



ANTELOPE VALLEY COLLEGE

# **AP&P**

## **Academic Policies & Procedures**

<http://www.avc.edu/administration/organizations/app/>

***Standards & Practices  
Handbook 2010-11***

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**AP&P COMMITTEE:  
PURPOSE, ROLES, & RESPONSIBILITIES**

## **AP&P COMMITTEE**

### **Purpose**

*The Academic Policies & Procedures Committee (AP&P) is a standing committee of the Academic Senate. Its main responsibility is to oversee the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees (Title 5: 55002). Curriculum review and development necessarily reflect the collegial decision to meet student needs for course work that is encompassed within basic skills, general education, transfer, and major programs of study, which include a wide array of occupational and liberal arts disciplines and areas. In addition, the process for establishing prerequisites, corequisites, advisories, and limitations on enrollment falls under the purview of the curriculum committee (Title 5: 53200-2040). Effective curriculum review and development require that the curriculum committee utilize standards of practice that ensure the highest possible quality for the curriculum offerings that can be made available to students within the college's allocated resources. (The State Academic Senate, 1996)*

- The committee reviews and approves new and revised courses, new and revised degree or certificate programs, and locally approved certificates.
- The committee establishes prerequisites, corequisites, advisories, and limitations on enrollment through the content review process and course validation studies.
- The committee recommends curriculum policy and procedures, graduation and G.E. requirements, and other academic policies or concerns as deemed necessary by the Senate.
- The committee reviews and advises on matriculation policies and procedures and matters of assessment as they are related to curriculum.
- The committee keeps the campus informed of statewide curriculum issues and Title 5 regulations through its faculty representatives and the Senate.

### **Committee Procedures & Requirements**

1. Meetings are held bimonthly, on the 2<sup>nd</sup> and 4<sup>th</sup> Thursdays, for review, discussion, and approval of curriculum material; agendas and approved minutes are posted monthly on AP&P's web page.
2. Agenda items are submitted to the Office of Academic Affairs. The faculty cochair and the Vice President of Academic Affairs construct the agenda.
3. All meetings are open; the agenda is published in advance of each meeting according to the Brown Act.
4. AP&P reports to the Academic Senate twice a semester via its faculty cochair; a year-end report is submitted to the Senate and to the Board.
5. The committee reviews pertinent information relating to curriculum from the Education Code, Title 5 Regulations, Matriculation Regulations, the Chancellor's Office, or the State Academic Senate.
6. The committee requires that all course/program proposals be reviewed and approved by the division and discipline faculty before placement on the agenda. When more than one division or discipline is involved, all appropriate faculty must discuss and approve the course/program before being submitted to the committee. The division/discipline discussion includes the appropriateness of the course or program to the college's mission, Institutional Learning Outcomes, and the educational plans of the division and discipline.
7. The committee requires that all forms, whether electronic or paper, be accurate, complete, and signed or electronically approved before being submitted for review.
8. All submitted forms, whether electronic or paper, go through a technical review before being considered for placement on an agenda. If forms don't not reflect AVC mission, goals of the college, are incomplete or contain excessive grammatical or typographical errors, they will not be placed on the agenda but returned to the AP&P representative or faculty by email or AVC mailbox.

9. The AP&P representative and the division dean must be in attendance at the meeting when curriculum items proposed from that division are being considered by the committee; if not, items will be deferred to the next meeting.
10. Discussion on proposed items will be limited to a reasonable time by the cochairs.
11. Two readings are required before the committee takes final action on new or revised courses or programs. If necessary, the committee may request additional readings. In rare cases, action may be taken after a single reading if the committee agrees.
12. For curriculum issues other than course development/revision, the committee may choose to act on them or send them out to the Senate and/or the divisions/areas for additional discussion.
13. Final action of the committee on curriculum or policy proposals, including new and revised courses or programs, will be by voice vote. In the event that the cochair is unable to determine the result of a voice vote, the members may be polled.
14. Approval of a course or program does not mean funding or scheduling is automatically forthcoming. Future scheduling of courses/programs depends on budget and personnel constraints and the priorities established through Program Review. The scheduling of classes is a function of the division dean and the Vice President of Academic Affairs.
15. A course, a degree/certificate program, or a locally approved certificate may not be placed in the college catalog or online class schedule until approved by AP&P, the Board of Trustees, and (when necessary) the Chancellor's Office.

### **Committee Definition and Membership**

1. The AP&P Committee is a standing committee of the Academic Senate.
2. The committee reports to the Senate but recommends to the Board of Trustees via the Vice President of Academic Affairs.
3. The division faculty shall select a faculty representative for confirmation by the AP&P Committee. Representatives should show involvement in institutional affairs, a commitment to the work of the committee, and possess a broad understanding of educational issues.
  - a) Each division faculty representative is a voting member.
  - b) Each faculty representative must be tenured or in his/her third or fourth year as probationary faculty. (Exceptions are made as necessary.)
4. The Technical Review Committee is made up of two-three faculty representatives from the full committee who volunteer to serve for two semesters.
5. Three deans sit as voting members representing transfer, vocational education, and student services areas. They report curriculum information to all other deans/directors and, when applicable, to staff for implementation purposes. Their role does not impinge upon the faculty representative's role for a particular division.
6. The Senate appoints a faculty cochair to the committee, who chairs the meetings and sits as a voting member; the faculty cochair also serves on the Technical Review Committee. The faculty cochair serves for three years and receives 6 LHE (40%) reassigned time each semester, and a summer stipend.
7. Faculty representatives and deans serve three-year, staggered terms.
8. The Vice President of Academic Affairs sits as a voting member. In the absence of the faculty cochair, the Vice President chairs the committee meetings.
9. The Articulation Officer sits as an ex-officio member and advises about articulation matters.

10. Two students, appointed by the ASO, sit on the committee; only one is a voting member.
11. The Academic Affairs Specialist and the Academic Affairs Technician provide administrative support for the committee, maintain all curriculum material, and facilitate communication. The Senate office provides additional support as needed.

### **Faculty Representative's: Duties and Responsibilities**

1. Keeping his/her division informed of all AP&P matters, guidelines, and timelines.
2. Meeting often with faculty who are in the process of course or program development/revision.
3. Ensuring that discipline/division faculty review and discuss the Course Proposal/Content Review and the Course Outline of Record before they are submitted to the AP&P committee; the faculty representative's signature ensures approval at the division level.
4. Completing a technical review of all forms, whether electronic or paper, making sure that all information is complete and accurate, in line with AVC mission, goals of the college, and free from excessive grammatical or typographical errors that would result in the material being pulled from the agenda.
5. Ensuring that the instructor developing the course has communicated with 1) the Articulation Officer for review of transfer courses and 2) a librarian for a review of support material for each course, both new and revised.
6. Ensuring that all vocational courses are approved by an advisory committee before being submitted for committee review.
7. Signing forms or electronically approve where necessary, along with instructor who developed the course and the division dean.
8. Representing his/her division when courses are up for review by committee.
9. Assisting his/her division faculty with revisions based upon committee's suggestions or directions.
10. Assisting his/her division with development of certificate/degree programs and locally approved certificates.
11. Assisting his/her division with the implementation and use of the CurricUNET Software.
12. Reviewing all agenda items prior to meeting and coming prepared to discuss material.
13. Representing his/her division on all curriculum/academic matters referred to the division for discussion and implementation.
14. Senate Constitution: Article VII - Tenure of Senate Representative
  - 1a. Upon the representative's third consecutive absence without proxy from a meeting of the Senate, the President will notify the division faculty members. The division then has the option to choose a new Senate representative.

## **Faculty Cochair: Duties and Responsibilities**

1. Establishes AP&P timeline according to the publication of the class schedule and the college catalog.
2. Sets meeting agendas and reviews them with the Vice President of Academic Affairs and the Academic Affairs Technician.
3. Completes a Technical Review of all submitted materials for completeness and accuracy; facilitates process for the Technical Review Committee.
4. Acts as liaison between Academic Senate and AP&P Committee; confers with Senate President on curriculum matters and academic policies and procedures.
5. Works with Academic Affairs Specialist and Academic Affairs Technician on all committee matters and curriculum concerns.
6. Works with Academic Affairs Technician on maintaining curriculum material and catalog revisions.
7. Researches issues of academic policy and/or procedure as needed (i.e. distance education, grading, prerequisites, Information Competency, Education Code, Title 5, Matriculation regulations, etc.)
8. Creates, revises, and maintains AP&P material (Course Proposal/Content Review Forms, Course Outlines of Record, Distance Education forms, etc.) necessary for course and program development; updates and maintains the **AP&P Standards & Practices Handbook**.
9. Chairs AP&P ad hoc committees as they arise; serves on other campus committees as needed regarding curriculum issues.
10. Attends state level conferences regarding curriculum issues; stays in contact with the Statewide Academic Senate's Curriculum Committee and the Chancellor's Office regarding curriculum regulations and practices.
11. Holds workshops for faculty regarding course/program development and revisions, or meets with divisions and/or individual faculty members as necessary.
12. Sits as a standing member of the Matriculation Committee and the ad hoc Assessment Committee.
13. Consults with Institutional Research Technician on Course Validation Studies; consults with Assessment Coordinator on validation of assessment test cut scores.
14. Maintains AVC Disciplines List
15. Is a resource for the following people/offices:
  - Program Review
  - Distance Education Committee
  - Student Learning Outcomes Committee
  - Deans
  - Corporate and Community Services; Noncredit courses
  - Cooperative Work Experience Education

Receives 6 LHE (40%) reassigned time per semester, including a summer stipend (see faculty contract).

**GUIDELINES FOR  
COURSE DEVELOPMENT**

# Process for New Course Development

**Course development takes time.** Start the process early and consult often with your AP&P Representative for guidance in meeting all Title 5 requirements and in completing the process correctly. In addition, the AP&P faculty cochair is available to discuss and review course materials throughout the academic year, including summer and intersession. The *AP&P Standards & Practices Handbook*, available at <http://www.avc.edu/administration/organizations/app/documents.html>, contains all curriculum guidelines and Title 5 regulations. Reference it before and during the process of curriculum development.

## Prior to Origination Prelaunch

- 1) Discuss course with colleagues in discipline/division, including dean and AP&P representative.
- 2) Research other colleges/universities for similar offerings.
- 3) If a vocational course, seek approval of Advisory Committee.
- 4) Discuss with Articulation Officer regarding transfer options.
- 5) Meet with Librarian regarding instructional support.
- 6) Review college's Institutional Learning Outcomes; establish Student Learning Outcomes.
- 7) Read relevant sections of *AP&P Standards & Practices Handbook* for guidelines on course development.
- 8) Begin drafts of Student Learning Outcomes and course description, objectives, methods of instruction, etc. through the use of CurricUNET; review often with discipline colleagues and AP&P representative.
- 9) Explore need for pre or corequisites and/or advisories; use CORs from those courses available on CurricUNET and the AP&P web page, research similar courses at CSU/UC institutions, request Course Validation Studies from AP&P.
- 10) Consult with dean and AP&P Representative to determine number of units, hours, LHEs, and other state reporting criteria.
- 11) Review all course information with AP&P representative, discipline/division faculty, and dean periodically; allow sufficient time (**several days**) for their review.



## Origination Prelaunch

- 1) After making suggested revisions, submit draft of course proposal through CurricUNET. The discipline/division chair, dean, AP&P Representative, Librarian, and Articulation Officer will be notified by email of the course proposal.
- 2) These individuals will proofread the course proposal for accuracy and completeness. Revision suggestions will be made and originator will be notified when review is complete. (**Allow one week**)
- 3) Make any necessary revisions with assistance from AP&P Representative, dean, and when necessary AP&P Cochair.
- 4) Review previously established Student Learning Outcomes (SLOs), making any necessary revisions to be sure they align with course proposal. Submit proposed SLOs to the Student Learning Outcomes Committee for consideration. The SLOs need to be approved prior to a course proposal being placed on an AP&P agenda.



## Origination Launch – Division/Discipline Faculty final review

- 1) Submit completed course proposal to AP&P through the use of CurricUNET while SLOs are being considered. Be sure to print the CurricUNET output document of the Course Outline of Record and submit to the AP&P mailbox.
- 2) The discipline/division chair will be notified of final course proposal and will review and make revision recommendations with the help of discipline/division faculty. (**Allow one week**)
- 3) Instructor will be notified when review is complete and given the opportunity to consider recommended revisions.



## Origination Launch – AP&P Rep/Dean/Librarian final review and approval

- 1) Submit course proposal when review/revision is complete.
- 2) The appropriate AP&P Representative and dean will be notified of the course proposal in order to review and make revision recommendations. The appropriate librarian will be notified and given the opportunity to approve course based on library resources if applicable. (**Allow one week**)
- 3) Instructor will be notified when review is complete and given the opportunity to consider recommended revisions.



### **Origination Launch – Technical Review**

- 1) Submit course proposal when review/revision is complete.
- 2) The AP&P Cochair will be notified of the course proposal and will assign a Technical Review Committee member to review the submitted material for completeness, accuracy, and alignment with college mission. (**Allow one week**)
- 3) Instructor/AP&P Representative will be notified by email when Technical Review is complete and will be asked to consider the recommended editorial corrections.
- 4) Instructor makes necessary revisions and corrections to course proposal, working with AP&P Representative, dean and when necessary AP&P Cochair.
- 5) Submit corrected material to AP&P for agenda ready consideration.
- 6) AP&P Cochair will inform instructor, AP&P Representative, and Dean when course has been placed on agenda for review by the full AP&P Committee.



### **Origination Launch – AP&P Committee review and approval**

- 1) AP&P Committee meets for a first reading of proposed course as long as SLOs have been approved.
- 2) Instructor who developed or revised the course must attend meeting, as must the AP&P Representative and Dean.
- 3) Instructor presents course, responds to questions and suggestions by committee, and takes notes for completing necessary revisions.
- 4) Instructor makes necessary revisions with assistance of AP&P Representative and dean.
- 5) Instructor submits revised course proposal to AP&P for a second (or third) reading by full committee.
- 6) Instructor meets with AP&P again to make sure all revisions have been completed. (The division's representative/dean may stand in for instructor.)
- 7) Once review process is complete, AP&P will take action.



### **Board Approval and Implementation of new course**

- 1) Approved course is submitted to Board with committee's recommendation to adopt.
- 2) Board approves course based on "delegated authority" from Chancellor's Office.
- 3) If required, course is submitted to the Chancellor's Office for further review and approval.
- 4) \*Once all necessary approvals have been granted, course may be placed in next class schedule with the approval of the Vice President of Academic Affairs.
- 5) Approved courses are submitted electronically to Academic Affairs Technician for processing, posting on AP&P's web page, and placement in the next year's college catalog.

\*Online class schedules are set in advance (generally one year) by the Enrollment Management Committee. A course reviewed and approved in fall of one year, may then be placed in the class schedule for the following fall; a course reviewed and approved in spring of one year, may then be placed in the online class schedule for the next calendar year's fall semester. The scheduling of classes, especially after the established deadline for the web based schedule, is the prerogative of the Vice President of Academic Affairs in consultation with the division dean.

## Guidelines for Course Revisions

Courses (including their prerequisites and advisories) must be reviewed and/or revised at least once every six years (see Program Review Policy). It maybe necessary to review more frequently if faculty are aware of major changes in the discipline/subject area, students are not being well-served by the course as it exists, or as a result of changes to Title 5 or other state regulations. Before revising a course review and discuss revisions with AP&P representative, dean, and division faculty to gain their approval. If applicable, review with Librarian, Articulation Officer, and/or advisory committee. Once revisions are approved by division/area, submit to AP&P committee.

**Course Title:** any changes made to the course title (even minor changes) must be noted so that the class schedule, the Banner data base, and the college catalog will accurately reflect the course offered. These changes must be reviewed and approved by the full committee.

**Course Units/Hours:** any changes made to the course units and/or hours must be noted and identified within CurricUNET. These changes may affect faculty load (LHE), review and approval by the full committee is necessary.

**Course Requisites:** any changes made to course prerequisites, corequisites, advisories, or limitations on enrollment must be noted and identified within CurricUNET. These changes must be reviewed and approved by the full committee.

**Course Description:** any changes to the course description (even minor changes) must be noted so that the class schedule, the Banner data base, and the college catalog will accurately reflect the course offered. These changes must be reviewed and approved by the full committee.

**Course Objectives:** these are directly related to Title 5 critical thinking requirements for credit courses; they are also the basis for establishing SLOs. Changes to objectives may trigger changes to content, typical assignments and methods of evaluation, or even methods of instruction, so it is important to review the entire COR when changing objectives. These changes must be reviewed and approved by the full committee.

**Course Content:** this is the heart of the course and any changes to this section will also trigger changes to the course objectives, and possibly assignments and/or methods of evaluation. These changes must be reviewed and approved by the full committee.

**\*Typical Homework Assignments:** changes to homework assignments may be the result of revisions made to courses content or objectives. However, other changes may merely reflect new instructional approaches or decisions regarding the type of work required from students.

**\*Methods of Instruction:** changes to this section are only necessary if new instructional approaches other than those already indicated are made. The methods of instruction should be linked to the existing or revised objectives.

**\*Methods of Evaluation:** changes to objectives and/or typical homework assignments will trigger necessary changes as to how faculty evaluate students. These should be closely aligned to the objectives.

**\*Suggested Textbooks:** adding or deleting textbooks becomes necessary when texts are older than five years, or when faculty determine that changes in the discipline require updating existing texts.

**Addition/Deletion of a Materials Fee:** changes to the materials fee may not be considered a major revision to the Course Outline of Record; however, this change still requires review and approval by the full committee.

**Other Course Revisions:** include but are not limited to changes to Pass/No Pass status, maximum class size, degree, GE applicability, course repeatability, classification, accountability/transferability, course program status; discipline designation, and/or materials fee. These changes may not be considered major revisions to the Course Outline of Record; however, these changes still require review and approval by the full committee.

\*These are minor changes to a course that do not alter the standards required by Title 5, but are necessary to keep a course current and relevant. These changes alone may not require review by the full committee but may be reviewed by the faculty representative and faculty cochair and placed on an agenda as “consent items.”

## New and Revised Courses within CurricUNET

Login in to CurricUNET using your User ID and Password, click Courses link on the left side of the page and select the appropriate course you wish to revise (for additional assistance in this section, please refer to the Getting Started UserGuide in the Appendix)

<b>*For changes to:</b>	<b>Revise only the following links in C-NET:</b>
<b>Course Proposal</b>	
Course Title and Number .....	Course Cover link
Course Description .....	Course Cover link (Catalog Description)
Course Justification .....	Course Cover link (College Mission & Course Justification)
Vocational Education Courses .....	Course Cover (Course Justification) Attach Files (upload meeting minutes be sure they include name of advisory committee and date of course(s) approval)
Course Units .....	Units/Hours
Faculty Workload (LHE) .....	Units/Hours (Faculty Workload/LHE)
Repeatability .....	Units/Hours (Repeatability)
Maximum Class Size .....	Units/Hours (Maximum Enrollment)
P/NP Option .....	Units/Hours (Grading Method)
Transferability .....	General Ed link
AVE GE Applicability .....	General Ed link
IGETC Applicability .....	General Ed link
CSU/GE Applicability .....	General Ed link
Library Resources .....	Library
Expenditures .....	Expenditures
Course Classification .....	Course Classification (Under Construction)
Accountability (SAM Code) .....	Course Classification (Under Construction)
Course Program Status .....	Please contact AP&P
Discipline Designation .....	Discipline Qualifications link (refer to Minimum Qualifications documents on AP&P website)
Reading, Writing, or Math Proficiencies .....	Proficiencies link
Other Courses as Pre or Corequisites or Advisories .....	Requisites
Limitation on Enrollment .....	Requisites
<b>Course Outline of Record</b>	
Course Objectives (Blooms Taxonomy) .....	Objectives link
Course Content .....	Course Content link
Homework .....	Homework link
Methods of Instruction .....	Methods of Instruction link
Methods of Evaluation .....	Methods of Evaluation
Textbooks/Resources .....	Textbooks/Resources
Additional Material .....	Additional Material
<b>Distance Ed</b>	
Online Only .....	Online Only link
Hybrid .....	Hybrid link
ITV .....	ITV link

**\*NOTE: Be sure that any changes to the above are also noted on the online document where applicable. Print the extract of the changes/revisions and submit to AP&P.**

## Guidelines for Course Proposal: New and Revised

A course must be reviewed and approved by division faculty before origination prelaunch to AP&P through CurricUNET (C-NET). After division approval, origination prelaunch can take place in which case the dean, AP&P representative, articulation officer, librarian, and selected faculty will be notified and will proofread and correct any errors. All guidelines are in the *AP&P Standards & Practices Handbook* available on the AP&P web page. When developing or changing a course, information should be consistent with other courses in discipline or division; review college catalog. Consult with dean/director, AP&P representative, Articulation Officer, or AP&P cochair for assistance with this section.

### Course Cover link

This information will appear in the College Catalog and the Class Schedule; it is intended for students' use in determining their course work, number of units, and hours.

1. **Course Title and Number:** Please refer to the *AV College Catalog* for correct wording and consistent formatting of this information. Check with dean/director and AP&P representative for accuracy.
2. **Catalog Description:** The catalog description should convey the substance of the course in a brief and concise manner. It should be thorough enough to describe the scope of the course, yet brief enough to be taken in and understood quickly. It is good practice to include a statement about the students for whom the course is intended, without denying access (i.e. "intended for business majors"; "meets foreign language requirements for UC"; "course necessary entry to Nursing program"; etc.). It should also make reference to transfer status, repeatability, or degree/certificate requirement, if applicable.
3. **Course Justification:** This information should be consistent with discipline/division programs and practices for other courses and with articulation agreements.
4. **College Mission:** Each course must fulfill our college mission; refer to the College Mission statement published in the college catalog when filling out this information.
5. **Vocational Education Advisory Committees:** If this course meets the definition for a "vocational education" course, provide the name of the advisory committee, the date(s) on which the course/program was discussed, and attach highlighted portions of the advisory committee minutes.

### Units/Hours link

This information will also appear in the College Catalog and the Class Schedule; it is intended for students' use in determining their course work, number of units, and hours.

1. **Course Unit Value:** Changes to course units may affect the LHE earned by faculty, check with dean/director and AP&P representative for accuracy and consistency. A student earns units for the course based upon the Carnegie formula found in Title 5:
  - 1 hour of lecture = one unit of credit
  - 3 hours of lab/studio/shop/activity = one unit of credit
  - 1.25 – 2 hours of lecture/lab = one unit of credit
  - Study and homework do not generate credit units (see COR guidelines for formula used to establish required number of homework hours)
2. **Faculty Workload:** This information is necessary to establish LHE and is based on the formula found in the faculty contract and uses a 17.5 term length multiplier; review with dean for accuracy. AP&P does not determine faculty workload; the committee merely applies the formula based on a review of the COR and information provided by faculty.
  - **LECTURE:** 60% or more of the class meeting time per semester is in direct interaction with the entire class at the same time.  
**FORMULA:** Total Weekly Hours x 1.0 Factor = LHE
  - **LAB:** Less than 25% of the class meeting time per semester is spent in direct interaction with entire class at the same time.  
**FORMULA:** Total Weekly Hours x .67 Factor = LHE
  - **LECTURE/LAB:** Between 25-59% of class meeting time per semester is in direct interaction with entire class at the same time.  
**FORMULA:** Total Week Hours x .825 Factor = LHE
  - **INTERCOLLEGIATE SPORTS (only):** PE athletic program courses  
**FORMULA:** Total Weekly Hours x .5 Factor = LHE
3. **Course Repeatability Criteria:** This is for MIS reporting; Review similar courses in discipline (see college catalog) and consult with dean/director, AP&P representative, or AP&P cochair. Repeatable courses must meet the criteria set forth in Title 5, Section 58161c which states, "Each identified course is one in which the course content differs

each time it is offered, [thus] ... the student who repeats it is gaining an expanded educational experience” This typically applies to courses within physical education, visual/performing arts, and some vocational education courses. **In addition, each repeatable course must also meet one of the following justifications:**

- A. Skills or proficiencies are enhanced by supervised repetition and practice in class; or
- B. Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

**Note:** Repeatability designation is not intended for basic skills (reading, writing, math) or ESL courses. Title 5 allows unlimited repeats for courses that meet “legally mandated training requirements.”

4. **Maximum Class Size:** Discipline history, pedagogical rationale, equipment or lab restrictions, or safety considerations should be clearly explained (room size alone is not sufficient rationale).
5. **Pass/No Pass Option:** Title 5 (Section 55022) allows students the **option** of taking classes for Pass/No Pass in lieu of a letter grade. Classes for which this option is allowed is indicated with an **asterisk (\*)** before the title of the course within the college catalog. Consult the current College Catalog for consistency within the discipline, as well as for additional information and restrictions.
  - If “letter grade only” is required, provide explanation.
  - If Pass/No Pass is the **only** designated grade for a course, provide explanation in space provided and include the following statement at the end of the Course Description under Course Cover within CurricUNET: Note: No grade will be given for this course; student will receive “pass” or “no pass” only.

### **General Ed link**

1. Course Transferability Categories (check with Articulation Officer).
2. **General Education:** Definitions for each area/category can be found in the college catalog; consult the college’s Articulation Officer.

### **Library link**

**Library Resources:** Allow a minimum of two weeks for this process. Instructor should meet with librarian early in the process to discuss necessary support material for course or program. The librarian will complete a separate “Worksheet for Library Support of Proposed New Courses”; then after division approval of course, the librarian will fill in the appropriate information on the course proposal form and sign it. The allocation of funds for support material is determined outside the scope of this committee.

### **Expenditures link**

**Course Support:** Special expenditures necessary for offering the course have no bearing on course approval or denial; consequently, course approval does not automatically mean that funds are forthcoming. The allocation of funds is determined outside the scope of this committee.

**Note:** If course requires a “Materials Fee,” contact AP&P for the required form; and review the “Materials Fee” pages in the *AP&P Standards & Practices Handbook* for guidelines.

### **Course Classification link (Under Construction)**

**This section is for MIS reporting:** Review similar courses in discipline (see college catalog) and consult with dean/director, AP&P representative, or AP&P cochair.

1. **Course Classification Descriptions:**
  - **Category A:** LIBERAL ARTS AND SCIENCES EDUCATION (T5/55001 (a) (1) A) ND ASSOCIATE DEGREE PROGRAMS AND COURSES (T5/55001 (a) (1) B): Courses of freshman or sophomore level leading to an Associate or Baccalaureate Degree. (Transfer code distinguishes between Associate and Baccalaureate Courses.)
  - **Category B:** DEVELOPMENTAL PREPARATORY: DEVELOPMENTAL AND COMPENSATORY COURSES (T5/55001 (a) (1) C1): Courses to meet the academic needs of educationally disadvantaged students or those students with diagnosed learning disabilities.
  - **Category I:** CAREER-TECHNICAL EDUCATION: CAREER AND OCCUPATIONAL COURSES (T5/55001) (a) (2) A,B,C): Course that prepare persons for a career or occupation without the need for subsequent training or education in an institution of higher education (even though many such courses are, in fact, accepted for transfer by baccalaureate institutions). Career and occupational courses may also provide for upgrading of job related skills including, but not limited to, continuing education and re-licensure courses. Most courses that receive VTEA fund support should be in this category.
2. **Student Accountability Model (SAM) Codes** are used for the identification and classification of occupational courses. The following is a brief explanation. (See “Appendix C” in *AP&P Standards & Practices Handbook* for complete definitions.)

- **“A” Apprenticeship:** A course designed for an indentured apprentice with state and industry approval.
- **“B” Advanced Occupational:** A course designed for students in the *advanced stages* of their occupational program; the course must have a “C” level prerequisite.
- **“C” Clearly Occupational:** A course designed of sufficient difficulty for students in the *middle stages* of their occupational program that should provide for entry-level job skills.
- **“D” Possibly Occupational:** A course designed for students in the *beginning stages* of their occupational program.
- **“E” Non-Occupational:** A course that is non-occupational.

### Course Program Status

Title 5 (Section 55100) gives colleges the authority to have “local approval” of courses; however, state reporting requires that course status be indicated for tracking purposes. For new courses, check only one box so that course may be correctly coded. For revised courses check only if the course is being added to or deleted from an existing program.

### Discipline Qualifications link (Under Construction)

1. **Primary Discipline Designation** (see Minimum Qualifications on AP&P web page): List the “primary discipline designation” (the minimum qualification) required of faculty to teach the course (i.e. History; Mathematics; Fire Technology).
2. **Secondary Discipline Designation:** If faculty from a discipline other than the one under which the course was developed are qualified to teach this course based upon MQs and a review of the course content, list the “other” discipline designation(s) as well. A signed memo from faculty in each of the disciplines is required and will be forwarded to the Senate upon approval of the course. (Note: This is not an “individual personnel” decision; any faculty within the “other” discipline could be assigned to teach this course.)

**Establishing Pre or Corequisites, Advisories, or Limitations on Enrollment:** When filling out these links, consult with dean, AP&P representative, and other discipline instructors for consistency among courses and within programs in your discipline/division. All information should be specific and complete. Make sure information on these pages is consistent with and clearly related to all components of the Course Outline of Record (description, content, objectives, assignments, and evaluation). This form meets all Title 5 standards/requirements (Sections 55002, 55003, 55201, 55202, 58106,) and is based on the State’s “Model District Policy.”

### Some Important Definitions:

1. **Content Review** - “a rigorous, systematic process . . . conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course or which students need to acquire through concurrent enrollment in a corequisite course.”
2. **Course Validation Study** – this is data collection and analysis; it constitutes the “highest level of scrutiny” and is required for establishing reading, writing, or math pre or corequisites for degree applicable courses across disciplines; validated assessment test cut scores can be used to establish pre or corequisites for non-degree applicable courses.
3. **Prerequisite** - “a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.” A prerequisite “will assure that a student has the skills, concepts, and/or information” necessary for success in the course; on the other hand, a student “who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course.”
4. **Corequisite** - “a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course.”
5. **Advisory on Recommended Preparation** - “a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.”
6. **Limitation on Enrollment (LOE)** - Enrollment may be limited "in the case of intercollegiate competition, honors courses, or public performance courses, by allocating available seats (i.e., enrollment) to those students judged most qualified." An LOE may be established for the above reasons provided it does “not block student access to a degree or certificate . . . or result in disproportionate impact on underrepresented groups.” The college must offer other courses that satisfy the same requirement. In addition, enrollment may be limited due to “safety or health considerations” or to “legal requirements” (finger prints, licensure or certificated by outside agency).

**IMPORTANT: Keep in mind while completing a content review that you are specifying knowledge, skills, and competencies students should possess upon entry into the course under review, or those they should gain simultaneously in another course. In addition, once a pre or corequisite is established, it *must* be enforced; no one can waive a pre or corequisite. (See “Regulations and Enforcement of Pre or Corequisites” in AP&P *Standards & Practices Handbook*.)**

### **Proficiencies link**

**Establishing Reading, Writing, and Math Proficiencies** (will become an advisory under the Requisite link)

1. Reading levels for textbooks are entered here, including how level was determined: Raygor Scale; instructor determination; publisher's recommendation; standard college/university text, etc.
2. For reading, writing, and mathematics proficiencies, check all of the skills you expect entering students to possess. Space is provided for additional proficiencies that are also necessary or useful for success in the course. To justify proficiencies, it is necessary to review course content and objectives listed on the COR of the requisite course. AP&P representatives should be consulted frequently since they are familiar with the standards and the process. There is additional information in the **AP&P Standards & Practices Handbook** regarding the following: "Process and Criteria for Establishing Prerequisites, Corequisites, and Advisories"; "Regulations and Enforcement of Pre and Corequisites," and "Course Validation Studies." *Proficiencies are established as "eligibility for" not "completion of" a particular course. Eligibility for reading, writing, and math proficiencies can also be met by achieving the equivalent score on the AVC assessment test (if applicable) and will be noted as such in the College Catalog.*

### **Requisite link**

**Additional Documentation Required for Establishing Reading, Writing, or Math Course(s) as a Prerequisite Across Disciplines. Only one of the following will apply:** (Not required for advisories.)

- for a revised course, complete the Content Review; attach the Course Validation Study and the COR from requisite course(s) or statement of validated assessment test cut scores.
- for a new course, complete the Content Review; attach the COR from requisite course(s). A Course Validation Study will be automatically conducted for a period of two years. If the study validates the Content Review, the pre or corequisites will remain in place; if not, they will revert to advisories.

**Content Review and Other Documentation Required for Establishing Other Courses as Prerequisites, Corequisites, and/or Advisories Within or Across Disciplines (*other than reading, writing, or math proficiencies*):**

Only one of the following will apply:

- AVC Course Only: Complete Content Review; attach COR from requisite course(s).
- Sequential Course Within the Same Discipline: Complete Content Review; attach COR from requisite course(s).

*For pre or corequisites only:*

- Sequential Course Across Disciplines: Complete Content Review; attach COR from requisite course(s). *Also attach course catalog descriptions from any 3 CSU/UC campuses of the same (or equivalent) course as the one under review showing that they carry the same (or equivalent) pre or corequisite.* (This is not necessary for advisories.)

**1. a, b, or c:** If another course (or courses) is to be established as a prerequisite, corequisite, or advisory (i.e. HIST101 for HIST210; or BIO100 for NS102), list the course (or courses) subject and number, including the specific course content/objectives, knowledge, skills, or competencies expected of students upon entry to the course. This information can be found on the COR for the course that is being recommended as necessary or useful for a student's success in the course. These courses are then carried forward to Section IV under "Recommendations" and onto the COR. (See College Catalog for standardized format when listing requisites.)

### **Limitation On Enrollment**

This section is applicable to a very few number of courses; see definition #6 in above guidelines or in the **AP&P Standard & Practices Handbook**. Leave blank if not applicable.

### **SECTION IV: Recommendations**

Be sure this information accurately reflects the information provided on the previous content review pages. (This same information must be included on the COR as well.)

- 1) Proficiency Recommendations: Indicate eligibility for reading, writing, or math proficiencies. Include applicable course subject and number, and mark the correct boxes.
- 2) Other Course Recommendations: Indicate completion of or concurrent enrollment in other course or courses that are being recommended as prerequisites, corequisites, or advisories. Include course subject and number, and mark the correct boxes.
- 3) Limitation on Enrollment: check box if applicable.

Obtain all necessary signatures (dean/director, AP&P representative, instructor) before submitting to AP&P for technical review.

## Guidelines for Course Outline of Record: New and Revised

### Before submitting courses to the AP&P Committee, faculty should:

- review *AP&P Standards & Practices Handbook* for additional information and regulations regarding course development;
- review “Process for New Course Development” and/or “Process for Course Revision and COR Updates”;
- proofread forms carefully and make corrections as necessary.

### GUIDELINES FOR COURSE OUTLINE OF RECORD (COR)

This form models the State Academic Senate’s “Stylistic Considerations in Writing Course Outlines of Record” and the “Components of a Model Course Outline of Record.” It meets all Title 5 (section 55002) requirements for credit courses. The COR serves as a permanent record for the following audiences and purposes: students need the information for planning their educational future; counselors can refer to it when advising students; faculty use it when developing or revising courses and establishing SLOs; other colleges review it for purposes of articulation and comparison; and outside reviewers (accreditation and matriculation) base their recommendations on it. The Chancellor’s Office considers it a “contract among student, instructor, and institution.” The Education Code requires that faculty use the COR as a basis for developing their course syllabus.




### Objectives link

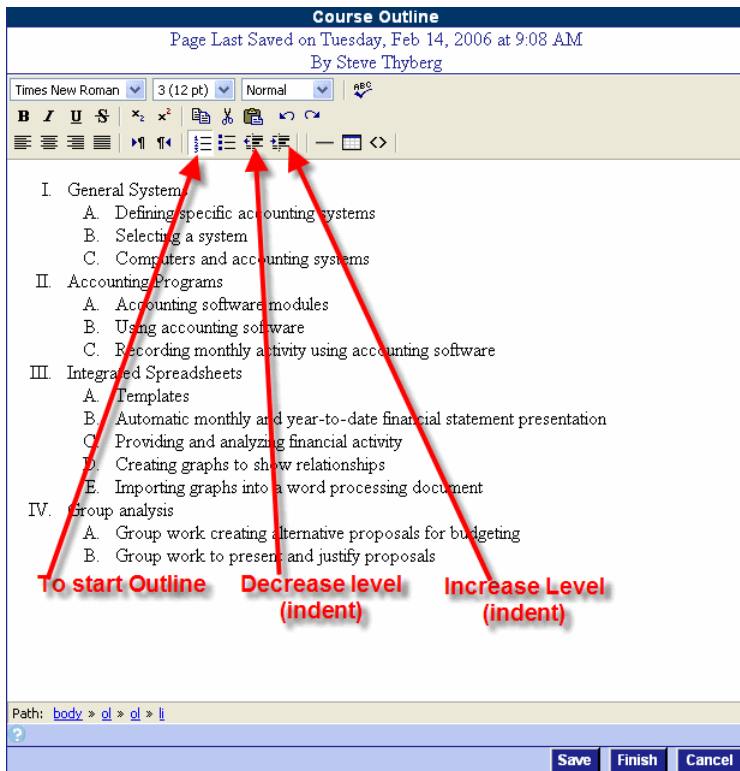
1. **Course Objectives:** This section should clearly explain the measurable objectives that students are expected to have acquired once they complete the class. These should be phrased as a series of collective statements, rather than an itemized list of each individual objective for each topic covered. Examples: “Upon completion of course, the successful student will be able to”
  - identify, compare, and contrast the genres of a specific literary period for the purposes of evaluating their stylistic techniques
  - differentiate between various historical periods and assess their continuing influence on political policies of today
  - describe and categorize major psychological theories of the 20<sup>th</sup> century

A copy of Bloom’s taxonomy provides for a full range of measurable learning objectives that reflect critical thinking skills and is helpful when creating objectives and assignments. *Title 5 requires that degree applicable and/or transfer courses must show that “students are expected to think critically, are instructed in how to do so, and are held accountable for their performance.”* These objectives will also form the basis from which Student Learning Outcomes (SLOs) are identified and established.

2. **SCANS:** For vocational education courses only: the SCANS criteria must be included as part of the objectives. (Consult SCANS criteria in *AP&P Standards & Practices Handbook*, and review with dean/director and AP&P representative.)

**Course Content link:** The format used for the course content should be that of a well-detailed outline, with major and minor headings. **The Education Code requires that each instructor covers all the topics listed in the course content;** however, this does not limit an instructor from going beyond the topics, if indicated on class syllabus. **The Education Code requires that instructors use the approved Course Outline of Record when developing a course syllabus.**

- To create a new Course Content outline, first click on the  icon. Once you have clicked on the outline icon, an “I.” will appear in the text editor. You do not have to type the letters in front of each new level of the Icon. To increase the indent to the next level, hit the enter key. The enter key will move the cursor to the next line. Then click the increase indent icon . Make sure your cursor is on the line of text you want to decrease to the level of the outline and then click the decrease icon .
- Your outline should be formatted similar to this one:



### **Homework link**

- **Typical Homework Assignments:** A minimum of three representative types of assignments is required for each applicable category. Assignments must be clearly related to course content and measurable objectives. They should be descriptive of the rigor and type of assignments necessary to meet the objectives, but broad enough in scope and varied enough in methodology to allow instructors to “design” their own assignments. Clearly state if a specific assignment is “required” for all sections of course regardless of instructor. The hours should indicate how much time students should ideally spend on the different types of take-home assignments.
- *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.
  - eg. Lecture: 3 hrs x 3 units = 9 – 3 hrs in class = 6 required hours of homework
  - eg. Lab: 3 hrs x 1 unit = 3 – 3 hrs in class = 0 required hours of homework
  - eg. Lec/Lab: 3 hrs x 3 units = 9 – 6 hrs in class = 3 required hours of homework

**Methods of Instruction link:** Faculty have the academic freedom to structure and teach their courses according to their expertise; therefore, this section should reflect a number of different styles and approaches, all of which must remain consistent with and appropriate to the stated course objectives, assignments, and methods of evaluation. For example: Lecture; facilitated group discussions; role-playing; hands-on demonstration; use of multi media; etc. Do not indicate use of specific instructional equipment, such as white boards, overhead projectors, power point, etc.

**Methods of Evaluation link:** Title 5 states that course grades must be “based on measurable and demonstrated course objectives.” Therefore, evaluation of homework, projects, performance, tests, etc. must clearly reflect the course objectives. The range of typical assignments and methods of evaluation must be varied enough to allow instructors a choice in type and methodology; however, they also need to be specific enough for consistency among instructors and clearly reflective of all stated measurable objectives. This information is especially crucial when developing a credit course and must comply Title 5 requirements if a course is to gain approval for degree or transfer. In addition, Title 5 states that attendance, by itself, cannot be used as a grading criterion.

**Textbooks/Resources link: Texts and Instructional Materials:** Suggested texts or other instructional materials must be completely referenced for articulation purposes: author, title, publisher, and date. If a text is older than five years, provide a brief rationale for including it on the list. Whenever possible, they should be representative of major works recognized by those in the discipline. It is a good idea to list several recent texts from which faculty may choose.

## Blooms Taxonomy: Methods Requiring Cognitive Outcomes

					<b>*Critical Thinking</b>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>define</li> <li>repeat</li> <li>record</li> <li>list</li> <li>recall</li> <li>name</li> <li>relate</li> <li>underline</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>translate</li> <li>restate</li> <li>discuss</li> <li>describe</li> <li>recognize</li> <li>explain</li> <li>express</li> <li>identify</li> <li>locate</li> <li>report</li> <li>review</li> <li>tell</li> </ul>	<p><b>Application</b></p> <ul style="list-style-type: none"> <li>interpret</li> <li>apply</li> <li>employ</li> <li>use</li> <li>demonstrate</li> <li>dramatize</li> <li>practice</li> <li>illustrate</li> <li>operate</li> <li>schedule</li> <li>shop</li> <li>sketch</li> </ul>	<p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>distinguish</li> <li>analyze</li> <li>differentiate</li> <li>appraise</li> <li>calculate</li> <li>experiment</li> <li>test</li> <li>compare</li> <li>contrast</li> <li>use</li> <li>criticize</li> <li>diagram</li> <li>inspect</li> <li>debate</li> <li>inventory</li> <li>question</li> <li>relate</li> <li>solve</li> <li>examine</li> <li>categorize</li> </ul>	<p><b>Synthesis</b></p> <ul style="list-style-type: none"> <li>compose</li> <li>plan</li> <li>propose</li> <li>design</li> <li>formulate</li> <li>arrange</li> <li>assemble</li> <li>collect</li> <li>construct</li> <li>create</li> <li>set up</li> <li>organize</li> <li>prepare</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>judge</li> <li>appraise</li> <li>evaluate</li> <li>rate</li> <li>compare</li> <li>value</li> <li>revise</li> <li>score</li> <li>select</li> <li>choose</li> <li>assess</li> <li>estimate</li> <li>measure</li> </ul>

\*In order to comply with Title 5 regulations for college-level credit courses, a majority of the measurable objectives for a credit course must be built using the highest order of cognitive outcomes: analysis, synthesis, and evaluation. However, the full range of critical thinking terms from the taxonomy can be used when appropriate to the course and/or discipline, especially for those courses that require skill development, problem solving, and demonstration.

taken from Benjamin Bloom's *Taxonomy of Educational Objectives*, 1956, 1984.

## Role of the Course Outline of Record (COR)

The Course Outline of Record plays a critical educational role on campus. **It is the primary vehicle for course development. It is also the primary document from which faculty must design their syllabi.** As such, it forms the basis for a **contract among the student, instructor, and institution**, identifying the **measurable course objectives** that will serve as the basis of the student's grade and giving the **required** components of the course content which the student is guaranteed to receive from each instructor.

The COR also outlines typical homework assignments and the level of rigor for which students—*across all sections of the course*—will be held accountable. Maintaining strong, academic standards means providing consistent, quality instruction in the classroom. As our courses are taught by various instructors, both full- and part-time, it is by reviewing the COR that instructors may clearly identify the standards, content, measurable objectives, and typical assignments for the courses they are to teach.

The **Course Outline of Record**, however, should not be confused with the **syllabus**. While a COR is the contract between the college and the student that contains the requirements and components of the course, a syllabus describes how an individual instructor will carry out the terms of that contract through specific assignments and teaching methodologies. **The COR provides the basic components of the course that are required to be taught by all instructors. The syllabus provides the specific dates, assignments, grading standards, and other necessary information regarding the course that is required by an individual instructor.** A syllabus also allows an instructor the opportunity to bring out his or her particular talents and strengths.

Finally, the Course Outline of Record plays a critical role in the on-going evaluation process of the college's commitment to high educational standards.

- It is a key component of **program review** by which a college seeks to keep its curriculum relevant and to allocate its resources.
- It is a key component in the establishment of **Student Learning Outcomes (SLOs)** at both the course and program level.
- It serves as documentation during the **review for continued accreditation** by the Western Association of Schools and Colleges (**WASC**).
- It demonstrates that all of the **required components** as specified in **Title 5** and the Chancellor's Office *Program and Course Approval Handbook* are present in the course and meet the required degree of rigor.
- It is the justification for establishing and enforcing prerequisites, co requisites, and advisories allowed by **Title 5** and **matriculation** regulations.
- It is the document submitted for approval in order to meet the California State University General Education (**CSU/GE**) breadth requirements and for inclusion in the Inter-segmental General Education Transfer Curriculum (**IGETC**) within the UC system.
- It is the document used to establish **Transfer Articulation Agreements** with four-year colleges and universities.
- It is the document submitted to both the California Postsecondary Education Commission (CPEC) and the **Chancellor's Office** for course approval.

## MODEL: INTEGRATED COURSE OUTLINE OF RECORD

Adopted from the State Senate's *Stylist Considerations in Writing Course Outlines* document: **It is important that course content, assignments, methods of instruction, and methods of evaluation be appropriate to and reflective of the stated objectives**

<u>Course Objectives</u>	<u>Methods of Instruction</u>	<u>Assignments</u>	<u>Methods of Evaluation</u>
<p>The student will:</p> <p>A. Define and demonstrate an understanding of general theatre terminology.</p> <p>B. Observe and analyze the various components of a performance.</p> <p>C. Interpret and compare dramatic texts as both written plays and in live performance, including works by a variety of playwrights which represent the influence of diversity (such as of gender, cultural background, class, sexual preference, and historical period).</p> <p>D. Differentiate between the play as literature and the play as performance.</p> <p>E. Evaluate the effectiveness of theatrical techniques in performance.</p> <p>F. Examine the organization of theatrical companies and compare and contrast the roles of theatre personnel, e.g., producer, director, dramaturg, technical director, actors, choreographer, critic, artistic director, development staff, scenographer and designers, and house manager.</p> <p>G. Analyze and evaluate live theatre as a dynamic art form in comparison to recorded performances in film and television.</p> <p>H. Analyze the artistic, literary, and cultural perspectives of various playwrights, including, North American, South American, African, Asian, and European.</p> <p>I. Compare and contrast theatrical conventions of various historical periods and cultures.</p> <p>J. Compare and contrast live and recorded interpretations of the same dramatic texts, distinguishing between representational and presentational forms of theatrical art.</p> <p>K. Develop a set of criteria for evaluating dramatic art.</p>	<p>A. Lecture presentations and classroom discussion using the language of theatre.</p> <p>B. In class reading of dramatic texts by the instructor and students followed by instructor-guided interpretation and analysis.</p> <p>C. Follow-up in-class performances of selected dramatic texts followed by instructor guided interpretation and analysis.</p> <p>D. Attendance at required performances preceded by instructor-modeled performance review methods and followed by in-class and small group discussions.</p> <p>E. Instructor guided group meetings in class to develop play interpretation project and group presentation.</p> <p>F. Group presentations of major projects followed by in-class discussion and evaluation led by instructor.</p> <p>E. Lecture presentations on the organization of theatrical companies followed by in rehearsal and back-stage visits at required performances.</p> <p>F. In-class and out-of-class video and audio presentations followed by instructor-guided interpretation, analysis, and comparison to live performances.</p>	<p>A. Reading, Writing, and Discussion: Textual analysis of assigned dramatic texts, including works representative of diverse gender, ethnic, and global perspectives.</p> <ol style="list-style-type: none"> <li>1. Participation in class discussions about plays</li> <li>2. Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance</li> <li>3. Presentation of written criticism around assigned topics</li> <li>4. Written reviews of live performance</li> </ol> <p>B. Analyses of several live performances of amateur and professional theatres presented during the academic quarter</p> <ol style="list-style-type: none"> <li>1. Attendance at required performances</li> <li>2. Participation in discussions of performances</li> </ol> <p>C. Readings from class text on theatre appreciation</p> <ol style="list-style-type: none"> <li>1. Application of terms and in class discussion</li> <li>2. Application of concepts in analyses</li> </ol> <p>D. Listening and viewing</p> <ol style="list-style-type: none"> <li>1. Study of plays on videotape and audio tape</li> <li>2. Preparation for participation in dally analyses of texts and performances</li> </ol> <p>E. Written interpretative analyses of published critical reviews of performances and plays.</p>	<p>A. Evaluation of written analyses for content, form, and application of dramatic performance review techniques.</p> <p>B. Assessment of contributions during class discussion</p> <p>C. Assessment of participation in and contributions to group projects</p> <p>D. Evaluation of written criticisms for content, form, and application of critique methodology.</p> <p>E. Evaluation of performance reviews for completeness, personal perspective, and application of performance review styles.</p> <p>F. Evaluation of interpretations of live performances and dramatic texts for cultural context, contrasts in live/textual impact, and performance techniques.</p> <p>G. Evaluation of final written essay examination and occasional tests for content, terminology, knowledge of subject matter, and ability to compare and contrast types, origins, and presentation modes of dramatic material.</p>

## Guidelines for Developing/Revising a Distance Education Course

CREATING A DISTANCE EDUCATION COURSE MUST NOT RESULT IN CHANGES TO THE OBJECTIVES OR CONTENT LISTED ON THE EXISTING COURSE OUTLINE OF RECORD; IN ADDITION, ASSIGNMENTS AND METHODS OF EVALUATION MUST BE EQUIVALENT TO (IF NOT EXACTLY THE SAME AS) THOSE IN THE TRADITIONAL COURSE, CHANGING ONLY AS THE NEEDS OF TECHNOLOGY DICTATE. THE EXISTING COR MUST BE CURRENT.

### Faculty proposing a distance education course should:

- review fully the existing Course Outline of Record;
- consult with AP&P Representative to ensure effective course development and gain discipline/division approval before bringing the course to the AP&P Committee for formal approval;
- meet early in the process with the Distance Education Committee for assistance with technology issues and to ensure accessibility of content (this is required if developing a new distance education for a course).

### **TITLE 5: § 55200. Definition**

“Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.”

### **TITLE 5: § 55202. Course Quality Standards**

“The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses.” In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

### **TITLE 5: § 55204. Student-Instructor Contact.**

All approved courses offered as distance education must include “regular effective contact between instructor and students (see glossary). Campus curriculum committees must determine what constitutes regular effective contact and apply that standard the same as in a traditionally taught course. Most important is for the curriculum committee to be assured that maximum use is made of the given technology to foster instructor-student contact, rather than the use of technology for its own sake.

### **TITLE 5: § 55206. Separate Course Approval.**

“If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.” Each proposed distance education course must be separately reviewed and approved by the AP&P Committee before being published in the schedule of classes.

### **When developing a DE course, faculty should consider the following:**

- Is the course based upon the most recent COR of the existing course?
- Does the course serve a unique need in the college curriculum?
- Is the course feasible given the resources of the college (faculty, facilities, technical support, etc.)?
- Is the instruction equivalent to what students experience in the traditional classroom setting?
- Are assignments and methods of evaluation equivalent to (if not exactly the same as) those noted on the existing COR, changing only as the needs of technology dictate.
- Determine which method of Distance Education will be appropriate: Online Only, Hybrid, and/or ITV (Telecourse)

### **CurricUNET: Distance Education under Course Checklist**

1. Select Online Only, Hybrid, and/or ITV (Telecourse) and complete all sections within the link consulting frequently with your AP&P Representative, dean, discipline faculty, and Distance Education Committee
2. If faculty wish to offer the course in several different distance education methods, complete all applicable links in CurricUNET, i.e. Online Only, Hybrid, and/or ITV (Telecourse)

## Selected Glossary of Terms

**Accessibility:** In Web pages, it refers to the ability of a Web page to be viewed by everyone, especially people with disabilities who use various assistive technologies. Accessible Web pages take into account the special needs of visitors with auditory, visual, mobility, and cognitive impairments and give those users an equivalent browsing experience to that of non-disabled visitors.

**Assistive (Adaptive) Technology:** As defined by the Assistive Technology Act of 1998, the term refers to “any item, piece of equipment, or product system, whether acquired commercially, modified or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities.” Assistive technologies include: screen readers and magnifiers, closed captioning, alternative keyboards, and other special software and equipment that makes information devices more accessible.

**Asynchronous:** same place; different time.

**CD ROM:** a storage media in which data or multi media is encoded onto discs and read by laser.

**Course Management System:** a tool that allows instructors to develop, support, and manage online education, such as Blackboard.

**Hybrid Course:** A course designed to utilize some classroom-based instruction integrated with other modes of electronic instructional delivery: e.g. Internet, e-mail, video, discussion boards, multi media, etc. Hybrid courses meet both on-campus and online.

**Internet:** a network of computers that are electronically connected (e.g. World Wide Web).

**Intranet:** a private network of computers that utilizes Internet technologies.

**Interactive Television (ITV):** classes shared by local sites and connected to remote sites.

**ListServes:** an automated electronic distribution service which e-mail information to subscribers.

**Online Course:** a course designed to utilize methods of instruction entirely online. (No on-campus meetings required.)

**Posting:** uploading files for access by others.

**Smart Camera:** video input devices capable of automatically finding and focusing on the speaker.

**Software:** the coded programs that make the hardware function.

**Synchronous:** same place; same time.

**Rehabilitation Act (Section 508):** requires that electronic and information technology developed, procured, maintained, or used by the Federal government be accessible to people with disabilities.

**Telecourse:** videotaped course lectures; also call Instructional Television. Students view pre-taped lectures and then meet with an instructor for discussion, tests, and other classroom-based activities.

**Video Based Voice Mail:** communication across phone lines delivering voice and images at the same time.

**Upload:** transferring files from a local computer to a remote computer.

**Videoconferencing:** video and audio communication between two or more people via digital or analog communication channels.

**WEB (World Wide Web):** a collection of computers around the globe, all interconnected.

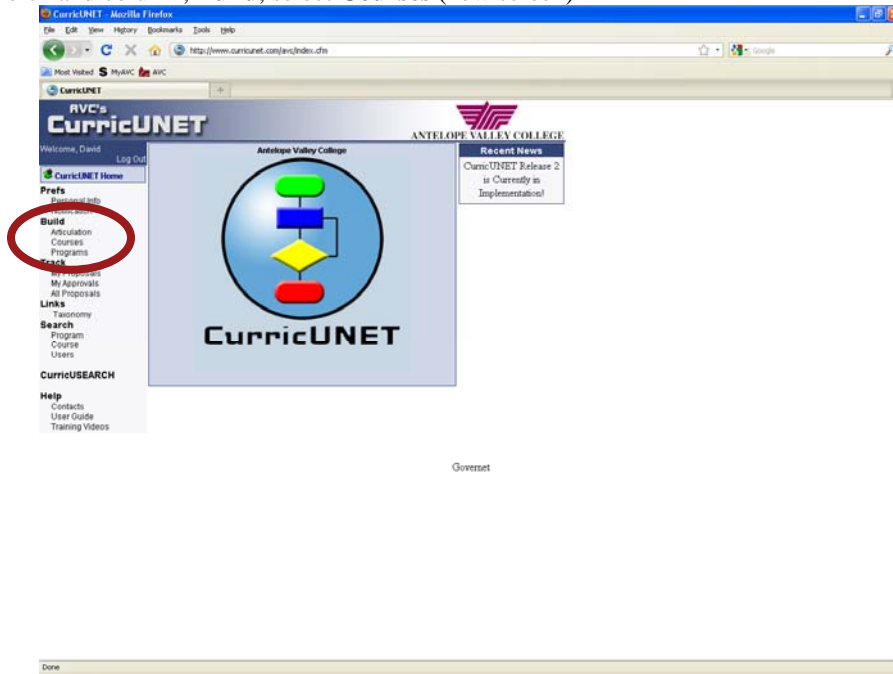
**Web Server:** a single computer device that stores Web page that may be accessed remotely.

**Regular Effective Contact** constitutes methods and frequency of interaction between instructor and students when separated by distance and can be accomplished in a number of ways:

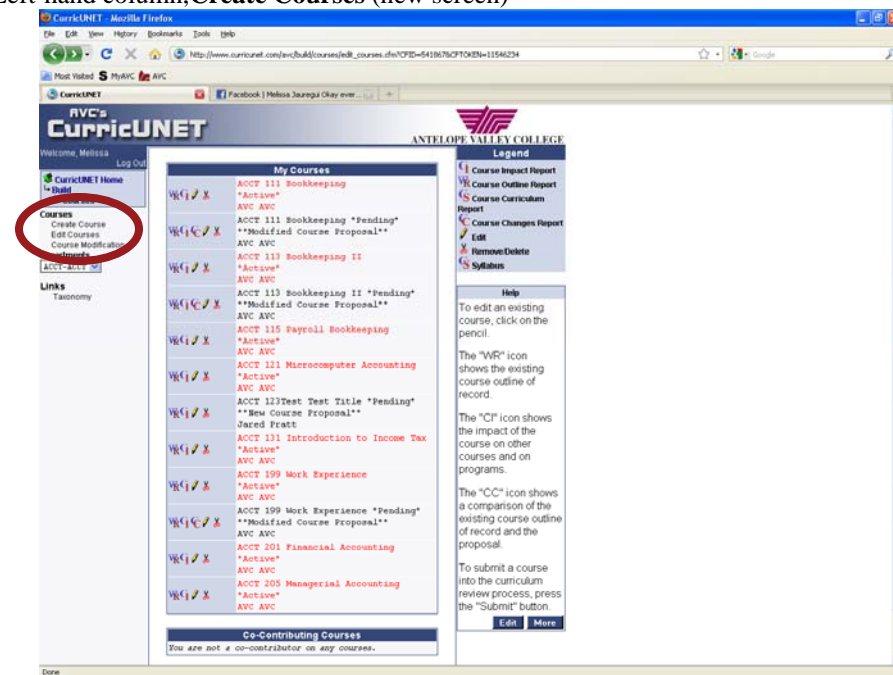
- **Announcements:** a communication tool often found in course management systems such as Blackboard.
- **Blog:** a shared online journal where people can post entries about their experiences and observations, often with hyperlinks provided by the writer.
- **Chatrooms:** an electronic space where multiple users communicate with other participants synchronously.
- **Communication Tools:** electronic modes of communication, such as blogs, e-mail, bulletin boards, chatrooms, discussion boards, listservs, announcements, wikis, and Web pages.
- **Discussion Boards:** electronic threaded discussions allowing multiple participants follow the flow of discussion; also called discussion forums.
- **Electronic Bulletin Boards:** software that allows users to leave messages and access information of general interest.
- **E-mail:** electronic mail delivered over a network.
- **E-mail Lists:** e-mail addresses that can be easily grouped for mailing to multiple participants.
- **FAQ (Frequently Asked Questions):** a collection of the most often asked questions and answers.
- **Multimedia:** a mixture of graphics, motion, sound, and text.
- **Face-to-Face: required meetings with students on campus for traditional classroom activities or assignments/tests.**
- **Wiki:** A collaborative website whose content can be edited by anyone who has access to it.

# CurricUNET: New Course Development Quick Guide

1. Click on <http://www.curricunet.com/AVC> to enter the CurricUNET site.
2. Enter your **LOGIN** information:
  - > your User Name is \_\_\_\_\_
  - > your Password is \_\_\_\_\_(User Name and Password are case sensitive.)  
Click **OK**.
3. Left-hand column, **Build**, select **Courses** (new screen)



4. Left-hand column, **Create Courses** (new screen)



5. **Create Course**

- Complete the data fields as they are presented by choosing the correct discipline, enter a course number and title as well as a description of the course.
- Click on ? for **HELP** (some, but not all, are activated)

- Click OK when complete, this information becomes the **Course Construction Main Menu**

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

- Complete the data fields as they are presented
- Click on ? for **HELP** (some, but not all, are activated)
- As each item on the checklist is completed, a check will appear in the box to the left of the title and it will be highlighted.

6. Buttons at the bottom of each item work page:

- **SAVE:** saves information, but keeps the page open for additional information
- **FINISH:** saves information and completes that section. **FINISH** activates a summary text box that confirms that all necessary information for that page is completed. Clicking **FINISH** on a work page notifies CurricUNET to check the box to the left of the title within the **Course Checklist**. You can always go back and edit that section by clicking the appropriate title within the **Course Checklist** and then **UNLOCK**.

- **CANCEL:** erases all unsaved data entered and sends you back to the blank page.

**Note: CurricUNET does NOT save automatically when leaving a section.**

7. Finish every applicable item on the Course Checklist by entering all the necessary information for the Course Proposal and Course Outline of Record. By clicking **AUDIT** in the left column, a text box will appear in the upper middle of the page, either confirming the entire Course Checklist is complete or listing items that remain incomplete.
8. Under **EDIT COURSE** in the left column, you can view various reports
  - **CO** icon: Course Outline
  - **CI** icon: Impact on other courses and programs
  - **CC** icon: For a proposal that is a revision of an existing course or program, this shows proposed changes

# Guidelines for Cooperative Work Experience Education

## **Types of Cooperative Work Experience Education (CWEE)**

Cooperative work experience is a district-initiated and district-controlled program of education consisting of either *General Work Experience* or *Occupational Work Experience* Education. Both types of programs are offered by Antelope Valley College.

**General Work Experience Education** is supervised employment that is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals. (T5: 55252)

**Occupational Work experience Education** is supervised employment extending classroom-based occupational learning at an on-the-job learning station related to the students' educational major or occupational goal. (T5: 55252)

**CWEE** is designed to help students acquire desired work habits and skill competencies that aid success in the classroom and the workplace. The ultimate goal is to teach students those skills and attitudes that will equip them to function and adapt as an employee in a variety of situations and jobs. (T5: 55250)

## **Responsibilities of the Cooperative Work Experience Education Partners**

A successful Cooperative Work Experience Program involves the coordinated efforts of four partners: Antelope Valley College, the student, the instructor, and the supervisor/employer.

*Antelope Valley College shall:*

1. Assign necessary certificated personnel who are qualified to coordinate the program in accordance with federal, state, and local district requirements. The Director of Work Experience will monitor and direct the program in accordance with Code requirements and maintain an educationally sound ratio of students to instructor. (T5: 55251)  
Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make "in-person" consultation for a student that is out of the colleges' geographical region, state, or in another country. (T5: 55255)
2. Identify designated instructors and counselors to provide appropriate and continued guidance service to students in the program. (T5: 55251)
3. Provide sufficient clerical help to maintain records and provide services to meet the needs of the program. (T5: 552251)
4. Provide sufficient services for initiating and maintaining on-the-job learning stations, coordinating the program, and supervising students. The supervision of students shall be outlined in a learning agreement coordinated by the college district. (T5: 55255)
5. Screen work stations to ensure that all conditions pertaining to the health, safety, and welfare of the students are protected.
6. Ensure that students' on-the-job learning experiences are documented with written measurable learning objectives. (T5: 55251)
7. With the assistance of the supervisor/employer, evaluate students' on-the-job learning experience and award appropriate credit and letter grades. (T5: 55251)
8. Maintain records which will include at least the following:
  - a. The type and units of work experience in which each student is enrolled, where employed, type of job held, and the basis for determining whether the student is qualified for Occupational or General Work Experience Education; signed and dated by academic personnel.
  - b. A record of work permit issued, if applicable, signed by the designated issuing agent. (T5: 55251)
  - c. The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by

- weekly or monthly time sheets or by summary statement at the end of the enrollment period. (T5: 55251)
- d. New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the students' grade signed by academic personnel, employer or designated representative and student. (T5: 55256)
9. Maintain records which are signed and dated by academic personnel documenting:
- a. Consultation(s) in person with the employer or designated representative. (T5: 55251)
  - b. Personal consultation(s) with the student. (T5: 55251)
  - c. Evaluation of the student's achievement of the on-the-job learning objectives. (T5: 55251)
  - d. The final grade. (T5: 55256)

*The Instructor shall:*

1. Provide appropriate advice and counsel to the students. (T5: 55251)
2. Assist the student and the supervisor/employer in developing the required new or expanded learning experience(s). (T5: 55251)
3. Assist the student in developing appropriate new or expanded, attainable, on-the-job measurable learning objectives. (T5: 55251)
4. Consult in person each semester with the supervisor/employer at the student's work station to discuss student's educational growth on the job. (T5: 55251)
5. Consult in person each semester with the student to discuss the student's educational growth on the job. (T5: 55251)
6. Assign a letter grade reflecting the supervisor's/employer's evaluation and the student's progress in meeting the planned on-the-job learning objectives. (T5: 55255)
7. Collect and submit all required documents with appropriate signatures. (T5: 55251)

*The Student shall:*

1. Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment. (T5 55254)
2. Have new or on-the-job learning experiences that contribute to their occupational or education goals. (T5 55254)
3. Receive the approval of the appropriate instructor of the program before enrolling in the Cooperative Work Experience Educational Program. (T5 55254)
4. Develop new or expanded, attainable, on-the-job measurable learning objectives in consultation with the instructor and the supervisor/employer. (T5: 55251)
5. Maintain the required number of units, attend classes regularly, and progress in both related classes and work experience in a manner acceptable to the work experience instructor and supervisor/employer.
6. Inform the work experience instructor of any problems or changes that would affect their college program of study and/or work experience training.
7. Submit forms and complete other assignments required by the instructor or job site supervisor.
8. Abide by the rules and regulations as established by the employer, Antelope Valley College District Board, of Trustees, and the State of California regarding the expected behavior and conduct of students attending Antelope Valley College.
9. If self-employed, identify a person who is approved by the instructor to serve as the designated employer representative. (T5:55254)
10. Attend a mandatory orientation prior to contacting the instructor and enrolling in Work Experience.

*The Supervisor/Employer shall:*

1. Understand and accept the objectives of the Cooperative Work Experience Education program. (T5: 55257)
2. Work on a cooperative basis with the instructor in coordinating the work experience of students.
3. Assure the College that the workstation offers a reasonable probability of continuous employment for the student who is making progress during the work experience period. (T5 55257)

4. Provide overall desirable working conditions that will not endanger the health, safety, and welfare of the student.
5. Provide adequate equipment, materials, and other facilities to provide an appropriate learning opportunity. (T5 55257)
6. Assist the student in the establishment of attainable, on-the-job learning objectives which represent new or expanded responsibilities. (T5: 55256)
7. Provide adequate supervision of the student to ensure that the on-the-job activities provide the maximum educational benefit. (T5: 55255)
8. Personal consult with the student to discuss his/her educational growth on the job. (T5: 55255)
9. Maintain and submit accurate records of the number of hours the student worked on the job. (T5: 55256)
10. Submit a written evaluation of the student, in cooperation with the instructor, to help determine the final grade. (T5: 55251)
11. As required by law, comply with all appropriate federal and state employment regulations. (T5: 55257)

### **Work Experience Credit**

For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours, subject to the following limitations: (T5: 55253)

1. General Work Experience Education
  - a. A maximum of six semester credit hours may be earned during one enrollment period in general work experience education. (T5: 55253)
2. Occupational Work Experience Education
  - a. A maximum of eight credit hours may be earned during one enrollment period in occupational work experience education. (T5: 55253)

One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.

The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded. (T5: 55256.5)

The following formula will be used to determine the number of units to be awarded: (T5: 55256.5)

1. Each 75 hours of paid work equals one semester unit of credit. (T5: 55256.5)
2. Each 60 hours of non-paid (volunteer) work equals one semester unit of credit. (T5: 55256.5)

## PROCESS AND CRITERIA FOR ESTABLISHING PREREQUISITES, COREQUISITES, AND ADVISORIES

Appropriate course prerequisites, corequisites, and advisories benefit the students, the faculty, and the college: students understand what is expected of them without being denied access; faculty teach students who are prepared with the necessary knowledge and skills; and the college has sound academic standards throughout its courses and programs. Furthermore, properly established prerequisites guarantee a balance between access and success, and between state and local control.

The following definitions, guidelines, and procedures are based on two inter-related documents: "The Model District Policy" adopted by our college in 1994 (which meets all the requirements of state law and Title 5, sections 55200, 55201, and 55202) and the State Academic Senate's "Good Practice for the Implementation of Prerequisites."

### ADVISORIES

Definition: An advisory is "a condition of enrollment consisting of a course that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program."

#### Process: Basic Content Review

Discipline faculty (both full time and adjunct who teach in that subject area) must:

- 1 examine the Course Outline of Record (COR) along with the course syllabus, assignments, exams, and texts (for a revised course), and agree upon what entry level knowledge and which entry level skills would assist students in being successful in a given course, but are not required.
- 2 decide and agree upon which existing courses would provide students with that knowledge or those skills. In order to do this, consult the CORs for those courses, using it to fill out the content review pages for establishing advisories.
- 3 consult with AP&P representative and dean/director.
- 4 take recommendations to Division for discussion and approval.
- 5 complete all forms (CPF and COR) and attach COR from advisory course(s); submit to AP&P for technical review.

**Documents Required:** Course Proposal/Content Review Form, COR, and the COR(s) of advisory course(s).

### PREREQUISITES AND COREQUISITES

Definition: A prerequisite is "a condition of enrollment that a student is required to meet in order to demonstrate current readiness [entry level knowledge or skills] for enrollment in a course or education program." A prerequisite "will assure that a student has the skills, concepts, and/or information" necessary for success in the course; therefore, a student "who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course."

Definition: A corequisite is "a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll and be successful in another course."

Required levels of scrutiny:

- 1) **Sequential Courses Within Disciplines** (e.g. HIST 101 for HIST 102)
  - a) AVC Degree Applicable or Transfer Courses: a basic content review and the COR from the requisite course(s).
- 2) **Sequential Courses Across Disciplines** (e.g. SOC 101 for PSY 201)
  - a) AVC Degree Applicable or Transfer Courses: a basic content review, the COR from the requisite course(s), plus documentation from any 3 CSU/UC catalogs showing that the same (or equivalent) course(s) as the one under review requires the same (or equivalent) prerequisite.
  - b) Vocational Courses: If a vocational course does not have the same or an equivalent course within the CSU/UC systems, a basic content review and the COR from the requisite course(s) is all that is required.

### Process: Content Review and Documentation

Discipline faculty (both full time and adjunct who teach in that subject area) must:

- 1 examine the Course Outline of Record (COR) along with course syllabus, assignments, exams, and texts (for revised courses), and agree upon what entry level knowledge and which entry level skills are essential in order for students to be successful in a given course, and without them, students would be highly unlikely to succeed.
- 2 decide and agree upon which existing courses would provide students with that knowledge or those skills. In order to do this, consult the CORs for those courses, using it to fill out the content review pages for establishing pre or corequisites. Attach the COR of the pre or corequisite course(s) to the course under review.
- 3 provide additional documentation or “across the disciplines” requisites from any 3 CSU/UC catalogs (course descriptions) showing that these courses carry the same type of course pre or corequisite as the course under review.
- 4 consult with AP&P representative and dean/director.
- 5 take recommendations to Division for discussion and approval.
- 6 complete all forms (CPF and COR), attach COR from pre or corequisite course(s) and CSU/UC documentation if required; submit to AP&P for technical review.

**Documents Required:** Course Proposal/Content Review Form, CORs, the CORs from the pre or corequisite courses, and documentation (catalog course descriptions) from any three CSU/UC campuses if required.

### 3) Courses Requiring Communication and/or Computation Skills

Setting communication (reading and writing) or computational (math) courses as pre or corequisites for courses outside of those disciplines (ENGL101 for PSY101; MATH 102 for CHEM120) requires a basic content review plus the “highest level of scrutiny,” which is data collection and analysis.

### Process: Content Review and Data Collection & Analysis

Discipline faculty (both full time and adjunct who teach in that subject area) must:

- 1 examine the Course Outline of Record (COR) along with the course syllabus, assignments, exams, and texts, and agree upon what entry level knowledge and which entry level skills are essential in order for students to be successful in a given course, and without them, students would be highly unlikely to succeed.
- 2 decide and agree upon which existing courses would provide students with that knowledge or those skills. In order to do this, consult the CORs for those courses, as well as the information provided on the content review pages of the course proposal form.
- 3 consult with AP&P representative and dean/director.
- 4 revised courses only: request from AP&P that a “Course Validation Study” (data collection and analysis) be conducted on the revised course. This study will be conducted by the college’s Research Technician according to the standard research method approved by the AP&P Committee and recommended by the state. If the data shows that a certain course is “necessary for [a student’s] success” and the student is “highly unlikely to obtain a satisfactory grade” without that course, then faculty may continue with the process of establishing pre or corequisites. (See note below.)
- 5 new courses only: pre or corequisites can be established through the basic content review process for a two-year period during which time we are required to conduct a Course Validation Study. If the study validates the content review, the pre or corequisites remain in place; if the study does not, then the pre or corequisites automatically become advisories.
- 6 take recommendations to Division for discussion and approval.
- 7 fill out appropriate content review pages, the COR, and for revised courses attach the Course Validation Study; submit to AP&P for review.

**Documents Required:** Course Proposal/Content Review Form, COR, the COR(s) for the pre or corequisite course(s), and the Course Validation Study for revised courses.

## COURSE VALIDATION STUDIES FOR PREREQUISITES AND COREQUISITES

For the purposes of establishing communication and computational pre- and corequisites on credit courses across the disciplines, the AP&P Committee adopted the Local Research Option found in Design 23 of the District Model Policy (1993). These studies will be in addition to the already established process for a formal content review (adopted by the district in 1994) and outlined in the “Process for Establishing Prerequisites, Corequisites, and Advisories” in the *AP&P Standards & Practices Handbook*.

The district will use **Experience Table Comparisons** as the primary method of validation based on a ***t*-test statistic** where the observed difference in the mean grade of both groups is significant at  $< .05$  level. The committee agreed to include W's as non-success, measured as a zero on the four-point grading scale, just as the letter grade F. The committee also agreed to limit the sample cohort to only those students who have attempted the proposed prerequisite course at AVC. Students who enroll directly into the target course without prior attempts or completion of the prerequisite will be excluded from the sample. As a minimum requirement, the *t*-test must show statistical validity at the .05 level before the committee considers implementing the prerequisite as a mandatory requirement for students enrolling in the target course. The committee will also review additional criteria before making a final decision, such as a **Data Table Comparisons**. This **chi-square** will show counts and percentages in a 2x2 matrix based on the above cohort, again including W's as non-success.

The research office will prepare a one-page report showing both tables and the following statistics:

- the value and significance level of the *t*-test;
- the value and significance level of the chi-square;
- the sample size;
- the base rate of success (without prerequisites);
- the percent of correct predictions;
- the net increase in accuracy; and
- the number and percent of students who would be excluded if the prerequisite were in place (not eligible and successful).

(A sample report is attached.)

Finally, the research office will provide a separate report showing the demographic analysis (cross-tabs) of the above cohort by gender and ethnicity to determine if implementing the proposed prerequisite will create a disproportionate impact of any under represented group. If disproportionate impact exists, the committee will forward this information to the representatives responsible for the district Student Equity Plan.

(The above process conforms to all Title 5 requirements, Sections 55201 and 55202, and is based on the following two documents: the Board of Governors Prerequisite Model District Policy (September 1993) and the State Academic Senate's Good Practice for the Implementation of Prerequisites (Spring 1997).

## **REGULATIONS AND ENFORMCEMENT OF PREREQUISITE AND COREQUISITE**

Once prerequisites and corequisites have been established for a course, Education Code requires that the district abide by the following regulations:

### **Catalog and Schedule Information:**

The college must provide clear and accurate information regarding the establishment of prerequisites, corequisites, and advisories, including definitions of each.

### **Implementation:**

**Once a pre or corequisite is established, it must be enforced consistently. Students cannot take a course without having the pre or corequisite (or successfully challenging it) and no one (administration, faculty, or staff) may “waive” that prerequisite for a student.**

### **Challenge Procedure:**

The college must have an established and published process for students who wish to challenge the pre or corequisite. This process must be done in a “timely manner,” generally **within 5 days** from the time the student files a completed form, including required documents. Since faculty establish the pre or corequisites, faculty must also be the ones to determine whether or not a student’s challenge is valid.

### **Involuntary Drops:**

If registration has begun before students complete the prerequisite course, they are allowed to enroll in the course for which the prerequisite has been established. However, if they do not pass the prerequisite course (D, F, NC, W, or I) they must be automatically dropped. The college will implement a computer run of final grades and issue a letter to students informing them they have been dropped from the course. Ideally, this should be done before the first class meeting of the semester. However, if classes have begun before the prerequisites can be checked, students must be dropped within the first two weeks of classes, which allows them time to add the necessary class.

### **Course Outline of Record:**

Faculty must design their course syllabus based upon the approved COR. All work (assignments, tests, projects, etc.) must be designed according to the "measurable objectives" listed on the COR.

### **Program Review:**

Courses must be reviewed and/or revised at least once every six years to verify that the pre or corequisites is still necessary for students’ success and that the course content and objectives are still relevant.

### **Assessment Tests to Establish Pre or Corequisites:**

The use of assessment instruments for placement of students into courses must be established in the following manner:

- 1) the assessment instrument must be on the Chancellor’s Office approved list
- 2) the college must conduct local validation studies for establishing cut scores
- 3) the college must use multiple measures in addition to the assessment instrument
- 4) the college must check for disproportionate impact

Once the above conditions have been met, colleges may use assessment instruments for placement in courses by establishing them in concert with the equivalent course when listing the pre or co requisite in the course description. For example:  
Prerequisite: Eligibility for ENGL101 (AVC Assessment) or Successful Completion of ENGL099.

### **Course Validation Studies:**

In order to establish communication (reading/writing) or computational (math) prerequisites for courses in other disciplines, the “highest level of scrutiny” must be used which is the collection and analysis of data in conjunction with a content review. (See “Course Validation Studies” document.)

## PREREQUISITE AND COREQUISITE CHALLENGE PROCESS

The following regulations and guidelines conform to Title 5 (section 55201) and are taken from the Model District Policy approved by the Chancellor's Office and agreed to by the AP&P Committee, the Academic Senate, and the Board of Trustees in 1994.

### **Legal Obligations: Prerequisites and Corequisites**

- 1 Once a prerequisite or corequisite has been approved for a course, the college **must** enforce it. If we fail to enforce the pre or corequisites, we are out of compliance with Title 5 and Matriculation Regulations.
- 2 **No one (faculty, administrator, or staff) has the right to “waive” a pre or corequisite.**

### **Challenges: Students' Responsibilities:**

- If a student wishes to challenge a pre or corequisite, he or she may request a “challenge form” and should do so far enough in advance of the start date for the course being challenged. In order to challenge a pre or corequisite, the student must fill out the form and indicate the reason for the challenge set forth by Title 5.
- It is the student’s responsibility to “prove” that he or she meets the criteria for satisfying the pre or corequisite by attaching the necessary documentation.
- **If the student fails to attach the necessary documentation, the challenge is automatically denied.**

### **Challenges: Faculty Responsibilities:**

**It is the responsibility of faculty to make themselves available to review challenges throughout the year: fall, winter, spring, and summer.**

**According to regulations, prerequisite challenges must be completed within 5 working days, and the college must “hold a seat for that student” during that time. If the challenge is not completed within the 5 days, the student is automatically enrolled in the class.**

- Since establishing pre or corequisites is an “academic and professional matter,” it is the faculty’s responsibility (full time and/or adjunct) to read the challenge and determine whether or not the student meets the necessary skills to enter the class; it is the dean’s and/or director’s responsibility to ensure that the process has been followed. (Both signatures are required on the form.)
- If the student is trying to enter a specific class section or there is only one section of the course being offered, the faculty member teaching that section **cannot** be the faculty member who reviews the challenge; another faculty member in the discipline (full or part time), or in a closely related discipline, must review the challenge.
- If no other faculty member is available, one of the following alternatives can be used: 1) the dean/director, if he or she meets minimum qualifications, can then determine if the challenge is valid; 2) the dean/director must remove the student's name from all documents, thus allowing the faculty who teaches that section to review the challenge without knowledge of the student’s identity. The dean’s signature ensures that the challenge process has been followed.

## Guidelines for Noncredit Course Proposal: New and Revised

Noncredit instruction offers students access to a variety of low or no cost, no credit/units courses. Noncredit courses are intended to provide students with lifelong learning, and act as an “educational gateway” for future college-level course and career preparation. Faculty developing noncredit courses should review the “Process for \*New Course Development” found in the *AP&P Standards & Practices Handbook* and read the “Noncredit at a Glance” document posted on AP&P’s web page. In addition, the Chancellor’s Office requires special forms to be filled out and submitted once the course is approved by AP&P and by the Board of Trustees. Noncredit courses cannot be offered until approved by the Chancellor’s Office.

(\*Note: There is no need to meet with the Articulation Officer or the Librarian when developing noncredit courses.)

### SECTION I

**Signatures:** AP&P faculty representative; dean of division; name of faculty member who developed the course. After the division reviews and approves course, the dean and AP&P representative should proofread and correct any errors before dating and signing form. Courses must be reviewed and approved by division faculty before submission to AP&P for technical review.

**Course Subject, Number (900 series), Title, and Hours:** This information will appear in college catalog and schedule of classes. It is intended for students' use in determining their course work. Information should be consistent with other courses in discipline or division; review college catalog for format.

**New or Revised Course:** Check only one box. If course is revised, explain revisions and fill out applicable sections of Course Proposal form and the COR.

### SECTION II

#### Course Information:

1. **Maximum Class Size:** Instructional history, pedagogical rationale, equipment or lab restrictions, or safety considerations should be clearly explained. (Room size alone is not sufficient rationale).
2. **Course Justification:** Explain how course fits student and community needs, interests, or objectives based on the definitions from Education Code 84757; see page 2 of the form: the Course Category Descriptions A-J. Further information on these categories is posted on AP&P’s web page.
3. **Special Expenditures:** While course funding does not fall under the purview of AP&P, it is important for educational planning that any unique or special expenditures be listed.
4. **Course Repeatability:** There are no limits in Education Code as to how many times a student may repeat a noncredit course; however, faculty can set limits as deemed necessary.

### SECTION III

This information is for state reporting purposes. Education Code 84757 recognizes 9 different types of noncredit courses. In addition, “workforce preparation” is a 10th category per Title 5, section 55151. The placement of a course in a given instructional area below is driven by the course objectives (see the COR) and the target population to be served. The “Noncredit at a Glance” document offers detailed information on each of the following categories and is posted on AP&P’s web page.

1. **Course Category Definitions:** (Check only one box on form.)
  1. Parenting and Family Support—**Category F**
  2. Elementary and Secondary Basic Skills: reading, mathematics, and language arts—**Category C**
  3. English as a Second Language—**Category A**
  4. Immigrant Educational Services—**Category B**
  5. Education for Person with Substantial Disabilities—**Category E**
  6. Short-Term Vocational Programs with High Employments Potential—**Category I**
  7. Education for Older Adults—**Category H**
  8. Family and Consumer Sciences—**Category G**
  9. Health and Safety Education—**Category D**
  10. Workforce Preparation—**Category J**
2. **Course Transferability Code:** Noncredit courses are not transferable or degree applicable. Code “C” is the default code.

3. **Student Accountability Model Code (SAM CODES):** are used for the identification and classification of occupational courses. The following is a brief explanation. (See “Appendix C” in *AP&P Standards & Practices Handbook* for complete definitions.)
- **“A” Apprenticeship:** A course designed for an indentured apprentice with state and industry approval.
  - **“B” Advanced Occupational:** A course designed for students in the *advanced stages* of their occupational program; the course must have a “C” level prerequisite.
  - **“C” Clearly Occupational:** A course designed of sufficient difficulty for students in the *middle stages* of their occupational program that should provide for entry-level job skills.
  - **“D” Possibly Occupational:** A course designed for students in the *beginning stages* of their occupational program.
  - **“E” Non-Occupational:** A course that is non-occupational.

#### SECTION IV

**Modes of Instruction:** Determining modes of instructions is necessary to establish LHE for faculty, and is based on the following formula found in the district-union faculty contract:

**LECTURE:** At least 60% of the class meeting time over the semester is in direct interaction with the entire class.

**FORMULA:** 1 LHE per 1 hour of instruction.

**LAB:** Less than 25% of the class meeting time over the semester is spent in lecture activities with the entire class.

**FORMULA:** 2/3 (.67) LHE per 1 hour of instruction

**LECTURE/LAB:** Any form of class organization in which the percentage of lecture time falls between the percentages defined in the lecture and lab definitions.

**FORMULA:** 4/5 (.825) LHE per 1 hour of instruction

#### SECTION V

**Discipline Designation** (see Minimum Qualifications on AP&P’s web page): List the “primary discipline designation” (the minimum qualification) required of faculty to teach the course. If faculty from a discipline other than the one under which the course was developed are qualified to teach this course based upon MQs and a review of the course content, list the “other” discipline(s) here. Attach a signed memo from faculty in each of the disciplines along with the COR. The memo and a copy of this CPF page will be forwarded to the Senate upon approval of the course. (Note: This is not an “individual personnel” decision; any faculty within the “other” discipline could be assigned to teach this course.)

## Guidelines for Noncredit Course Outline of Record

This form models the State Senate's good practice document "Stylistic Considerations in Writing Course Outlines of Record." The COR serves as a permanent record for the following audiences and purposes: students need the information for planning their programs; counselors refer to it when advising students; outside reviewers (accreditation and matriculation) base their recommendations on it; and faculty use it when developing or revising courses and are required to use it for creating their syllabus. The Chancellor's Office considers it a "contract among student, instructor, and institution."

### **Course subject, number, title, and hours:**

Refer to the AVC College Catalog for the correct order and format of this information. All noncredit courses are numbered in the 900 series.

### **Course description:**

The catalog description should convey the content of the course in a brief and concise manner. It should be thorough enough to describe the scope of the course, yet brief enough to be taken in and understood quickly. It is good practice to include a statement about the students for which the course is intended.

### **Course Objectives:**

This section should clearly explain the measurable objectives expected of students by the end of the course. These should be phrased as a series of collective statements, rather than an itemized list of each individual objective for each topic covered. (Example: identify and compare and contrast, rather than identify the . . . ; compare and contrast the . . . ; or recognize and define major themes, rather than recognize major themes; define major themes; etc.) A copy of Bloom's taxonomy provides a full range of critical thinking skills from acquisition of knowledge to synthesis and evaluation; it is helpful when creating measurable objectives.

### **Course Content:**

The format used for the course content should be that of a well-detailed outline, with major and minor headings. Each instructor is required to cover all the topics listed in the course content; however, this does not limit an instructor from going beyond the topics, if indicated on class syllabus. The content must clearly fall into one of the ten categories listed in Education Code 84711(a) and Title 5 S55151. See Section III of Course Proposal Form.

### **Assignments and Tests: Reading; Writing; Computational; Other**

Representative types of homework assignments and tests are required for each applicable category. Assignments and tests need to be clearly related to course content and measurable objectives. Although not required by Title 5, it is good practice to indicate the number of hours per week that it would take a student to complete the various assignments.

### **Methods of Instruction:**

Faculty have the academic freedom to structure their courses according to their expertise; therefore, this section should reflect a number of different approaches (lecture, discussion, demonstrations, etc), all of which remain consistent with and appropriate to stated student objectives, assignments, and evaluation. Do not list specific, instructional equipment (overheads, power point, DVD's, etc).

### **Methods of Evaluation:**

The range of typical assignments/test and their methods of evaluation must be varied enough to allow instructors a choice in type and methodology; however, they also need to be specific enough for consistency among instructors and clearly reflective of all stated measurable objectives. While a final, formal grade is not put on a student's record, faculty are expected to assess whether or not a student has met the stated objectives.

### **Suggested Texts and Instructional Materials:**

Sample texts or other instructional materials should be completely referenced: author, title, publisher, and date. It is a good idea to list several different texts.

## BLOOM'S TAXONOMY

### Methods Requiring Cognitive Outcomes

					<b>*Critical Thinking</b>
<b>Knowledge</b> define repeat record list recall name relate underline	<b>Comprehension</b> translate restate discuss describe recognize explain express identify locate report review tell	<b>Application</b> interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch	<b>Analysis</b> distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize	<b>Synthesis</b> compose plan propose design formulate arrange assemble collect construct create set up organize prepare	<b>Evaluation</b> judge appraise evaluate rate compare value revise score select choose assess estimate measure

\*In order to comply with Title 5 regulations, a range of critical thinking skills “should be emphasized” and reflected in the course objectives.

taken from Benjamin Bloom’s *Taxonomy of Educational Objectives*, 1956, 1984.

## AVC Corporate and Community Services Offerings

According to Title 5 § 55002, Community Service Offerings are those offerings (classes) that meet the following minimum requirements:

- 1) approved by the district governing board;
- 2) designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;
- 3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;
- 4) conducted in accordance with a predetermined strategy or plan;
- 5) open to all members of the community willing to pay fees to cover the cost of the offering;
- 6) may not be claimed for apportionment purposes.

In addition to meeting the above requirements, the Academic Senate feels strongly that any proposed course, offering, or program first gain faculty support. Therefore, community services offerings at Antelope Valley College are subject to division review and approval before going to the AP&P Committee.

### Guidelines:

- 1) the Dean for Corporate and Community Services will keep faculty informed of offerings needed or being developed as Corporate and Community Services Offerings and, when possible, use currently employed permanent or adjunct faculty to develop and teach these offerings;
- 2) once a Corporate and Community Services Offerings has been proposed/developed, a Corporate and Community Services Offerings Outline form must be completed;
- 3) the Dean for Corporate and Community Services then sends the Corporate and Community Services Offerings Outline form to the appropriate division for review by the dean and the AP&P representative, who consult with division faculty;
- 4) if there is a question as to which division the offering falls under, it should be sent to the AP&P faculty cochair for review and approval or to determine the appropriate division;
- 5) if the division dean, the AP&P representative, and the faculty have no concerns or questions, they will sign off on the offering(s) and return the form(s) to the Dean for Corporate and Community Services;
- 6) if the division dean, the AP&P representative, or the faculty have concerns or questions, they will meet with the Dean for Corporate and Community Services to discuss their concerns or questions and present suggestions for revision;
- 7) the division dean, the AP&P representative, and the faculty then have the right to approve the offering or not; if approved, signatures are required on the form;
- 8) prior to publishing a schedule of Corporate and Community Services Offerings, the Dean for Corporate and Community Services will present a copy of the signed and approved Corporate and Community Services Offerings Outline to the AP&P Committee for review and approval;
- 9) the Dean for Corporate and Community Services, AP&P Representative, and Faculty must be present at the AP&P meeting to answer questions regarding course offering, if the faculty is unable to attend the meeting due to extreme hardship then the use of SKYP or CCCConfer may be an option if the location of the meeting has the technology capabilities.
- 10) final approval by AP&P is generally granted based upon appropriate division approval of offering(s);
- 11) once AP&P has approved a Corporate and Community Services Offering, it need not go through the review process again unless there are \*substantive changes to the offering or has not been offered in 2 years;
- 12) the Dean for Corporate and Community Services then takes the approved Community Service Offerings to the Board for final approval before they are published and offered.
- 13) During summer/intersession when AP&P does not meet, steps 1-7 must still be completed; however, steps 8 and 9 will be handled by the faculty cochair of AP&P, the Academic Senate President, and the Vice President of Academic Affairs.

\*Substantive changes: AP&P Committee as a whole will determine whether the changes made to a course require the presence of the faculty in order to clarify concerns.

**OTHER CURRICULUM  
REGULATIONS AND PROCEDURES**

## Course Repeatability Criteria (Credit Courses Only)

The Chancellor's Office has strict criteria that govern the approval of "repeatable" courses (i.e. those specific courses listed in the college catalog that have the designation "R" indicating that a student may take the course more than once). The district must develop and implement a mechanism for the proper monitoring of such repetition. The attendance of students repeating [such] a course . . . may be claimed for state apportionment for not more than three semesters." (Title 5, Section 58161c) Repeatability status applies to, physical education courses and visual or performing arts courses in music, fine arts, theatre or dance.

**When courses come forward to the AP&P Committee with a "repeatable" designation, the following criteria must be met:**

- Repetition of the course is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment.
- The course is an activity course in which the student meets course objectives by repeating a similar primary educational activity and gains an expanded educational experience each time the course is repeated.
- The content of the course differs each time it is offered. In addition, the student who repeats the course is gaining an expanded educational experience for one of the following reasons:
  1. Skills or proficiencies are enhanced by supervised repetition and practice within class periods
  2. Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

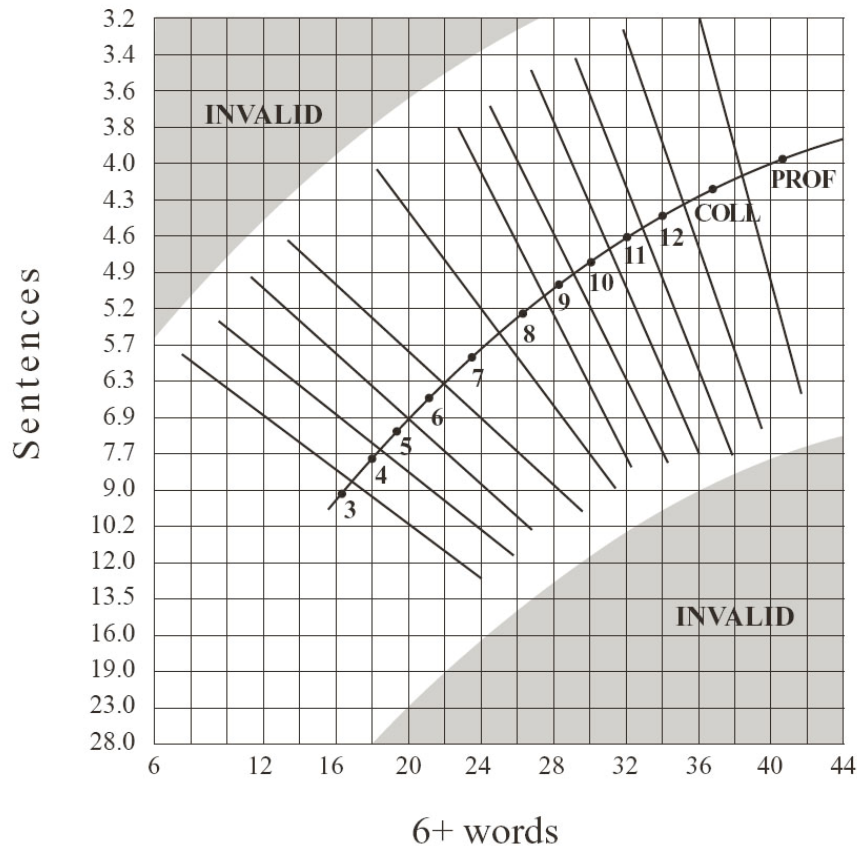
Repeatability status is **NOT** intended for non degree-applicable basic skills courses (developmental/remedial reading, writing, and math) or ESL courses.

### Repeatability History:

When this regulation was passed in 1983, it applied primarily to "activity" courses—those courses "which require active participatory experience to achieve their learning objectives." However:

- 1 In 1985, to "curb potential abuse" of this regulation, the Chancellor's Office issued an "administrative interpretation" which further limited the number of times a student may repeat an "activity, performance, or studio art" course. For example, a student could no longer "enroll for four times in each of Beginning Tennis, Intermediate Tennis, or Advanced Tennis [courses]." In effect, a limit was placed on the total number of times "a student could repeat any configuration of courses in a given subject area. . . . [thus a student] would be restricted to taking only four courses overall" in Tennis or Piano.
- 2 In 1992, the Chancellor's Office attempted to "correct [an] unattended effect" of their 1985 interpretation by granting exception to the "limit on repetitions . . . if and only if the course is part of a sequenced transfer curriculum in the visual and performing arts disciplines (music, fine arts, dance, or theater arts)." Therefore, only those courses in PE and the visual/performing arts disciplines that meet the above criteria are eligible for repeatability status.
- 3 In 2001, a memo from the Chancellor's Office determined that "occupational courses" may also carry a repeatability designation provided the content changes each time the course is offered, and it meets one of the other criteria (above A or B) as well.
- 4 Finally, Title 5 (S 55763c) states that repetition may also be granted "in instances when such repetition is necessary for a student to meet a legally training requirement as a condition of continued paid or volunteer employment. . . . Such courses may be repeated for credit any number of times, regardless of whether or not substandard work was previously recorded, and the grade received each time shall be included for purposes of calculating the student's grade point average."

## RAYGOR SCALE



### Directions for Using the Raygor Scale to Estimate Reading Level of Textbook

1. Randomly select three 100-word passages from a book (one near the beginning of the book, one from the middle of the book, and one near the end of the book). Do not include numerals when counting out the 100 words for the passages. For each passage, calculate the following:
  - a. Count the number of sentences in each passage and calculate to the nearest tenth of a sentence.  
For example, if the selection has 5 sentences plus 15 words of a 20 word sentence, the sentence count would be 5.75 or 5.8, rounded up.
  - b. Count the number of words with six or more letters in each passage.

Example:	sentences	6+ letter words
passage A	4.8	35
passage B	5.2	33
passage C	6.0	31
2. Calculate the average sentence length and the average number of words with 6 or more letters for all three passages.  
From the above example, the average sentence length is 5.33 and the average number of words with 6 or more letters is 33. Then plot the sentence length and long (6+ letter) word count on the graph. For the above example, the reading level would be 11th grade

## SCANS Skills and Competencies Overview

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment. The primary objective is to help teachers understand how curriculum and instruction must change to enable students to develop those high performance skills needed to succeed in the high performance workplace.

SCANS has focused on one important aspect of schooling: what they called "learning a living" system. In 1991, they issued their initial report, *What Work Requires of Schools*. As outlined in that report, a high-performance workplace requires workers who have a solid foundation in the basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make workers dedicated and trustworthy. A high-performance workplace also require other competencies: the ability to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies. This document outlines both these "fundamental skills" and "workplace competencies."

**SCANS objectives must be built into the "Course Objectives" and identified with an asterisk.**

### Basic Skills

A three-part Foundation

#### Communication Skills:

Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. Writing--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. Arithmetic/Mathematics--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. Listening--receives, attends to, interprets, and responds to verbal messages and other cues
- E. Speaking--organizes ideas and communicates orally

#### Thinking Skills:

Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A. Creative Thinking--generates new ideas
- B. Decision Making--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. Problem Solving--recognizes problems and devises and implements plan of action
- D. Seeing Things in the Mind's Eye--organizes, and processes symbols, pictures, graphs, objects, and other information
- E. Knowing How to Learn--uses efficient learning techniques to acquire and apply new knowledge and skills
- F. Reasoning--discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem

#### Personal Qualities:

Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A. Responsibility--exerts a high level of effort and perseveres towards goal attainment
- B. Self-Esteem--believes in own self-worth and maintains a positive view of self
- C. Sociability--demonstrates understanding, friendliness, adaptability, empathy, and
- D. Self-Management --assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E. Integrity/Honesty--chooses an ethical course of action

## Five Workplace Competencies

**Resources:** Identifies, organizes, plans, and allocates resources

- A. Time--selects goal-relevant activities, ranks them, allocates time, and prepares and follow schedules
- B. Money--uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. Material and Facilities--acquires, stores, allocates, and uses materials or space efficiently
- D. Human Resources--assesses skills and distributes work accordingly; evaluates performance and provides feedback

**Interpersonal:** Works with others

- A. Participates as Member of a Team--contributes to group effort
- B. Teaches Others New Skills
- C. Serves Clients/Customers--works to satisfy customers' expectations
- D. Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. Negotiates--works toward agreements involving exchange of resources, resolves divergent interests
- F. Works with Diversity--works well with men and women from diverse backgrounds

**Information:** Acquires and uses information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information
- D. Uses Computers to Process Information

**Systems:** Understands complex inter-relationships

- A. Understands Systems--knows how social, organizational, and technological systems work and is able to operate effectively with them
- B. Monitors and Corrects Performance--distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. Improves or Designs Systems--suggests modifications to existing systems and develops new or alternative systems to improve performance

**Technology:** Works with a variety of technologies

- A. Selects Technology--chooses procedures, tools or equipment including computers and related technologies
- B. Applies Technology to Task--understands overall *intent and* proper procedures for setup and operation of equipment
- C. Maintains and Troubleshoots Equipment--prevents, identifies, or solves problems with equipment, including computers and other technologies.

## Expedited Course Approval: Imminent Need

Occasionally, rapidly changing needs of business, community, or other external sources will conflict with the rigorous scrutiny and established timeline of the course approval process. However, it is essential that expedited approval not result in lower course standards or the development of a course that has not been well thought out. In order to meet these unexpected needs without sacrificing curriculum standards, the AP&P committee has adopted the following set of guidelines based upon the State Senate's "Good Practices" document.

**Imminent need cannot be invoked just because the faculty originator did not prepare adequately to meet the established curriculum review process or timeline.**

### **Rationale for imminent need:**

- a need arises from an accreditation visit requiring curriculum development or revisions by a certain date;
- a need arises from an outside agency (i.e. state boards or licensing agencies or businesses);
- a need arises from a grant that enforces its own timeline as a condition of funding;
- a need arises from local businesses community organizations requiring academic and/or training needs;
- a need arises from legislation passed by the state and the Chancellor's Office (i.e. CalWorks, VTEA, etc.).

### **Imminent need criteria: a written rationale must be provided**

Upon presentation of a complete Course Proposal Form and Course Outline, the AP&P committee would accept, review, and approve or disapprove a new or revised course at its next regularly scheduled meeting, regardless of the requirement for two readings or the published timeline, providing the following criteria are met.

- the AP&P cochair must be notified before the course is submitted to the committee; a written rationale explaining the need for expedited approval must be signed by the faculty, the AP&P representative, and division dean;
- the course must still meet all state and local standards, including submission of all required forms;
- the course must have approval from division faculty;
- the faculty originator of the course must be present at the time of the review;
- the course must still be submitted for Board approval.

### **Scheduling concerns:**

If the course misses the deadline for publication in the college catalog, the Chancellor's Office offers three options to ensure that the course is "reasonably well publicized," both in print and online (Title 5 sec. 58104):

1. the course(s) can be publicized in the upcoming schedule of classes, and/or
2. the course(s) can be publicized in an addendum to the catalog or schedule of classes , and/or
3. the course(s) can be publicized to the general population in a well-designed and widely circulated print medium.

Faculty should realize, however, that the catalog is used by other institutions to evaluate transcripts, and many four-year universities and colleges require that a course be listed in the college catalog as a condition of articulation.

## Materials Fee Policy and Procedures

As permitted in Title 5, S59400-59410 and Ed. Code S76365, the Antelope Valley Community College District has determined that it is appropriate to require students to provide certain instructional and other materials for credit or noncredit courses when such materials are necessary to meet one or more of the course objectives and remain of continuing value to the student outside of the classroom setting. These materials may include, but are not limited to electronic data, supplies, tools, equipment, clothing, and materials necessary for vocational training and employment.

**The Materials Fee form needs to be completed for each effected course** and is available on the AP&P Committee website. Additional information and criteria are available from the division dean/director and AP&P Representative. Once the form is signed, submit for AP&P review and approval with the Course Outline of Record. The amount must be the exact cost of the materials.

In compliance with Title 5, S59402, such materials:

- a) will be tangible personal property owned or primarily controlled by the individual student,
- b) shall be procured or possessed as a condition of registration, enrollment, or entry into a class,
- c) **must be necessary to achieve one or more required objectives of a course as stated on the COR,**
- d) will not be solely or exclusively available from the district, and
- e) may be taken from the classroom setting and are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of the course during class time.

### Determination of Fees

Division deans and discipline faculty, will determine costs through a comparative approach that seeks to obtain material at the lowest cost possible without compromising quality. Whether material fees are appropriate for a course will be determined by the AP&P Committee. New or revised material fees must be approved by AP&P and the Board of Trustees.

### Announcement of Fees

Course material fees shall be printed in the semester schedule. Courses with fees will be properly flagged on records used in the Admissions Office. A fee policy and regulations will be included in the College Catalogue.

### Collection of Fees

Course material fees will be collected at the time of registration and after courses have been selected by students. Registration in courses will be provisional until the cashier has received full payment. Checks returned by a student's bank for any reason will result in a suspension of enrollment until valid payment has been received.

### Refund of Fees

Material fees will be refunded on a prorated basis. Requests for refunds must be in writing accompanied by a drop slip signed by the instructor with the prorated amount of material fee to be refunded. Fees collected for classes cancelled by the District will be refunded.

### Allocation and Disbursement of Material Fees

Materials fees collected will be credited to a restricted fund in the Office of Academic Affairs. Allocation of material fees by the Office of Academic Affairs to the divisions will be based on the number of students enrolled in courses approved for material fees at Census Week of each session.

## SAM (Student Accounting Component) Code

(Operations Manual, Student Accountability Model, July 1984)

In the Student Accounting Component, occupational courses are classified by assigning a priority letter or major code number (described below); a student's major is then defined according to the occupational courses in which he or she is enrolled at the time of the first census.

### Definition of Occupational Courses:

An occupational course is defined as follows:

- a. is intended to develop skills and related knowledge for job performance.
- b. is part of the course sequence of an occupational program offered by the college.
- c. is designed primarily for job preparation and/or upgrading or updating and not for general education purposes

### Assigning Priority Letters:

The most critical aspect of the entire model is the careful classification of occupational courses. Course title can be misleading; priority assignments should be based on course content, not course title only. Each course offered by occupational departments should be assigned a "priority" code describing the degree to which a course is "occupational," as follows:

**Priority "A" Apprenticeship:** The course is designed for in indentured apprentice and must have the approval of the State of California, Department of Industrial Relations, Division of Apprenticeships Standards. Some examples of apprenticeship courses are: Carpentry; Plumbing; Machine Tool.

**Priority "B" Advanced Occupational:** The course is taken by students in the advanced stages of their occupational program. A "B" course is offered in one specific occupational area only and clearly labels the student as a major in this area. Priority letter "B" should be assigned sparingly; in most cases no more than two courses in any one program should be labeled "B." Each "B" level course must have a "C" level prerequisite in the same program area. Some examples of "B" level courses are: Dental Pathology; Advanced Video Tape; Advanced Applied Acting; Legal Secretarial Procedures; Contact Lens Laboratory; Advance Radiology Technology; Fire Hydraulics; Livestock and Dairy Selections; Real Estate Finance; Cost Accounting.

**Priority "C" Clearly Occupational:** The course is generally taken by students in the middle stages of their program and should be of sufficient difficulty to detract "drop-ins." A "C" level course may be offered in several occupations programs within a broad area, such as business or agriculture. The "C" priority, however, should also be used for courses within a specific program area which the criteria for "B" classification is not met. A "C" level course should provide the student with entry-level job skills. Some examples of "C" level courses are: Soils; Credit and Collections; Principles of Advertising; Air Transportation; Clinical Techniques; Principles of Patient Care; Food and Nutrition; Sanitation/Safety; Shorthand; Small Business Management; Advance Typing; Technical Engineering.

**Priority "D" Possibly Occupational:** The course is taken by students in the beginning stages of their occupational program. The "D" priority can also be used for service (or survey) courses for other occupational programs. Some examples of "D" level courses are: Technical Mathematics; Graphic Communications; Elementary Mechanical Principles; Fundamentals of Electronics; Typing (Beginning or Intermediate); Beginning Accounting.

**Priority "E": Non-Occupational:** "E" courses are non-occupational.

**Note:** Work Experience courses not tied to a specific occupational program should be assigned the "E" priority. If the course is tied to a specific program, a "C" priority is appropriate.

## Course Program Status

The curriculum committee must review each new course to see that it meets the standards of Title 5 (Section 55100) regulations, and must also determine into which of the categories listed below the course falls for accurate reporting at the state level.

- 1) A course is considered to be “part of an approved program” when it is a required (core) course or is on a list of restricted electives specified by course name and number from which students must choose in order to achieve an approved degree or certificate. These programs appear on the inventory of approved degrees and certificates published by the Chancellor’s Office and are listed in the college catalog.
- 2) A course that is approved as part of AVC’s General Education pattern required for completion of AA/AS degrees.
- 3) Stand alone courses are those courses that do not fall into either of the above categories, including all non-degree applicable courses. *A student may not use 18 or more units of locally approved stand-alone coursework to satisfy a major for the associate degree. (Title 5, section 55100)*

NOTE: As required by the Chancellor’s Office, in order for the college to retain its ability to locally approve “stand alone” courses, the AP&P Committee will conduct review/training for its voting committee member on the course approval process and submit its request for continued “certification” from the System Office each year.

# Criteria for Offering Independent Study Courses

## Title 5

### Subchapter 4, Article 1. General Provisions and Requirements

#### 55316 Criteria

Courses offered pursuant to this chapter shall:

- (a) Be accepted by the college toward completion of an appropriate educational sequence leading to an associate degree, and
- (b) Be recognized by an institution of the University of California or the California State University upon transfer to that institution.

#### 55316.5 Additional Courses

Notwithstanding any other provision of law, after June 1, 1994, the following additional types of courses may be offered pursuant to this Chapter, consistent with guidelines developed by the Chancellor.

- (a) Nontransferable courses designed to meet the requirements of Sections 55805.5, 55806 and 55002(a) or (b);
- (b) Noncredit courses conducted as distance education independent study

#### 55320 Academic Standards

Academic standards applicable to courses of independent study shall be the same as those applied to other credit courses in the college.

#### 55321 Student Progress

Procedures for evaluation of student progress shall be in accordance with regulations set by the college.

A report by an instructor on appropriate records bearing the student's name for purposes of state apportionment shall certify that adequate and proper progress toward accomplishment of the course objectives is being maintained by the student.

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

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

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

Before this form is completed, the independent study must be approved by the Dean of the Division and also by the Vice-President Academic Affairs.

A copy of this contract must remain in the instructor's files along with all materials justifying the award of the grade and completion of units for audit purposes.

If this contract is cancelled, the instructor must complete a student drop form showing the date of contract cancellation.

## Credit By Examination

Board approved May, 2004.

Students requesting credit by examination must be currently enrolled students actively participating in courses for that semester, and be in good academic standing. (Students may not be registered in the class they wish to challenge by exam.) Students may receive credit by examination for a course only if it has been designated by the Antelope Valley College faculty and is listed in the AVC catalog. Students may challenge a maximum of four courses during their enrollment at AVC. (A list of courses for which credit by examination may be granted is also available in the Counseling Center.)

It is the responsibility of the faculty in the discipline who normally teach the course to determine the nature and content of the examination based upon the policies and procedures approved by the curriculum committee (AP&P). The examination must clearly measure the students' mastery of the course content as listed in the Course Outline of Record. A separate examination must be given for each course for which credit by examination is granted. Faculty may accept an examination conducted at a location other than the college if prior arrangements have been made. (Credit may be awarded for prior experience or learning only if a course has been designated as such.) Credit received is not applicable for financial aid, veteran's pay, or athletic eligibility.

Grades shall be awarded according to the standard grading scale ("A"-“F”). Before taking the examination, students may request a pass/no pass option only if that option is normally available for the course. Pass will be granted to any student who satisfactorily passes the examination with a “C” or better. The result of the examination, with grade and grade points, is entered on the students' record and shall be clearly annotated to reflect that credit was earned by examination. Units for which credit is earned by examination shall not be counted in determining the 12 semester hours of credit in residence required for a degree or certificate.

Cited from Title 5, Section 55050; and State Education Code is available at <http://ccr.oal.ca.gov> and in the AVC Library.

## Inactive and Obsolete Courses: Definitions and Process

A sample memo to make courses obsolete or inactive is available for review in the appendix. This is not the required language but merely a sample based on language used in previously submitted obsolete/inactive course designation requests.

**THE INACTIVE COURSE:** a course that has not been offered for two, consecutive academic years.

Once a course is designated **inactive**, the existing COR must come forward for a review by AP&P, who will determine if the course content is still current, if the course objectives still meet Title 5 standards for credit courses, and if the course still meets all state/local requirements.

- 1) If AP&P “renews the course approval” (see note), the course can be placed in the schedule of classes for the following semester.
- 2) If AP&P does not renew the course approval, the course must be revised and brought forward for a full review by the committee. (See procedures for revising courses in the *AP&P Standards & Practices Handbook*.) Once approval for the revised course is granted, it can be placed in the schedule of classes for the following semester.

*(Note: Compliance regulations from the Systems Office (dated May 05) site the following procedures for course offerings and the college’s right to claim apportionment: If an approved course is not offered for two, consecutive academic years, the “approval [of the course] must be renewed” by the curriculum committee before the course can be placed in the schedule of classes.)*

**THE OBSOLETE COURSE:** a course that has been removed from the college catalog.

At least once a year, all course offerings should be reviewed to determine if any course should become **obsolete** for one of the following reasons:

- 1) The course has not been offered for two, consecutive academic years and was not brought forward to AP&P for renewal during the third year (see above, “inactive course”).
- 2) The discipline faculty have decided that the course is too outdated, or it is no longer necessary for completion of the AA/AS degree, a certificate program, or for transfer purposes. A memo must be sent to AP&P listing the courses they wish to **obsolete** as well as the rationale.
- 3) The course and its prerequisites or advisories have not been revised or updated within a regular six-year cycle or during the most recent program review cycle (Title 5, §55201 and State Senate guidelines for curriculum approval).

For any of the above reasons, a course will become **obsolete** and removed from the college catalog. However, for record-keeping purposes, the course files and history will be maintained, and the course title and number will be designated as **obsolete** on the COR matrix kept by the Office of Academic Affairs.

# Guidelines for Creating and Effective Syllabus

## Based Upon the Course Outline of Record

- 1) A course syllabus **must** be based on the college's official Course Outline of Record (COR), and each instructor **must** cover all the content stated in that outline.
- 2) Attendance (alone) **cannot** be used to determine a student's grade; student evaluations/grades **must** be based upon "measurable and demonstrated objectives."
- 3) CORs for credit courses **must** show clear evidence of teaching and assessing students' critical thinking skills.

**NOTE:** Board Policy requires that the syllabus be given to students within the first two weeks of class.

There are a number of elements that make a course syllabus a more useful document for the student, as well as a safeguard for faculty should a student claim that he or she didn't know what was required or expected regarding the class or the assigned work. As soon as an instructor is scheduled to teach a course, the dean must provide him or her with a Course Outline of Record for each course the instructor will be teaching. Current CORs are also available through the Office of Academic Affairs or on AP&P's web page.

## State the Obvious

- your name, phone number, and AVC e-mail address
- your office number and office hours
- course title and number, including room, meeting days, and times
- course prerequisites, corequisites, advisories, and limitations on enrollment (see COR)
- required textbooks and other materials students must purchase for the class
- optional textbooks and/or supplies that would be helpful
- any online support, such as instructor's web pages or other internet resources

## Necessary information

While instructors have the academic freedom to develop and structure a syllabus that reflects their own teaching style, the foundation for the syllabus must come from the Course Outline of Record.

- **Course Description and Objectives**—these must be stated exactly as written on the Course Outline of Record.
- **Course Content**—instructors may choose to list course content on a timetable (daily, weekly, monthly) that suits their particular style or approach; however, all content on the Course Outline of Record must be covered during the semester.
- **Course Approved Student Learning Outcomes (SLOs)**—instructors may choose to include Course Approved Student Learning Outcomes (SLOs) on their syllabus. For specific SLO Committee Approved Guidelines please refer to Communicating Approved Student Learning Outcomes to Students section of the *AP&P Standards & Practices Handbook*. If faculty choose not to include SLOs on their syllabus, please be sure to communicate the SLOs to students in another SLO Committee approved method as stipulated in the Communicating Approved Student Learning Outcomes to Students section of the *AP&P Standards & Practices Handbook*.
- **Assignments and Exams**—some instructors choose to provide the exact assignments and due dates with their syllabus; others merely indicate the types and number of assignments students should expect to encounter throughout the semester. In either case, instructors must build their homework assignments based upon those that are suggested on the "typical homework assignments" page in the Course Outline of Record. A syllabus should indicate the number and type of quizzes, tests, exams, projects, performances and/or presentations students should expect and their scheduled dates. Instructors should also state whether or not

late homework will be accepted or if late exams will be given and, if so, what the effect of late work will be a student's grade.

- **Methods of Evaluation**—it is a good idea to let students know how much weight (in percentages or points) will be given to assignments, exams, etc; this allows them to keep track of their own progress throughout the semester so that they are not surprised by an unexpected grade at the end. If instructors have developed grading rubrics or other standardized evaluations, these should be made available to students as well. As required, the Course Outline of Record links the evaluation of assignments, tests, or other graded work to the course objectives. This is also the place to indicate whether or not there are other classroom activities that will affect a student's grade: class participation, field trips, collaborative groups, extra credit work, visits to the Learning Center or Library, etc. Remember, attendance alone cannot be used as a basis for giving a grade, but participation can.

### **Other Useful Information**

It is a good idea to let students know what is expected of them when it comes to classroom behavior and the instructor's expectations. (Refer to the student code of conduct in AVC's College Catalog when developing these.) Both instructors and students will benefit from having the following in writing and presenting it at the start of the semester to avoid any misunderstanding or claims of unfair treatment.

#### A statement regarding:

- late assignments and/or exams or extra credit work
- plagiarism and/or cheating (See College Catalog or Student Handbook)
- tardiness or the number of absences (see the College Catalog on attendance)
- pagers, cell phones, walkmans, or other distracting paraphernalia
- \*reasonable accommodations for disabled students (see note below)
- instructor's practice for \*dropping a student from class (see note below and College Catalog)
- college resources that can help students be more successful: the Learning Center, Writing Center, Math Lab, tutors and/or counseling services, availability of computers on campus, etc.

\*Recommended Language for Reasonable Accommodations: If you have a legally protected disability under the Americans with Disabilities Act (ADA) or California discrimination law, and you believe you need reasonable accommodation to participate fully in this class, please make an appointment to see me during my private office hours to discuss your need.

\*NO SHOWS: It is vital that instructors drop "no shows" during the first week of classes. "No shows" are those students who do not attend on the first day of class and have not contacted instructor to make other arrangements. In addition, if a student misses more days than the number of hours a class meets within one week, the instructor may drop that student.

## Communicating Approved Student Learning Outcomes to Students

Faculty are responsible for the development and assessment of student learning outcomes (SLOs) within their discipline. SLOs are the specific observable or measurable results expected subsequent to a learning experience and provide evidence that learning occurred as a result of a specified course, program activity, or process.

In addition to developing and assessing SLOs, faculty are responsible to communicate the purpose and goals of these SLOs to students. What do students need to know about SLOs?

### Students need to know:

- **Approved course-specific SLOs and how they are assessed,**
- **How SLO assessment results are being used to improve the course and/or corresponding program effectiveness, AND that**
- **SLOs and their assessments are used only to evaluate the effectiveness of a course or program, NOT to determine an individual student's performance in the course or program.**

Faculty choose how to best communicate SLO information to their students, using one of the following recommended practices:

- **Integrate SLOs on the course syllabus, or**
- **Include SLOs as a separate attachment to the course syllabus, or**
- **Post SLOs in course specific online files (Blackboard, myAVC, etc.)**

Regardless of the method you select to communicate to students, please provide an opportunity for student dialog in order to facilitate student engagement in the process. Communication of SLOs to students should occur within the first week of the course, the same time frame in which faculty are required to provide a course syllabus.

### Suggestions to frame student discussion of SLOs:

- **Remind students that SLOs are not the same as course objectives.**
- **SLOs are broad, measurable goals of student learning that are overarching outcomes for a course or program.**
- **SLOs will be used by faculty and college staff to analyze student learning needs, to enhance student services, to evaluate course and program effectiveness, and to influence decisions regarding college planning and operations.**

If you need further information, please view the samples posted on the SLO web page.  
(<http://www.avc.edu/administration/organizations/slo/documents.html>)

SLO Committee/ May 14, 2010

**CERTIFICATE PROGRAM AND  
DEGREE DEVELOPMENT**

## Title 5 Curriculum Regulations: Degrees and Certificates

*(effective July 2007)*

### § 55063. Associate Degrees

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified English course. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively. Requirements for demonstrating competency in reading shall be locally determined.

The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Requirements for a **major or area of emphasis**.

(1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

(2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis.

(b) General Education Requirements.

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D).

The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

(i) To include both expository and argumentative writing.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

(3) Ethnic Studies will be offered in at least one of the areas required by subdivision (2).

(c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University, if such course is accepted by that system to satisfy a general education requirement.

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

*NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.*

### **§ 55070. Credit Certificates**

(a) Any sequence of courses consisting of 18 or more semester units or 27 or more quarter units of degree-applicable credit coursework shall constitute an educational program subject to approval by the Chancellor pursuant to section 55130. The college-awarded document confirming that a student has completed such a program shall be known as a certificate of achievement and may not be given any other designation. The award of a certificate of achievement is intended to represent more than an accumulation of units. Listing of the certificate of achievement on a student transcript symbolizes successful completion

of patterns of learning experiences designed to develop certain capabilities that may be oriented to career or general education. For purposes of this subdivision, the term "general education" includes coursework taken to satisfy transfer patterns established by the University of California, the California State University, or accredited public postsecondary institutions in adjacent states which award the baccalaureate degree.

(b) Shorter credit programs leading to a certificate may be established without review and approval by the Chancellor after approval by the college curriculum committee and the district governing board. Such a certificate may be given any name or designation deemed appropriate by the district governing board, except that such a certificate may not be referred to as a certificate of achievement, a certificate of completion, or a certificate of competency, unless approved by the Chancellor pursuant to subdivision (c). Such a certificate may not be listed on a student's transcript, unless approved by the Chancellor pursuant to subdivision (c).

(c) A district may submit any sequence of courses consisting of 12 or more semester units or 18 or more quarter units of degree-applicable credit coursework to the Chancellor and request that it be approved as a program leading to a certificate of achievement. The Chancellor may approve such a program if he or she determines that it satisfies the requirements of subdivision (a) despite requiring fewer than 18 semester or 27 quarter units of degree-applicable credit coursework.

(d) Content and assessment standards for certificates shall be defined by the local curriculum committee and comply with the requirements of this chapter. Such standards should also ensure that certificate programs will be consistent with the mission of the college, meet a demonstrated need, be feasible, and adhere to guidelines on academic integrity which may be developed by the Chancellor, the Academic Senate for California Community Colleges or other appropriate statewide bodies.

(e) A description of each approved program shall be included in the college catalog.

(f) The Chancellor shall develop forms and procedures for submission of applications for approval of a program leading to a certificate of achievement.

(g) Provisions of this section regarding the naming or designation of certificates shall become effective for the Fall 2008 term.

*NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.*

## **GUIDELINES FOR PROGRAM DEVELOPMENT: AA/AS DEGREES AND CERTIFICATES of ACHIEVEMENT**

Before beginning the process of degree and/or certificate development, faculty should review the Program and Course Approval Handbook Supplement 3<sup>rd</sup> Edition (March 2009) published by the Chancellor's Office. This publication contains all of the regulations, steps, and forms that the Chancellor's Office requires. Make sure you have a copy of the AP&P Standards and Practices Handbook, 2010-11; it contains all the information required for course development and revision. Copies of both publications are available through your division office, your AP&P representative, or on AP&P's web page. In addition, review AVC's College Catalog to become familiar with the college's **Mission Statement** and our **Institutional Learning Outcomes** the list of other approved programs, the catalog format for programs, and other related courses/programs the college offers.

**Definition:** Title 5 states that an "educational program" is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education."

**Degrees:** AA = Associate of Arts; AS = Associate of Science—be sure to research four-year universities for purposes of courses articulation and two-year colleges for similar degrees collect course outlines of similar or related courses, especially those that carry a designated prerequisite.

**Certificates of Achievement (18 or more units):** Title 5 defines "certificates of achievement" as a sequence of courses of 18 semester units or more. Colleges may develop Certificates of Achievement based upon IGETC or CSU Breadth or General Education patterns established by the University of California, the California State University, or accredited public postsecondary institutions in adjacent states. Certificates of Achievement require full review and approval from the Chancellor's Office; those less than 17 units require only local review and approval. (See guidelines for AVC Local Certificates of Completion.) Be sure to form an Advisory Committee made up of community members and local businesses or organizations, as well as faculty members from the college; their recommendation for a certificate or degree program, including the required courses, must be documented. Research four-year universities for purposes of articulation and two-year colleges for similar certificates.

**Certificates of Achievement (12 to 17.5 units):** Title 5 §55070 allows colleges to submit for approval Low-Unit Certificates of 12 or more but fewer than 18 semester units as Certificates of Achievement. In order to obtain approval, colleges must demonstrate that the certificate program of 12 to 18 semester units covers a level of preparation and focused knowledge comparable to completion of Certificates of Achievement consisting of 18 or more units. Please refer to the Program and Course Approval Handbook Supplement 3<sup>rd</sup> Edition (March 2009) published by the Chancellor's Office.

### **Process:**

1. Discuss program with faculty in your division. Part of the entire course and program development process at the college is to have division approval before the AP&P Committee will review any material.
2. Work closely with the division's AP&P representative and dean to help you write up both the Course Proposal/Content Review Forms and Course Outlines of Record for either new or revised courses, as well as the program proposal and the Chancellor's Office application and supporting documentation.
3. Establish a timeline for course/program approval at the division level and at AP&P; be aware of agenda deadlines and dates for meetings.
4. Make sure SLOs have been established for courses, and begin developing Program Learning Outcomes.
5. Meet early in the process with the Articulation Officer and Librarian.
6. Meet periodically with AP&P cochair regarding course development/revision and as you fill out the necessary forms for the Chancellor's Office approval.
7. If this is a certificate program, establish your Advisory Committee early; do not develop more than one

or two courses without the committee in place. Have regular meetings and keep minutes. The AP&P Committee, the Regional Deans, and the Chancellor's Office require highlighted portions of the minutes which address course and program development.

### **Program Proposal:**

Submit the following to AP&P for review and approval prior to developing the degree/certificate:

- 3) Program Goals and Objectives (including evidence of SLOs and PLOs)
- 4) Catalog Description (see AVC catalog for examples)
- 5) A list of required (core) courses and electives (include course title, number, units) (see AVC catalog for examples)
- 3a) A list of any new courses that will need to be developed with a timeline
- 6) Background and Rationale
- 7) Transfer information, if applicable

**Sample of Catalog Information and Program Proposal:** A sample memo to request changes to a degree/certificate is available for review in the appendix. This is not the required language but merely a sample based on language used in previously submitted requests. The table format, however, is required in order to submit the request to the Chancellor's Office, as well as, make the necessary updates to the college catalog.

### **Useful Information and People:**

**AP&P Cochair:** The cochair should be aware of the proposed program from the start. Meet often with the cochair to review progress of course development/revision and during the drafting stages of the degree/proposal application package. Ask to see samples of Chancellor-approved programs.

**AP&P Committee:** Keep the committee informed of your progress. Submit a program proposal early in the process. Courses must be approved individually before the finished program and all the required paperwork is reviewed for approval and submitted to the Board.

**AP&P Faculty Representative:** The faculty representative's job is to review all material regarding curriculum and program development, as well as to help facilitate the review and approval process.

**Vice President of Academic Affairs:** The VP should be aware of the program from the start. He or she will be a valuable resource on items such as feasibility, personnel, fiscal, and facilities considerations.

**Academic Affairs Technician:** This person supports the work of the AP&P Committee and maintains all of the records on course development and approval. Submit all agenda items to him or her according to AP&P's timeline.

**Academic Affairs Specialist:** This person supports the work of the AP&P Committee and maintains all of the information on previously approved certificates and degrees, including information on TOP Codes and other state reporting criteria.

**Librarian:** Meet with a librarian early on in the process to see what resources the library already has that can support your program. His or her signature is required on the final form before it goes to the Board.

**Regional Deans' Representative:** This is the dean who will present your certificate program to the Occupational Regional Deans. Meet periodically with him or her to discuss the overall program. Plan to attend the Regional Deans meeting when your program is presented for approval. Your division dean and a member of the advisory committee should go with you. Our representative can tell you what materials to send to the eight deans who sit on this committee and what to bring to the meeting. The Regional Deans must approve your program before it goes to the Chancellor's Office. (This step is not necessary for degree only programs.)

**Articulation Officer:** Visit the Transfer Center to review existing articulation agreements for the courses within the program and discuss new agreements that may need to be established with a four-year university. This process can take several months, so start early. The Transfer Center is also a good place to look up similar courses and programs at other institutions.

**CurricUSEARCH ([www.curricunet.com/avc](http://www.curricunet.com/avc)):** Become familiar with this web site for researching courses/programs at other colleges and universities.

**ASSIST ([www.assist.org](http://www.assist.org)):** Become familiar with this web site for researching courses/programs at other colleges and universities, including articulation agreements between AVC and various universities.

**Academic Senate:** The AP&P cochair will keep the senate informed of the program's progress; the Senate President's signature is required on the final form before it goes to the Board.

**Work Experience:** If you will be including Work Experience in the program, meet with the dean in charge of these courses for information.

**SLO Committee:** Consult with committee to make sure course SLOs have been established and assessment tools are in place for each course. This committee will also assist with the development of Program Learning Outcomes.

**Required Signatures:** Once the program is approved by AP&P and all signatures are collected, the VP of Academic Affairs will take the program to the Board for final approval before submitting it to the Chancellor's Office. Plan to attend the Board meeting at which the program is being presented; ask your division dean and members of the advisory committee (if applicable) to be present as well.

**Chancellor's Office (System Office):** This office is responsible for reviewing all programs and granting approval. It will usually take 4-6 months for final approval; only after approval is granted can the program be advertised by the college in our catalog or schedule of classes.

## Guidelines for Locally Approved Certificates of Proficiency

A locally approved certificate program consists of a sequence of credit courses ranging from 6 to 17.5 units that leads to an occupationally relevant set of skills. These local certificate programs do not require Chancellor's Office approval nor can they appear on a student's transcript.

Generally, a locally approved certificate program may be part of a set of skills, starting with job entry or advancement skills which may lead to a full "career" certificate at some point. They may also meet the needs of continuing education for those in an evolving profession or meet a demonstrated local need that is recognized by the community and verified by the college.

### Criteria:

**Locally approved certificate programs must meet the following criteria:** 1) the certificate is narrow in scope and duration; 3) it consists of a sequence of credit courses ranging from 6 to 17.5 units; and 3) it clearly relates to a specific occupation or local need.

### Process:

A proposed certificate program must be developed by discipline faculty and approved by the division before coming forward to AP&P.

- Discipline faculty involved in program development should meet often with AP&P representative and dean to review existing courses, or fill out the necessary course proposal forms and Course Outlines of Record for new and/or revised courses.
- All courses in the program must meet Title 5 standards for academic rigor and integrity and follow the established process for course review and approval.
- All courses must have established SLOs; in addition, the program must have Program Learning Outcomes.
- If the certificate is (or will be) part of a vocational education program, it must be recommended by the advisory committee.
- The AP&P committee should be notified early in the process and the cochairs kept informed as to the progress of the proposed program; the Academic Senate will be apprised of the program's development.
- Faculty should bring forward a proposal for the certificate program and an outline of courses (see below).
- After the AP&P committee has approved the program, it will then go to the Board for final approval before being published in the college catalog or schedule.

### Program Proposal:

The proposal for a locally approved certificate program must include the following:

- 1) The name/signature of the faculty member(s) developing the program, including the dean of the division
- 2) The title of the certificate, the number of total units (6-17.5), and the catalog description.
- 3) A brief narrative addressing the following:
  - how the program fits in with the college mission statement;
  - what the primary objectives of the program are, including Program Learning Outcomes;
  - in what ways the program meets a demonstrated need;
  - an overview of the program's relevant and appropriate competencies;
  - the feasibility of the college in supporting the program.
- 4) An outline (flow-chart) of the required courses and electives (titles and units);
- 5) If the certificate is (or will be) part of a vocational education program, relevant portions of the advisory committee's minutes recommending the development of a certificate must be attached.

Refer to Appendix E, the Sample: NEW/Revised Degree/Certificated Request Memo, for memo format.

After the AP&P Committee has approved the certificate proposal, the certificate form must be filled out with all appropriate signatures prior to Board approval.

# **APPENDICES**

## Divisions/Areas and Disciplines Represented

<b>BUSINESS, COMPUTER STUDIES, AND ECONOMIC DEVELOPMENT:</b>			
Accounting	Computer Information Science	Marketing	Real Estate
Business	Corporate and Community Services	Office Technology	Noncredit Education
Computer Applications	Management		
<b>HEALTH SCIENCES:</b>			
Child and Family Education	Family and Consumer Education	Nutrition and Foods	Respiratory Care
Child Development Center	Health Information Technology	Radiologic Technology	Vocational Nursing
Emergency Medical Technology	Medical Assisting	Registered Nursing	
<b>INSTRUCTIONAL RESOURCES / EXTENDED SERVICES:</b>		<b>LANGUAGE ARTS:</b>	
Instructional Multimedia Center		Communication Studies	
Learning Resources Center		Deaf Studies/Interpreting	
Library Studies		English	
		English as a Second Language	
		Foreign Languages	
		Journalism	
		Reading	
		G.E.D.	
<b>MATH, SCIENCE AND ENGINEERING:</b>			
Anatomy	Chemistry	Geography/GIS	Physical Science
Astronomy	Drafting/Computer Aided Design	Geology	Physics
Biology	Earth Science	Mathematics	Physiology
Botany	Engineering	Microbiology	
<b>PHYSICAL EDUCATION AND ATHLETICS:</b>			
Activity Physical Education	Athletic Training	Health Education	Recreational Leadership
Adaptive Physical Education	Dance	Intercollegiate Athletics	
<b>SOCIAL AND BEHAVIORAL SCIENCES:</b>			
Anthropology	History	Political Science	Sociology
Economics	Philosophy	Psychology	Work Experience
Education			
<b>TECHNICAL EDUCATION:</b>			
Administration of Justice	Aircraft Fabrication and Assembly	Electrical Technology	Interior Design
Aeronautical and Aviation Technology	Auto Body	Electronics Technology	Welding
Agriculture/Park Landscape Mgt	Automotive Technology	Fire Technology	
Air Conditioning and Refrigeration	Clothing & Textiles – Fashion Design		
<b>VISUAL AND PERFORMING ARTS:</b>			
Art	Film and Television	Music – Commercial	Theatre Arts
Digital Media	Music	Photography/Commercial Photography	
<b>STUDENT SERVICES:</b>			
<u>Counseling &amp; Matriculation:</u>			
Assessment Center	Counseling Services	Human Development	S.T.A.R.
Career/Transfer Center	Extended Opportunity Program & Services	Matriculation	
<u>Enrollment Services:</u>			
Academic Records	Audit/Credit by Examination	Graduation	Transcripts
Admissions and Records	Enrollment Management	International Student Program	Veteran's Affairs Program
Athletic Verification	Extenuating Circumstances Petition		
<u>Student Development &amp; Student Programs/Services:</u>			
Associated Student Organization	Financial Aid	Office for Students with Disabilities	SOAR High School
CalWORKs	Health Services	Outreach/Information and Welcome Center	Student Activities
Commencement	Job Placement		

# Comparison of Credit Modes

Degree Credit	Non-Degree Credit	Noncredit	Community Service
<p>55805.5 Content and objectives of course fall into one of categories a-e of this Section of Title 5</p> <p>55002(a) Recommended by curriculum committee. Approved by local Board.</p> <p>55002(a)(2) Standards for Approval. (A) Grading Policy. Student performance is evaluated by essay unless problem solving or skill demonstration is deemed more appropriate by curriculum committee. A formal grade is assigned.</p> <p>(B) Units. Carnegie Units: 3 hours work per semester or quarter week per unit including lectures, labs, and homework.</p> <p>(C) Intensity. Scope and intensity of work require independent study outside class.</p> <p>(D) Entrance Requirements. Where deemed appropriate by curriculum committee.</p> <p>(E) Basic Skills Requirement. Courses for which communication or computation skills are necessary for success shall require eligibility for enrollment in degree credit courses in English or math consistent with Section 58106</p> <p>(F-G) Difficulty Level. Requires critical thinking, ability to apply "college level" concepts, vocabulary, and learning skills as determined by curriculum committee.</p> <p>55002(a)(3) Course Outline of Record. Scope, units, objectives, content, types/examples of: reading and writing assignments, homework, methods of teaching and evaluating.</p> <p>55002(a)(4) Conduct of Course. All sections taught by a qualified instructor in accord with above</p> <p>55002(a)(5) Limits repeated enrollment.</p>	<p>55002 A course not applicable to the associate degree.</p> <p>55002(b) Recommended by curriculum committee. Approved by local Board. Needed by eligible students.</p> <p>55002(b)(1) Types of Courses. Precollegiate basic skills, designed to enable students to succeed in degree credit courses, precollegiate occupational preparation courses.</p> <p>55002(b)(2) Standards for Approval. (A) Grading Policy. Provides for measurement of student performance in terms of stated objectives. A formal grade is assigned.</p> <p>(B) Units. Carnegie Units: 3 hours work per semester or quarter week per unit including lectures, labs and homework.</p> <p>(C) Intensity. Subject matter is treated with scope and intensity which prepares students to work independently outside of class time and includes reading and writing assignments and homework.</p> <p>(D) Entrance Requirements. Where deemed appropriate by curriculum committee.</p> <p>55002(b)(3) Course Outline of Record. Scope, units, objectives, content, types/examples of: reading and writing assignments, homework, methods of teaching and evaluating</p> <p>55002(b)(4) Conduct of Course. All sections taught by a qualified instructor in accord with above outline.</p> <p>55002(b)(5) Limits repeated enrollment.</p>	<p>84711(a)(1-9) Education Code. Content and objectives of noncredit courses must fall in one of nine categories</p> <p>55002(c) Recommended by curriculum. Approved by Board. Needed by enrollees</p> <p>55002(c)(1) Standards for Approval. Treatment of subject matter, use of resource materials, attendance, and achievement standards approved by curriculum committee as appropriate for enrolled students.</p> <p>55002(c)(2) Course Outline of Record. Scope, objectives, content, methods of instruction and methods for determining whether stated objectives have been met.</p> <p>55002(c)(3) Conduct of Course. All sections taught by a qualified instructor in accord with above outline</p>	<p>55002(d)(2) Designed for physical, mental, moral, economic, or civic development</p> <p>55002(d)(1) Approved by local Board</p> <p>55002(d)(3) Provides subject matter content, resource materials, and teaching methods which the local Board deems appropriate for the enrollment</p> <p>55002(d)(4) Is conducted in accordance with a predetermined strategy or plan</p> <p>55002(d)(5) Open to all community members</p>

## AP&P Technical Review Committee

### Membership:

- The committee will consist of 2-3 faculty AP&P representatives and the faculty cochair.
- Technical reviewers will serve for two semesters.
- The cochair will be responsible for providing copies of CPFs and CORs for review.

### Responsibilities:

The Technical Review Committee does not eliminate or replace the responsibilities of the division/discipline faculty representative. Nor does the Tech Review Committee do the job of the full committee which is to review courses for meeting Title 5 standards and criteria for credit courses, integration of objectives and content with assignments and methods of evaluation, use of Bloom's taxonomy, etc. Each representative must still work closely with faculty as they develop or revise courses, which includes a review of the forms for complete and accurate information, as well as proofreading for errors before signing.

**Instead, a Technical Review is for final editing purpose only: to “cross the t’s and dot the i’s”; to review each page for complete, accurate, and consistent information; to compare forms with information in catalog for standardized format of descriptor information; and to look for typos, word errors, and misspellings that AP&P representatives have missed.**

Note: If course is revised, it is important to check CPF/COR against the original paperwork and/or the catalog to make sure changes have not been made by mistake.

### CPF:

- Title and Number of Units
- Pass/No Pass course designations
- Class Size/Mission Statement
- Course Justification/GE Categories
- Check for accuracy of units, LHEs, library signature
- Review for correct “codes” and repeatability status
- Be sure Program Status and Minimum Qualifications sections are filled out

### Content Review:

- Compare proficiency section of CurricUNET for reading, writing, and math making sure information is consistent with course content and objectives.
- Compare “other courses” as pre/corequisites or advisories, making sure information is consistent with course content and objectives.
- Make sure any required documentation is attached for pre/corequisites or that advisory minutes are attached for vocational education courses.

### COR:

- Review course descriptors and requisites, comparing information to CPF and/or catalog for consistency and standardized format.
- Check homework/assignment hours using Carnegie formula (more is okay).
- Check suggested textbooks for complete titles, authors, dates, and publisher.
- Read carefully for typos, word errors, and misspellings.

## Title 5, Section 53200 "Academic and Professional Matters"

### Definitions:

- I. Academic Senate means an organization whose primary function is to make recommendations with respect to *academic and professional matters*.
- II. Consult "collegially" means that the district governing board shall develop policies *on academic and professional matters* through either or both of the following:
  1. Rely primarily upon the advice and judgment of the Academic Senate, OR
  2. The governing board, or its designees, and the Academic Senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations,
- III. Academic and Professional Matters means the following policy development matters,
  - A. For the following items, the Board of Trustees will **rely primarily** on the advice of the Academic Senate:
    1. Curriculum, including establishing prerequisites.
    2. Degree and certificate requirements.
    3. Grading policies.
    4. Education program development.
    5. Standards or policies regarding student preparation and success.
    6. Policies for faculty professional development activities.
  - B. For the following items, the Board of Trustees will come to **mutual agreement** with the Academic Senate:
    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. Processes for program review.
    9. Processes for institutional planning and budget development.
    10. Other academic and professional matters as mutually agreed upon.

# SAMPLE: Degree / Certificate Change Request Memo

To: AP&P Committee

From: Dean Name (Initial)  
Faculty Name (Initial)  
AP&P Representative (Initial)

Date: Month Day, Year

Subject: Degree / Certificate Change Request for Degree Name

Below are the recommended revisions to the Degree / Certificate Name Degree / Certificate. The current degree / certificate includes course that are not part of the core knowledge for this discipline and some are not transferable to the bachelor’s degree option at the California State University system.

The proposed changes have been discussed with and approved by the faculty of the (list the division/area name) on (give date). After faculty approval, all other affected divisions were notified and have approved the revisions as well. Additional suggestions from the affected divisions have been incorporated. (Give additional explanation if applicable)

<b>Current: (As stated in current catalog)</b>	<b>Proposed: (list everything, even if no change)</b>
Definition:	Definition:
Staff:	Staff:
Program Description:	Program Description:
Distinctive Features:	Distinctive Features:
Career Options:	Career Options:
Certificate Program / Associate Degree:	Certificate Program / Associate Degree:
Required Courses:	Required Courses:
Program Electives:	Program Electives:
NOTE:	NOTE:
Recommended Plan of Study:	Recommended Plan of Study:
First Semester <span style="float: right;">units</span>	First Semester <span style="float: right;">units</span>
Total 00.0	Total 00.0
Second Semester (ETC.) <span style="float: right;">units</span>	Second Semester (ETC.) <span style="float: right;">units</span>
Total 00.0	Total 00.0

**NOTE: See Catalog for exact format and language.**

**SAMPLE: Request to Make a Course Obsolete Memo**

To: AP&P Committee

From: Dean Name (Initial)  
Faculty Name (Initial)  
AP&P Representative (Initial)

Date: Month Day, Year

Subject: Request to make (Course Number and Name) Obsolete

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I would like to request that the following course be made obsolete:

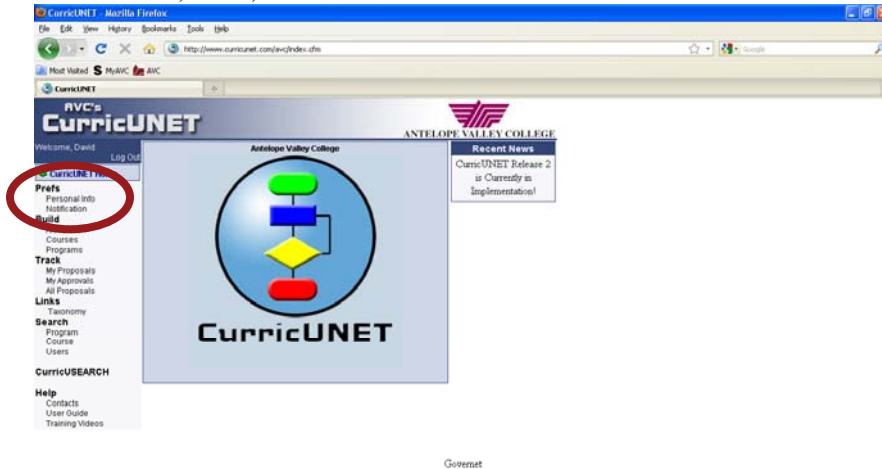
QQQ 000 – Course Title

The above course has been schedule many times but has been unsuccessful in drawing the necessary number of enrolled students. Due to that lack of interest, this course has not run a full semester since Fall 2006. Therefore, we ask that the above request be granted without hesitation.

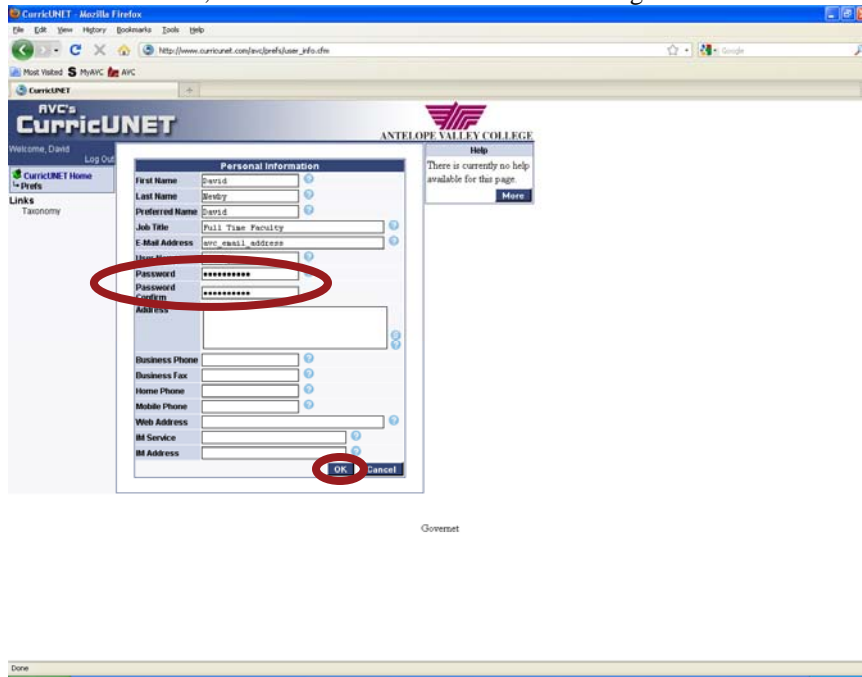
If you have any questions, please contact the division office.

# CurricUNET User Guide: Password Change

1. Click on <http://www.curricunet.com/AVC> to enter the CurricUNET site.
2. Enter your **LOGIN** information (User Name and Password are case sensitive.):
  - > your User Name is \_\_\_\_\_
  - > your Password is \_\_\_\_\_
 Click **OK**.
3. Left-hand column, **Prefs**, select **Personal Info**



4. Enter a new **Password**, and **Confirm Password** before clicking **Ok**



1. To make revisions to a course, click on <http://www.curricunet.com/AVC> to enter the CurricUNET site.
2. Enter your **LOGIN** information (User Name and Password are case sensitive.):
  - > your User Name is \_\_\_\_\_
  - > your Password is \_\_\_\_\_
  - Click **OK**.
3. Left-hand column, **Search**, select **Course** (new screen)
4. Select the appropriate **discipline** and click **Ok** or enter more specific criteria such as course number (new screen)

The screenshot shows the 'Course Search' form with the following elements:

- Status:** Radio buttons for All (selected), Active, Approved, Historical, Launched, Pending.
- Discipline:** A dropdown menu currently set to '-All-', circled in red.
- Course Number:** An empty text input field.
- Course Title:** A larger text input field with a checkbox for 'include long title search'.
- OK Button:** A blue button at the bottom right of the search form, circled in red.
- Legend:** A section on the right titled 'Legend' with a 'Help' link and a 'Help' section explaining course statuses: Active (currently offered), Historical (past offerings), and Pending (not approved).

5. You will then be taken to a results screen where you will choose the course to make changes to by clicking the (📄) icon. This makes a copy of the existing active course. Contact your AP&P representative if icon is not present. (new screen)

The screenshot shows the 'Course Search Results' table with the following data:

Actions	Discipline	Course Number	Title
WR 📄	ABDY test Form	Test form	*Pending* **Modified Course Proposal** Todd Andersen
WR 📄	ABDY test Form	Test form	*Pending* **New Course Proposal** Aaron Lee
WR 📄	ACCT 1XX test		*Active* AVC AVC
WR 📄	ACCT 99999 test		*Pending* **New Course Proposal** Aaron Lee
WR 📄	ACCT Test199	This is a test	*Pending* **Modified Course Proposal** Todd Andersen
WR 📄	ACCT Test199	This is a test	*Pending* **New Course Proposal** AVC AVC
WR 📄	ACCT test submi	Test Submit	*Pending* **New Course Proposal** Aaron Lee

The '📄' icon in the second row is circled in red. The legend on the right includes links for 'Course Impact Report', 'Course Outline Report', and 'Course Changes Report', along with 'Edit' and 'Copy' options.

6. The below screen will appear, review the course information to be sure the correct course was selected, click **Ok**

7. Refer to the following sections of the *AP&P Standards & Practices Handbook* for additional course revision information and guidance within CurricUNET:
- |   |       |
|---|-------|
| Guidelines for Course Revisions                                 | 7     |
| New and Revised Courses within CurricUNET                       | 8     |
| Guidelines for Course Proposal: New and Revised                 | 9-12  |
| Guidelines for Course Outline of Record: New and Revised        | 13-14 |
| Blooms Taxonomy   | 15    |
| Role of the COR   | 16    |
| Model: Integrated Course Outline of Record                      | 17    |
| Guidelines for Developing/Revising a Distance Education Courses | 18    |