the legislative body’s consideration of the item.”
- The public need not be provided with an opportunity to address an agenda item if the public was allowed the opportunity at another public meeting composed exclusively of members of the legislative body, and the item was not substantially changed.
- Special meetings must allow the public the opportunity to address the legislative body “concerning any item that has been described in the notice...before or during consideration of that item.”

Permissible time limits. The public can comment regarding the subject matter jurisdiction.

Closed Sessions

Closed Session may not necessarily apply to Local Academic Senates or Curriculum Committees unless the following items are under consideration. [Government Code §54954.5](#)

Key Points

- Litigation - Existing, Initiating, or Anticipated
- Real Estate Negotiations
- Personnel - Public employee appointment, employment, evaluation, discipline/dismissal/release
- Labor Negotiations
- License Applicants with Criminal Records
- Liability Claims
- Threat to Public Services or Facilities
- Health Trade Secrets
- Multi-jurisdictional Drug Law Enforcement Agency Case Review/Planning

Public Deliberations

A majority of members of the legislative body may not “discuss, deliberate, or take action,” outside of an agenda meeting, “any item of business that is within the subject matter jurisdiction of the legislative body.” [Government Code §54954.2](#)

Key Points

- Members may congregate outside of committee, “provided that a majority of the members do not discuss among themselves, other than as part of the scheduled program, business of a specific nature that is within the subject matter jurisdiction of the legislative body of the local agency.”
- The Brown Act does not prevent a member from conferring with their constituents through individual contact.
- A series of contacts that lead to a discussion with a majority of the membership may constitute a violation of the Brown Act.
- Any communication/contact that reveals or may reveal the positions of other members of the legislative body may constitute a violation of the Brown Act.

Emergency Conditions and Legislation

COVID-19 and Brown Act: Pre-COVID

- Ever wonder why legislative bodies largely meet in person?
- Teleconferencing requires ([§54953b](#)):

- All votes by roll call.
- Agendas posted at all teleconference locations
- Each teleconference location is identified in the agenda and notice of meeting.
- Each teleconference location is accessible to the public. Members of the public may address the legislative body at each teleconference location.

COVID-19 and the Brown Act

- Governor’s Executive Order [N-25-20](#) (March 12, 2020). Suspension of teleconference requirements
- Governor’s Executive Order [N-29-20](#) (March 17, 2020). Clarified accessibility and notice requirements
- Governor’s Executive Order [N-08-21](#). Teleconference requirements suspensions applied through September 30, 2021
- Enabled legislative bodies to conduct business online.
 - Agenda and notice of meetings 72 hours in advance.
 - Must also include info how public may observe and offer public comment.
 - All votes by roll call; other teleconference requirements suspended.

Brown Act: Teleconference Updates

- [AB361](#): Passed in October 2021
- Continued to suspend the portions of the Brown Act that would require posting all teleconference locations and making those locations available to the public, but only when:
 - There is a declared state of emergency under the California Emergency Services Act AND
 - Additional conditions are met, including that the legislative body has determined that because of the emergency meeting in person presents risks to health and safety.
 - Bill contains sunset dates; [EO N-1-22](#) extended these to March 31, 2022 for state agencies.
 - “Legislative bodies of a local agency” are authorized through January 1, 2024.

Q: When the committee acts on the meeting modality, it is to determine for the upcoming meetings monthly.

Brown Act: In-progress Legislation

- [AB 2449](#): Proposed legislation to allow additional limited remote participation in meetings for “legislative bodies of local agencies.”
- Members requesting remote participation must show “just cause” or “emergency circumstances.”
- The number of meetings for remote participation is limited.
- This legislation is currently in committee.
- Bottom Line: Plan for transition back to in-person meetings.

NEXT STEPS:

- Consider establishing public centers which can be listed as a meeting venue as an option for remote meeting sites.

Parliamentary Procedure

What is the role of parliamentary procedure?

- Parliamentary procedure allows for **effective** meeting management.
- It allows a committee to arrive at the will of the majority with the greatest number of questions in the shortest amount of time.
- This is accomplished regardless of whether the committee is in total harmony or if there is an impassioned division of opinion.
- It is not legislation.

What is the purpose-principle of parliamentary procedure?

- Maintenance of order
- All voices are heard.
- Look to see whose voices are missing in the discussion or debate
- Ability for each member to provide input on a topic
- All members have equal rights, privileges, and obligations.
- Full and free discussion with a diversity of ideas
- Quorum must be present for business to be conducted.

Role of the Chair

- Remain impartial during the debate. If the chair wishes to engage in debate, s/he/they must assign a temporary chair, usually the Vice President or next in line.
- Vote only to break a tie (Subject to local rules. In some small committees the chair has a vote.)
- Introduce the agenda items and provide factual context to the item.
- Recognize speakers.
- Determine if a motion is in order (relevant to the topic and within the scope of the Senate).
- Keep the discussion centered on the current item or motion.
- Maintain the order of the process.
- Put motions to vote and announce the results.

Role of the Parliamentarian

- A [Robert's Rules of Order Newly Revised](#) enable groups to discuss and determine actions to be taken efficiently and fairly.
- **The Parliamentarian does not rule!** Parliamentary law gives to the chair alone the power to rule on questions of order and on the proper application of the rules.
- The role of the parliamentarian during a meeting is purely an **advisory and consultative** one, helping the presiding officer to respond to points of order and parliamentary inquiries.

Processes for Handling Motions

- A member must obtain recognition of the chair and once recognized, makes a motion.
- The motion must be seconded by a committee member.
- The chair restates motion and opens the debate.
- The maker of the motion has the right to speak first in the debate.
- The motion and any secondary motions are debated.
- The debate closes when debate has ended (No more in line or time has ended) or the “Question has been called” (A type of motion to end debate that requires 2/3 vote.)
- The chair restates motion and synthesizes debate (Online may be placed in chat so everyone can read the motion.)
- Vote and announcement of results.

The **Brown Act** requires all votes be listed (roll call) in the minutes.

General Rules of Debate

- No committee member may speak unless recognized by the Chair. Only members can speak.
- All discussion must be relevant to the immediate motion.
- No member may speak more than twice to each debatable motion. They may speak the second time only when everyone else wishing to speak has had the opportunity.
- No member can speak for more than 10 minutes total (or whatever the local decision is).
- Debate can be extended if the body makes a motion and agrees through majority vote.

- All remarks must be addressed to the Chair.
- **Debate must address issues, not personalities.**
- When possible, the chair should let the floor alternate between those speaking in support of and in opposition to the motion.
- It is not permissible to speak against one’s own motion (but you can vote against it)
- Senators may not disrupt the assembly unless to make a complaint about a rule violation or the relevance of the discussion to the motion. (See chart in a few slides.)
- If a member/attendee is disruptive or is not allowing the business of the group to continue, they may be removed from the meeting by the chair.
- Rules of debate may only be changed by a 2/3 vote or consensus without objection.

Action	What to say	Can interrupt the speaker	Need a second	Can it be debated?	Can it be amended?	Votes Needed
Introduce main motion	I move to...	NO	YES	YES	YES	Majority
Amend a motion	I move to amend the motion by... (add or strike words or both)	NO	YES	YES	YES	Majority
Move item to committee	I move that we refer the matter to committee.	NO	YES	YES	NO	Majority
Postpone item	I move to postpone the matter until...	NO	YES	YES	NO	Majority
End debate	I move the previous question.	NO	YES	YES	NO	Majority
Object to procedure	Point of order	YES	NO	NO	NO	Chair decision
Recess the meeting	I move that we recess until....	NO	YES	NO	NO	Majority
Adjourn the meeting	I move to adjourn the meeting.	NO	YES	NO	NO	Majority
Request information	Point of information	YES	NO	NO	NO	No vote
Overrule the chair’s ruling	I move to overrule the chair’s ruling	YES	YES	YES	NO	Majority
Extend the allotted time	I move to extend the time by ____ minutes.	NO	YES	NO	YES	2/3
Enforce the rules or point out incorrect procedure	Point of order	YES	NO	NO	NO	No vote
Table a motion	I move to table	NO	YES	NO	NO	Majority

Point of Order

- If a member thinks there is a rule violation, they can ask for a Point of Order.
- If they ask for a Point of Order, the Chair may consult with the Parliamentarian on the point of order questions.

- If no point of order is called and a procedural concern is raised later the action stands since it was not done in a timely manner.

Importance of Synthesizing

- At the end of debate, the Chair should summarize/synthesize the debate and the motion before the vote is taken.
- This grounds the vote and ensures that senators are making an informed vote.
- May ask for consensus.

Alternatives to Robert's Rules of Order

- **Consensus Decision-Making: A Virtual Learning Center** <http://consensusdecisionmaking.org/>
- **Democratic Rules of Order** (this must be purchased) <http://democraticrules.com/>
- **Simplified Rules of Order** <https://www.counseling.org/docs/default-source/Branches/simplified-roberts-rules-oforder.pdf?sfvrsn=0>
- **Atwood's Rules** <http://robertsrulesteam1.weebly.com/alternatives.html>
- **Comparison of Robert's Rules, Consensus Process and Dynamic Facilitation** <http://www.co-intelligence.org/l-comparisonRR-CC-DF.html>
- **Martha's Rules of Order** <http://camblog.topsssoft.com/coming-to-consensus-marthas-rules-of-order>

Professional Development: A Few Thoughts

- Senate/Standing Committee retreat and/or training
- Orientation for committee members to Brown Act requirements and parliamentary procedures each year
- Senates can request training on Brown Act from ASCCC
- Work with your local district legal counsel on questions about the Brown Act
- Work on the intent of Brown Act (Open and Transparent)

Professional Development/Resources

- [Open and Public V: A Guide to the Ralph M. Brown Act](#)
- [The Brown Act and Local Academic Senates](#)- ASCCC Faculty Leadership Institute 2020
- Webinar/Resources- [Governor's EOs and the Brown Act for Academic Senates During a State of Emergency](#)
- [The Brown Act and your Curriculum Committee](#) -Rostrum Article
- [CA Attorney General Opinion 33-304 \(1983\)](#)
- [Brown Act- Relevant Sections](#).(CALCITIES)
- [Brown Act](#)

Reference: ASCCC. Curriculum Institute 2022. Brown Act and Parliamentary Procedure. Presented on July 8, 2022.

Added: 07-08-2022.

APPENDIX H

Academic Policy and Planning Committee NEW CTE PROGRAM PROPOSAL INSTRUCTIONS

INSTRUCTIONS These instructions are according to the Chancellor's Office Program and Course Approval Handbook, 7th edition, also known as the "PCAH". The PCAH should be referenced prior to and during the development of a new program.

Step 1: Meet with the academic dean

The dean will explain the approval criteria, process, and requirements for new program proposals. For your discussion with the academic dean provide initial program information such as needs, goals and objectives of the program and the types of resources that will be needed. The AP&P calendar should also be reviewed and a timeline for implementation developed. Additional topics specifically for new CTE programs include:

South Central Coast Regional Consortium (SCCRC) will need to be notified when a new CTE program is being proposed. The SCCRC will need to review the proposal and make a program recommendation prior to the proposal being presented to the Board for approval.

The Regional Consortia provides 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 to disseminate best practices

Codes: SOC Codes (Standard Occupational Classification) will need to be identified. The SOC codes indicate the occupations that are related to the program and are used to pull labor market reports. Top and CIP codes should also be discussed and identified at this meeting. Refer to the TOP/CIP/SOC Crosswalk. Research occupational codes at www.onetonline.org.

CTE Advisory Committee: Per Board Policy 4102 all **CTE programs** must establish an advisory committee that meets at least once per academic year. Meeting minutes documenting advisory committee recommendations are required as supporting documentation for new and modified CTE program proposals.

Labor Market Data: Once the **CTE program** has been implemented regularly, scheduled course and program review cycles must be maintained. A current labor market report showing that jobs are available for program completers must be provided every two years. The labor market report will be based on the SOC codes identified for the program. CTE course prerequisites must also be validated every two years.

Step 2: Complete the ONLINE Notice of Intent (NOI) Form and ONLINE Request for Labor Market Data

CTE credit programs only

- a) Notice of Intent (NOI) Form

Go to the SCCRC site and select Program Recommendation Process. The online NOI form/link is Step 1 of the process. <https://sccrcolleges.org/program-recommendations/submission-process/>

SOC (Standard Occupational Classification) Codes will need to be entered in the online NOI form. Research SOC codes at www.onetonline.org and identify occupational codes which represent occupations that the program will prepare students for. A formal request for program recommendation will be submitted later.

- b) Request for Labor Market Data – CTE program proposals require labor market data that shows jobs are available for program completers.

Complete the Request for Labor Market Info at <https://sccrcolleges.org>. Click on the menu icon in the upper left, then “Program Recommendation” on the far right. Click on the “Request LMIData” to access the online form. You can start step 3 while you are waiting for the labor market report.

Step 3: Complete the Chancellor’s Office Program Narrative Items 1-7

New noncredit program proposals: complete narrative items 1-4 only

New transfer degree program proposals: complete narrative items 1 and 2 only

A template and instructions are provided in the Appendix. Please be sure to REMOVE ALL INSTRUCTIONS from the template when the narrative is completed, or you may choose to use a blank document. Be sure to use the format and section headers in bold, black font as is used in the template. Make sure to add the labor market data/analysis when you receive the report requested in step 2. Step 4 cannot be completed without the labor market data/analysis.

Step 4: Submit an ONLINE request to the South-Central Coast Regional Consortium for program recommendation.

CTE credit programs only

Proposals for new CTE credit programs must obtain a recommendation from the South-Central Coast Regional Consortium (SCCRC) prior to the proposal being presented to the Board, and state approval. A screenshot of the online Program Recommendation Process can be viewed in the appendix.

- a) Go to <https://sccrcolleges.org>, then “Program Recommendation.” Click on “Regional Recommendation Request Form” to begin the online submission. Use the completed narrative to complete the request (copy and paste). When you have submitted the request for program recommendation online, go to step 5.

The region is committed to a 2-week minimum review, and acts on all requests for regional recommendation within 30 days, provided the request is complete at the time it is submitted. The regional CTE Voting Deans hold regular monthly meetings to vote on a program recommendation request. Requests may be reviewed and voted on electronically to honor the 30-day turn-around.

Step 5: Create a New Program Proposal in CurriQunet Meta

The questions in the CurriQunet proposal are aligned with the narrative questions. Please enter your answers in **complete sentences**. The CurriQunet All Fields Report will be reviewed by the Board of Trustees for approval. **Attach all applicable and required supporting documents.**

Supporting Documentation

- Credit programs: CO Narrative Items 1-7, including program requirements and sequence of courses. (Required, PCAH pages 83, 88, 91)
- Noncredit programs: CO Narrative items 1-4 only including program requirements. (Required, PCAH page 134)
- SCCRC program recommendation (required, CTE credit programs only, PCAH page 84, 92).
- enrollment reports
- advisory committee recommendations via meeting notes/minutes (required for CTE credit programs only, PCAH page 84, 92)
- labor market report and analysis (required for all CTE programs, PCAH pages 84, 93-95, 134)
- articulation agreements or Assist reports (required, if program goal includes transfer, PCAH page 89, 92)
- data that supports the need for the program such as student surveys, employer surveys, or program review plan of action document (required, AP&P Curriculum Development Handbook, page 28
<https://www.hancockcollege.edu/app/documents/CDH%20%20FINAL%20DRAFT%20rev%2001-12-15.pdf>)

Step 6: Launch the proposal in CurriQunet

Program proposals, when complete, will address each question, use complete sentences, are grammatically correct, and provide supporting data that support statements made in the proposal. Supporting documents must be attached to the proposal. Please do not launch proposals without the required attachments. For assistance contact your TRC representative or curriculum specialist at ext. 3246

Templates:

CTE Program Proposal Codes

Notice of Intent

Request for Labor Market Data

Chancellor's Office Program Narrative Items 1-7

South Central Coast Regional Recommendation Instructions

Program Proposal Resources

- ❖ Margaret Lau, CTE Dean Margaret.lau@hancockcollege.edu
- ❖ ONET Online www.onetonline.org – standard occupational classifications and codes
- ❖ Center of Excellence www.coecc.net – labor market data
- ❖ South Central Coast Regional Consortium – <https://sccrcolleges.org/> home site
- ❖ <https://www.regionalcte.org/>
- ❖

Resource Documents (available in the AHC Portal: Groups/Committees/AP&P)

- ❖ Chancellor's Office Program and Course Approval Handbook
- ❖ AP&P Calendar
- ❖ Taxonomy of Programs (Top Code)
- ❖ TOP/CIP/SOC Crosswalk
- ❖ AP&P Best Practices

CTE Program Proposal Codes

Program Title:

Program Award:

Program Goal/Objectives

--

PLO's

1.	
2.	
3.	
4.	
5.	

Program Codes

Program TOP Code: _____ TOP Code Title: _____

Program CIP Code: _____ CIP Code Title: _____

Standard Occupational Codes (SOC) Codes and Titles: Research SOC codes at www.onetonline.org

List the recommended SOC code plus 5 additional soc codes/titles which represent the occupations that students will be prepared for upon completion of the program.

Recommended SOC Code: _____ Recommended SOC Code Title: _____

1. SOC Code: _____ SOC Code Title: _____
2. SOC Code: _____ SOC Code Title: _____
3. SOC Code: _____ SOC Code Title: _____
4. SOC Code: _____ SOC Code Title: _____
5. SOC Code: _____ SOC Code Title: _____

Similar Programs: List the program title of similar CTE programs offered at any of the colleges listed below. Research California Community College Colleges by Top Code in CO State's Inventory (view programs by region or TOP code via the state inventory site <https://coci2.ccctechcenter.org/>)

- Allan Hancock College _____
- Antelope Valley College _____
- College of the Canyons _____
- Cuesta College _____
- Moorpark College _____
- Oxnard College _____
- Santa Barbara City College _____
- Ventura College _____

Course Sam Codes

Core Course Course Title SAM Code

Request for Labor Market Data

South Central Coast Regional Consortium (SCCRC) (CTE only)

This is a template of the online form. This form can be used to record the information that will be submitted in the online "Request for Labor Market Data." Labor market data requested will include projected employment for specific occupations.

Search for occupational information at [O*NET](#) and list the occupational codes that best represent the occupations that students will be prepared for after completing the proposed program. Review crosswalks to ensure alignment with program TOP and CIP codes discussed with your dean. Contact CTE Dean, Margaret Lau for assistance Margaret.lau@hancockcollege.edu

Regional Program Recommendation: Request for Labor Market Report

In what region is your college located?

- Bay
- Central/Mother Lode
- Inland Empire/Desert
- Los Angeles-Orange County
- North Far North
- San Diego-Imperial
- South-Central Coast

Please enter the occupational code and title(s) students completing this program would be qualified to perform. Please provide Standard Occupational Classification (SOC) codes provided previously (NOI form).

Occupation 1

Occupation 2

Occupation 3

Occupation 4

Occupation 5

ALLAN HANCOCK COLLEGE
Program Narrative
(Enter Program Title) (enter Program Award)

Instructions: remove all instructions in italics after you have responded to each item. Enter your responses in the blue, expanding text fields. Noncredit program proposals complete items 1-4 only

Item 1. Program Goals and Objectives (align with program mission statement from program review annual update or comprehensive program review. Over time these statements should not change very much.

The program goal and objectives must address a valid workforce preparation purpose and/or transfer preparation. State the purpose or goal of the program, and based upon the program goal statement, list the objectives for the program. The program objectives should be broader than program outcomes.

If the program goal is "Career Technical Education (CTE)" then the goal statement must include at a minimum:

- *the specific occupation(s) or field(s) the program will prepare students to enter*
- *the main competencies students will have achieved that are required for a specific occupation*
- *the basic occupational competencies students will acquire.*

If the program goal is "Transfer," then the goal statement must, at a minimum include

- *the preparation of students for one or more baccalaureate majors.*
- *courses designed as transferable courses, so students are prepared for an area of study at a baccalaureate institution.*
- *how these courses will meet the lower division requirements of a major at baccalaureate institutions.*
- *the baccalaureate institutions that students will be able to transfer to upon completion of the program.*

If the program goal is "Career Technical Education (CTE) and transfer" then the goal statement must include all the above.

For programs designed for the student not intending to transfer, community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. The required courses should represent a cohesive package of courses in an area of study.

If the program goal is "Other – Designed to Meet Community Needs," then the statement must explain in detail how the program was designed to meet community needs in accordance with the community college mission. Describe how the degree embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

Item 2. Catalog Description

The description should:

Allan Hancock College Program Proposal Process Step 3
 Chancellor’s Office Program Narrative Items 1-7

- *Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)*
- *Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as much as possible. The catalog description needs to mention any risks, such as occupations that are competitive or low salaried or where inexperienced graduates are not generally hired.*
- *If the program goal is “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” then the description must list the potential careers students may enter upon completion.*
- *If the program goal selected includes Transfer, then the description must list the CSU/UC baccalaureate major or related majors where students may transfer.*
- *If applicable, advise students if this is a high-unit program (more than 60 semester or 90 quarter units) and how this impacts degree completion*
- *If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor’s Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.*
- *The description must also convey what students may expect as an outcome. Course outcomes should align with program outcomes, including all courses that may appear as selected courses.*

The catalog description represents a commitment to the student. Exaggerated statements must not be included. For a program designed with scaffolds among program awards, ensure the catalog description describes but does not overstate this relationship.

Item 3. Program Requirements Table (use 2-year scheduling plan)

Display the program requirements in a table format that includes all courses required for completion of the program (core requirements and required or restricted electives), subtotal of core units, general education pattern/s (local, CSU-GE-Breadth, or IGETC), number of units for each pattern and total program units. For each course, indicate the course prefix, course number, course title and unit value.

Example: degree program with a major of 22 units (14 required core units + 8 selected units), general ed units, and electives. Other tables may be created but all requirements needed for the program award must be shown

Sequence	Requirements	Units
Year 1 Fall	Major	Required Core Units
	AHC GE	Natural Science
		3
		3

Allan Hancock College Program Proposal Process Step 3
 Chancellor's Office Program Narrative Items 1-7

	AHC GE	Written Composition	3
	Major	Selected Units	3
	Elective	Any 100 or 300-level course	3
Year 1 Spring	Major	Required Core Units	4
	AHC GE	Communication and Analytical Thinking	3
	AHC Grad	Multicultural Gender Studies	3
	AHC GE	Human Institutions - Social Science	3
Summer	Elective	Any 100 or 300-level course	3
	Elective	Any 300-level course	1.5
Year 2 Fall	Major	Required Core Units	4
	Major	Selected Units	3
	AHC Grad	Health & Wellness Requirement	3.5
	AHC GE	Human Institutions - American History or Government	3
Year 2 Spring	Major	Required Core Units	3
	AHC GE	Living Skills	3
	Major	Selected Units	2
	AHC GE	Humanities	3
	Elective	Any 100 or 300-level course	3
Total			60

Course Sequence – ensure the program requirements demonstrate how the required courses must be completed in sequence by term (semester or quarter), including prerequisite courses if applicable. The sequence must be arranged so that a full-time student could complete a degree program in two years, except in the case of a high-unit technical or health occupation program where a sequence longer than two years is necessary. Students who begin college in need of developmental courses in reading, writing, and/or mathematics may need more than two years to complete a two-year program. Ensure the general education requirement pattern(s) specified does not constrain students' individual general education choices unless specific general education courses are recommended to enhance student preparation for a field of study. The program requirements table may include the course sequence (as shown in the sample) or the course sequence may be shown separate from the program requirements table, so long as both are addressed in item three of the narrative. A sample table format (with program requirements and course sequence combined) is shown below.

If the program proposal is for an associate degree, documentation of applicable general education requirements should be in the form of a range that, combined with the degree requirements, totals 60 semester or 90 quarter units. Specific recommendations for appropriate general education course choices for students in this program may be included. If the total of required and general education courses equals less than 60 semester or 90 quarter units, the college should include the range of other transferrable electives to make the total program requirements equal 60 semester or 90-quarter units.

If the program goal is “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” then the set of requirements must reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the proposal. If the CTE program requirements do not reflect the advisory committee’s recommendation, then the college must explain its departure from those recommendations.

If the program goal is "Transfer," or Career Technical Education (CTE) and Transfer," then students must be advised to complete the CSU-GE-Breadth or IGETC pattern. Unless the major requires a high number of units, students who intend to transfer must not be allowed to complete only 18 or more units of local general education requirements. In most cases, the local general education requirements do not provide adequate preparation for transfer

Item 4. Master Planning (align with program review recommendations, advisory committee recommendations, community partnerships, etc. where applicable)

This statement includes some history of the program proposal origins, a description of the program purpose, and/or the program's relevancy for the region and college including related community support.

The proposal must demonstrate a need for the program 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 undue competition with an existing program at another college. Need is determined by multiple factors, including the strategic plan of the college or district and accreditation standards.

Explain the specific needs for facilities and equipment in this section. Note what is already available, what is planned or in some stage of development, and what would need to be acquired after approval to implement the program. Programs that require new facilities, major renovation to existing facilities, or an expenditure of over \$100,000 in district and state funds for equipment must submit an itemized matrix that details program costs and anticipated revenue (either public or private), both for the initial year of operation and future years.

If applicable, this section may also be used to justify program objectives, or the inclusion of a given course as a requirement. Similarly, high-unit programs (above 60 semester or 90 quarter units) must be addressed in this section by providing a rationale for the additional unit requirements (e.g.; mandate, law, baccalaureate requirement, etc.).

If the selected program goal is "designed to meet local community needs," then a description of the community or other need leading to the program development is required.

For a program with a goal of "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship must be provided. For example, an employer's facilities may be used to provide the training, or the program may be structured to meet the training needs of a specific employer. The proposal must include an explanation of how the open enrollment requirements for California community college courses (California Code of Regulations, Title 5, § 51006 and §§ 58100-58108) will be observed in this context.

It is not necessary to repeat information covered elsewhere in the proposal, if the proposal includes a cross-reference to a page number or section number. If reference is made to appended meeting minutes, then corresponding section(s) in the minutes must be highlighted in the attachment.

Labor Market Data Analysis (CTE programs only, request report labor market report via Request for Labor Market Data)

Labor market data must show that jobs are available for program completers within the local service area and justify the proposed curriculum. For CTE program proposals the enrollment and completer projections must be compared to the net annual labor demand projections. The data must demonstrate adequate demand for the number of completer projections. State what the labor market demonstrates and be sure to cite the source and attach labor market report to the proposal.

Summary of the advisory committee recommendations (CTE programs only, use most recent annual update if advisory committee recommendations were included)

Discuss how the proposed program aligns with the advisory committee recommendations. If it was not possible to incorporate all the recommendations, describe how decisions were made when selecting major topics to be addressed in the program. Attach the minutes of the advisory committee meetings at which the program was discussed and approved.

Advisory Committee Members (CTE programs only)

List the advisory committee member names, job titles, and business affiliations.

Item 5. Enrollment and Completer Projections *(may use data from program review documents if current)*

This item should justify the number of projected students or “annual completers” to be awarded the Degree/certificate each year after the program is fully established. The justification must include either: (A) enrollment (student headcount) data or (B) a survey of prospective students and completer projections information.

Course Prefix	Course Number	Year 1		Annual No. of Sections	Year 2
		Annual No. of Sections	Annual Enrollment Total		Annual Enrollment Total
Click or tap here to enter text.					

Item 6. Place of Program in Curriculum/Similar Programs

- a) *Does the program replace any existing program(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).*
- b) *What related programs does the college offer?*

Item 7. Similar Programs at Other Colleges in Service Area (CTE programs must attach South County Regional Consortium recommendation)

Describe all similar programs offered by colleges within commuting distance of the college, commonly known as the "college service area." A brief description of each program is required. Pages from other colleges' catalogs may be included as additional attachments to the proposal in the CCC Curriculum Inventory. Similarities and differences need to be described, and justification for a program of this type and in this region needs to be provided. In most instances, a college proposing a new program needs to make a convincing case that the existing capacities at other colleges are insufficient to meet the demand.

If the proposed program has a different emphasis than similar programs at other colleges, targets a different market, demonstrates state-of-the-art offerings, or for a number of reasons will be a stronger program, documentation and/or explanation need to be provided.

The college needs to provide evidence that faculty affiliated with the program proposal have been in communication with faculty offering similar programs at other community colleges, as well as with transfer institutions (if applicable). The college also must demonstrate how such communication helped to design the proposed program.

When two or more colleges in the same region are seeking approval for a new program of a similar kind at or near the same time, evidence of collaboration is especially important. Generally, competition between districts is not an issue for transfer programs, nor is redundancy of offerings, since every college is presumed to have the right to offer a range of transfer majors. For transfer programs, the main reason for considering programs in neighboring colleges is to compare the program requirements.

Required supporting documents to be included with narrative:

1. *Articulation agreement by major (if applicable)*
2. *Labor market report (CTE programs only)*
3. *Advisory committee minutes/notes (CTE programs only)*
4. *Course outlines of record (must be current, dated courses will need to also be submitted for review using "course review proposal type")*

SCCRC Online Program Recommendation Process

Submitting Your Program

1. <https://www.regionalcte.org>
2. If you do not have an account, [create an account](#).
3. Check your email to verify your account.
4. Sign into your account.
5. Navigate to your Dashboard by pressing the Dashboard link on the navigation bar.
6. Click on the button that says, "Submit a New Program".
7. Fill out the form (*a template of the form is below*) and attach the required documents. Depending on your region, you may be required to answer additional questions or attach additional documents.
8. If you are unable to complete the form in one session, you can save your program submission and complete it later.
9. Submit your Program.

Once your program has been submitted, you and your dean will receive an email. You can view your program submission on the [Browse](#) page, or on your dashboard



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CENTERS OF EXCELLENCE
Inform Connect Advance

Program Recommendation Required Information

South Central Coast Regional Consortium (SCCRC)

This is a template of the ONLINE submission form, step 4 of AHC program proposal process.

Individuals tasked with developing a new CTE certificate or degree (program) for their college will need to secure regional consortium recommendation before submitting their program approval documents to the California Community Colleges Chancellor's Office for formal approval (chaptering). The college CTE Dean and curriculum committee chair (or designee) are useful sources of information about the regional recommendation process and about a college's local curriculum approval process.

Before you get started, you must have your Labor Market Information. If you do not have your labor market information, please contact the [Centers of Excellence](#) to submit an LMI request. Please note, all regions require LMI data be produced by the Centers of Excellence. Additional LMI data may also be submitted

The following information regarding your CTE Dean or your college's voting member, as applicable, is required.

- CTE Dean's Name:
- CTE Dean's Email:

Allan Hancock College Program Proposal Process Step 4
Online Request for Program Recommendation

- **Program Title:**
Program title must match exactly what is going to be submitted to COCI.
- **Submission Type**
*Is your submission a new program or are substantial changes being made to an existing program?
New Program Modifications (formerly substantial changes) **
- **TOP Code:**
- **Projected Start Date:**
- **Catalog Description:**
Catalog Description includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal.
- **Enrollment Completer Projections:**
Enrollment Completer Projections are projections of the number of students to earn certificate or degree annually
- **Program Award Type(s) (Check all that apply)**
Certificate of Achievement: 8 to fewer than 16 semester (or 12 to fewer than 24 quarter) units (B)
Certificate of Achievement: 16 or greater semester (or 24 or greater quarter) units (C)
A.S. Degree (S)
 - *A.A. Degree (A)*
 - *A.A.-T Degree (Y) ***
 - *A.S.-T Degree (X) ***
- **Program Goal**
Program Goals and Objectives must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. Regional recommendation is only needed for programs with an occupational goal.
*** A.A.-T Degree (Y), A.S.-T Degree (X), and Noncredit Programs (NIL) do not require regional recommendation.*
- **Total Certificate Units (Minimum and Maximum)**
- **Units for Degree Major or Area of Emphasis (Minimum and Maximum)**
- **Total Units for Degree (Minimum and Maximum)**

Allan Hancock College Program Proposal Process Step 4
Online Request for Program Recommendation

- Program Requirements Narrative
- Program Requirements
Program Requirements includes course requirements and sequencing that reflect program goals.
- Labor Market Information (LMI)
Files uploads are limited to text, word, excel, PowerPoint, and pdf. Attached documents must be smaller than 2MB.

Region Specific Requirements

South Central Coast Region

- Upload any additional information/justifications for your program such as Advisory Committee Meeting Notes, Employer Surveys, Environmental Scans, etc.*

*Attached documents must be smaller than 2MB.

Step 5: CurriQunet Template - TBA