ANTELOPE VALLEY COLLEGE

AP&P
Academic Policies & Procedures
http://www.avc.edu/administration/organizations/app/

Standards & Practices
Handbook 2016-2017

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TABLE OF CONTENTS

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AP&P COMMITTEE:
PURPOSE, ROLES, & RESPONSIBILITIES

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Academic Policies and Procedures (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, liberal arts, and natural science disciplines and areas. In addition, the process for establishing prerequisites, co-requisites, 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, co-requisites, 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.

Board and Senate Agreement: Consultation Process

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

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:
   A. Rely primarily upon the advice and judgment of the Academic Senate, OR
   B. 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.natural science

   B. For the following items, the Board of Trustees will come to **mutual agreement** with the Academic Senate:
      1. District and college governance structures, as related to faculty roles.
      2. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
      3. Processes for program review.
      4. Processes for institutional planning and budget development.
      5. Other academic and professional matters as mutually agreed upon.

AP&P meets bimonthly, on the 2nd and 4th Thursdays at 3-5:30pm for review, discussion, and approval of curriculum material. Faculty are welcome to attend. Our web page can be found under "Campus Organizations and Committees" via AVC's home page or under the "Campus Life" tab through myAVC or at the following link (https://www.avc.edu/administration/organizations/app/) from which you can access the following information:

- AP&P *Standards & Practices Handbook*
- CurricUNET Website Access link, which is http://www.curricunet.com/avc/ (All Program and Course Proposals and Revisions)
- CurricUNET User Guides
- Minimum Qualifications
- AVC Disciplines List
- List of Outdated CORs by Division
- Agendas, Minutes, and Annual Timeline
- Committee Members and Contact Information
- Creating an Effective Syllabus Guidelines
- Approved Course Outlines of Record and SLOs for Discipline Courses
- Chancellor's Office publications and regulations regarding course, AA-T/AS-T degree, AA/AS degree and certificate development

Committee Procedures & Requirements

1. Meetings are held bimonthly, on the 2nd and 4th 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 co-chair 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 co-chair; 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 <u>before</u> placement on the agenda. When more than one division or discipline is involved, all appropriate faculties 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. Two of the three, the AP&P representative, division dean, and/or discipline faculty must be in attendance at the meeting when curriculum items with substantial changes or new CORs or programs 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 co-chairs.

11. Readings are required before the committee takes final action on new or revised courses or programs. If necessary, the committee may request additional readings before approval is given. Two readings are usually required for new courses and programs.

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 co-chair 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 Senate, 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 Senate. 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) All qualified faculty members may be considered for the position of AP&P division representative.
    c) To be considered qualified, faculty must have completed two consecutive years of satisfactory service to the district.
    d) All nominees must have received satisfactory ratings in all evaluations criteria at their most recent evaluation.

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, career-technical 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 co-chair to the committee, who chairs the meetings and sits as a voting member; the faculty co-chair also serves on the Technical Review Committee. The faculty co-chair 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 co-chair, 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 Co-chair: 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 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
    Outcomes Committees
    Deans
    Corporate and Community Services; Noncredit courses
    Cooperative Work Experience Education
    Accreditation Committee

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

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. Conduct at least one two-hour training session per semester on the use of CurricUNET for program and course revision and development.

4. Ensuring that discipline/division faculty review and discuss the Course Impact Report, Course Proposal/Content Review and the Course Outline of Record <u>before</u> they are submitted to the AP&P committee; the faculty representative's signature ensures approval at the division level.

5. 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.

6. Ensuring that the instructor developing the course has communicated with 1) the Articulation Officer for review of transfer courses and the potential impact on courses and programs across the district curriculum; and 2) a librarian for a review of support material for each course, both new and revised.

7. Ensuring that all vocational courses are approved by an advisory committee before being submitted for committee review.

8. Representing his/her division when courses are up for review by committee.
9. Signing forms or electronically approve where necessary, along with instructor who developed the course and the division dean.

10. Assisting his/her division faculty with revisions based upon committee's suggestions or directions.

11. Assisting his/her division with development of certificate/degree programs and locally approved certificates.

12. Assisting his/her division with the implementation and use of the CurricUNET Software.

13. Reviewing <u>all</u> agenda items prior to meeting and coming prepared to discuss material.

14. Representing his/her division on all curriculum/academic matters referred to the division for discussion and implementation.

15. 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. Thus as a subcommittee of the Academic Senate, AP&P Representatives are required to adhere to this policy.

Technical Review Committee: Duties and Responsibilities
1. The committee will consist of 2-3 faculty AP&P representatives, who serve for two semesters, along with the AP&P faculty co-chair.

2. 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 and programs for meeting Title 5 standards and criteria, integration of objectives and content with assignments and methods of evaluation, use of Bloom's taxonomy, etc. <u>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.</u>

3. 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 read carefully for typos, word errors, and misspellings that AP&P representatives have missed.

4. Review of the course proposal information includes the title, number of units, pass/no pass designation, class size, mission statement, course justification, GE categories, accuracy of units in reference to LHE, repeatability status, minimum qualifications and program status is appropriate.

5. Compare proficiency section of CurricUNET for reading, writing, and math making sure information is consistent with course content and objectives.

6. Compare "other courses" as pre/co-requisites or advisories, making sure information is consistent with course content and objectives.

7. Make sure any required documentation is attached for pre/co-requisites or that advisory minutes are attached for vocational education courses.

8. Review course descriptors and requisites, comparing information to CPF and/or catalog for consistency and standardized format.

9. Check homework/assignment hours using Carnegie formula.

10. Check suggested textbooks for complete titles, authors, dates, and publisher. Textbooks need a publication date of 5 years or less. If they are older, a rationale for their use need to be added.

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PRIOR TO COURSE AND PROGRAM DEVELOPMENT

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Committee Representatives Divisions/Areas and Disciplines

Faculty Co-Chair: Dr. Darcy Wiewall, Anthropology/Archaeology
Administrator Co-Chair: Dr. Bonnie Suderman, Vice-President Academic Affairs

Dr. Les Uhazy, Academic Dean   Alberto Mendoza, Adjunct Faculty
Laureano Flores, Career Technical Dean   Kerlin Grimaldi Linares, Associated Study Body
La Donna Trimble, Student Services Dean   Marjorie Marquez, Associated Study Body
Carol Eastin, Articulation Officer

AP&P FACULTY REPRESENTATIVES BY DIVISION AND DEAN

ARTS & HUMANITIES REPRESENTATIVES

CINDY LITTLEFIELD, Kinesiology	Ext. 6205	clittlefield@avc.edu
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DUANE RUMSEY, DEAN

Art	French	Photography/Commercial Photography
Chinese	German	Spanish
Dance	Latin	Theatre Arts
Deaf Studies/Interpreting	Music	World Languages
Digital Media	Music-Commercial	
Film and Television	Philosophy	

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TIM STURM, Automotive Technology	Ext. 6146	tsturm@avc.edu
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LAUREANO FLORES, DEAN

Accounting	Business	Marketing
Aeronautical and Aviation Technology	Computer Applications	Medical Assisting
Air Conditioning and Refrigeration	Computer Information Science	Office Technology
Aircraft Fabrication and Assembly	Drafting/Computer Aided Design	Real Estate
Airframe Manufacturing and Technology	Electrical Technology	Welding
Auto Body	Electronics Technology	
Automotive Technology	Management	

HEALTH & SAFETY SCIENCES REPRESENTATIVES

MICHAEL HUTCHINSON, Fire Technology	Ext. 6970	mhutchinson@avc.edu
BONNIE CURRY, Registered Nursing	Ext. 6405	bcurry@avc.edu

PETER CHEGE, DEAN

Athletic Training	Intercollegiate Athletic	Recreational Leadership
Emergency Medical Technology	Kinesiology	Registered Nursing
Fire Technology	Nutrition and Foods	Respiratory Care
Health Education	Radiologic Technology	Vocational Nursing

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TOORAJ GORDI, Mathematics	Ext. 6019	tgordi@avc.edu
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DR. LESLIE UHAZY, DEAN

Agriculture/Park Landscape Mgt.	Earth Science	Physical Science
Anatomy	Engineering	Physics
Astronomy	Geology	Physiology
Biology	Geography/GIS	Water Treatment
Botany	Mathematics	
Chemistry	Microbiology	

RHETORIC & LITERACY REPRESENTATIVES
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MARY ROSE TOLL, Reading   Ext. 6908   mtoll@avc.edu

DR. RILEY DWYER, DEAN

Academic Development	English as a Second Language	Learning Center
Communication Studies	Journalism	Reading
English	Learning Assistance	

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CYNTHIA LEHMAN, History   Ext. 6489   clehman@avc.edu
IBRAHIM GANLEY, Economics   Ext. 6172   iganley@avc.edu

DR. L. TOM O'NEIL, DEAN

Administration of Justice	Economics	Political Science
Anthropology	Education	Psychology
Child and Family Education	Family and Consumer Sciences	Sociology
Child Development Center	History	
Clothing and Textiles - Fashion Design	Interior Design	

LIBRARY REPRESENTATIVE
DR. SCOTT LEE, Library/Instructional Resources   Ext. 6546   slee@avc.edu

MEETA GOEL, DEAN

Institutional Effectiveness, Research & Planning	Library Studies

COUNSELING & MATRICULATION REPRESENTATIVE
LUIS ECHEVERRIA, Counseling/Student Services   Ext. 6124   lecheverria@avc.edu

GARY ROGGENSTEIN, DEAN

CalWORKs	Human Development
Career/Transfer Center	Matriculation
Counseling Services	Office for Students with Disabilities (OSD)
Extended Opportunity Programs & Services (EOP&S)	S.T.A.R.

LADONNA TRIMBLE, DEAN

Academic Records	Enrollment Management
Admissions and Records	Enrollment Services
Assessment	Extenuating Circumstances Petition
Athletic Verification	Graduation
Audit/Credit by Examination	Transcripts

DR. JILL ZIMMERMAN, DEAN

Associated Student Organization	Outreach/Information and Welcome Center
Commencement	SOAR High School
Financial Aid	Student Activities
International Student Program	Student Health Services
Job Placement	Veteran's Affairs Program

Useful Information and People

Local People and Resources:

AP&P Co-chair: The co-chair should be aware of the proposed program from the start. Meet often with the co-chair 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.

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.

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.

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.

Dean: The Dean 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.

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 (PLO).

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.

Statewide Resources:

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.)

CurricUSEARCH (www.curricunet.com/avc): Become familiar with this web site for researching courses/programs at other colleges and universities.
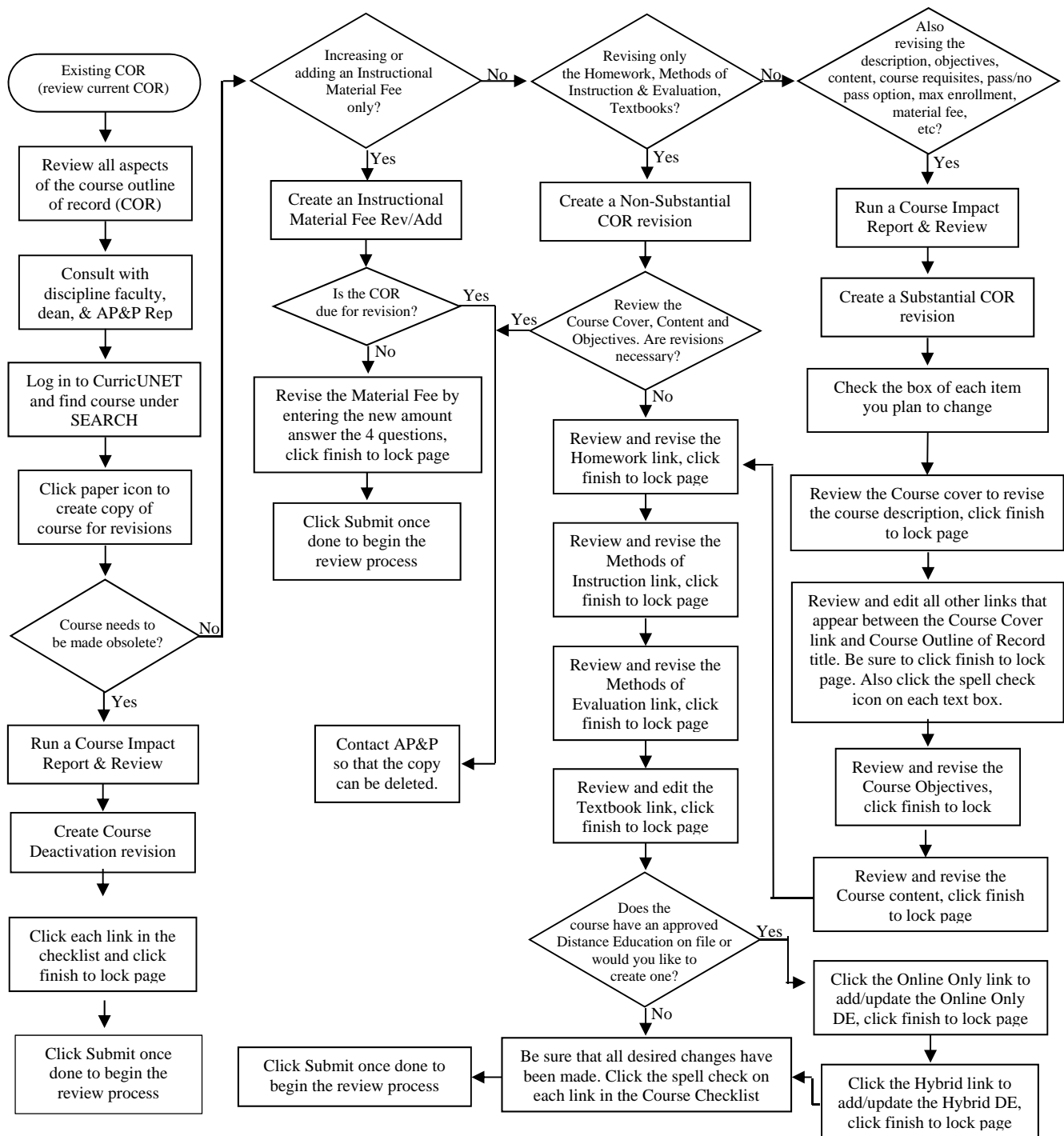
ASSIST (www.assist.org): Become familiar with this web site for researching courses/programs at other colleges and universities, including articulation agreements between community colleges and universities.

Academic Senate: The AP&P co-chair 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.

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 class schedule.

Course Identification Numbering System (C-ID) (www.c-id.net/): This is the website for the Course Identification Numbering System (C-ID). C-ID is a supranumbering system developed to ease the transfer and articulation burdens in California's higher educational institutions. Faculty should review the current C-ID descriptors when developing or revising their courses and programs, specifically for the development of Associate Degrees for Transfer (ADT).

Selecting the Appropriate Course Revision Process

Column 1 (left):

Existing COR (review current COR)
↓
Review all aspects of the course outline of record (COR)
↓
Consult with discipline faculty, dean, & AP&P Rep
↓
Log in to CurricUNET and find course under SEARCH
↓
Click paper icon to create copy of course for revisions
↓
Course needs to be made obsolete? — No →
↓ Yes
Run a Course Impact Report & Review
↓
Create Course Deactivation revision
↓
Click each link in the checklist and click finish to lock page
↓
Click Submit once done to begin the review process

Column 2:

Increasing or adding an Instructional Material Fee only? — No →
↓ Yes
Create an Instructional Material Fee Rev/Add
↓
Is the COR due for revision? — Yes →
↓ No
Revise the Material Fee by entering the new amount answer the 4 questions, click finish to lock page
↓
Click Submit once done to begin the review process

Contact AP&P so that the copy can be deleted.

Column 3:

Revising only the Homework, Methods of Instruction & Evaluation, Textbooks? — No →
↓ Yes
Create a Non-Substantial COR revision
↓
Review the Course Cover, Content and Objectives. Are revisions necessary? — Yes →
↓ No
Review and revise the Homework link, click finish to lock page
↓
Review and revise the Methods of Instruction link, click finish to lock page
↓
Review and revise the Methods of Evaluation link, click finish to lock page
↓
Review and edit the Textbook link, click finish to lock page
↓
Does the course have an approved Distance Education on file or would you like to create one? — Yes →
↓ No
Be sure that all desired changes have been made. Click the spell check on each link in the Course Checklist
→ Click Submit once done to begin the review process

Column 4 (right):

Also revising the description, objectives, content, course requisites, pass/no pass option, max enrollment, material fee, etc?
↓ Yes
Run a Course Impact Report & Review
↓
Create a Substantial COR revision
↓
Check the box of each item you plan to change
↓
Review the Course cover to revise the course description, click finish to lock page
↓
Review and edit all other links that appear between the Course Cover link and Course Outline of Record title. Be sure to click finish to lock page. Also click the spell check icon on each text box.
↓
Review and revise the Course Objectives, click finish to lock
↓
Review and revise the Course content, click finish to lock page
↓
Click the Online Only link to add/update the Online Only DE, click finish to lock page
↓
Click the Hybrid link to add/update the Hybrid DE, click finish to lock page

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Once course is submitted, it is the responsibility of the originator/course author to track the course's progress through the approval process. This can easily be done by doing the following:

- Click **My Proposals** under Track and Check Status for the revised course. This will provide the originator/course author with a list of linear steps and the corresponding comments from a person who has taken action on the course.

- If a particular individual has not taken action, simply send that person an email indicating that the course is awaiting their review and approval.

Also at various steps in the process, the originator/course author is required to review the comments, make necessary changes to the course and move it forward, which can be done by doing the following:

- Click **My Approvals** under Track, select Course Author and click Next. A list of courses will appear

- Click the C! icon for the course to review the comments, the pencil icon to make edits, and return to the My Approvals page to take Action on the Course. Please contact x6317 with any questions regarding this process or your AP&P Representative.

Program Revision Process

Coming Soon!

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GUIDELINES FOR
COURSE DEVELOPMENT

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Process for Non-Substantial Course Revision

Courses (including their prerequisites and advisories) must be reviewed and/or revised at least once every five years (see Program Review Policy). It may be 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.

Course revisions take 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 co-chair 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, contains all curriculum guidelines and Title 5 regulations. Reference it before and during the process of curriculum revision.

If after reviewing the current Course Outline of Record it is determined that the only areas that need to be revised include the Homework, Methods of Evaluation, Method of Instruction, and/or Textbook then a Non-Substantial Course Revision should be created within CurricUNET. These are <u>minor</u> 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 is reviewed and approved by the faculty representative, dean and faculty co-chair and placed on an agenda as "consent items," which is an expedited approval process. The steps to follow are outlined below:

Prior to Origination Prelaunch
1) Obtain a copy of the current Course Outline of Record and Course Proposal documents from CurricUNET, and discuss the course with colleagues in discipline/division, including dean, department chair, and AP&P representative.
2) Determine which sections of the course require revision. If only revising the Homework, Methods of Instruction, Methods of Evaluation, and Textbooks, then create a Non-Substantial Course Revision within CurricUNET (please refer to page 14 for step by step instructions within CurricUNET).
3) If this course meets the definition for a vocational or career technical course, provide the name of the advisory committee, the date(s) on which the course/program was discussed, and attach the advisory committee meeting minutes with the highlighted sections that relate to the requested change.
4) If applicable, review with Librarian and/or Articulation Officer. The Articulation Officer would have information regarding the ability to designate the course as transferable (if adding transferability, complete a Substantial Course Revision, which is on page 25).
5) Read relevant sections of **AP&P Standards & Practices Handbook** for guidelines on course revisions.
6) Begin the revision process through the use of CurricUNET by creating a Non-Substantial Course Revision; review often with discipline colleagues and AP&P representative.
7) Review all course information with AP&P representative, discipline/division faculty, department chair, and dean periodically, allowing sufficient time **(several days)** for their review.

Origination Prelaunch
1) After making suggested revisions, submit draft of course revisions through CurricUNET. The discipline faculty, department chair, Distance Education Committee (if applicable) and Articulation Officer will be notified by email of the course submittal.
2) These individuals will proofread the course revisions for accuracy and completeness. Revision suggestions will be made and originator will be notified when review is complete. **(Allow two weeks)**

Origination Launch – AP&P Representative and Dean final review
1) Login to CurricUNET, review comments made on the course, make necessary revisions if appropriate with assistance from AP&P Representative, dean, and when necessary AP&P Co-chair. Resubmit completed course revisions to AP&P by clicking the Action Button from the My Approvals page for the specific course.
2) The appropriate AP&P Representative and dean will be notified of the course revisions in order to review and make recommendations for revision or take an action of formal approval of the course as submitted. **(Allow one week)**
3) Instructor will be notified when review is complete and given the opportunity to consider recommended revisions, if any. Login to CurricUNET, review comments made on the course, make necessary revisions if appropriate with assistance from AP&P Representative, dean, and when necessary AP&P Co-chair.
4) Resubmit completed course revisions to AP&P by clicking the Action Button from the My Approvals page for the specific course. If course is approved as is by both the AP&P Representative and dean, then the course will move automatically to the next step.

Origination Launch – Outcomes Committee Review
1) The Outcomes Committee Co-chair will be notified of the course proposal and as co-chair for the committee will review the submitted material for completeness, and accuracy. **(Allow one week)**
2) Instructor will be notified by email when Outcomes Committee review is complete and will be asked to consider the recommended editorial corrections, if any. Login to CurricUNET, review comments made on the course, make necessary revisions if appropriate with assistance from Outcomes Representative, dean, and when necessary AP&P Representative.
3) Resubmit completed student learning outcomes revisions through CurricUNET by clicking the Action Button from the My Approvals page for the specific course. When the course student learning outcomes are approved as written by the Outcomes Committee, the course will move automatically to the next step.

Origination Launch – Technical Review
1) The AP&P Co-chair will be notified of the course proposal and as co-chair for the committee will review the submitted material for completeness, accuracy, and alignment with college mission. **(Allow one week)**
2) Instructor will be notified by email when Technical Review is complete and will be asked to consider the recommended editorial corrections, if any. Login to CurricUNET, review comments made on the course, make necessary revisions if appropriate with assistance from AP&P Representative, dean, and when necessary AP&P Co-chair.
3) Resubmit completed course revisions to AP&P by clicking the Action Button from the My Approvals page for the specific course. When the course is approved as written by the Technical Review Committee Chair, then the course will move automatically to the next step.

Origination Launch – AP&P Committee review and approval
1) AP&P Co-chair will inform instructor, AP&P Representative, and Dean when course has been placed on an agenda as a first reading for review by the full AP&P Committee.
2) Two of three division representatives must attend the meeting to support and discuss the revisions made to the course: Instructor/faculty proxy, AP&P Representative or Dean.
3) Course representative presents course revisions, responds to questions and suggestions by committee, and takes notes for completing necessary revisions.
4) Instructor makes necessary revisions, if present, with assistance of AP&P Representative and/or dean during the meeting to avoid a second reading. If instructor is not present, then division representative reports back to the revising faculty member who will then make the necessary edits and submits revised course proposal to AP&P for a second (or third) reading by the full committee, which typically the instructor does not need to be present.
5) Once review process is complete, AP&P will take action.

Academic Senate and Board of Trustees Approval
1) Approved course is submitted to the Academic Senate with the AP&P committee's recommendation to approve. Once approved, the course is sent to the Board of Trustees with the AP&P committee's recommendation to adopt.
2) Board approves course based on "delegated authority" from the Academic Senate and 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 the following College Catalog, which will allow the course to be scheduled with the approval of the dean and Vice President of Academic Affairs.

*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.

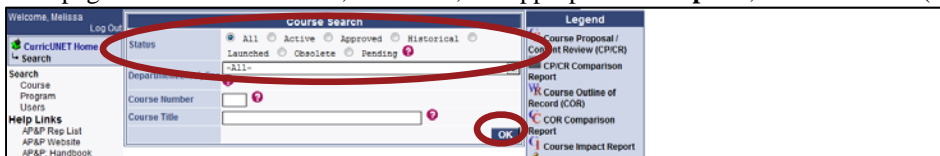# Non-Substantial Course Revision Timeline

Course revisions take time. This approval process begins when the course is submitted.

→ **Origination Pre Launch**

This role is typically assigned to the Department Chair however it could be a shared role with a primary discipline faculty member.

Consultation is 2 weeks →

Articulation Officer Consult — **DEC Consult** — **Department Chair/Discipline Faculty Consult**

Origination Launch

Course revisions take time. The approval process will resume when the course author takes action under My Approvals.

OC Rep, AP&P Rep and Dean must take an action of Approved for the course to move forward. If either's action is Hold for Revision, then the course will return to the course author to make edits. The approval process resumes when the course author takes action under My Approvals.

The same will occur if the Outcomes Committee Chair, Tech Review Chair or the AP&P Committee Chair's action is Hold for Revision.

OC Rep Review — **AP&P Rep Review** — **Dean Review**

AP&P Rep, OC Rep and Dean are given 2 weeks to review the course and take action.

Outcomes Committee Review — **Outcomes Committee Chair**

The Outcomes Committee is given 2 weeks to review the course and take action.

Tech Review Committee — **Tech Review Chair**

The Tech Review Committee is given 2 weeks to review the course and take action.

AP&P Committee — **AP&P Chair**

The course will be scheduled for an AP&P agenda once approved by Technical Review and the instructor will be notified.

VP of AA

Academic Senate

Board of Trustees

Chancellor's Office

Catalog/ Schedule Implementation

CurricUNET Quick Guide: Non-Substantial Course Revision

Non-Substantial Course Changes are revisions made only to the Homework, Method of Instruction, Method of Evaluation, and/or Textbooks, which appears on the Course Outline of Record. All other course areas can be access through a Substantial Course Revision.

1. Go to www.curricunet.com/avc and log in. See Appendix for steps on logging in and changing your password.

2. Left-hand column, under **Search**, click **Course** (new screen)
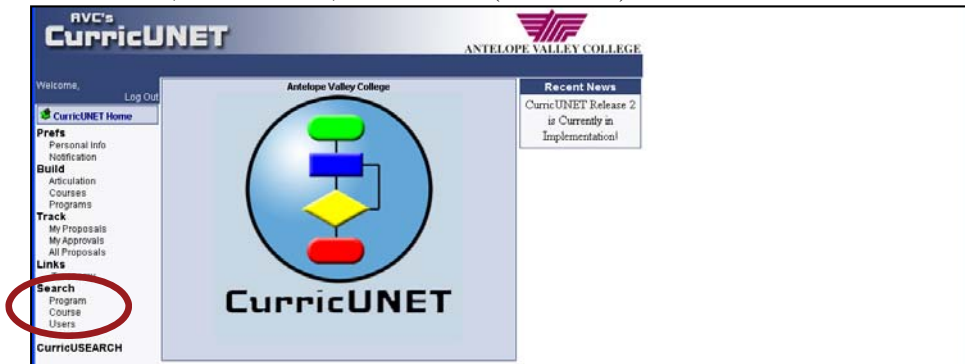
3. Center of page under Course Search, select **All**, the appropriate **Discipline**, then click **OK** (new screen)

4. Center of page under Course Search Result, locate the appropriate Course, click the **Paper Icon** to the left of the **Red Title** (new screen)
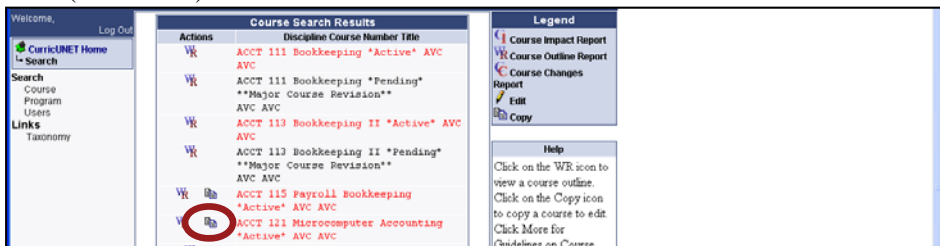
5. Center of page under Course Review Proposal, select **Non-Substantial Course Revision**, click **OK** (new screen)

6. Center of page under Course Review Proposal, in the Rationale box, describe the type of changes being proposed, click **OK** (new screen)

7. **Helpful Information**: Course Checklist (column on the right side), all items need to have a check in the box to the left of each title. Once all required items in the checklist have been finished the submit button will appear in the left column in place of the circled text. Also note that the Distance Education links and Additional Items links are NOT required for an revision process, however if a Distance Education document exists for a course, then the corresponding link is required.

Each link in the Course Checklist has a series of HELP icons that are populated with explanations of the required fields. When all data elements are completed as presented for a particular link in the Course Checklist, notice the Buttons at the bottom of each 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** and changes the color of the title to green. 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 to the page.
Note: CurricUNET does NOT save automatically when leaving a section.

Notice the icons in the left column, **WR** icon: Course Outline of Record, **CI** icon: Impact on other courses and programs report, **CS** icon: Course Proposal/Content Review report, **CC** icon: Revisions to an existing course are tracked and viewable in this report, **Distance Ed: O H** icon: O-Online Only/H-Hybrid distance education forms (only appears if information is entered on the appropriate link in the Course Checklist.

Additional help for each item is provided in the AP&P Handbook, which can be found on the Web at http://www.avc.edu/administration/organizations/app/documents

8. To add a Co-Contributor, a fellow faculty member who will assist in the revision process for this course, click the **Add a Co-Contributor** link under Course Construction Main Menu (new screen)

Select the **Co-Contributor** from the drop-down menu, check the boxes for each item the Co-Contributor will work on, click **OK**

9. Course Title, Description, Objectives and Couse Content links: review the existing course title, description, objectives and content, in addition to the CS report circled below, if revisions are necessary, contact your AP&P Representative so that this course copy can be deleted. A high level revision would need to be created in order to edit the objectives and content.
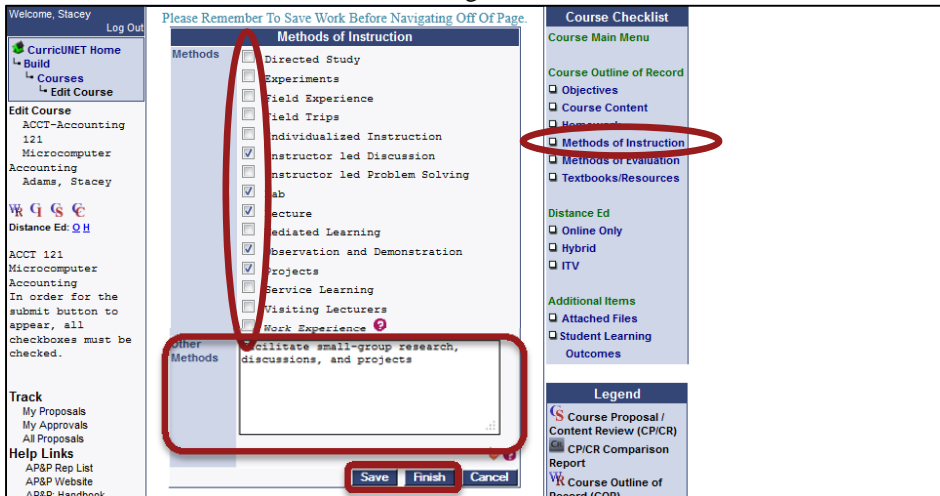
Welcome, Stacey
Log Out

CurricUNET Home
↳ Build
  ↳ Courses
    ↳ Edit Course

Edit Course
ACCT-Accounting 121
Microcomputer Accounting
Adams, Stacey

Distance Ed: O H

ACCT 121 Microcomputer Accounting
In order for the submit button to appear, all checkboxes must be checked.

Track
My Proposals
My Approvals
All Proposals
Help Links
AP&P Rep List

Please Remember To Save Work Before Navigating Off Of Page.

Objectives
Page Last Saved on Wednesday, Feb 29, 2012 at 4:05 PM
By Stacey Adams

Done

Upon satisfactory completion of the course, students will be able to:
1. Use computerized accounting software to perform the following operations for a small business: (a) Apply basic accounting theory to automated accounting cycle. (b) Set up new company including defaults which affect future transactions and reports. (c) Set up chart of accounts and company database tables. (d) Manage and maintain database tables and defaults. (e) Analyze and input transactions. (f) Generate, customize, and interpret various financial reports, management reports and charts. (g) Complete end-of-fiscal period and fiscal-year-end transactions and system maintenance. (h) Convert a manual accounting system to an automated one. (i) Maintain company files - create, back-up and restore. (j) Import data from other systems. (k) Export data for additional financial analysis or reporting.
2. Understand, describe and explain computerized accounting concepts and processes.
3. Understand, describe and explain output results.
4. Incorporate e-mail, discussion forums, and World Wide Web/Internet resources for communication and assignment tasks.

Course Checklist
Course Main Menu

Course Outline of Record
☐ Objectives
  ☐ Taxonomy
☐ Course Content
☐ Homework
☐ Methods of Instruction
☐ Methods of Evaluation
☐ Textbooks/Resources

Distance Ed
☐ Online Only
☐ Hybrid
☐ ITV

Additional Items
☐ Attached Files
☐ Student Learning Outcomes

Legend
S Course Proposal /

Log Out

CurricUNET Home
↳ Build
  ↳ Courses
    ↳ Edit Course

Edit Course
ACCT-Accounting 121
Microcomputer Accounting
Adams, Stacey

Distance Ed: O H

ACCT 121 Microcomputer Accounting
In order for the submit button to appear, all checkboxes must be checked.

Track
My Proposals
My Approvals
All Proposals
Help Links
AP&P Rep List
AP&P Website
AP&P: Handbook
Approval Process
Course Revision Flow Chart
Edit Submitted Course
New Course Dev Guide
New/Rev Distance Ed Guide
Non-Substant Rev Guide
Substant Rev Guide
Taxonomy

Course Content
Before You Begin Please Read Directions Below!
Page Last Saved on Wednesday, Feb 29, 2012 at 4:05 PM
By Stacey Adams

I. Differences between manual accounting tasks and computerized accounting system tasks
II. Installation, backup and management of computerized accounting system software and files
III. Computerized accounting system windows, navigation, menus, options and features
IV. Application of basic accounting theory to automated accounting cycle
V. New company setup including defaults which affect all future operations
   A. Company type - sole proprietorship, partnership, corporation, government, not for profit
   B. Accounting methods, posting methods, accounting periods
   C. Defaults for various modules:
      i. Chart of accounts
      ii. Customers, vendors, employees and independent contractors
      iii. Inventory and non-inventory and job-costing
VI. Conversion from manual processes to computerized accounting system
VII. Transaction analysis and input for each of the various modules
   A. Sales - cash, credit, credit card, taxes, discounts, returns and allowances, collections
      i. Customers, prospects, un-collectible accounts, analysis
      ii. Bids, quotes, convert to invoices, invoices, credits
      iii. Sales reps records
   B. Purchases - cash, credit, credit card, discounts, returns and allowances
      i. Vendors. purchase orders, bills, credits
      ii. Inventory, perpetual vs. periodic, costing methods
   C. Cash management, checks & check register, receipts, online banking, bank reconciliation,
   D. Payroll, employees. sales reps commissions. independent contractors
      i. Legal requirements. tax tables, deductions, benefits, employer expenses
      ii. Government forms. payments
   E. Job costing, projects. estimates, allocating costs & overhead

Course Main Menu

Course Outline of Record
☐ Objectives
☐ Course Content
☐ Homework
☐ Methods of Instruction
☐ Methods of Evaluation
☐ Textbooks/Resources

Distance Ed
☐ Online Only
☐ Hybrid
☐ ITV

Additional Items
☐ Attached Files
☐ Student Learning Outcomes

Legend
S Course Proposal / Content Review (CP/CR)
CP/CR Comparison Report
W Course Outline of Record (COR)
C COR Comparison Report
I Course Impact Report
Attachments
Edit
Remove/Delete
Help
Spell Check
Example Text
Move Item Up
Move Item Down
* Indicates Required Field

---

10. Homework link: Update the four areas of homework and provide the appropriate number of hours students will spend per week completing the stated homework, click Finish when done or Save so to return later to make additional edits. The Total Hours field keeps a tally of all hours entered in each of the four areas, to edit this number change the hours provided for each of the four homework categories.

Screenshot 1 (Homework page)

Welcome, Stacey
Log Out

CurricUNET Home
↳ Build
  ↳ Courses
    ↳ Edit Course

Edit Course
ACCT-Accounting
121
Microcomputer
Accounting
Adams, Stacey

Distance Ed: O H

ACCT 121
Microcomputer
Accounting
In order for the
submit button to
appear, all
checkboxes must be
checked.

Track
  My Proposals
  My Approvals
  All Proposals
Help Links
  AP&P Rep List
  AP&P Website
  AP&P: Handbook
  Approval Process
  Course Revision Flow
Chart
  Edit Submitted Course
  New Course Dev Guide
  New/Rev Distance Ed
  Non-Substant Rev Guide
  Substant Rev Guide
  Taxonomy

Please Remember To Save Work Before Navigating Off Of Page.

Homework
List the estimated hours per week it would take a student to complete 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.

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By Stacey Adams

Reading Assignments
Students will be required to read and study approximately 40 to 50 pages per week from the textbook. Students will be required to read approximately 1 to 3 pages per week from online sources.

Reading Hours   2

Writing Assignments
Students will be required to write approximately 1 page per week to reply to topics.

Writing Hours   2

Computational Assignments
Students will be required to evaluate automated computations for each accounting transaction, estimated at 30 to 50 transactions per week. Students must validate that the results are reasonable and as expected, using mental calculations or calculator.

Computational Hours   1

Other Assignments
Students may share new resources, tips, ideas, personal experiences, and any other relevant information that supports the course objectives and/or seems useful in accomplishing our tasks and achieving our goals.

Other Hours   0.5

Total Hours   5.500

Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours

Save Finish Cancel

Course Checklist
Course Main Menu

Course Outline of Record
❑ Objectives
❑ Course Content
❑ Homework
❑ Methods of Instruction
❑ Methods of Evaluation
❑ Textbooks/Resources

Distance Ed
❑ Online Only
❑ Hybrid
❑ ITV

Additional Items
❑ Attached Files
❑ Student Learning
   Outcomes

Legend
CS Course Proposal / Content Review (CP/CR)
CP/CR Comparison Report
WR Course Outline of Record (COR)
C COR Comparison Report
CI Course Impact Report
Attachments
Edit
Remove/Delete
Help
Spell Check
Example Text
Move Item Up
Move Item Down
* Indicates Required Field

Help
There is currently no help available for this

---

11. **Methods of Instruction link:** Check the boxes of all the teaching methods that are appropriate for this course and use the Other Methods box to list additional teaching methods not listed above.

Screenshot 2 (Methods of Instruction page)

Welcome, Stacey
Log Out

CurricUNET Home
↳ Build
  ↳ Courses
    ↳ Edit Course

Edit Course
ACCT-Accounting
121
Microcomputer
Accounting
Adams, Stacey

Distance Ed: O H

ACCT 121
Microcomputer
Accounting
In order for the
submit button to
appear, all
checkboxes must be
checked.

Track
  My Proposals
  My Approvals
  All Proposals
Help Links
  AP&P Rep List
  AP&P Website
  AP&P: Handbook

Please Remember To Save Work Before Navigating Off Of Page.

Methods of Instruction

Methods
☐ Directed Study
☐ Experiments
☐ Field Experience
☐ Field Trips
☐ Individualized Instruction
☑ Instructor led Discussion
☐ Instructor led Problem Solving
☑ Lab
☑ Lecture
☐ Mediated Learning
☑ Observation and Demonstration
☑ Projects
☐ Service Learning
☐ Visiting Lecturers
☐ Work Experience

Other Methods
Facilitate small-group research, discussions, and projects

Save Finish Cancel

Course Checklist
Course Main Menu

Course Outline of Record
❑ Objectives
❑ Course Content
❑ Homework
❑ Methods of Instruction
❑ Methods of Evaluation
❑ Textbooks/Resources

Distance Ed
❑ Online Only
❑ Hybrid
❑ ITV

Additional Items
❑ Attached Files
❑ Student Learning
   Outcomes

Legend
CS Course Proposal / Content Review (CP/CR)
CP/CR Comparison Report
WR Course Outline of Record (COR)

---

12. **Methods of Evaluation link:** To add a new Method of Evaluation, type the information in the box provided (no numbering), check the box of at least one objective that is being assessed, then click Add. The new method of evaluation will appear at the bottom of the page.

CurricUNET Home
Build
  Courses
    Edit Course

Please Remember To Save Work Before Navigating Off Of Page.

Methods of Evaluation
Page Last Saved on Wednesday, Feb 29, 2012 at 4:05 PM
By Stacey Adams

Course Checklist

Course Main Menu

Course Outline of Record
- Objectives
- Course Content
- Homework
- Methods of Instruction
- Methods of Evaluation
- Textbooks/Resources

Distance Ed
- Online Only
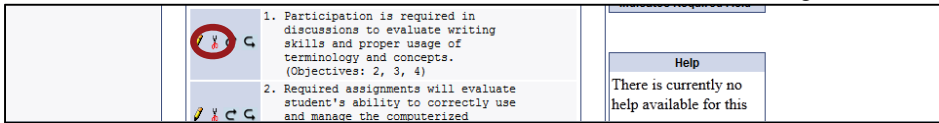- Hybrid
- ITV

Additional Items
- Attached Files
- Student Learning Outcomes

Edit Course
ACCT-Accounting 121 Microcomputer Accounting
Adams, Stacey

Distance Ed: O H

ACCT 121 Microcomputer Accounting
In order for the submit button to appear, all checkboxes must be checked.

Track
My Proposals
My Approvals
All Proposals

Help Links
AP&P Rep List
AP&P Website
AP&P: Handbook
Approval Process
Course Revision Flow Chart
Edit Submitted Course
New Course Dev Guide
New/Rev Distance Ed
Non-Substant Rev Guide
Substant Rev Guide
Taxonomy

Method Text

Match Objectives

1. Use computerized accounting software to perform the following operations for a small business: (a) Apply basic accounting theory to automated accounting cycle. (b) Set up new company including defaults which affect future transactions and reports. (c) Set up chart of accounts and company database tables. (d) Manage and maintain database tables and defaults. (e) Analyze and input transactions. (f) Generate, customize, and interpret various financial reports, management reports and charts. (g) Complete end-of-fiscal period and fiscal-year-end transactions and system maintenance. (h) Convert a manual accounting system to an automated one. (i) Maintain company files – create, back-up and restore. (j) Import data from other systems. (k) Export data for additional financial analysis or reporting.

2. Understand, describe and explain computerized accounting concepts and processes.

3. Understand, describe and explain output results.

4. Incorporate e-mail, discussion forums, and World Wide Web/Internet resources for communication and assignment tasks.

Add

1. Participation is required in discussions to evaluate writing skills and proper usage of terminology and concepts. (Objectives: 2, 3, 4)
2. Required assignments will

Legend
- Course Proposal / Content Review (CP/CR)
- CP/CR Comparison Report
- Course Outline of Record (COR)
- COR Comparison Report
- Course Impact Report
- Attachments
- Edit
- Remove/Delete
- Help
- Spell Check
- Example Text
- Move Item Up
- Move Item Down
- * Indicates Required Field

Help
There is currently no help available for this page.
More

Methods of Evaluation link: to edit an existing method of evaluation, click the pencil for the respective item, the language will then appear in the Method Text box for editing, make necessary changes, review the objectives that are already checked, either uncheck or check objectives accordingly, click Save when edits are complete or cancel to revert the text to the original language for the method of evaluation.

CurricUNET Home
Build
  Courses
    Edit Course

Methods of Evaluation
Page last saved on February 29, 2012 by Stacey Adams

Method Text: Participation is required in discussions to evaluate writing skills and proper usage of terminology and concepts.

Course Main Menu

Course Outline of Record
- Objectives
- Course Content
- Homework
- Methods of Instruction
- Methods of Evaluation
- Textbooks/Resources

Distance Ed
- Online Only
- Hybrid
- ITV

Additional Items
- Attached Files
- Student Learning Outcomes

Edit Course
ACCT-Accounting 121 Microcomputer Accounting
Adams, Stacey

Distance Ed: O H

ACCT 121 Microcomputer Accounting
In order for the submit button to appear, all checkboxes must be checked.

Track
My Proposals
My Approvals
All Proposals

Help Links
AP&P Rep List
AP&P Website
AP&P: Handbook
Approval Process
Course Revision Flow Chart
Edit Submitted Course
New Course Dev Guide
New/Rev Distance Ed
Non-Substant Rev Guide
Substant Rev Guide
Taxonomy

Match Objectives

1. Use computerized accounting software to perform the following operations for a small business: (a) Apply basic accounting theory to automated accounting cycle. (b) Set up new company including defaults which affect future transactions and reports. (c) Set up chart of accounts and company database tables. (d) Manage and maintain database tables and defaults. (e) Analyze and input transactions. (f) Generate, customize, and interpret various financial reports, management reports and charts. (g) Complete end-of-fiscal period and fiscal-year-end transactions and system maintenance. (h) Convert a manual accounting system to an automated one. (i) Maintain company files – create, back-up and restore. (j) Import data from other systems. (k) Export data for additional financial analysis or reporting.

☑ 2. Understand, describe and explain computerized accounting concepts and processes.

☑ 3. Understand, describe and explain output results.

☑ 4. Incorporate e-mail, discussion forums, and World Wide Web/Internet resources for communication and assignment tasks.

Save   Cancel

1. Participation is required in discussions to evaluate writing skills and proper usage of terminology and concepts. (Objectives: 2, 3, 4)

Legend
- Course Proposal / Content Review (CP/CR)
- CP/CR Comparison Report
- Course Outline of Record (COR)
- COR Comparison Report
- Course Impact Report
- Attachments
- Edit
- Remove/Delete
- Help
- Spell Check
- Example Text
- Move Item Up
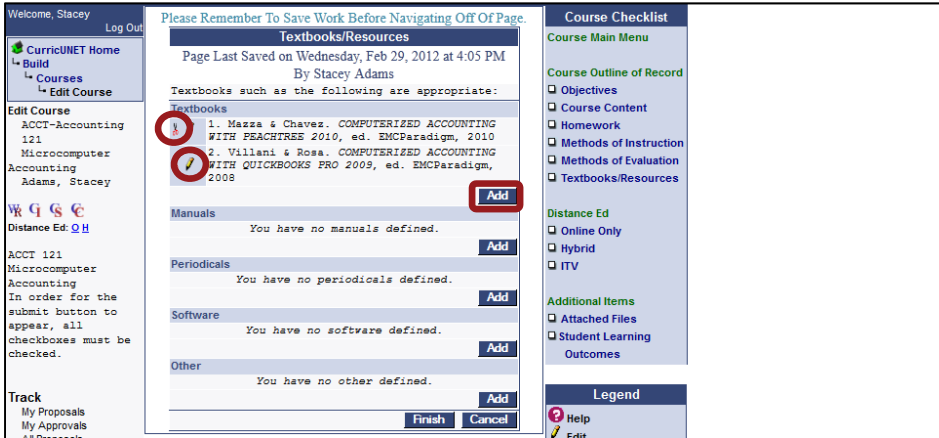- Move Item Down
- * Indicates Required Field

Help

To delete an existing method of evaluation that is no longer applicable, click the scissor icon for the respective item. This cannot be undone, so be sure the items needs to be removed before clicking the scissors.
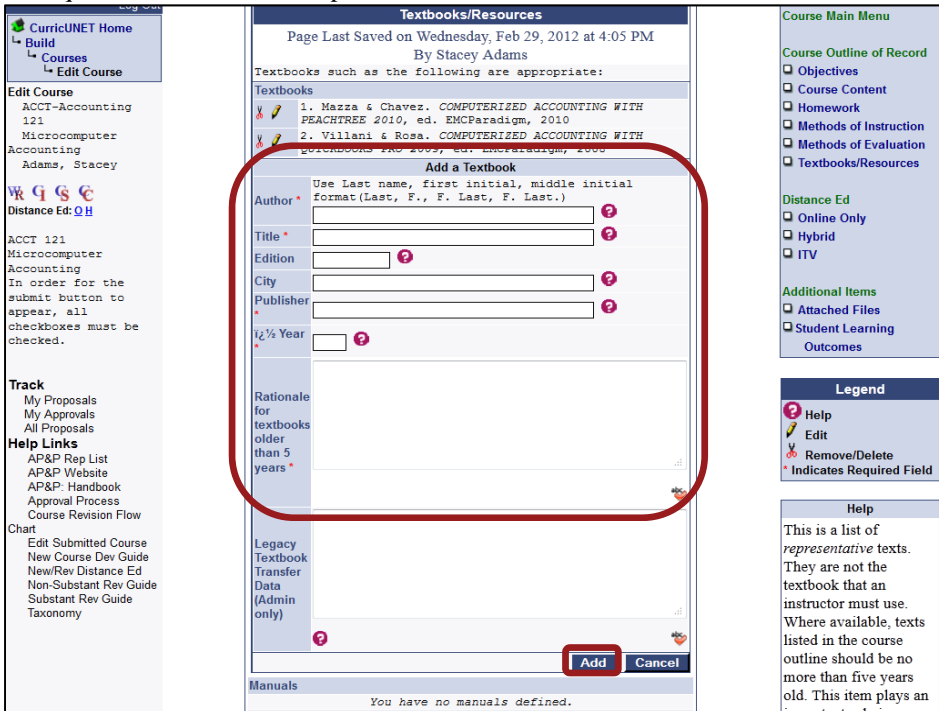

13. Textbook/Resources link: Review all items listed on this page, if complete as is, click the Finish button at bottom of page. If edits are needed see the following sections, once edits are complete be sure to click Finish:
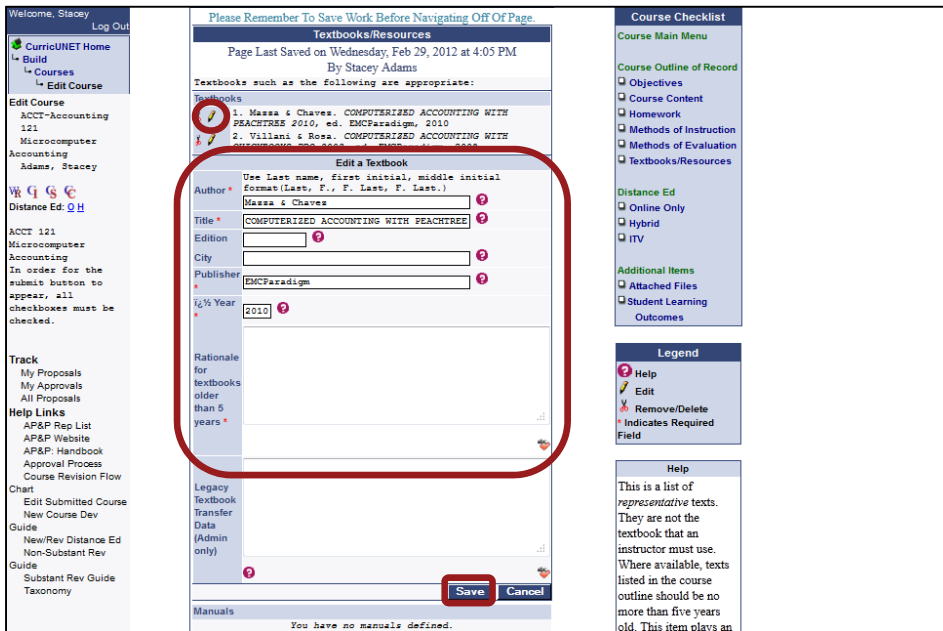
Textbook/Resources link (Textbook Section): Review the existing textbooks, click the scissor icon to delete an item, click the pencil to edit an item, or click the add button for the Textbook Section to add a new book to the list. (Instructions for editing an existing textbook is below)

Enter the required fields denoted by asterisks, if the suggested textbook is older than five years, a rationale would then be required. Click Add to complete the addition of the new textbook.

To edit an existing Textbook, click the pencil icon for that particular textbook, review and edit the data items, if the suggested textbook is older than five years, a rationale would then be required, click Save when done.

Textbook/Resources link (Manual Section): Review the existing manuals, click the scissor icon to delete an item, click the pencil to edit an item, or click the Add button for the Manual Section to add a new item to the list.

Enter the required fields denoted by asterisks, click Add to complete the addition of the new manual

Textbook/Resources link (Periodical Section): Review the existing periodicals, click the scissor icon to delete an item, click the pencil to edit an item, or click the Add button for the Periodical Section to add a new item to the list.

Enter the required fields denoted by asterisks, click Add to complete the addition of the new manual

Textbook/Resources link (Software Section): Review the existing softwares, click the scissor icon to delete an item, click the pencil to edit an item, or click the Add button for the Software Section to add a new item to the list.

Enter the required fields denoted by asterisks, click Add to complete the addition of the new manual

Textbook/Resources link (Other Section): Review the existing items, click the scissor icon to delete an item, click the pencil to edit an item, or click the Add button for the Other Section to add a new item to the list.

Enter a description of the resources used in this class, click Add to complete the addition of the new resources

After all Textbooks/Resources have been updated and/or added, click the Finish button.

14. If adding/editing a Distance Education course that needs to be linked or is linked to this course, click the Online Only and/or Hybrid link in the Course Checklist and edit/enter the data elements, click Finish when entry is complete. It is the policy of AP&P that both the distance education course and the main Course Outline of Record be brought forward together.
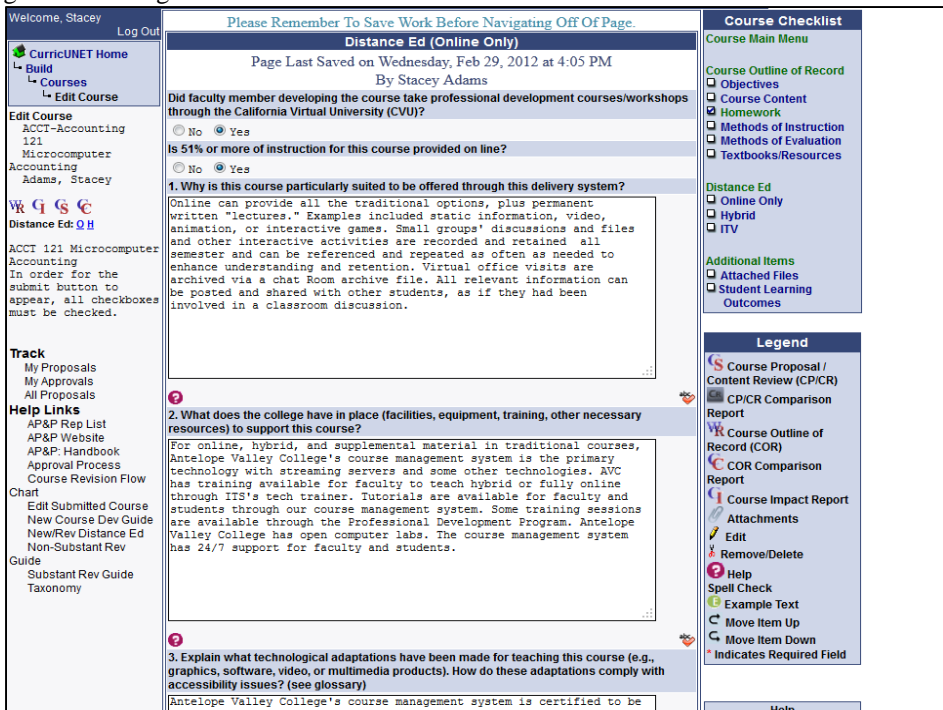
To delete a distance education course, click the appropriate link in the Course Checklist, delete all data elements, click Finish. Also attach a memo signed by the Dean, AP&P Representative, and discipline faculty indicating that it is being requested to obsolete the distance education course.

15. Attached Files link: Type the title of the file in the box provided, browse for the file on the computer or Web, click Add, the attached file will appear in a list under the words Attached Files.
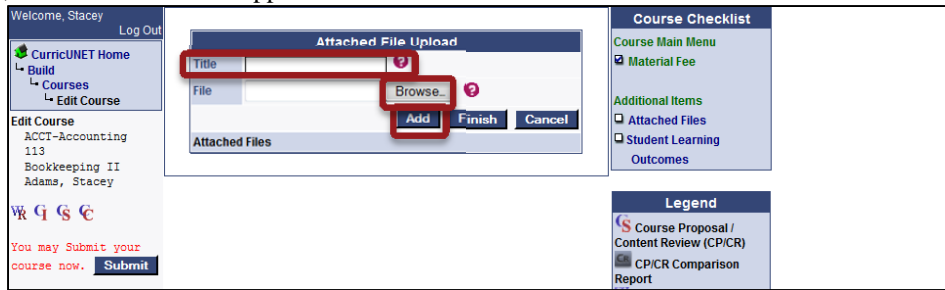
Click finish when all files have been successfully attached to this course submittal.
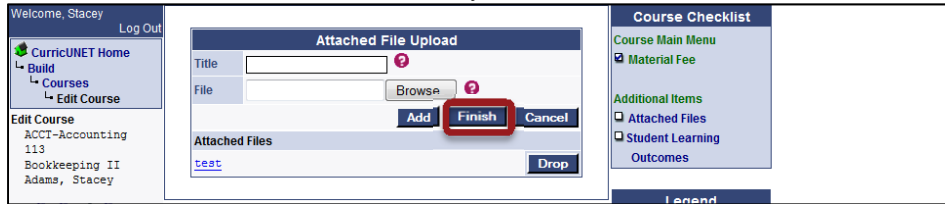
16. Once all required items in the Course Checklist are completed, click **SUMBIT** in the left column, a text box will appear in the upper middle of the page requesting confirmation to submit the course revisions for review and approval, edits cannot be done after the course is submitted until edits are requested by those reviewing and approving the changes. For additional information, contact your AP&P Representative by phone/email or contact the AP&P Office.

17. When returning to the Course to make additional revisions after leaving the Website, Left-hand column, **Build**, select **Courses** (new screen)
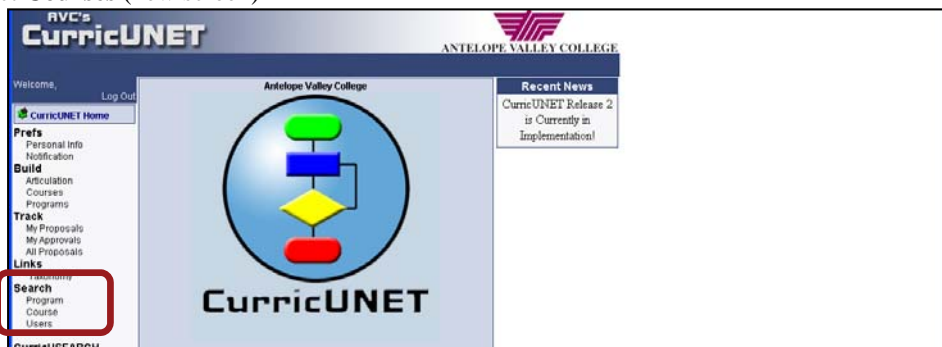
Select the appropriate Department/Discipline from the drop down menu (may not be required for those who teach in one area), click the Pencil icon to the left of the course title (new screen), return to step 7 and resume revisions.
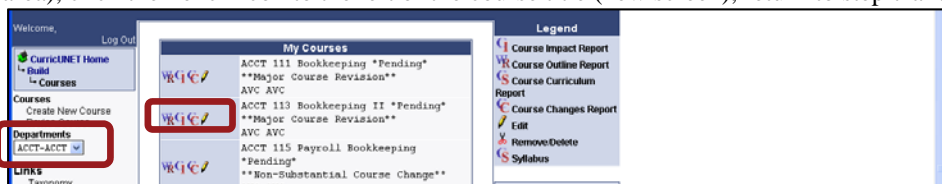
Process for Substantial Course Revisions

Courses (including their prerequisites and advisories) must be reviewed and/or revised at least once every five years (see Program Review Policy). It may be 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.

Course revisions take 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 co-chair 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 contains all curriculum guidelines and Title 5 regulations. Reference it before and during the process of curriculum revision.

If after reviewing the current Course Outline of Record it is determined that the requisites, units, hours description, content, etc. require revision then a Substantial Course Revision should be created within CurricUNET. These are major changes to a course that do alter the standards required by Title 5, review by the full AP&P committee is required and the instructor must be present or send a proxy to discuss the changes made to the course. *A change to the units of an existing course now requires the course number to also be changed.* The steps to follow are outlined below:

Prior to Origination Prelaunch
1) Obtain a copy of the current Course Outline of Record and Course Proposal documents from CurricUNET, and discuss the course with colleagues in discipline/division, including dean, department chair, and AP&P representative.
2) Review the Course Impact report (CI) on CurricUNET to determine if the changes you are making will potentially impact other courses and programs across the district curriculum; contact (1) the Articulation Officer and (2) the other discipline areas for review.
3) Determine which sections of the course require revision. If revising the course title, numbering, units/hours/LHE, instructional type, maximum enrollment, repeatability, grading method, SAM code, transferability/GE status, requisites, description, objectives, and/or content, in addition to the homework, methods of instruction, methods of evaluation, and textbooks, then create a Substantial Course Revision within CurricUNET. **NOTE**: Any change to the course units will require that the course number is also changed. (Please refer to page 29 for step by step instructions within CurricUNET).
4) If adding a course from another discipline as a prerequisite or corequisite, a course validation study needs to be requested by emailing the AP&P faculty co-chair and the Academic Affairs Technician. Once the Course Validation Study is completed, it will be emailed to the requesting faculty for review. (See the Requisite section of the **AP&P Standards & Practices Handbook** for guidelines)
5) If this course meets the definition for a vocational or career technical course, provide the name of the advisory committee, attach the advisory committee meeting minutes with the highlighted sections that relate to the requested change and be sure the date(s) on which the course/program was discussed is noted on the minutes.
6) If applicable, review with Librarian and/or Articulation Officer. The Articulation Officer would have information regarding the ability to designate the course as transferable.
7) Read relevant sections of **AP&P Standards & Practices Handbook** for guidelines on course revisions.
8) Begin the revision process through the use of CurricUNET by creating a Substantial Course Revision; review often with discipline colleagues and AP&P representative.
9) Review all course information with AP&P representative, discipline/division faculty, department chair, and dean periodically, allowing sufficient time **(several days)** for their review.

Origination Prelaunch
1) After making suggested revisions, submit draft of course revisions through CurricUNET. The discipline/division faculty, department chair, Librarian, Distance Education Committee (if applicable) and the Articulation Officer will be notified by email of the course submittal.
2) These individuals will proofread the course revisions for accuracy and completeness. Revision suggestions will be made and originator will be notified when review is complete. **(Allow two weeks)**
3) Review previously established Student Learning Outcomes (SLOs), making any necessary revisions to be sure they align with course revisions. If applicable, submit proposed SLO revisions to the Student Learning Outcomes Committee for consideration and approval.

Origination Launch – AP&P Representative and Dean final review
1) Login to CurricUNET, review comments made on the course, make necessary revisions if appropriate with assistance from AP&P Representative, dean, and when necessary AP&P Co-chair. Resubmit completed course revisions to AP&P by clicking the Action Button from the My Approvals page for the specific course.
2) The appropriate AP&P Representative and dean will be notified of the course revisions in order to review and make recommendations for revision or take an action of formal approval of the course as submitted. **(Allow one week)**
3) Instructor will be notified when review is complete and given the opportunity to consider recommended revisions, if any. Login to CurricUNET, review comments made on the course, make necessary revisions if appropriate with assistance from AP&P Representative, dean, and when necessary AP&P Co-chair.
4) Resubmit completed course revisions to AP&P by clicking the Action Button from the My Approvals page for the specific course. If course is approved as is by both the AP&P Representative and dean, then the course will move automatically to the next step.

Origination Launch – Outcomes Committee Review
1) The Outcomes Committee Co-chair will be notified of the course proposal and as co-chair for the committee will review the submitted material for completeness, and accuracy. **(Allow one week)**
2) Instructor will be notified by email when Outcomes Committee review is complete and will be asked to consider the recommended editorial corrections, if any. Login to CurricUNET, review comments made on the course, make necessary revisions if appropriate with assistance from Outcomes Representative, dean, and when necessary AP&P Representative.
3) Resubmit completed student learning outcomes revisions through CurricUNET by clicking the Action Button from the My Approvals page for the specific course. When the course student learning outcomes are approved as written by the Outcomes Committee, the course will move automatically to the next step.

Origination Launch – Technical Review
1) The AP&P Co-chair 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)**
2) Instructor will be notified by email when Technical Review is complete and will be asked to consider the recommended editorial corrections, if any. Login to CurricUNET, review comments made on the course, make necessary revisions if appropriate with assistance from AP&P Representative, dean, and when necessary AP&P Co-chair.
3) Resubmit completed course revisions to AP&P by clicking the Action Button from the My Approvals page for the specific course. When the course is approved as written by the Technical Review Committee, then the course will move automatically to the next step.

Origination Launch – AP&P Committee review and approval
1) AP&P Co-chair will inform instructor, AP&P Representative, and Dean when course has been placed on an agenda as a first reading for review by the full AP&P Committee.
2) Two of three division representatives must attend the meeting to support and discuss the revisions made to the course: Instructor/faculty proxy, AP&P Representative or Dean.
3) Course representative presents course revisions, responds to questions and suggestions by committee, and takes notes for completing necessary revisions.
4) Instructor makes necessary revisions, if present, with assistance of AP&P Representative and/or dean during the meeting to avoid a second reading. If instructor is not present, then division representative reports back to the revising faculty member who will then make the necessary edits and submits revised course proposal to AP&P for a second (or third) reading by the full committee, which typically the instructor does not need to be present.
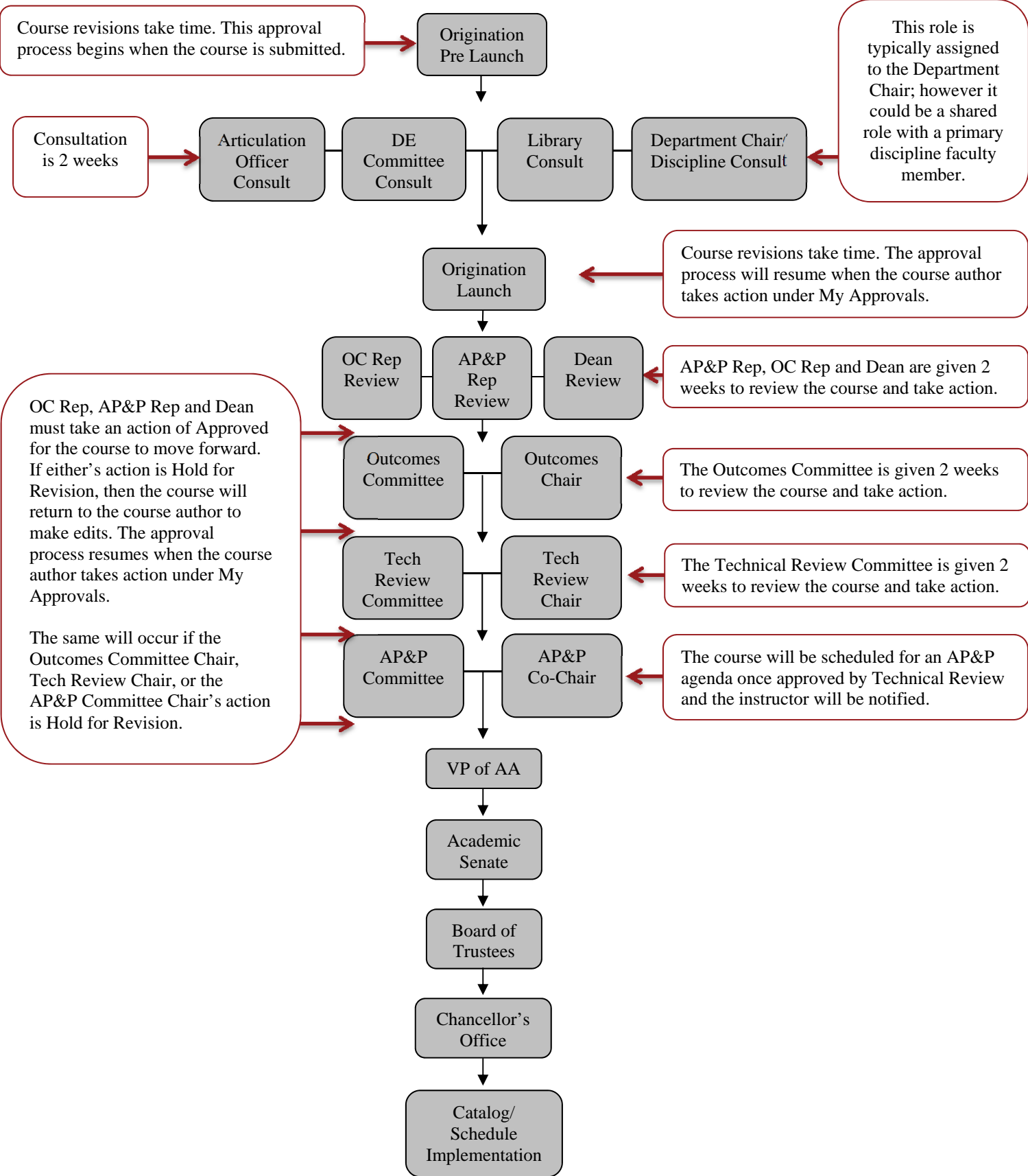5) Once review process is complete, AP&P will take action.

Academic Senate and Board of Trustees Approval
1) Approved course is submitted to the Academic Senate with the AP&P committee's recommendation to approve. Once approved, the course is sent to the Board of Trustees with the AP&P committee's recommendation to adopt.
2) Board approves course based on "delegated authority" from the Academic Senate and 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 the following College Catalog, which will allow the course to be scheduled with the approval of the dean and Vice President of Academic Affairs.

*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.

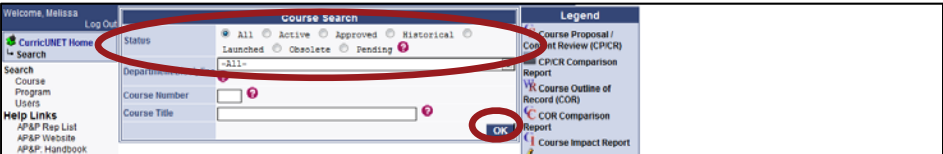# Substantial Course Revisions Approval Process & Timeline

Course revisions take time. This approval process begins when the course is submitted.

Origination Pre Launch

This role is typically assigned to the Department Chair; however it could be a shared role with a primary discipline faculty member.

Consultation is 2 weeks

Articulation Officer Consult — **DE Committee Consult** — **Library Consult** — **Department Chair/ Discipline Consult**

Origination Launch

Course revisions take time. The approval process will resume when the course author takes action under My Approvals.

OC Rep Review — **AP&P Rep Review** — **Dean Review**

AP&P Rep, OC Rep and Dean are given 2 weeks to review the course and take action.

OC Rep, AP&P Rep and Dean must take an action of Approved for the course to move forward. If either's action is Hold for Revision, then the course will return to the course author to make edits. The approval process resumes when the course author takes action under My Approvals.

The same will occur if the Outcomes Committee Chair, Tech Review Chair, or the AP&P Committee Chair's action is Hold for Revision.

Outcomes Committee — **Outcomes Chair**

The Outcomes Committee is given 2 weeks to review the course and take action.

Tech Review Committee — **Tech Review Chair**

The Technical Review Committee is given 2 weeks to review the course and take action.

AP&P Committee — **AP&P Co-Chair**

The course will be scheduled for an AP&P agenda once approved by Technical Review and the instructor will be notified.

VP of AA

Academic Senate

Board of Trustees

Chancellor's Office

Catalog/ Schedule Implementation

CurricUNET Quick Guide: Substantial Course Revision

Substantial Course Revision are changes made to pre-requisites, co-requisites, advisories, units/hours, etc., in addition to any revisions made to the course description, objectives, content, homework, methods of instruction, methods of evaluation, and/or textbooks. If revisions are not of this magnitude, review the elements of a Non-Substantial course revision.

1. Go to www.curricunet.com/avc and log in. See Appendix for steps on logging in and changing your password.

2. Left-hand column, under **Search**, click **Course** (new screen)
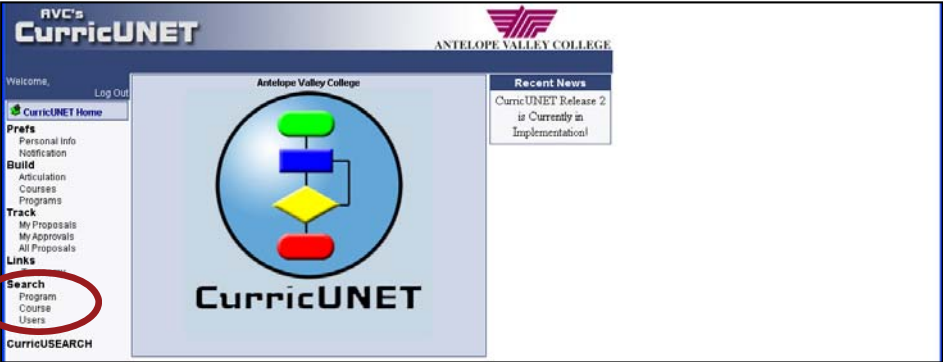
3. Center of page under Course Search, select **All**, the appropriate **Discipline**, then click **OK** (new screen)

4. Center of page under Course Search Result, locate the appropriate Course, click the **Paper Icon** to the left of the **Red Title** (new screen)
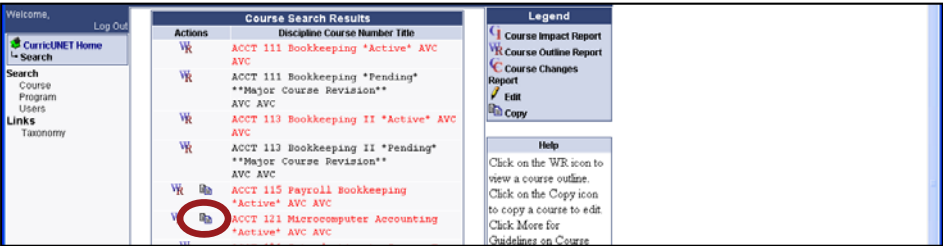
5. Center of page under Course Review Proposal, select **Substantial Course Revision**, click **OK** (new screen)
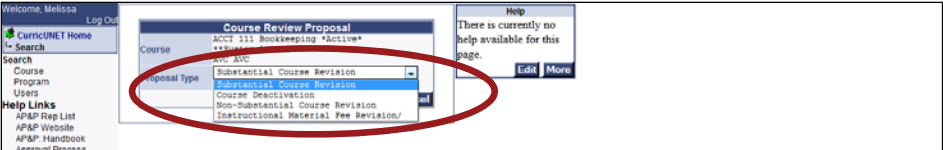
6. Center of page under Course Review Proposal, in the Rationale box, describe the type of changes being proposed, check the box of all items being edited (the course checklist is dictated by the boxes checked here and access to sections cannot be given later), click **OK** (new screen)

7. **Helpful Information**: Course Checklist (column on the right side), all items need to have a check in the box to the left of each title. Once all required items in the checklist have been finished the submit button will appear in the left column in place of the circled text. Also note that the Distance Education links and Additional Items links are NOT required for an revision process, however if a Distance Education document exists for a course, then the corresponding link is required.

Each link in the Course Checklist has a series of HELP icons that are populated with explanations of the required fields. When all data elements are completed as presented for a particular link in the Course Checklist, notice the Buttons at the bottom of each 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** and changes the color of the title to green. 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 to the page.
  Note: CurricUNET does NOT save automatically when leaving a section.

Notice the icons in the left column, **WR** icon: Course Outline of Record, **CI** icon: Impact on other courses and programs report, **CS** icon: Course Proposal/Content Review report, **CC** icon: Revisions to an existing course are tracked and viewable in this report, **Distance Ed: O H** icon: O-Online Only/H-Hybrid distance education forms (only appears if information is entered on the appropriate link in the Course Checklist.

Additional help for each item is provided in the AP&P Handbook, which can be found on the Web at
http://www.avc.edu/administration/organizations/app/documents

8. To add a Co-Contributor, a fellow faculty member who will assist in the revision process for this course, click the **Add a Co-Contributor** link under Course Construction Main Menu (new screen)

Select the **Co-Contributor** from the drop-down menu, check the boxes for each item the Co-Contributor will work on, click **OK**

9. Course Cover link: review the existing course number, title, description, and recommended TOP Code, if revisions are necessary make the edits, click Finish. NOTE: Any change to the course units will require that the course number is also changed.

10. Justification/Classification link: review and check the appropriate box(es) for College Mission, Course Justification, Course Transferability, Course Classification, as well as selecting the appropriate SAM Code, click Finish.

11. Units/Hours link: review and edit where needed the units, hours and LHE assigned to the course, along with the repeatability criteria, maximum enrollment and grading method providing a rationale everywhere requested, click Finish.

12. GE Transferability link: Select the most appropriate GE area either from AVC/GE, IGETC, or CSU/GE

Check the box of the most appropriate GE area, click Finish if done or save to add another GE area.

13. Librarian Use Only link: Click Finish only to lock the page so the Submit button will appear

14. Expenditures link: if the course requires additional expenditures, check Yes and provide and explanation, if not, click Finish since No is the default answer.

15. Discipline Qualifications link: Select the primary discipline from the drop down menu, if other discipline faculty are eligible to teach this course, list the other disciplines in the box provided. Keep in mind that the secondary discipline minimum qualifications have to meet or exceed the primary discipline's minimum qualifications, if no secondary disciplines need to be listed the box can be left blank, click Finish

16. Proficiencies, Requisites, & Content Review link: Establish the appropriate Textbook Reading Level and provide an explanation of determination, click Save

Click Reading Proficiency link to determine the appropriate level students should be at prior to entering the course

Check all the appropriate skill sets a student should have prior to course entry, click Save. Do the same for Writing Proficiencies and Mathematics Proficiency

Select the most appropriate answer to Additional Documentation if establishing a prerequisite of Reading, Writing or Math across disciplines, if not applicable answer N/A

Editing a course Requisite: click the pencil icon to edit an existing requisite, make the necessary changes to the fields as they are presented being sure to link the objectives and/or content from this course to the course requisite, which is required by the content review process in order to justify student's success in this course is contingent on their prior completion of or concurrent enrollment in another course, click Save. Click the scissor icon to delete a requisite to either later add it to a different section or remove it completely.

Adding a course Requisite: click the Add button for the appropriate type of requisite, i.e. Prerequisite, Corequisite, or Advisory, complete the fields as presented being sure to link the objectives and/or content from this course to the course requisite, which is required by the content review process in order to justify student's success in this course is contingent on their prior completion of another course, click Save. Once all necessary edits are complete, click finish. If Adding a new prerequisite, or changing an existing prerequisite to a new course, be sure to send the AP&P Committee Co-chair an **email requesting a Course Validation Study**.

17. Material Fee link: If the course qualifies to carry a material fee, enter the dollar amount in the Fee Amount field, the description in the box provided.
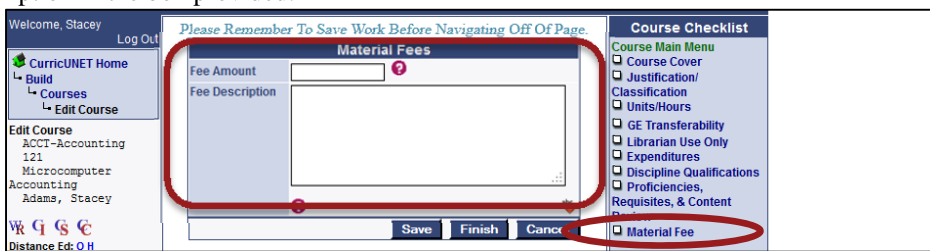
Once the amount is in the above box, the below questions will appear. If any answer is No, then the fee is not justifiable according the requirements of a material fee. Consult AP&P Representative with questions. Click finish

18. Objectives link: Click the pencil icon to edit an existing objective, the existing language will appear in the textbox at the top of the page for editing, check the boxes of the most appropriate SCANs Competencies (if applicable), once revisions are complete, click the Save button. Click the scissor icon to delete an existing objective, or the arrows to reorder the list of objectives.

To add an objective, type the language as desired, no numbers, in the open field at the top of the page, check the boxes of the most appropriate SCANs Competencies (if applicable), then click the Add button. The new objective will be automatically numbered and will appear at the bottom of the list of objectives. Use the arrow icons to reorder existing objectives, click finish

19. Course Content link: Review the existing course content, make any necessary edits. To create a new Course Content outline, first click on the ☰ icon. Once the outline icon is clicked, an "**I.**" will appear in the text editor indicating that the outline is formatted. You do not have to type the letters in front of each new level if the outline icon is clicked first. To increase the indent to the next level, which would create a sub category to the outline, hit the enter key, the enter key will move the cursor to the next line, then click the increase indent icon ☰. To decrease the indent back to the main categories, hit the enter key to move the cursor to the next line, then click the decrease icon ☰. The outline should be formatted similar to this one:

Click finish when outline is complete.

20. Homework link: Update the four areas of homework and provide the appropriate number of hours students will spend per week completing the stated homework, click Finish when done or Save so to return later to make additional edits. The Total Hours field keeps a tally of all hours entered in each of the four areas, to edit this number change the hours provided for each of the four homework categories.
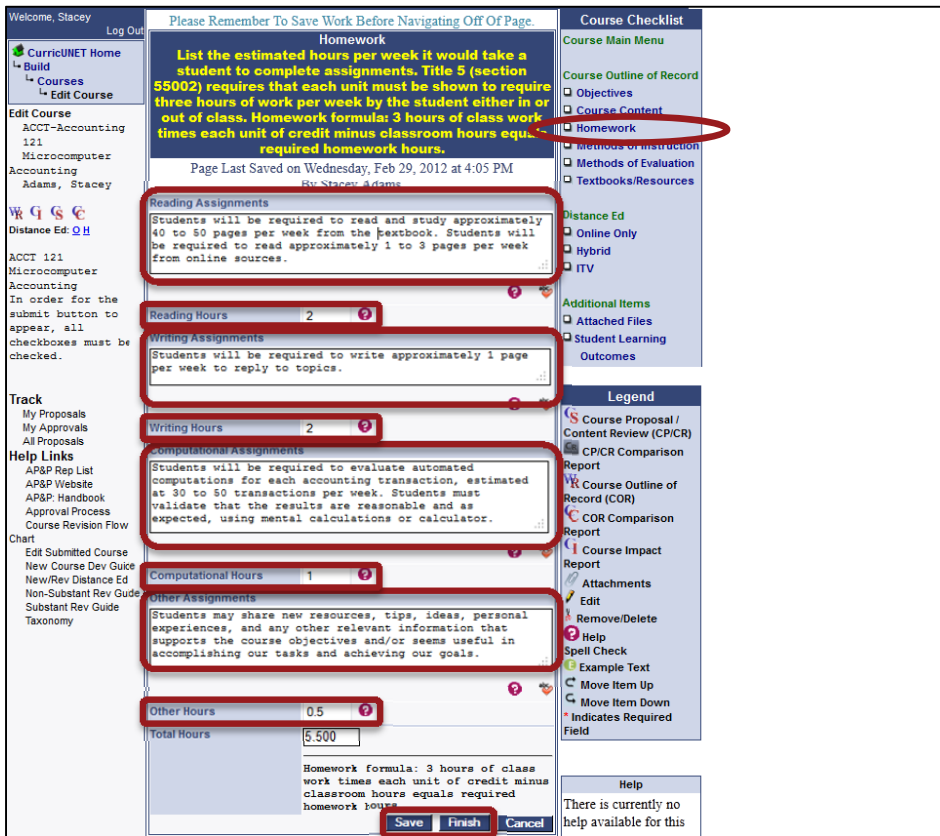
21. Methods of Instruction link: Check the boxes of all the teaching methods that are appropriate for this course and use the Other Methods box to list additional teaching methods not listed above.

22. Methods of Evaluation link: To add a new Method of Evaluation, type the information in the box provided (no numbering), check the box of at least one objective that is being assessed, then click Add. The new method of evaluation will appear at the bottom of the page.

Methods of Evaluation link: to edit an existing method of evaluation, click the pencil for the respective item, the language will then appear in the Method Text box for editing, make necessary changes, review the objectives that are already checked, either uncheck or check objectives accordingly, click Save when edits are complete or cancel to revert the text to the original language for the method of evaluation.

To delete an existing method of evaluation that is no longer applicable, click the scissor icon for the respective item. This cannot be undone, so be sure the items needs to be removed before clicking the scissors.

23. Textbook/Resources link: Review all items listed on this page, if complete as is, click the Finish button at bottom of page. If edits are needed see the following sections, once edits are complete be sure to click Finish:

Textbook/Resources link (Textbook Section): Review the existing textbooks, click the scissor icon to delete an item, click the pencil to edit an item, or click the add button for the Textbook Section to add a new book to the list. (Instructions for editing an existing textbook is below)

Enter the required fields denoted by asterisks, if the suggested textbook is older than five years, a rationale would then be required. Click Add to complete the addition of the new textbook.

To edit an existing Textbook, click the pencil icon for that particular textbook, review and edit the data items, if the suggested textbook is older than five years, a rationale would then be required, click Save when done.

Please Remember To Save Work Before Navigating Off Of Page.

Textbooks/Resources
Page Last Saved on Wednesday, Feb 29, 2012 at 4:05 PM
By Stacey Adams

Textbooks such as the following are appropriate:

Textbooks

1. Massa & Chaves. *COMPUTERIZED ACCOUNTING WITH PEACHTREE 2010*, ed. EMCParadigm, 2010
2. Villani & Rosa. *COMPUTERIZED ACCOUNTING WITH QUICKBOOKS PRO 2009*, ed. EMCParadigm, 2009

Edit a Textbook

Author * — Use Last name, first initial, middle initial format(Last, F., F. Last, F. Last.)
Massa & Chaves

Title * — COMPUTERIZED ACCOUNTING WITH PEACHTREE

Edition

City

Publisher * — EMCParadigm

Year * — 2010

Rationale for textbooks older than 5 years *

Legacy Textbook Transfer Data (Admin only)

Save   Cancel

Manuals
You have no manuals defined.

Course Checklist

Course Main Menu

Course Outline of Record
- Objectives
- Course Content
- Homework
- Methods of Instruction
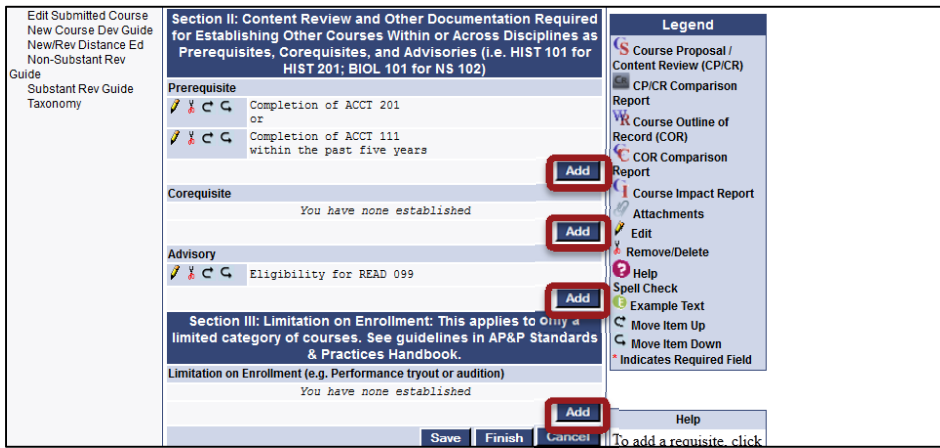- Methods of Evaluation
- Textbooks/Resources

Distance Ed
- Online Only
- Hybrid
- ITV

Additional Items
- Attached Files
- Student Learning Outcomes

Legend
- Help
- Edit
- Remove/Delete
- * Indicates Required Field

Help
This is a list of *representative* texts. They are not the textbook that an instructor must use. Where available, texts listed in the course outline should be no more than five years old. This item plays an

---

Edit Course
ACCT-Accounting 121 Microcomputer Accounting Adams, Stacey

Distance Ed: O H

ACCT 121 Microcomputer Accounting
In order for the submit button to appear, all checkboxes must be checked.

Track
My Proposals
My Approvals
All Proposals

Help Links
AP&P Rep List
AP&P Website
AP&P: Handbook
Approval Process
Course Revision Flow Chart
Edit Submitted Course
New Course Dev Guide
New/Rev Distance Ed
Non-Substant Rev Guide
Substant Rev Guide
Taxonomy

Textbook/Resources link (Manual Section): Review the existing manuals, click the scissor icon to delete an item, click the pencil to edit an item, or click the Add button for the Manual Section to add a new item to the list.

Textbooks/Resources
Page Last Saved on Wednesday, Feb 29, 2012 at 4:05 PM
By Stacey Adams

Textbooks such as the following are appropriate:

Textbooks
1. Mazza & Chavez. *COMPUTERIZED ACCOUNTING WITH PEACHTREE 2010*, ed. EMCParadigm, 2010
2. Villani & Rosa. *COMPUTERIZED ACCOUNTING WITH QUICKBOOKS PRO 2009*, ed. EMCParadigm, 2008

Add

Manuals
You have no manuals defined.
Add

Periodicals
You have no periodicals defined.
Add

Software
You have no software defined.
Add

Other
You have no other defined.
Add

Finish   Cancel

Course Main Menu

Course Outline of Record
- Objectives
- Course Content
- Homework
- Methods of Instruction
- Methods of Evaluation
- Textbooks/Resources

Distance Ed
- Online Only
- Hybrid
- ITV

Additional Items
- Attached Files
- Student Learning Outcomes

Legend
- Help
- Edit

Enter the required fields denoted by asterisks, click Add to complete the addition of the new manual

Manuals

Add a Manual

Author * — Use Last name, first initial, middle initial fomat(i.e. Smith, P., Hess, R., & Jett, K.G.)

Title *

Year *

Publisher *

Add   Cancel

Textbooks/Resources

Distance Ed
- Online Only
- Hybrid
- ITV

Additional Items
- Attached Files
- Student Learning Outcomes

Legend
- Help

Textbook/Resources link (Periodical Section): Review the existing periodicals, click the scissor icon to delete an item, click the pencil to edit an item, or click the Add button for the Periodical Section to add a new item to the list.

Enter the required fields denoted by asterisks, click Add to complete the addition of the new manual

<u>Textbook/Resources link (Software Section)</u>: Review the existing softwares, click the scissor icon to delete an item, click the pencil to edit an item, or click the Add button for the Software Section to add a new item to the list.

Enter the required fields denoted by asterisks, click Add to complete the addition of the new manual

<u>Textbook/Resources link (Other Section)</u>: Review the existing items, click the scissor icon to delete an item, click the pencil to edit an item, or click the Add button for the Other Section to add a new item to the list.

Enter a description of the resources used in this class, click Add to complete the addition of the new resources

After all Textbooks/Resources have been updated and/or added, click the Finish button.

24. If adding/editing a Distance Education course that needs to be linked or is linked to this course, click the Online Only and/or Hybrid link in the Course Checklist and edit/enter the data elements, click Finish when entry is complete. It is the policy of AP&P that both the distance education course and the main Course Outline of Record be brought forward together.
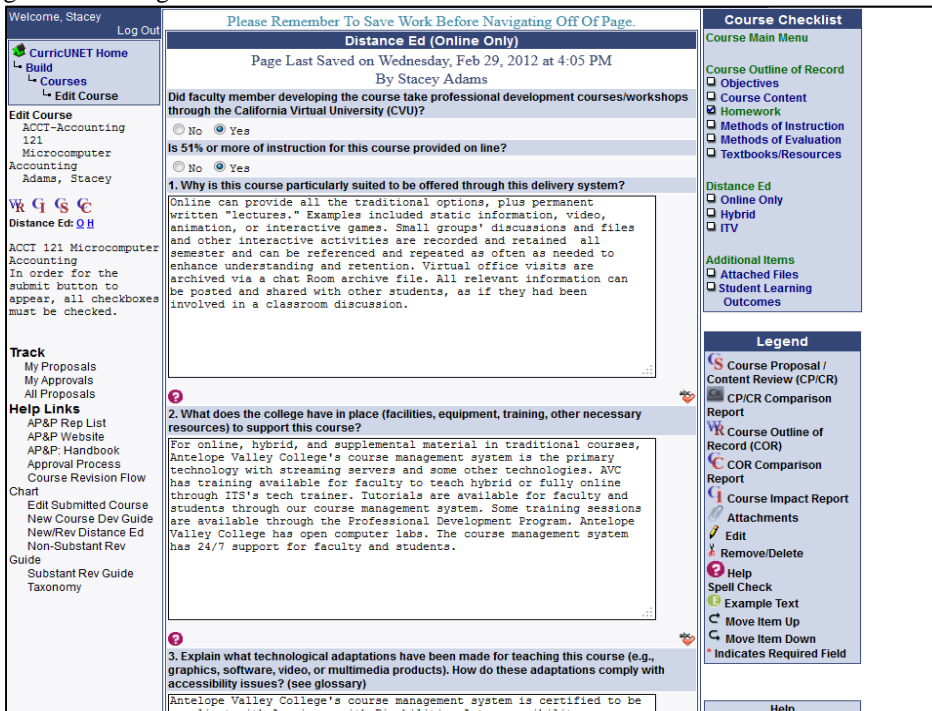
To delete a distance education course, click the appropriate link in the Course Checklist, delete all data elements, click Finish. Also attach a memo signed by the Dean, AP&P Representative, and discipline faculty indicating that it is being requested to obsolete the distance education course.

25. Attached Files link: Type the title of the file in the box provided, browse for the file on the computer or Web, click Add, the attached file will appear in a list under the words Attached Files.
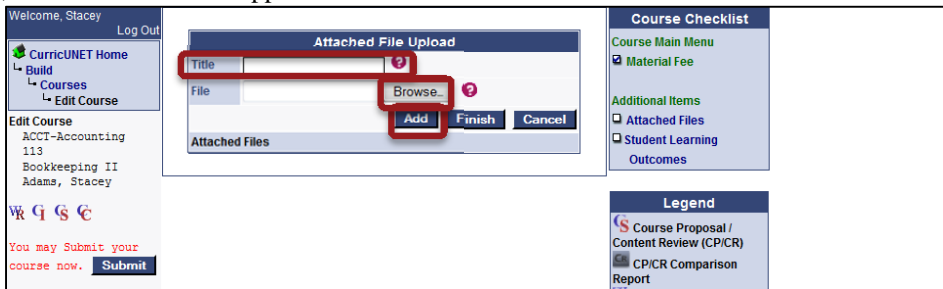
Click finish when all files have been successfully attached to this course submittal.
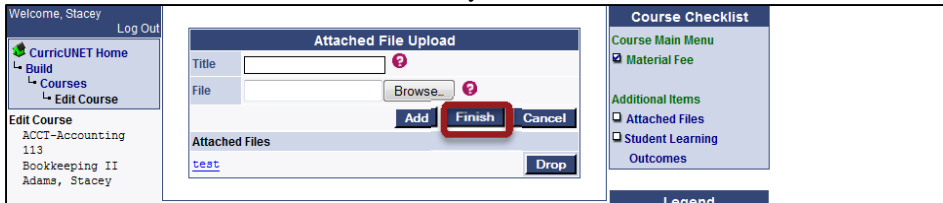
26. Once all required items in the Course Checklist are completed, click **SUMBIT** in the left column, a text box will appear in the upper middle of the page requesting confirmation to submit the course revisions for review and approval, edits cannot be done after the course is submitted until edits are requested by those reviewing and approving the changes. For additional information, contact your AP&P Representative by phone/email or contact the AP&P Office.

27. When returning to the Course to make additional revisions after leaving the Website, Left-hand column, **Build**, select **Courses** (new screen)
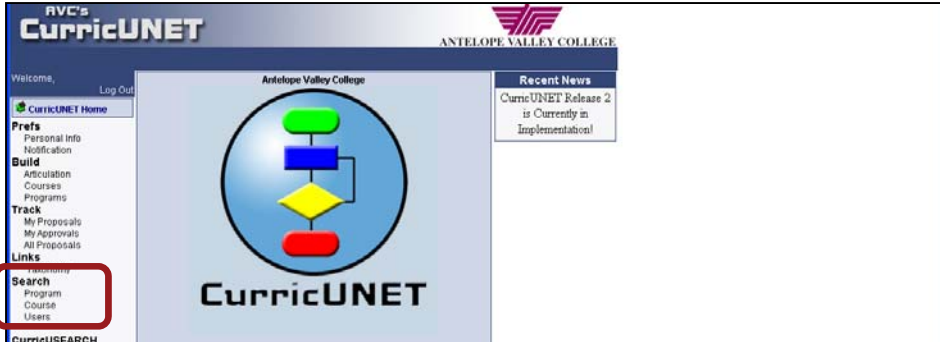
Select the appropriate Department/Discipline from the drop down menu (may not be required for those who teach in one area), click the Pencil icon to the left of the course title (new screen), return to step 7 and resume revisions.
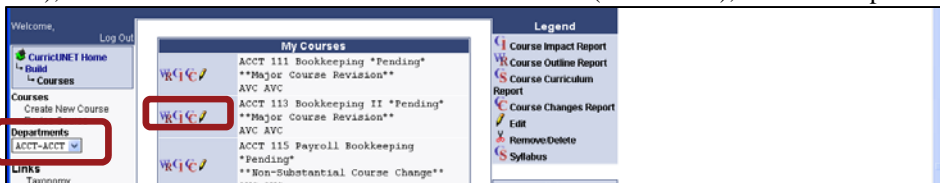
Process for Instructional Material Fee Revision/Addition

Courses (including their prerequisites and advisories) must be reviewed and/or revised at least once every five 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. An Instructional Material Fee Change/Addition does not impact the Course Outline of Record, which if due for revision, consider a Substantial Course revision, which will allow access to the Material Fee link in the Course Checklist along with the links that affect the COR revision date.

Course revisions take time. If after reviewing the current Course Outline of Record it is determined that the instructional material fee is the only aspect that requires editing at this time and the course is not due for revision, then an Instruction Material Fee Change/Add should be created within CurricUNET. 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 co-chair 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, contains all curriculum guidelines and Title 5 regulations. Reference it before and during the process of curriculum revision. The steps to follow are outlined below:

Prior to Origination Prelaunch
1) Obtain a copy of the current Course Outline of Record and Course Proposal documents from CurricUNET, and discuss the course with colleagues in discipline/division, including dean and AP&P representative.
2) Read relevant sections of **AP&P *Standards & Practices Handbook*** for guidelines on course revisions.
3) Begin the revision process through the use of CurricUNET by creating an Instruction Material Fee Change/Add.
4) Review all course information with AP&P representative, discipline/division faculty, and dean periodically, allowing sufficient time **(several days)** for their review.

Origination Prelaunch
1) Submit draft of course through CurricUNET. The dean, AP&P Representative and Technical Review Chair will be notified by email of the course submittal.
2) These individuals will review the request to determine if it is appropriate. Revision suggestions will be made and originator will be notified when review is complete. **(Allow two weeks)**

Origination Launch – AP&P Committee review and approval
1) Login to CurricUNET, review comments made on the course, make necessary revisions if appropriate with assistance from AP&P Representative, dean, and when necessary AP&P Co-chair. Resubmit completed request to AP&P by clicking the Action Button from the My Approvals page for the specific course.
2) The AP&P Co-chair will be notified of the request and will inform the instructor, AP&P Representative, and Dean when course has been placed on an agenda as a first reading for review by the full AP&P Committee.
3) Two of three division representatives must attend the meeting to support and discuss the revisions made to the course: Instructor/faculty proxy, AP&P Representative or Dean.
4) Course representative presents the request to add or update the material fee, responds to questions and suggestions by committee, and takes notes for completing necessary revisions.
5) Instructor makes necessary revisions, if present, with assistance of AP&P Representative and/or dean during the meeting to avoid a second reading. If instructor is not present, then division representative reports back to the revising faculty member who will then make the necessary edits and submits revised course proposal to AP&P for a second (or third) reading by the full committee, which typically the instructor does not need to be present.
6) Once review process is complete, AP&P will take action.

Academic Senate and Board of Trustees Approval
1) Approved course is submitted to the Academic Senate with the AP&P committee's recommendation to approve. Once approved, the course is sent to the Board of Trustees with the AP&P committee's recommendation to adopt.
2) Board approves course based on "delegated authority" from the Academic Senate and Chancellor's Office.
3) *Once all necessary approvals have been granted, course may be placed in the following College Catalog, which will allow the course to be scheduled with the approval of the dean and Vice President of Academic Affairs.

*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.

Instruct Material Fee Revision/Add Approval Process & Timeline

Origination PreLaunch

This approval process begins when the course is submitted.

AP&P Rep Tech Review

Dean Tech Review

Tech Review Chair

Approvals 2 weeks

Rep, Dean and Tech Review Chair must take an action of Approved for the course to move forward. If either's action is Hold for Revision, then the course will return to the course author to make edits. The approval process resumes when the course author takes action under My Approvals.

The same will occur if the AP&P Committee Chair's action is Hold for Revision.

Origination Launch

AP&P Committee

AP&P Chair

The course will be scheduled for an AP&P agenda once approved by Dean, AP&P Rep and Technical Review and the instructor will be notified.

VP of AA

Academic Senate

Board of Trustees

Catalog/ Schedule Implementation

Instructional Material Fee Change/Add course revision does not impact the revision date of the Course Outline of Record (COR), however notations are made to the Course Outline of Record in the requisite section, which also appears in the catalog so to inform students prior to enrollment. If the COR is due for revision based on Title 5 requirements, consider a Substantial Course revision, which will allow access to the Material Fee link in the Course Checklist along with the links that affect the COR revision date.

1. Go to www.curricunet.com/avc and log in. See Appendix for steps on logging in and changing your password.

2. Left-hand column, under **Search**, click **Course** (new screen)

3. Center of page under Course Search, select **All**, the appropriate **Discipline**, then click **OK** (new screen)

4. Center of page under Course Search Result, locate the appropriate Course, click the **Paper Icon** to the left of the **Red Title** (new screen)

5. Center of page under Course Review Proposal, select **Instructional Material Fee Revision/Add**, click **OK** (new screen)
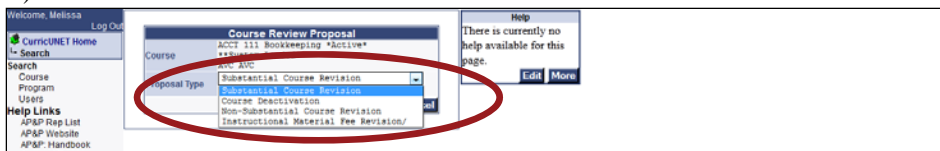
6. Center of page under Course Review Proposal, in the Rationale box, describe the type of changes being proposed, click **OK** (new screen)
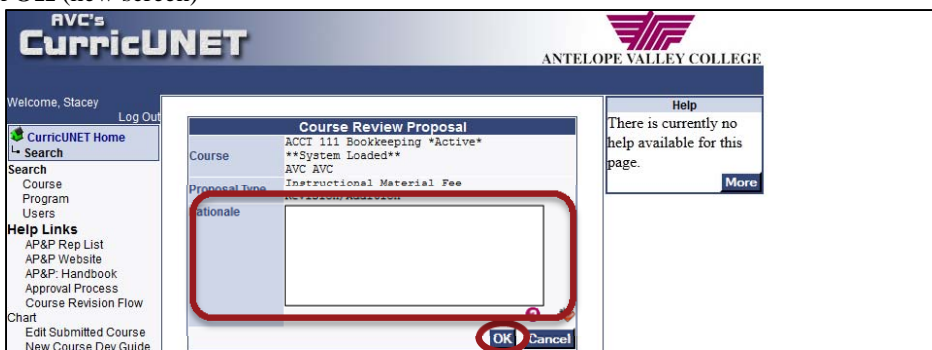
7. <u>**Helpful Information**</u>: Course Checklist (column on the right side), all items need to have a check in the box to the left of each title. Once all required items in the checklist have been finished the submit button will appear in the left column in place of the circled text. Also note that the Additional Items links are NOT required for a revision process.

Each link in the Course Checklist has a series of HELP icons that are populated with explanations of the required fields. When all data elements are completed as presented for a particular link in the Course Checklist, notice the Buttons at the bottom of each 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** and changes the color of the title to green. 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 to the page.
> **Note: CurricUNET does NOT save automatically when leaving a section.**

Notice the icons in the left column, **WR** icon: Course Outline of Record, **CI** icon: Impact on other courses and programs report, **CS** icon: Course Proposal/Content Review report, **CC** icon: Revisions to an existing course are tracked and viewable in this report, **Distance Ed: O H** icon: O-Online Only/H-Hybrid distance education forms (only appears if information is entered on the appropriate link in the Course Checklist. If after reviewing these reports it is decided that revision is necessary, contact the Academic Affairs Technician for assistance.

Additional help for each item is provided in the AP&P Handbook, which can be found on the Web at
http://www.avc.edu/administration/organizations/app/documents

8. To add a Co-Contributor, a fellow faculty member who will assist in the revision process for this course, click the **Add a Co-Contributor** link under Course Construction Main Menu (new screen)

Select the **Co-Contributor** from the drop-down menu, check the boxes for each item the Co-Contributor will work on, click **OK**

9. Material Fee link: If the course qualifies to carry a material fee, enter the dollar amount in the Fee Amount field, the description in the box provided.

Once the amount is in the above box, the below questions will appear. If any answer is No, then the fee is not justifiable according the requirements of a material fee. Consult AP&P Representative with questions. Click finish

10. Attached Files link: Type the title of the file in the box provided, browse for the file on the computer or Web, click Add, the attached file will appear in a list under the words Attached Files.

Click finish when all files have been successfully attached to this course submittal.

11. Once all required items in the Course Checklist are completed, click **SUMBIT** in the left column, a text box will appear in the upper middle of the page requesting confirmation to submit the course revisions for review and approval, edits cannot be done after the course is submitted until edits are requested by those reviewing and approving the changes. For additional information, contact your AP&P Representative by phone/email or contact the AP&P Office.

12. When returning to the Course to make additional revisions after leaving the Website, Left-hand column, **Build**, select **Courses** (new screen)

Select the appropriate Department/Discipline from the drop down menu (may not be required for those who teach in one area), click the Pencil icon to the left of the course title (new screen), return to step 7 and resume revisions.

Process for Course Deactivation

Courses (including their prerequisites and advisories) must be reviewed and/or revised at least once every five years (see Program Review Policy). It may be 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.

If after review it is decided that the course is no longer necessary, then a Course Deactivation process should be initiated within CurricUNET. Start the process early and consult often with your AP&P Representative for guidance in completing the process correctly. In addition, the AP&P faculty co-chair 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, contains all curriculum guidelines and Title 5 regulations. Reference it before and during the process of curriculum revision. The steps to follow are outlined below:

Prior to Origination Prelaunch
1) Obtain a copy of the current Course Outline of Record and Course Proposal documents from CurricUNET, and discuss the course with colleagues in discipline/division, including dean, department chair, and AP&P representative.
2) Review the Course Impact report (CI) on CurricUNET to determine if the course deactivation will potentially impact other courses and programs across the district curriculum; contact (1) the Articulation Officer and (2) the other discipline areas for review.
3) If it is decided that the course is no longer needed, then create a Course Deactivation within CurricUNET (please refer to page 56 for step by step instructions within CurricUNET).
4) If this course meets the definition for a vocational or career technical course, provide the name of the advisory committee, the date(s) on which the course/program was discussed, and attach the advisory committee meeting minutes with the highlighted sections that relate to the requested change.
5) Read relevant sections of **AP&P** *Standards & Practices Handbook* for guidelines on course and program revisions.
6) Review all course information with AP&P representative, discipline/division faculty, department chair, and dean periodically, allowing sufficient time **(several days)** for their review.

Origination Prelaunch
1) Submit draft of course deactivation through CurricUNET. The discipline/division faculty, department chair, and the Articulation Officer will be notified by email of the course submittal.
2) These individuals will proofread the course deactivation request for accuracy and completeness. These individuals will take action on the course and notate any comment. The originator will be notified when review is complete. **(Allow two weeks)**

Origination Launch – AP&P Representative and Dean final review
1) Login to CurricUNET, review comments made on the course. Resubmit completed request to AP&P by clicking the Action Button from the My Approvals page for the specific course.
2) The appropriate AP&P Representative and dean will be notified of the request in order to review and take an action of formal approval of the course as submitted. **(Allow one week)**
3) Instructor will be notified when review is complete and given the opportunity to consider comments, if any. Login to CurricUNET, review comments made on the course.
4) Resubmit completed request to AP&P by clicking the Action Button from the My Approvals page for the specific course. If course is approved as is by both the AP&P Representative and dean, then the course will move automatically to the next step.

Origination Launch – AP&P Committee review and approval
1) The AP&P Co-chair will be notified of the request and will inform the instructor, AP&P Representative, and Dean when course has been placed on an agenda as an informational item for review by the full AP&P Committee.
2) Two of three division representatives must attend the meeting to support and discuss the revisions made to the course: Instructor/faculty proxy, AP&P Representative or Dean.
3) Course representative presents the request to deactivate the course, responds to questions and suggestions by committee, and takes notes for completing necessary revisions.
4) If additional information is requested by the faculty, then such requested information can be presented when the course returns to the agenda as an action item.
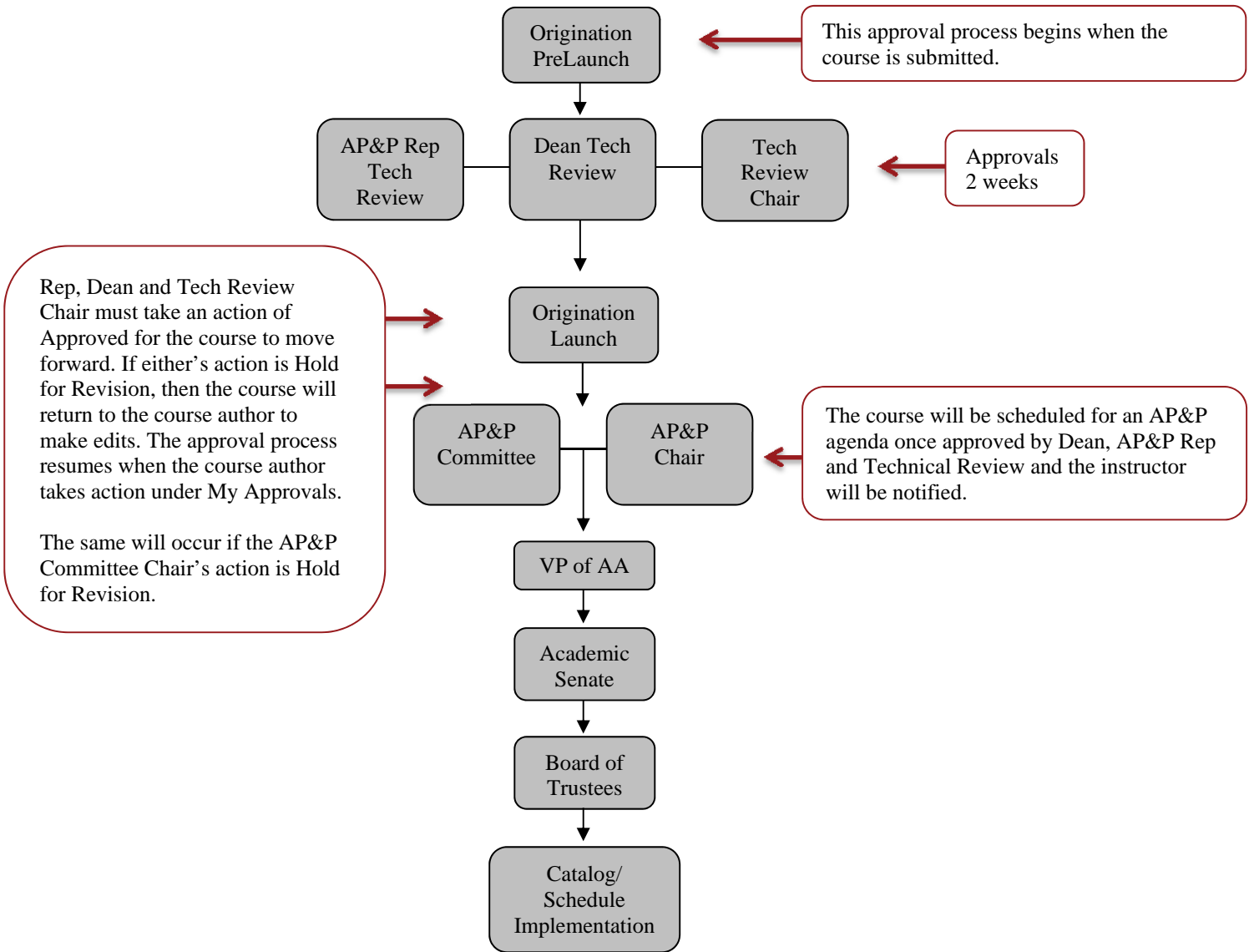5) Once review process is complete, AP&P will take action.

Academic Senate and Board of Trustees Approval
1) Approved course is submitted to the Academic Senate with the AP&P committee's recommendation to approve. Once approved, the course is sent to the Board of Trustees with the AP&P committee's recommendation to adopt.
2) Board approves course based on "delegated authority" from the Academic Senate and Chancellor's Office.
3) A request is then sent to the Chancellor's Office to approve designating the course as deactivated.
4) Once all necessary approvals have been granted, course will be removed from the following College Catalog.

Course Deactivation Approval Process & Timeline

```
                                      Origination          ◄─────  This approval process begins when the
                                      Pre Launch                   course is submitted.
                                          │
                                          ▼
        Articulation          Department Chair/
        Officer          ─────  Discipline Faculty    ◄─────  Consult 2 weeks; this role
        Consult                Consult                          is typically assigned to the
                                          │                     Department Chair;
                                          ▼                     however it could be a
                                      Origination                shared role with a primary
                                      Launch                     discipline faculty member.
                                          │
                                          ▼
  Rep and Dean must take an action
  of Approved for the course to        AP&P Rep        Dean Tech
  move forward. If either's action is   Tech      ───── Review     ◄─────  AP&P Rep and Dean are given 2 weeks to
  Hold for Revision, then the course    Review                            review the course and take action.
  will return to the course author to        │
  make edits. The approval process            ▼
  resumes when the course author        AP&P          AP&P
  takes action under My Approvals.      Committee ───── Chair      ◄─────  The course will be scheduled for an AP&P
                                                                          agenda once approved by Dean and AP&P
  The same will occur if the AP&P              │                          Rep and the instructor will be notified.
  Committee Chair's action is Hold             ▼
  for Revision.                         VP of AA
                                          │
                                          ▼
                                      Academic
                                      Senate
                                          │
                                          ▼
                                      Board of
                                      Trustees
                                          │
                                          ▼
                                      Chancellor's
                                      Office
                                          │
                                          ▼
                                      Catalog/
                                      Schedule
                                      Implementation
```

CurricUNET Quick Guide: Course Deactivation

Course Deactivation request does not impact the revision date of the Course Outline of Record (COR), however notations are made to the Course Outline of Record in the requisite section, which also appears in the catalog so to inform students prior to enrollment. If the COR is due for revision based on Title 5 requirements, consider a Substantial Course revision, which will allow access to the Material Fee link in the Course Checklist along with the links that affect the COR revision date.

1. Go to www.curricunet.com/avc and log in. See Appendix for steps on logging in and changing your password.

2. Left-hand column, under **Search**, click **Course** (new screen)

3. Center of page under Course Search, select **All**, the appropriate **Discipline**, then click **OK** (new screen)

4. Center of page under Course Search Result, locate the appropriate Course, click the **Paper Icon** to the left of the **Red Title** (new screen)

5. Center of page under Course Review Proposal, select **Course Deactivation**, click **OK** (new screen)

6. Center of page under Course Review Proposal, in the Rationale box, describe the type of changes being proposed, click **OK** (new screen)

7. **Helpful Information**: Course Checklist (column on the right side), all items need to have a check in the box to the left of each title. Once all required items in the checklist have been finished the submit button will appear in the left column in place of the circled text. Also note that the Distance Education links and Additional Items links are NOT required for a revision process.

Each link in the Course Checklist has a series of HELP icons that are populated with explanations of the required fields. When all data elements are completed as presented for a particular link in the Course Checklist, notice the Buttons at the bottom of each 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** and changes the color of the title to green. 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 to the page.
> **Note: CurricUNET does NOT save automatically when leaving a section.**

Notice the icons in the left column, **WR** icon: Course Outline of Record, **CI** icon: Impact on other courses and programs report, **CS** icon: Course Proposal/Content Review report, **CC** icon: Revisions to an existing course are tracked and viewable in this report, **Distance Ed: O H** icon: O-Online Only/H-Hybrid distance education forms (only appears if information is entered on the appropriate link in the Course Checklist.

Additional help for each item is provided in the AP&P Handbook, which can be found on the Web at http://www.avc.edu/administration/organizations/app/documents

8. To add a Co-Contributor, a fellow faculty member who will assist in the submittal process for this course, click the **Add a Co-Contributor** link under Course Construction Main Menu (new screen)

Select the **Co-Contributor** from the drop-down menu, check the boxes for each item the Co-Contributor will work on, click **OK**

9. Click each link in the course checklist and review the data presented. Finish each link by clicking the appropriate button at the bottom of the page. If during this process it is decided that the course should not be deactivated, contact the Academic Affairs Technician to have the course copy deleted.

10. Once all required items in the Course Checklist are completed, click **SUMBIT** in the left column, a text box will appear in the upper middle of the page requesting confirmation to submit the course revisions for review and approval, edits cannot be done after the course is submitted until edits are requested by those reviewing and approving the changes. For additional information, contact your AP&P Representative by phone/email or contact the AP&P Office.

11. When returning to the Course to make additional revisions after leaving the Website, Left-hand column, **Build**, select **Courses** (new screen)
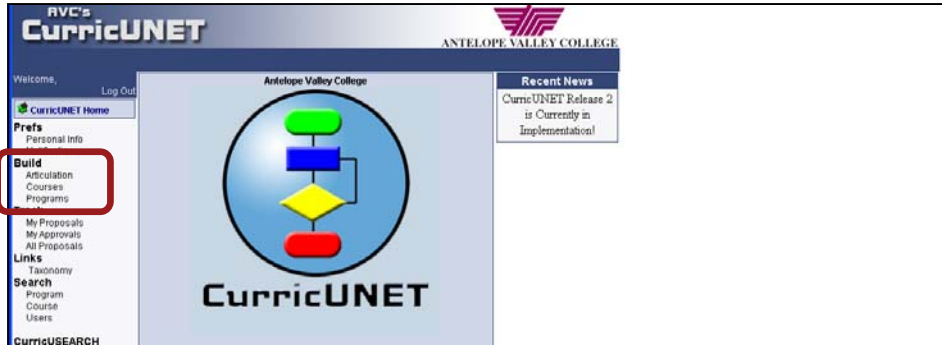
Select the appropriate Department/Discipline from the drop down menu (may not be required for those who teach in one area), click the Pencil icon to the left of the course title (new screen), return to step 7 and resume revisions.
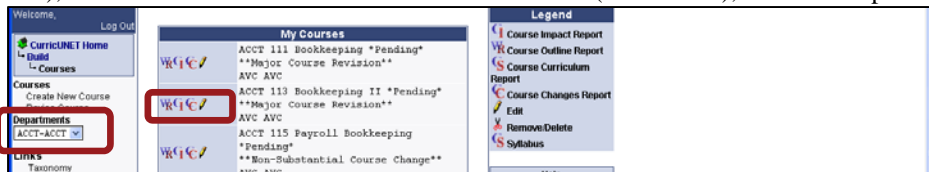
Process for New Course Development

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 co-chair 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, contains all curriculum guidelines and Title 5 regulations. Reference it before and during the process of curriculum revision.

Prior to Origination Prelaunch
1) Discuss course with colleagues in discipline/division, including dean, department chair, and AP&P representative.
2) Research other colleges/universities for similar offerings.
3) If this course meets the definition for a vocational or career technical course, provide the name of the advisory committee, attach the advisory committee meeting minutes with the highlighted sections that relate to the course and be sure the date(s) on which the course/program was discussed is noted on the minutes.
4) Discuss with Articulation Officer regarding transfer options. (Not required for Noncredit courses)
5) Meet with Librarian regarding instructional support. (Not required for Noncredit courses)
6) Review AVC'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, course description, objectives, methods of instruction, etc. through the use of CurricUNET; review often with discipline colleagues and AP&P representative.
9) Explore the need for prerequisites, co-requisites and/or advisories; use CORs from those courses available on CurricUNET and the AP&P web page, research similar courses at CSU/UC institutions. Review the Course Identification Numbering System (C-ID) (www.c-id.net) for the current C-ID descriptors (if applicable).
10) Request a Course Validation Study from AP&P. If adding a course from another discipline as a prerequisite or corequisite, a course validation study needs to be requested by emailing the AP&P faculty co-chair and the Academic Affairs Technician. Once the Course Validation Study is completed, it will be emailed to the requesting faculty for review. (See the Requisite section of the **AP&P Standards & Practices Handbook** for guidelines)
11) Consult with dean and AP&P Representative to determine number of units, hours, LHEs, and other state reporting criteria.
12) Review all course information with AP&P representative, discipline/division faculty, department chair, and dean periodically; allow sufficient time **(several days)** for their review.

Origination Prelaunch
1) After making suggested revisions, create a draft of the new course proposal through CurricUNET (please refer to pg. 63 for step by step instructions within CurricUNET). The discipline/division faculty, department chair, Librarian, Distance Education Committee (if applicable), 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 two weeks)**
3) Make any necessary revisions with assistance from AP&P Representative, dean, and when necessary AP&P Co-chair.
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 – AP&P Representative and Dean Review
1) Login to CurricUNET, review comments made on the course, make necessary revisions if appropriate with assistance from AP&P Representative, dean, and when necessary AP&P Co-chair. Resubmit completed course revisions to AP&P by clicking the Action Button from the My Approvals page for the specific course.
2) The appropriate AP&P Representative and dean will be notified of the course revisions in order to review and make recommendations for revision or take an action of formal approval of the course as submitted. **(Allow one week)**
3) Instructor will be notified when review is complete and given the opportunity to consider recommended revisions, if any. Login to CurricUNET, review comments made on the course, make necessary revisions if appropriate with assistance from AP&P Representative, dean, and when necessary AP&P Co-chair.
4) Resubmit completed course revisions to AP&P by clicking the Action Button from the My Approvals page for the specific course. If course is approved as is by both the AP&P Representative and dean, then the course will move automatically to the next step.
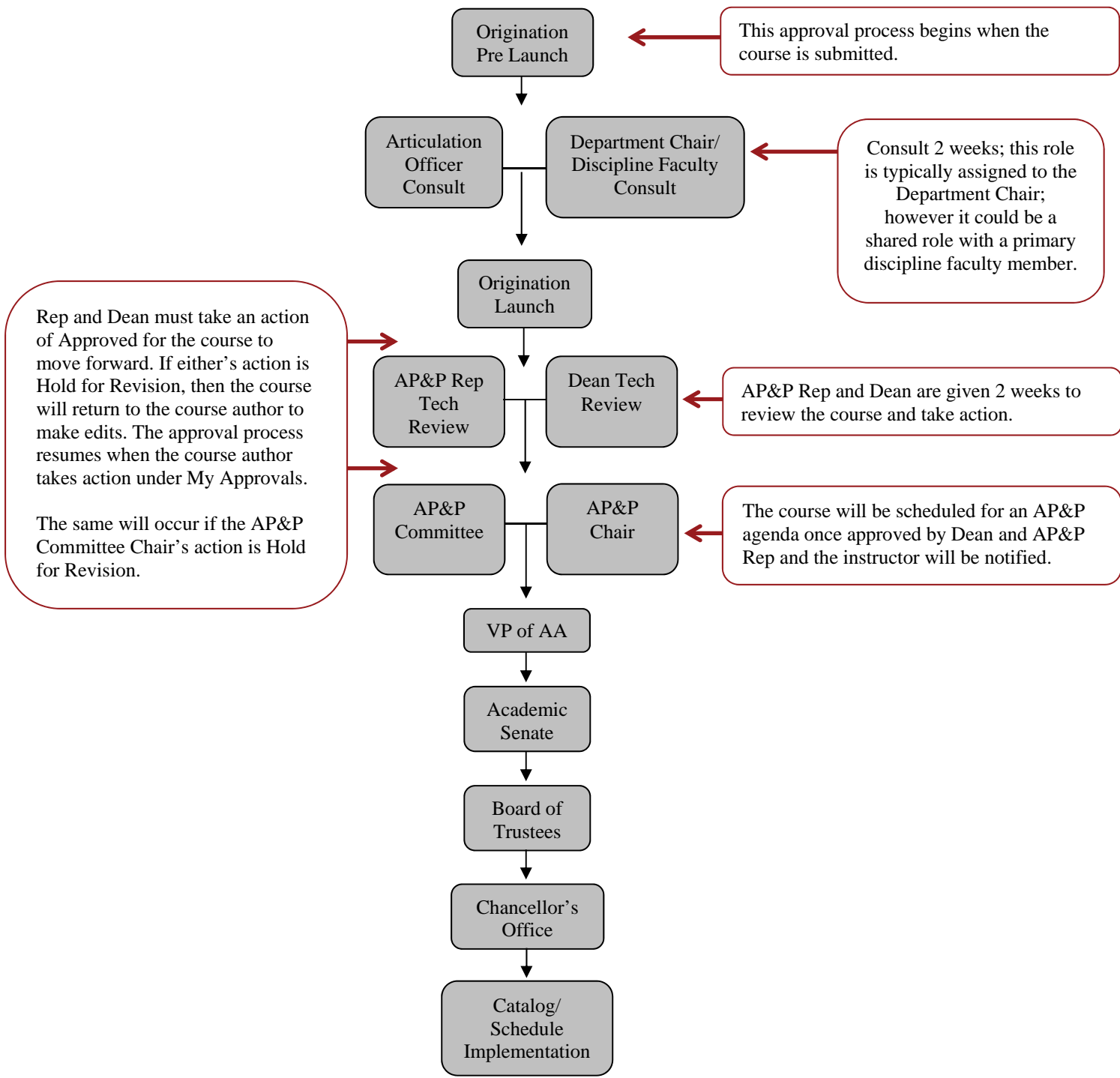
Origination Launch – Outcomes Committee Review
1) The Outcomes Committee Co-chair will be notified of the course proposal and as co-chair for the committee will review the submitted material for completeness, and accuracy. **(Allow one week)**
2) Instructor will be notified by email when Outcomes Committee review is complete and will be asked to consider the recommended editorial corrections, if any. Login to CurricUNET, review comments made on the course, make necessary revisions if appropriate with assistance from Outcomes Representative, dean, and when necessary AP&P Representative.
3) Resubmit completed student learning outcomes revisions through CurricUNET by clicking the Action Button from the My Approvals page for the specific course. When the course student learning outcomes are approved as written by the Outcomes Committee, the course will move automatically to the next step.

Origination Launch – Technical Review
1) The AP&P Co-chair 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)**
2) Instructor will be notified by email when Technical Review is complete and will be asked to consider the recommended editorial corrections, if any. Login to CurricUNET, review comments made on the course, make necessary revisions if appropriate with assistance from AP&P Representative, dean, and when necessary AP&P Co-chair.
3) Resubmit completed course revisions to AP&P by clicking the Action Button from the My Approvals page for the specific course. When the course is approved as written by the Technical Review Committee, then the course will move automatically to the next step.
4) Contact the Student Learning Outcomes Committee to determine status of submitted SLOs.

Origination Launch – AP&P Committee review and approval
1) AP&P Co-chair will inform instructor, AP&P Representative, and Dean when course has been placed on an agenda as a first reading for review by the full AP&P Committee.
2) Two of three division representatives must attend the meeting to support and discuss the revisions made to the course: Instructor/faculty proxy, AP&P Representative or Dean.
3) Course representative presents course revisions, responds to questions and suggestions by committee, and takes notes for completing necessary revisions.
4) Instructor makes necessary revisions, if present, with assistance of AP&P Representative and/or dean during the meeting to avoid a second reading. If instructor is not present, then division representative reports back to the revising faculty member who will then make the necessary edits and submits revised course proposal to AP&P for a second (or third) reading by the full committee, which typically the instructor does not need to be present.
5) Once review process is complete, AP&P will take action.

Academic Senate and Board of Trustees Approval
1) Approved course is submitted to the Academic Senate with the AP&P committee's recommendation to approve. Once approved, the course is sent to the Board of Trustees with the AP&P committee's recommendation to adopt.
2) Board approves course based on "delegated authority" from the Academic Senate and 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 the following College Catalog, which will allow the course to be scheduled with the approval of the dean and Vice President of Academic Affairs.

*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.

New Course Development Approval Process & Timeline

Course revisions take time. This approval process begins when the course is submitted.

→ **Origination Pre Launch**

This role is typically assigned to the Department Chair; however it could be a shared role with a primary discipline faculty member.

Consult 2 weeks →

Articulation Officer Consult — **DE Committee Consult** — **Library Consult** — **Department Chair/ Discipline Faculty Consult**

Origination Launch

Course revisions take time. The approval process will resume when the course author takes action under My Approvals.

OC Rep Review — **AP&P Rep Review** — **Dean Review**

AP&P Rep, OC Rep and Dean are given 2 weeks to review the course and take action.

OC Rep, AP&P Rep and Dean must take an action of Approved for the course to move forward. If either's action is Hold for Revision, then the course will return to the course author to make edits. The approval process resumes when the course author takes action under My Approvals.

The same will occur if the Outcomes Committee Chair, Tech Review Chair or the AP&P Committee Chair's action is Hold for Revision.

Outcomes Committee — **Outcomes Chair**

The Outcomes Committee is given 2 weeks to review the course and take action.

Tech Review Committee — **Tech Review Chair**

The Technical Review Committee is given 2 weeks to review the course and take action.

AP&P Committee — **AP&P Co-Chair**

The course will be scheduled for an AP&P agenda once approved by Technical Review and the instructor will be notified.

VP of AA

Academic Senate

Board of Trustees

Chancellor's Office

Catalog/ Schedule Implementation

CurricUNET Quick Guide: New Course Development

1. Go to www.curricunet.com/avc and log in. See Appendix for steps on logging in and changing your password.

2. Left-hand column, under **Build**, click **Courses** (new screen)
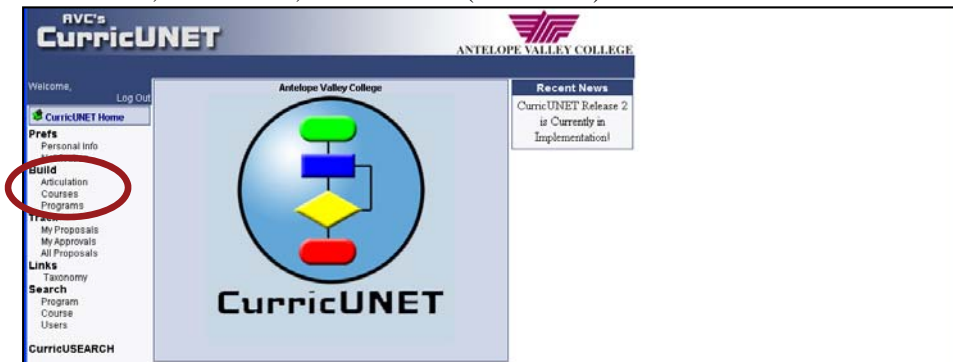
3. Left-hand column, click **Create New Course** (new screen)
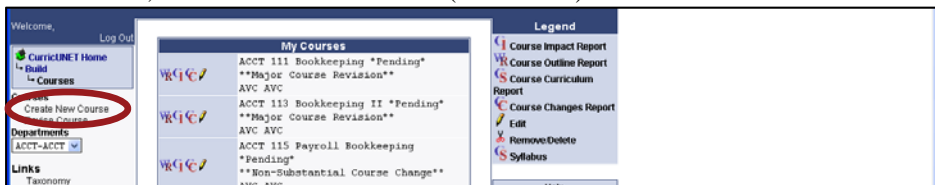
   Select the appropriate Discipline designation, enter the new course number, title, and description. All areas can be changed later in the development process. Click Ok.

4. **Helpful Information**: Course Checklist (column on the right side), all items need to have a check in the box to the left of each title. Once all required items in the checklist have been finished the submit button will appear in the left column in place of the circled text. Also note that the Distance Education links and Additional Items links are NOT required for an revision process, however if a Distance Education document exists for a course, then the corresponding link is required.

Each link in the Course Checklist has a series of HELP icons that are populated with explanations of the required fields. When all data elements are completed as presented for a particular link in the Course Checklist, notice the Buttons at the bottom of each 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** and changes the color of the title to green. 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 to the page.
> **Note: CurricUNET does NOT save automatically when leaving a section.**

Notice the icons in the left column, **WR** icon: Course Outline of Record, **CI** icon: Impact on other courses and programs report, **CS** icon: Course Proposal/Content Review report, **CC** icon: Revisions to an existing course are tracked and viewable in this report, **Distance Ed: O H** icon: O-Online Only/H-Hybrid distance education forms (only appears if information is entered on the appropriate link in the Course Checklist.

Additional help for each item is provided in the AP&P Handbook, which can be found on the Web at http://www.avc.edu/administration/organizations/app/documents

5. To add a Co-Contributor, a fellow faculty member who will assist in the revision process for this course, click the **Add a Co-Contributor** link under Course Construction Main Menu (new screen)

Select the **Co-Contributor** from the drop-down menu, check the boxes for each item the Co-Contributor will work on, click **OK**

6. Course Cover link: review the course number, title, description, and recommended TOP Code, make additional edits, click Finish.

7. Justification/Classification link: review and check the appropriate box(es) for College Mission, Course Justification, Course Transferability, Course Classification, as well as selecting the appropriate SAM Code, click Finish.

8. Units/Hours link: review and edit where needed the units, hours and LHE assigned to the course, along with the repeatability criteria, maximum enrollment and grading method providing a rationale everywhere requested, click Finish.

9. GE Transferability link: Select the most appropriate GE area either from AVC/GE, IGETC, and/or CSU/GE
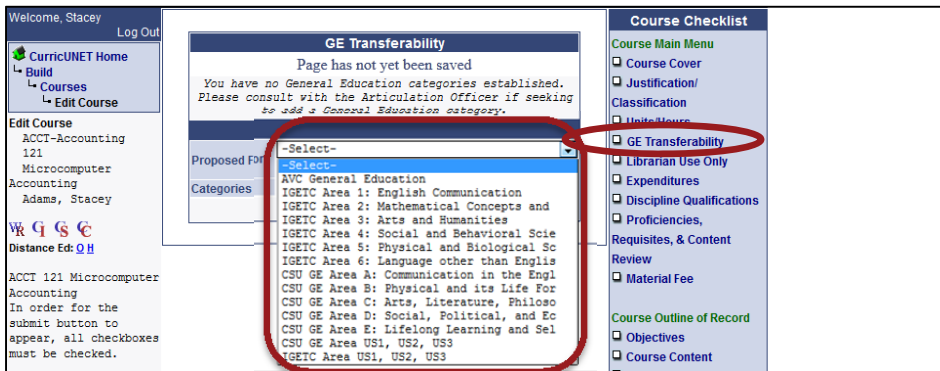
Check the box of the most appropriate GE area, click Finish if done or save to add another GE area.
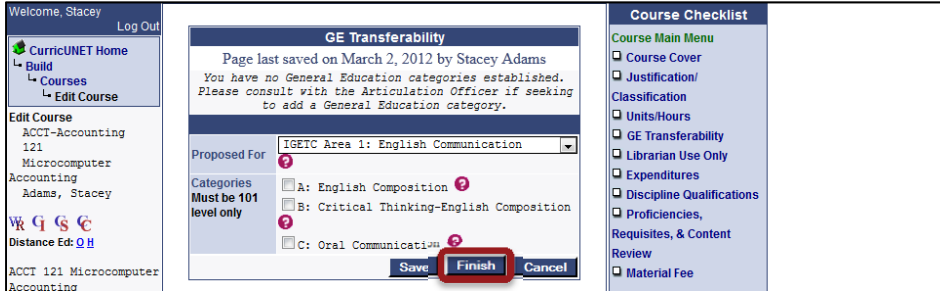
10. Librarian Use Only link: Click Finish only to lock the page so the Submit button will appear
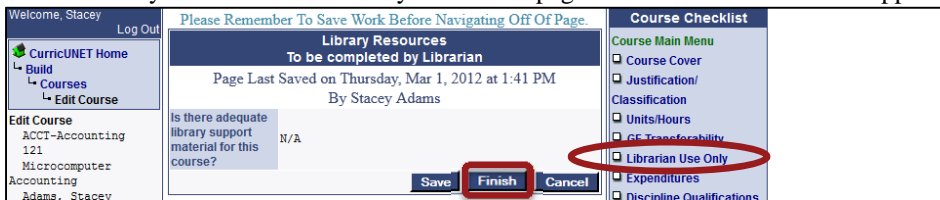
11. Expenditures link: if the course requires additional expenditures, check Yes and provide and explanation, if not, click Finish since No is the default answer.
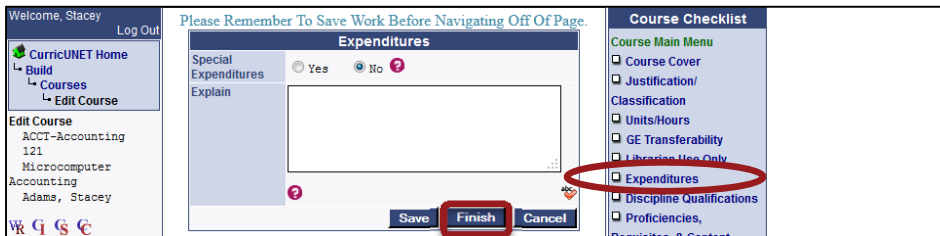
12. Discipline Qualifications link: Select the primary discipline from the drop down menu, if other discipline faculty are eligible to teach this course, list the other disciplines in the box provided. Keep in mind that the secondary discipline minimum qualifications have to meet or exceed the primary discipline's minimum qualifications, if no secondary disciplines need to be listed the box can be left blank, click Finish.

13. Proficiencies, Requisites, & Content Review link: Establish the appropriate Textbook Reading Level and provide an explanation of determination, click Save

Click Reading Proficiency link to determine the appropriate level students should be at prior to entering the course

Check all the appropriate skill sets a student should have prior to course entry, click Save. Do the same for Writing Proficiencies and Mathematics Proficiency

Select the most appropriate answer to Additional Documentation if establishing a prerequisite of Reading, Writing or Math across disciplines, if not applicable answer N/A

Editing a course Requisite: click the pencil icon to edit an existing requisite, make the necessary changes to the fields as they are presented being sure to link the objectives and/or content from this course to the course requisite, which is required by the content review process in order to justify student's success in this course is contingent on their prior completion of or concurrent enrollment in another course, click Save. Click the scissor icon to delete a requisite to either later add it to a different section or remove it completely.

Adding a course Requisite: click the Add button for the appropriate type of requisite, i.e. Prerequisite, Corequisite, or Advisory, complete the fields as presented being sure to link the objectives and/or content from this course to the course requisite, which is required by the content review process in order to justify student's success in this course is contingent on their prior completion of another course, click Save. Once all necessary edits are complete, click finish. If Adding a new prerequisite, or changing an existing prerequisite to a new course, be sure to send the AP&P Committee Co-chair an **email requesting a Course Validation Study**.

14. Material Fee link: If the course qualifies to carry a material fee, enter the dollar amount in the Fee Amount field, the description in the box provided.
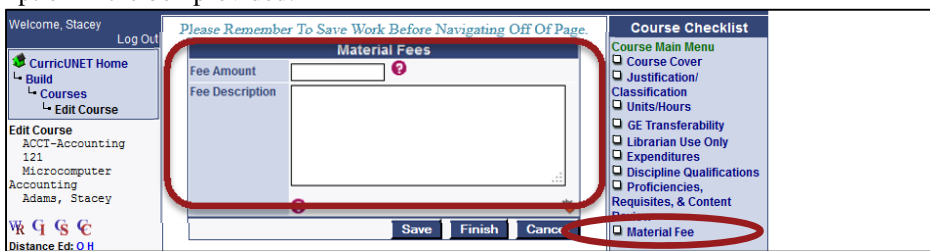
Once the amount is in the above box, the below questions will appear. If any answer is No, then the fee is not justifiable according the requirements of a material fee. Consult AP&P Representative with questions. Click finish

15. Objectives link: Click the pencil icon to edit an existing objective, the existing language will appear in the textbox at the top of the page for editing, check the boxes of the most appropriate SCANs Competencies (if applicable), once revisions are complete, click the Save button. Click the scissor icon to delete an existing objective, or the arrows to reorder the list of objectives.
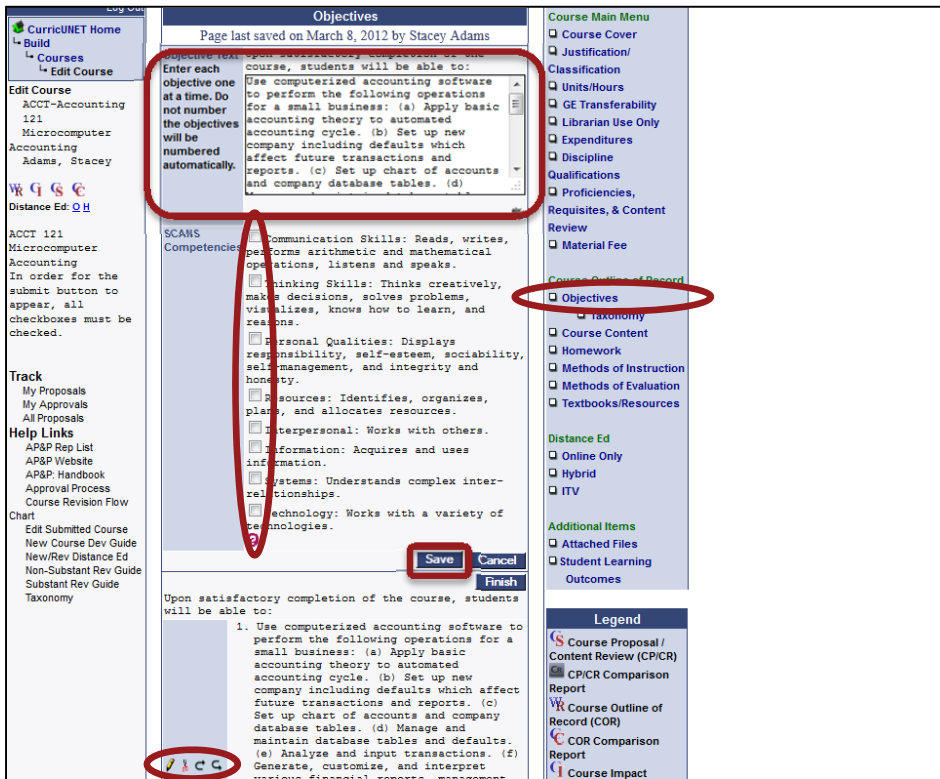
To add an objective, type the language as desired, no numbers, in the open field at the top of the page, check the boxes of the most appropriate SCANs Competencies (if applicable), then click the Add button. The new objective will be automatically numbered and will appear at the bottom of the list of objectives. Use the arrow icons to reorder existing objectives, click finish

16. Course Content link: Review the existing course content, make any necessary edits. To create a new Course Content outline, first click on the ⬚ icon. Once the outline icon is clicked, an "**I.**" will appear in the text editor indicating that the outline is formatted. You do not have to type the letters in front of each new level if the outline icon is clicked first. To increase the indent to the next level, which would create a sub category to the outline, hit the enter key, the enter key will move the cursor to the next line, then click the increase indent icon ⬚. To decrease the indent back to the main categories, hit the enter key to move the cursor to the next line, then click the decrease icon ⬚. The outline should be formatted similar to this one:

Click finish when outline is complete.

17. Homework link: Update the four areas of homework and provide the appropriate number of hours students will spend per week completing the stated homework, click Finish when done or Save so to return later to make additional edits. The Total Hours field keeps a tally of all hours entered in each of the four areas, to edit this number change the hours provided for each of the four homework categories.
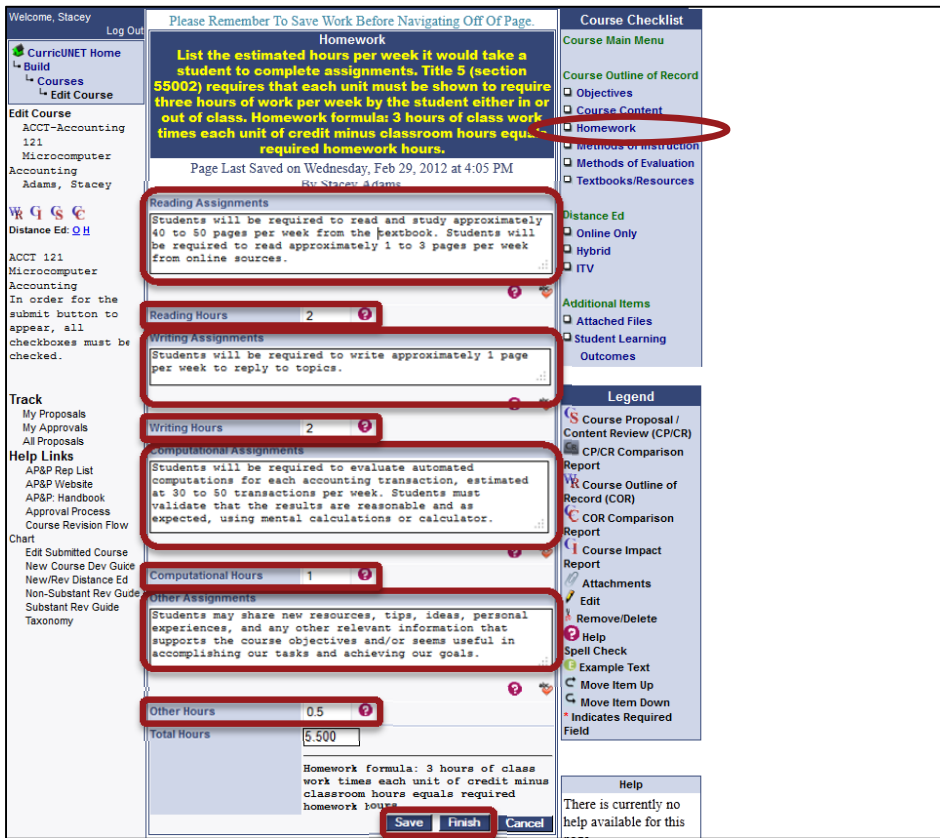
18. Methods of Instruction link: Check the boxes of all the teaching methods that are appropriate for this course and use the Other Methods box to list additional teaching methods not listed above.

19. Methods of Evaluation link: To add a new Method of Evaluation, type the information in the box provided (no numbering), check the box of at least one objective that is being assessed, then click Add. The new method of evaluation will appear at the bottom of the page.

Methods of Evaluation link: to edit an existing method of evaluation, click the pencil for the respective item, the language will then appear in the Method Text box for editing, make necessary changes, review the objectives that are already checked, either uncheck or check objectives accordingly, click Save when edits are complete or cancel to revert the text to the original language for the method of evaluation.

To delete an existing method of evaluation that is no longer applicable, click the scissor icon for the respective item. This cannot be undone, so be sure the items needs to be removed before clicking the scissors.

20. Textbook/Resources link: Review all items listed on this page, if complete as is, click the Finish button at bottom of page. If edits are needed see the following sections, once edits are complete be sure to click Finish:

Textbook/Resources link (Textbook Section): Review the existing textbooks, click the scissor icon to delete an item, click the pencil to edit an item, or click the add button for the Textbook Section to add a new book to the list. (Instructions for editing an existing textbook is below)

Enter the required fields denoted by asterisks, if the suggested textbook is older than five years, a rationale would then be required. Click Add to complete the addition of the new textbook.

To edit an existing Textbook, click the pencil icon for that particular textbook, review and edit the data items, if the suggested textbook is older than five years, a rationale would then be required, click Save when done.

Textbook/Resources link (Manual Section): Review the existing manuals, click the scissor icon to delete an item, click the pencil to edit an item, or click the Add button for the Manual Section to add a new item to the list.

Enter the required fields denoted by asterisks, click Add to complete the addition of the new manual

Textbook/Resources link (Periodical Section): Review the existing periodicals, click the scissor icon to delete an item, click the pencil to edit an item, or click the Add button for the Periodical Section to add a new item to the list.

Enter the required fields denoted by asterisks, click Add to complete the addition of the new manual

Textbook/Resources link (Software Section): Review the existing softwares, click the scissor icon to delete an item, click the pencil to edit an item, or click the Add button for the Software Section to add a new item to the list.

Enter the required fields denoted by asterisks, click Add to complete the addition of the new manual

Textbook/Resources link (Other Section): Review the existing items, click the scissor icon to delete an item, click the pencil to edit an item, or click the Add button for the Other Section to add a new item to the list.

Enter a description of the resources used in this class, click Add to complete the addition of the new resources

After all Textbooks/Resources have been updated and/or added, click the Finish button.

21. If adding/editing a Distance Education course that needs to be linked or is linked to this course, click the Online Only and/or Hybrid link in the Course Checklist and edit/enter the data elements, click Finish when entry is complete. It is the policy of AP&P that both the distance education course and the main Course Outline of Record be brought forward together.
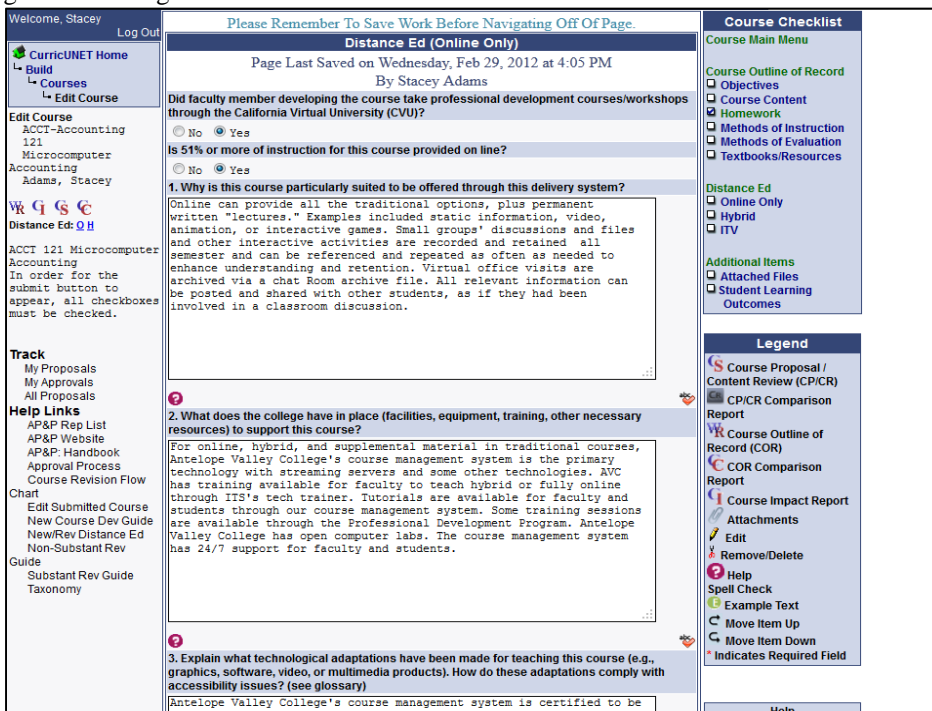
To delete a distance education course, click the appropriate link in the Course Checklist, delete all data elements, click Finish. Also attach a memo signed by the Dean, AP&P Representative, and discipline faculty indicating that it is being requested to obsolete the distance education course.

22. Attached Files link: Type the title of the file in the box provided, browse for the file on the computer or Web, click Add, the attached file will appear in a list under the words Attached Files.
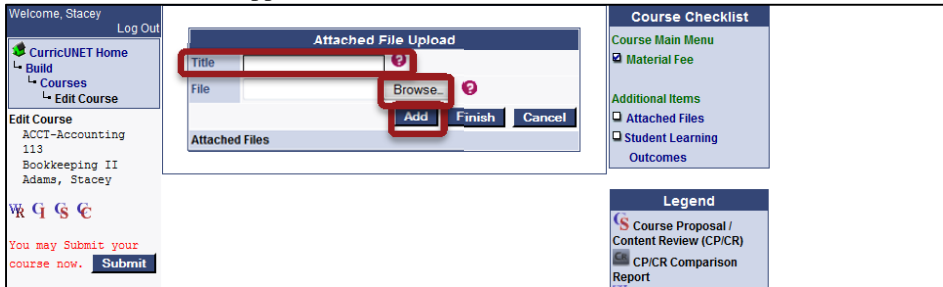
Click finish when all files have been successfully attached to this course submittal.
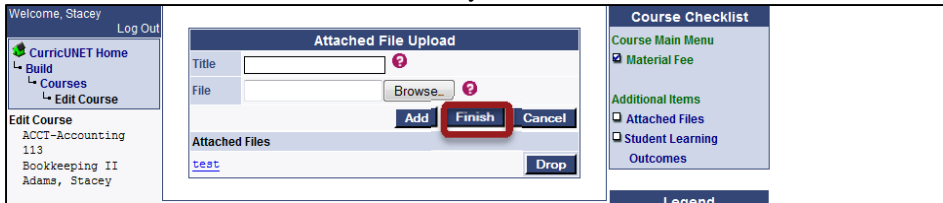
23. Once all required items in the Course Checklist are completed, click **SUMBIT** in the left column, a text box will appear in the upper middle of the page requesting confirmation to submit the course revisions for review and approval, edits cannot be done after the course is submitted until edits are requested by those reviewing and approving the changes. For additional information, contact your AP&P Representative by phone/email or contact the AP&P Office.

24. When returning to the Course to make additional revisions after leaving the Website, Left-hand column, **Build**, select **Courses** (new screen)
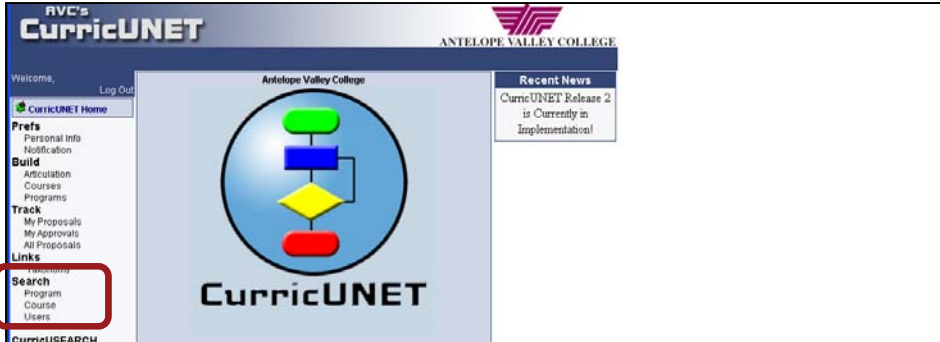
Select the appropriate Department/Discipline from the drop down menu (may not be required for those who teach in one area), click the Pencil icon to the left of the course title (new screen), return to step 7 and resume revisions.
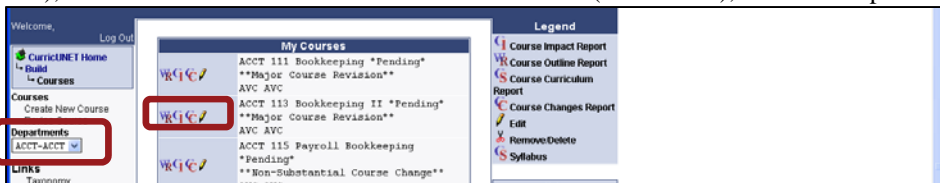
Course Information within CurricUNET

Login in to CurricUNET using your User ID and Password, click Courses under Search in the left column and select the appropriate course you wish to review

For changes to:	Revise only the following links in C-NET:
Course Proposal	
Course Title and Number	Course Cover link
Course Description (Catalog Description)	Course Cover link
Taxonomy of Program (TOP) Code	Course Cover link
College Mission	Justification/Classification link
Course Justification	Justification/Classification link
Vocational Education Courses	Justification/Classification link (Course Justification)
	Attach Files (upload meeting minutes be sure they include name of advisory committee and date of course(s) approval)
Stand-Alone Status	Justification/Classification link
Course Program Status	Justification/Classification link
Course Transferability (Elective)	Justification/Classification link
Course Classification	Justification/Classification link
Accountability (SAM Code)	Course Classification
Instructional Type	Units/Hours link
Course Units	Units/Hours link
Faculty Workload (LHE)	Units/Hours link
Repeatability	Units/Hours link
Maximum Class Size	Units/Hours link
Grading Method	Units/Hours link
P/NP Option	Units/Hours link
AVE GE Applicability	General Ed link
IGETC Applicability	General Ed link
CSU/GE Applicability	General Ed link
Library Resources	Librarian Use Only link
Expenditures	Expenditures link
Discipline Designation	Discipline Qualifications link (refer to Minimum Qualifications documents on AP&P website)
Textbook Reading Level	Proficiencies, Requisites & Content Review link
Reading, Writing, or Math Proficiencies	Proficiencies, Requisites & Content Review link
Prerequisites	Proficiencies, Requisites & Content Review link
Corequisites	Proficiencies, Requisites & Content Review link
Advisories	Proficiencies, Requisites & Content Review link
Limitation on Enrollment	Proficiencies, Requisites & Content Review link
Course Outline of Record	
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 link
Textbooks/Resources	Textbooks/Resources link
Distance Ed	
Online Only	Online Only link
Hybrid	Hybrid link

Guidelines for Course Proposal: New and Revised

A course <u>must</u> 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 the discipline or division; review college catalog. Consult with dean/director, AP&P representative, Articulation Officer, or AP&P co-chair for assistance with this section.

If developing a noncredit course, which would offer students access to a variety of low or no cost, no credit/units courses, be sure to select the appropriate course categories within CurricUNET. 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 <u>cannot</u> be offered until approved by the Chancellor's Office.

<u>**Course Cover link:**</u> 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 Number and Title:** 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. Non-credit courses should use the 900 series for the course number. 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.

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 in 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. 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.

   <u>Noncredit courses Only</u>: The description should also include a statement about the students for which the course is intended.

3. **Recommended Taxonomy of Program (TOP) Code**: This section is for MIS reporting, review similar courses in discipline and consult with dean/director, AP&P representative, or AP&P co-chair. The TOP Code is a system of numerical codes used at the system level to collect and report systemwide information on programs and courses that have similar outcomes. Select one TOP code that defines the course as indicated in the Taxonomy of Program (TOP) 6th Edition on the Chancellor's Office Web site.

   - http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum.aspx
   - Go to the above Web site, scroll down to the Resources section and click Taxonomy of Program (TOP) 6th Edition ~ Revised September 2009 to review the definitions for the codes.
   - Also consider reviewing both the Crosswalk of 6th Edition TOP to the 2010 CIP as well as the Replacement Section 12-Health I TOP Code 6

Justification/Classification link

The curriculum committee must review each new and revised 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. 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.

- **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.
- **Noncredit courses only:** 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.
- **Course Justification (Program Status):** This information should be consistent with discipline/division programs and practices for other courses and with articulation agreements.
  a. **AA/AS Degree**: A course is considered to be "part of an approved program" when it is a <u>required (core) course or is on a list of restricted electives specified by course name and number</u> 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. If the course is or will be linked to an existing program or a new program is being created to include this course, be sure to also review the program within CurricUNET to determine whether the course is aligned with the appropriate program. A course that is approved as part of AVC's General Education pattern required for completion of AA/AS degrees

  b. **Transfer**: Consult the Articulation Officer to be sure the course has an appropriate agreement on file. If the intent is to have the course approved as general education be sure to note that on the General Ed link within CurricUNET and discuss with the Articulation Officer.

  Noncredit courses are not transferable or degree applicable and should therefore be coded "C"

  c. **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.

  d. **Non-Degree Applicable**

- **Stand-Alone Course**: are those courses that do <u>not</u> 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.

- **Course Transferability**: This section is for MIS reporting, review similar courses in discipline (see college catalog) and consult with the Articulation Officer.

- **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 <u>only</u> if the course is being added to or deleted from an existing program.

- **Course Classification:** 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 co-chair. Select one category that defines the course:
Credit:
  - **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.

Noncredit: 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.
  - **Category F:** Parenting and Family Support
  - **Category C**: Elementary and Secondary Basic Skills: reading, mathematics, and language arts
  - **Category A:** English as a Second Language
  - **Category B:** Immigrant Educational Services
  - **Category E:** Education for Person with Substantial Disabilities
  - **Category I:** Short-Term Vocational Programs with High Employments Potential
  - **Category H:** Education for Older Adults
  - **Category G:** Family and Consumer Sciences
  - **Category D:** Health and Safety Education
  - **Category J:** Workforce Preparation

- **Student Accountability Model (SAM) Codes** (Operations Manual, Student Accountability Model, July 1984) are used for the identification and classification of occupational courses. 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.

  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 <u>not</u> for general education purposes

  The most critical aspect of the entire model is the <u>careful classification of occupational courses</u>. 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**: Courses are those taken by students in the advanced stages of their occupational programs. A "B" course is offered in one specific occupational area only and clearly labels its taker as a major in this area. The course may be a "capstone course" that is taken as the last requirement for a career technical education program. 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 Radiology Technology, Fire Hydraulics, Livestock and Dairy Selections, Real Estate Finance, Cost Accounting.
  - **Priority "C" Clearly Occupational**: Courses will generally be taken by students in the middle stages of their programs and should be of difficulty level sufficient to detract "drop-ins". A "C" level course may be offered in several occupational 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 when the criteria for "B" classification are not met. A "C" level course should provide the student with entry-level job skills. Some examples of "C" level courses are: Soils, Principles of Advertising, Air Transportation, Clinical Techniques, Principles of Patient Care, Food and Nutrition, Sanitation/Safety, Small Business management, Advanced Keyboarding, Technical Engineering.
  - **Priority "D" Possibly Occupational**: "D" courses are those taken by students in the beginning stages of their occupational programs. 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, Keyboarding (Beginning or Intermediate), Accounting (Beginning).
  - **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

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 Type**: Determine whether the intent of the class is to be scheduled full-term or in a less than sixteen week format. Courses that are full-term can always be scheduled in an eight week format if so decided to accommodate a fast pace program.
2. **Variable Units Permitted**: Determine whether students enrolled in the class would have the option of earning units based on a range.
3. **Instruction Type**: Determine the mode of instruction based on how the class time will be spent and which of the following percentages apply to this course:
    1. **LECTURE:** 60% or more of the class meeting time per semester is in direct interaction with the entire class at the same time.
    2. **LAB:** Less than 25% of the class meeting time per semester is spent in direct interaction with entire class at the same time.
    3. **LECTURE/LAB:** Between 25-59% of class meeting time per semester is spent in direct interaction with entire class at the same time.

4. **Hours/Units:** Changes to course units may affect the LHE earned by faculty, check with dean/director and AP&P representative for accuracy and consistency. NOTE: Any change to the course units will require that the course number is also changed. A student earns units for the course based upon the Carnegie formula found in Title 5:

- **LECTURE:** 60% or more of the class meeting time per semester is in direct interaction with the entire class at the same time.
  FORMULA: 1 hour of lecture = one unit of credit
- **LAB:** Less than 25% of the class meeting time per semester is spent in direct interaction with entire class at the same time.
  FORMULA: 3 hours of lab/studio/shop/activity = one unit of credit
- **LECTURE/LAB:** Between 25-59% of class meeting time per semester is spent in direct interaction with entire class at the same time.
  FORMULA: 1.25 – 2 hours of lecture/lab = one unit of credit
- **NON-CREDIT**: Enter a number of hours based on weekly or total amounts and enter 0 for the unit earnings.

NOTE: Study and homework do not generate credit units (see COR guidelines for formula used to establish required number of homework hours)

5. **Faculty Workload/LHE:** 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 spent 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

NOTE: Courses that are requested to carry separate LHE for the lecture portion and the lab portion of a course that has a single Course Outline of Record must be prepared to schedule the two portions of the class separately.

6. **Repeatability**: This is for MIS reporting, review similar courses in discipline (see college catalog) and consult with dean/director, AP&P representative, or AP&P co-chair. Qualified courses must meet the one of the two criteria's noted below:

1. 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 and the course would be allowed to be repeated up to three times for a total of four enrollments if so decided by the discipline faculty. **In addition, each repeatable course must also meet one of the following justifications**:
   i. A. Skills or proficiencies are enhanced by supervised repetition and practice in class; or
   ii. B. Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.
2. Title 5 allows unlimited repeats for courses that meet "legally mandated training requirements."
3. 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 by clicking yes and establishing the maximum.

Note: Repeatability designation is not intended for basic skills (reading, writing, math) or ESL courses.

7. **Maximum Enrollment:** Discipline history, pedagogical rationale, equipment or lab restrictions, or safety considerations should be clearly explained (room size alone is not sufficient rationale). If the course has both a lecture and lab/clinic component, the faculty will be given the opportunity to establish a different maximum for the lab/clinic portion of the class. If the maximum enrollment should be the same, enter the number in both boxes providing one rationale.

8. **Grading Methods:** 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.
- Non-Credit/Non-Graded

GE Transferability link

Course Transferability Categories (check with Articulation Officer). If developing or editing a non-credit course, this step is not needed, click finish on this link and continue.

1. **AVC General Education:** Definitions for each area/category can be found in the college catalog; consult the college's Articulation Officer.
2. **IGETC:**
3. **CSU/GE**:

Library Use Only 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 within CurricUNET. The allocation of funds for support material is determined outside the scope of this committee. This step can be skipped if developing a non-credit course.

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," review the "Materials Fee" section below.

Noncredit courses only: 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.

Discipline Qualifications link (Under Construction)

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.)

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.)

Proficiencies, Requisite, & Content Review link
Textbook Reading Level:

Establishing Reading, Writing, and Math Proficiencies

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.*

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 this link is consistent with and clearly related to all components of the Course Outline of Record (description, content, objectives, assignments, and evaluation). The information requested in this area meets all Title 5 standards/requirements (Sections 55002, 55003, 55201, 55202, 58106,) and is based on the State's "Model District Policy." Also note that any changes made to course prerequisites, corequisites, advisories, or limitations on enrollment must be noted and identified within CurricUNET so it may be reviewed and approved by the full committee.

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*.)

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.

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.

Material Fee link
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. Additional information and criteria are available from the division dean/director and AP&P Representative. 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.

Guidelines for Course Outline of Record: New and Revised

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
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 20th 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.

Objectives are directly related to Title 5 critical thinking requirements for credit courses. 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 and, if changed, must be reviewed and approved by the full committee.

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. 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. **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**. Changes to this section of a course must be reviewed and approved by the full committee.

Noncredit courses only: The content must clearly fall into one of the ten categories listed in Education Code 84711(a) and Title 5 S55151

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. 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.

Noncredit courses only: 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.

Title 5 (section 55002) requires that *each unit must be shown to require three hours of work <u>per week</u> by the student either in or out of class.* (Total hour and short term courses may require additional homework hour calculations) <u>Homework formula</u>: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

- Examples for Weekly Census Classes:
  eg. Lecture: 3 hrs x 3 units = 9 – 3 hrs in class per week = 6 required weekly hours of homework
  eg. Lab: 3 hrs x 1 unit = 3 – 3 hrs in class per week = 0 required weekly hours of homework
  eg. Lec/Lab: 3 hrs x 3 units = 9 – 6 hrs in class per week = 3 required weekly hours of homework

- Examples for Short-Term or Total Hour Classes:
  Formula for Short-Term Course Only: Total Hours *divided by* 17.5 term length multiplier *equals* Equivalent Weekly Hours

- Examples for Total Hour Classes:
  Formula for Total Hour Course Only: Total Hours *divided by* 16 term length multiplier (no flex) *equals* Equivalent Weekly Hours
  eg. 48 hrs x 1 units = 48 – 16 total hours = 32 required homework hours
  eg. 48 hrs x 2 unit = 96 – 32 total hours = 64 required homework hours
  eg. 48 hrs x 8 units = 384 – 140 total hours = 244 required homework hours
  eg. 48 hrs x 5 units = 240 – 144 total hours = 96 required homework hours

  NOTE: If the course is taught in a short term format then the homework hours weekly would need to be converted to number of homework hours per semester and then divided by the number of weeks/days that class is taught to determine the number of hours of homework necessary to meet the requirements of the units earned.

<u>Methods of Instruction link</u>
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 multimedia; etc. <u>Do not</u> indicate use of specific instructional equipment, such as white boards, overhead projectors, power point, etc. Changes to this section of an establish Course Outline of Record may only be 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.

<u>Methods of Evaluation link</u>
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, <u>cannot</u> be used as a grading criterion. 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.

Noncredit courses only: While a final, formal grade is not put on the students' transcript, faculty are expected to assess whether or not a student has met the stated objectives.

<u>Textbooks/Resources link</u>
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. When revising an existing course, 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.

Blooms Taxonomy: Methods Requiring Cognitive Outcomes

*Critical Thinking

Knowledge
define
repeat
record
list
recall
name
relate
underline

Comprehension
translate
restate
discuss
describe
recognize
explain
express
identify
locate
report
review
tell

Application
interpret
apply
employ
use
demonstrate
dramatize
practice
illustrate
operate
schedule
shop
sketch

Analysis
distinguish
analyze
differentiate
appraise
calculate
experiment
test
compare
contrast
criticize
diagram
inspect
debate
inventory
question
relate
solve
examine
categorize

Synthesis
compose
plan
propose
design
formulate
arrange
assemble
collect
construct
create
set up
organize
prepare

Evaluation
judge
appraise
evaluate
rate
compare
value
revise
score
select
choose
assess
estimate
measure

*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.

Noncredit courses only: 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.

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 the **Course Identification Numbering System** (C-ID) to identify lower-division transferable courses commonly articulated between the California Community Colleges (CCC) and universities (including Universities of California, the California State Universities, as well as with many of California's independent 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**

Course Objectives	Methods of Instruction	Assignments	Methods of Evaluation
Course Objectives The student will: A. Define and demonstrate an understanding of general theatre terminology. B. Observe and analyze the various components of a performance. 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). D. Differentiate between the play as literature and the play as performance. E. Evaluate the effectiveness of theatrical techniques in performance. 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. G. Analyze and evaluate live theatre as a dynamic art form in comparison to recorded performances in film and television. H. Analyze the artistic, literary, and cultural perspectives of various playwrights, including, North American, South American, African, Asian, and European. I. Compare and contrast theatrical conventions of various historical periods and cultures. J. Compare and contrast live and recorded interpretations of the same dramatic texts, distinguishing between representational and presentational forms of theatrical art. K. Develop a set of criteria for evaluating dramatic art.	**Methods of Instruction** A. Lecture presentations and classroom discussion using the language of theatre. B. In class reading of dramatic texts by the instructor and students followed by instructor-guided interpretation and analysis. C. Follow-up in-class performances of selected dramatic texts followed by instructor guided interpretation and analysis. D. Attendance at required performances preceded by instructor-modeled performance review methods and followed by in-class and small group discussions. E. Instructor guided group meetings in class to develop play interpretation project and group presentation. F. Group presentations of major projects followed by in-class discussion and evaluation led by instructor. E. Lecture presentations on the organization of theatrical companies followed by in rehearsal and back-stage visits at required performances. F. In-class and out-of-class video and audio presentations followed by instructor-guided interpretation, analysis, and comparison to live performances.	**Assignments** A. Reading, Writing, and Discussion: Textual analysis of assigned dramatic texts, including works representative of diverse gender, ethnic, and global perspectives. 1. Participation in class discussions about plays 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 3. Presentation of written criticism around assigned topics 4. Written reviews of live performance B. Analyses of several live performances of amateur and professional theatres presented during the academic quarter 1. Attendance at required performances 2. Participation in discussions of performances C. Readings from class text on theatre appreciation 1. Application of terms and in class discussion 2. Application of concepts in analyses D. Listening and viewing 1. Study of plays on videotape and audio tape 2. Preparation for participation in dally analyses of texts and performances E. Written interpretative analyses of published critical reviews of performances and plays.	**Methods of Evaluation** A. Evaluation of written analyses for content, form, and application of dramatic performance review techniques. B. Assessment of contributions during class discussion C. Assessment of participation in and contributions to group projects D. Evaluation of written criticisms for content, form, and application of critique methodology. E. Evaluation of performance reviews for completeness, personal perspective, and application of performance review styles. F. Evaluation of interpretations of live performances and dramatic texts for cultural context, contrasts in live/textual impact, and performance techniques. 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.

Guidelines for Distance Education: New and Revised

CREATING A DISTANCE EDUCTION COURSE <u>MUST NOT</u> 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.

<u>Faculty proposing a distance education course should:</u>
- 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 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 "<u>regular effective contact</u> between instructor and students (see glossary). Campus curriculum committees must determine what constitutes <u>regular effective contact</u> 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 <u>equivalent</u> 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 or Hybrid

<u>CurricUNET: Distance Education under Course Checklist</u>
1. Select Online Only or Hybrid 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 or Hybrid

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 multimedia 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, multimedia, 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.

ListServs: 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.

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)

Guidelines for Establishing Prerequisites, Corequisites and Advisories

Student success at California community colleges is of great importance to the future of the state. Increasing course success eventually leads to program and degree success, but all of this is predicated on providing students with accurate information about the appropriate preparation needed to succeed in courses. Prerequisites, corequisites and advisories are one method used to provide this information. Given the impact that prerequisites, corequisites and advisories can have on a student's ability to pursue a course of study, the establishment of the same must be implemented with careful consideration of both student access and student success.

The California Community Colleges Board of Governors adopted new title 5 regulations on prerequisites, corequisites and advisories on March 8, 2011, to allow faculty to base their determination for prerequisites and corequisites in English, reading, or mathematics for college-level courses outside of an English, reading, or mathematics sequence on content review alone or on content review with statistical validation. Previously, establishing prerequisites and corequisites for non-sequence courses had only one option for scrutiny – the use of statistical validation with content review methodology. Moving forward, if discipline faculty intend to establish prerequisites or corequisites by content review only, the new guidelines require a statistical validation to be conducted and presented to the Academic Policies and Procedures committee before the conclusion of the fifth semester following the implementation of the prerequisite or corequisite.

The following definitions, guidelines, and procedures are based on "Guidelines for Title 5 Regulations Section 55003 – Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation" which was adopted by the California Community Colleges Board of Governors, March 2011 and distributed by the Chancellor's Office, California Community Colleges February 3, 2012.

DEFINITIONS:
1. *Content Review* - "a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is 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 simultaneous enrollment in a corequisite course."
2. *Course Validation Study (Statistical Validation)* – this is data collection and analysis, which constitutes the "highest level of scrutiny." Validated assessment test cut scores can be used to establish pre or corequisites for non-degree applicable courses.
3. *Prerequisites* are conditions of enrollment that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established.
4. *Corequisites* also signify that a body of knowledge or course skills is essential to the success of a student in a course. However, this body of knowledge or course skills can be acquired or developed concomitantly with the primary course. Therefore, a student is required to enroll in a corequisite simultaneously with (or, in some cases, may be allowed to enroll in the corequisite prior to) the primary course.
5. *Advisories* signify that acquisition of a body of knowledge or course skills will be of great advantage to a student prior to enrollment in a specific course. However, enrollment in a course to acquire this knowledge or skills is not required, merely recommended.

Overview of Regulations Regarding Prerequisites and Corequisites

Establishing prerequisites and corequisites
Title 5, section 55003(d) delineates the four purposes for which prerequisites and corequisites may be established;
1. The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation;
2. The prerequisite will assure that the student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established;
3. The corequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established;
4. The prerequisite or corequisite is needed to protect the health or safety of the student or others.

Additional requirements for certain types of prerequisites
For prerequisites requiring precollegiate skills in reading, written expression, or mathematics, regardless of the level of scrutiny (content review with statistical validation or content review alone), districts must also:

- Ensure that courses and sections designed to teach the required skills are available with reasonable frequency based on the number of students who are required to meet the prerequisites; [§ 55003(l)(1)]
- Conduct an evaluation to determine the impact on student success and whether there is any disproportionate impact. Where there is disproportionate impact, develop and implement a plan, in consultation with the Chancellor's Office, to correct the disproportionate impact. [§ 55003(l)(2)(A) and (B)]

Course exempt from content review and statistical validation
Title 5, section 55003(e) indicates that a prerequisite or corequisite need not be scrutinized using content review as defined by subdivision (c) of section 55000 or content review with statistical validation as defined by subdivision (f) of this section, if:

1. it is required by statute or regulation; or
2. it is part of a closely-related lecture-laboratory course pairing within a discipline; or
3. it is required by four-year institutions; or
4. baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.

Establishing Prerequisites and Corequisites Based on Content Review Only
Title 5 regulations allowing colleges to adopt prerequisites and corequisites by a content review process only is new and the following sections are intended to provide in-depth guidance on the requirements that colleges are expected to meet to adopt prerequisites and corequisites using this methodology.

"Content review" is defined in title 5, section 55000(c) as:

> a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is 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 simultaneous enrollment in a corequisite course.

In other words, content review is a process that determines what skills or knowledge are required for success in a given course and how that preparation can be obtained in order to advise or require students to acquire the necessary preparation prior to enrolling in (prerequisite) or while taking (corequisite) a given course. It is more than reviewing the traditional "exit and entrance skills" and involves examining how the course is taught and all components of the Course Outline of Record (COR).

Requisites established through content review only will have a statistical validation study conducted before the end of the fifth semester after the placement of the requisite. After a two year period, AP&P will contact the faculty to initiate a statistical validation utilizing a research practice listed under the section titled "***Establishing Prerequisites and Corequisites Based on Content Review with Statistical Validation.***" A least one research practice must support the establishment of the prerequisite or corequisite.

Content Review and the Course Outline of Record
The content review process begins with a review of the Course Outline of Record (COR). The COR delineates not only the content of the course, but also the competencies a student is expected to achieve (objectives and/or student learning outcomes), the assignments to be completed (e.g., reading assignments, projects, and reports), and the assessments that will be used to measure student performance. During the initial approval of a course and subsequent revisions, a content review is conducted. The COR is examined and the skills and knowledge a student needs for success are identified. When faculty determine that content knowledge within the discipline is necessary for success, content review has always sufficed for the establishment of a prerequisite or corequisite. For example, if a biological psychology course presumes student understanding of basic psychology concepts, the faculty have always been able to establish a psychology course as a prerequisite. Similarly, math and English coursework typically consists of intradisciplinary sequenced courses that build upon one another.

However, a more complex, interdisciplinary content review process is needed to determine that an English or reading prerequisite or corequisite is appropriate for a psychology, history, or political science course or that a math prerequisite or corequisite is appropriate for an economics or automotive course. Such a review process should also take into consideration, as far as possible, the diversity of the students in the classroom, including learning styles, prior knowledge, and cultural background. As a starting point for ensuring that local content review processes are sufficiently rigorous for use in

establishing prerequisites and corequisites, one may consider this description of content review, which emphasizes that faculty in the discipline must:

1. Approve the course; and,
2. As a separate action, approve any prerequisite or corequisite, only if:
    a. The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
        i. involvement of faculty with appropriate expertise;
        ii. consideration of course objectives set by relevant department(s) (the curriculum review process should be done in a manner that is in accordance with accreditation standards);
        iii. be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
        iv. specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
        v. identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under d.;
        vi. matching of the knowledge and skills in the targeted course (identified under d.) and those developed or measured by the prerequisite or corequisite (i.e., the course or assessment identified under e.); and
        vii. maintain documentation that the above steps were taken.

Establishing Prerequisites and Corequisites Based on Content Review with Statistical Validation

In addition to the content review described in the section above, statistical validation of a prerequisite or corequisite requires research. Data should be gathered according to sound research practices in at least (but not limited to) one of the following areas:

a. The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite to corequisite is necessary. As well as a comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or corequisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.
b. Comparison of students' performance at any point in the course with completion of the proposed prerequisite or corequisite.
c. Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question.

If more than one research practice is used, at least one must support the establishment of the prerequisite or corequisite. The standard for any comparison shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or corequisite. The research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the Academic Senate. If the evidence fails to meet the standard established, each college may establish the proposed prerequisite or corequisite as an advisory and may seek to establish it as a prerequisite or corequisite only by following the process described in this policy and any applicable college policies.

Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses.

Process for Establishing and Implementing Requisites

Discipline faculty, both full time and adjunct who teach in that subject area, must examine the Course Outline of Record (COR) along with the course syllabus, assignments, exams, and texts to determine appropriate entry level knowledge and skills are essential in order for students to be successful. The faculty must agree that without the knowledge and skills students would be highly unlikely to succeed. Then the faculty would 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 section of the course proposal. The following steps should then be followed:

1. Consult with the AP&P representative, dean/director and other discipline instructors for consistency among courses within programs in your discipline/division.
2. Existing Courses Only: Conduct a substantial course revision in CurricUNET, provide a clear and concise rationale for the requisite adjustment, and select the check box for changes to the pre or corequisites or advisories
3. Proficiencies, Requisite, & Content Review link: All information should be specific and complete. Make sure information on this link is consistent with and clearly related to all components of the Course Outline of Record (description, content, objectives, assignments, and evaluation).
4. Keep in mind while completing a content review that you are specifying knowledge, skills, and competencies students should possess upon <u>entry</u> into the course under review, or those they should gain simultaneously in another course.
5. Attach all required documents to the Attached Files link within CurricUNET
6. Once a pre or corequisite is established, it *must* be enforced; no one can waive a pre or corequisite. (See "Regulations and Enforcement: Prerequisites and Corequisites" in AP&P *Standards & Practices Handbook*.)

Any changes made to course prerequisites, corequisites, advisories, or limitations on enrollment require the review and approval of the full AP&P committee.

Documents Required: Course Validation Study and/or content review documentation for revised and new courses.

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

1. **Catalog and Schedule Information:** The college must provide clear and accurate information regarding the establishment of prerequisites, corequisites, and advisories, including definitions of each.

2. **Implementation:** Once a pre or corequisite is established, it <u>must</u> 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.

3. **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 <u>completed</u> 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.

4. **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. <u>However, if they do not pass the prerequisite course (D, F, NC, W, or I) they must be automatically dropped.</u> 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.

5. **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.

6. **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.

7. **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:
   a. the assessment instrument must be on the Chancellor's Office approved list
   b. the college must conduct local validation studies for establishing cut scores
   c. the college must use multiple measures in addition to the assessment instrument
   d. 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

For the purposes of establishing communication and computational pre- and corequisites on credit courses across the disciplines, the AP&P Committee adopted the option found in the "Guidelines for Title 5 Regulations Section 55003 – Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation" which was adopted by the California Community Colleges Board of Govenors March 2011 and distributed by the Chancellor's Office, California Community Colleges February 3, 2012. 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 AP&P committee agreed to NO longer 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.

Challenge Process: Prerequisites and Corequisites

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.**

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 <u>automatically</u> denied.

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 <u>cannot</u> 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.

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 co-chair 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 co-chair 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

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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)

Title 5 §550041 permits colleges to designate certain courses as –repeatable. Repeatable courses must be clearly identified in the college catalog and repetition must be limited to not more than three semesters or five quarters. The college curriculum committee must determine whether a course is repeatable when the course outline of record is reviewed for approval. Repeatable Courses (§§ 55040(b)(1), 55041)

Beginning January 2013, district policy may designate only three types of courses as repeatable (§ 55041(a)(1)-(3), and see Appendix B - table 3) :
•   courses for which repetition is necessary to meet the major requirement of California State University (CSU) or University of California (UC) for completion of a bachelor's degree,
•   intercollegiate athletics, and
•   intercollegiate academic or vocational competition.

Courses that are not one of the three types above may NOT be designated as repeatable. If a course is properly designated by district policy as repeatable, then all students may enroll in that course more than one time, subject to specified limitations.

RAYGOR SCALE

Sentences (y-axis): 3.2, 3.4, 3.6, 3.8, 4.0, 4.3, 4.6, 4.9, 5.2, 5.7, 6.3, 6.9, 7.7, 9.0, 10.2, 12.0, 13.5, 16.0, 19.0, 23.0, 28.0

6+ words (x-axis): 6, 12, 16, 20, 24, 28, 32, 36, 40, 44

INVALID

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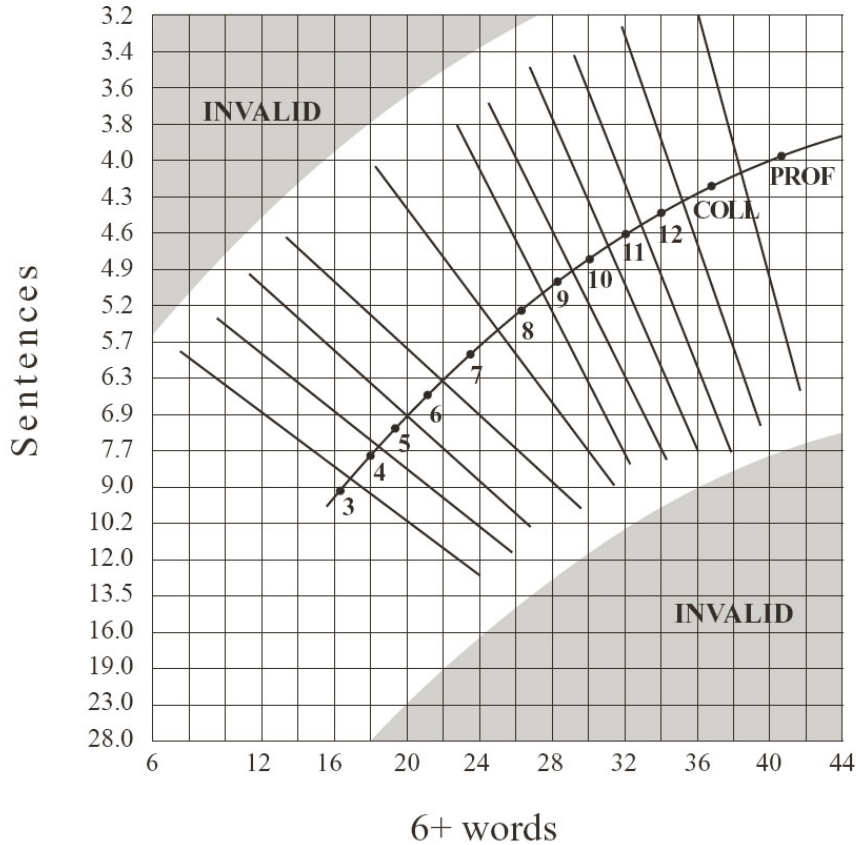
Directions for Using the Raygor Scale to Estimate Reading Level of Textbook

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

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

    A. <u>Creative Thinking</u>--generates new ideas
    B. <u>Decision Making</u>--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
    C. <u>Problem Solving</u>--recognizes problems and devises and implements plan of action
    D. <u>Seeing Things in the Mind's Eye</u>--organizes, and processes symbols, pictures, graphs, objects, and other information
    E. <u>Knowing How to Learn</u>--uses efficient learning techniques to acquire and apply new knowledge and skills
    F. <u>Reasoning</u>--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. <u>Responsibility</u>--exerts a high level of effort and perseveres towards goal attainment
    B. <u>Self-Esteem</u>--believes in own self-worth and maintains a positive view of self
    C. <u>Sociability</u>--demonstrates understanding, friendliness, adaptability, empathy, and
    D. <u>Self-Management</u> --assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
    E. <u>Integrity/Honesty</u>--chooses an ethical course of action

Five Workplace Competencies

Resources: Identifies, organizes, plans, and allocates resources

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

Interpersonal: Works with others

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

Information: Acquires and uses information

    A.   <u>Acquires and Evaluates Information</u>
    B.   <u>Organizes and Maintains Information</u>
    C.   <u>Interprets and Communicates Information</u>
    D.   <u>Uses Computers to Process Information</u>

Systems: Understands complex inter-relationships

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

Technology: Works with a variety of technologies

    A.   <u>Selects Technology</u>--chooses procedures, tools or equipment including computers and related technologies
    B.   <u>Applies Technology to Task</u>--understands overall *intent and* proper procedures for setup and operation of equipment
    C.   <u>Maintains and Troubleshoots Equipment</u>--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 <u>cannot</u> 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 needs 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 co-chair <u>must</u> 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.

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 of 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

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, §55201and 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 an Effective Syllabus

Based Upon the Course Outline of Record

1) A course syllabus <u>must</u> be based on the college's official <u>Course Outline of Record</u> (COR), and each instructor <u>must</u> cover all the content stated in that outline.
2) A course syllabus <u>must</u> have the Student Learning Outcomes (SLO) listed on the COR.
3) Attendance (alone) <u>cannot</u> be used to determine a student's grade; student evaluations/grades <u>must</u> be based upon "measurable and demonstrated objectives."
4) CORs for credit courses <u>must</u> 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 <u>Course Outline of Record</u> and the <u>Student Learning Outcomes</u> for each course the instructor will be teaching. Current <u>CORs</u> and <u>SLOs</u> 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 (only)
- your office number and office hours
- course title and number, including room, meeting days, and times
- course prerequisites, co-requisites, 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

Required 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 <u>Course Outline of Record</u> and the <u>Student Learning Outcomes</u>.

- **Sheriff Department Emergency Contact Number**
    - Dial direct: 661-722-6399
    - From campus phone #4444 or #6399

- **Course Description and Objectives**—these must be stated exactly as written on the <u>Course Outline of Record</u>.

- **Course Content**—instructors may choose to list course content on a timetable (daily, weekly, monthly) that suits their particular style or approach; however, <u>all content</u> on the <u>Course Outline of Record</u> must be covered during the semester.

- **Course Approved Student Learning Outcomes (SLOs)**—instructors must include Course Approved Student Learning Outcomes (SLOs) on their syllabus. These must be stated exactly as written on the Student Learning Outcomes form. For specific SLO Committee Approved Guidelines please refer to 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 <u>Course Outline of Record</u>. 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.

- **The Americans with Disabilities Act**—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 or after class to discuss your needs.

- **AVC Academic Honesty Policy—Academic Policy - AVC Board Policies Section 5500**
  - *AVC Board Policies Section 5500 Guidelines for Student Conduct:* Violation of the Academic Honesty Policy: Dishonesty, including but not limited to, cheating, or plagiarism. Plagiarism – from the Latin word for "kidnap" – involves using another's work without giving proper credit, whether done accidentally or on purpose. This includes not only words and ideas, but also graphs, artwork, music, maps, statistics, diagrams, scientific data, software, films, videos and the like. Plagiarism is plagiarism whether the material is from published or unpublished sources. It does not matter whether ideas are stolen, bought, downloaded from the Internet, or written for the student by someone else – it is still plagiarism. Even if only bits and pieces of other sources are used, or outside sources reworded, they must still be cited. To avoid problems, students should cite any source(s) and check with the instructor before submitting an assignment or project. Students are always responsible for any plagiarism in their work.

  - An instructor who determines that a student has cheated or plagiarized has the right to give an "F" grade, or numerical equivalent, for the assignment or examination. Antelope Valley College reserves the right to utilize electronic means to investigate possible academic violations. Enrollment in any class implies student agreement and consent that all assignments are subject to submission for textual similarity review to an electronic database.

- **Number of Absences/Drops**—When the number of hours a student is absent in a specific course exceeds the number of hours the course meets per week, the student may be dropped from the course. The instructor may initiate the drop but it is the student's responsibility to drop.

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
- Late arrivals/tardiness and early departures (see the College Catalog on attendance)
- Electronics, pagers, cell phones, walkmans, or other distracting paraphernalia
- 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.

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 measureable 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 accessing 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, <u>NOT</u> to determine an individual student's performance in the course or program.**

Faculty **<u>must</u>** include Student Learning Outcomes (SLO) on the course syllabus. 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, measureable 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

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CERTIFICATE AND
DEGREE DEVELOPMENT

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(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.

Process for Non-Substantial Program Revision

Program 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 co-chair is available to discuss and review program materials throughout the academic year, including summer and intersession. Before beginning the process of degree and/or certificate development, faculty should review the Program and Course Approval Handbook Supplement 5th Edition (2013) published by the Chancellor's Office. This publication contains all of the regulations, steps, and forms that the Chancellor's Office requires. Also review the AP&P Standards and Practices Handbook, which contains all the information required for course and program development and revision. Copies of both publications are available through your division office, your AP&P representative, or on AP&P's web page at http://www.avc.edu/administration/organizations/app/documents. Reference it before and during the process of program development.

Prior to Origination Prelaunch

1) Discuss program with colleagues in discipline/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) Discuss and work closely with the division's AP&P representative, department chair, and dean to help with the CurricUNET process for course and program development, i.e. the program proposal through CurricUNET and the Chancellor's Office application and supporting documentation.
3) Review the Course Impact (CI) reports on CurricUNET to determine if the changes you are making will potentially impact other courses and programs across the district curriculum; contact (1) the Articulation Officer and (2) the other discipline areas for review.
4) Establish a timeline for course/program approval at the division level and at AP&P; be aware of agenda deadlines and dates for meetings.
5) Research other colleges/universities for similar offerings.
6) If a CTE program or certificate program, seek approval of Advisory Committee. 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.
7) Discuss with Articulation Officer regarding transfer options.
8) Meet with Librarian regarding instructional support.
9) Review AVC's Institutional Learning Outcomes; make sure Student Learning Outcomes have been established and approved for all courses, and begin developing Program Learning Outcomes.
10) Read relevant sections of **AP&P *Standards & Practices Handbook*** for guidelines on program development.
11) Begin drafts of program description, goals and objectives, required (core) courses and electives, background and rationale, transfer information (if applicable) etc. through the use of CurricUNET; review often with discipline colleagues and AP&P representative.
12) Review all program information with AP&P representative, discipline/division faculty, department chair, and dean periodically; allow sufficient time **(several days)** for their review.

Origination Prelaunch

1) After making suggested revisions, submit draft of program proposal through CurricUNET (please refer to page 123 for step by step instructions within CurricUNET). The discipline/division faculty, department chair, and Articulation Officer will be notified by email of the program proposal.
2) These individuals will proofread the program proposal for accuracy and completeness. Revision suggestions will be made and originator will be notified when review is complete. **(Allow two weeks)**
3) Make any necessary revisions with assistance from AP&P Representative, dean, and when necessary AP&P Co-chair.
4) Review previously established Program Learning Outcomes (PLOs), making any necessary revisions to be sure they align with program proposal. Submit proposed PLOs to the Student Learning Outcomes Committee for consideration. The PLOs need to be approved prior to a program proposal being placed on an AP&P agenda.

Origination Launch – Division/Discipline Faculty review

1) Login to CurricUNET, review comments made on the program, make necessary revisions if appropriate, and resubmit completed program proposal to AP&P while PLOs are being considered.
2) The appropriate AP&P Representative and dean will be notified of the program proposal in order to review and make revision recommendations. **(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) Login to CurricUNET, review comments made on the program, make necessary revisions if appropriate, and resubmit completed program proposal to AP&P.
2) The AP&P Co-chair will be notified of the program 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 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 program proposal, working with AP&P Representative, dean and when necessary AP&P Co-chair. Resubmit corrected material to AP&P for agenda ready consideration.
5) AP&P Co-chair will inform instructor, AP&P Representative, and Dean when course has been placed on an agenda for review by the full AP&P Committee.

Origination Launch – AP&P Committee review and approval
1) AP&P Committee meets for a <u>first reading</u> of proposed program as long as PLOs have been approved.
2) Instructor who developed or revised the program must attend the meeting, as well as 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 <u>second (or third) reading</u> 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.

Academic Senate, Board of Trustees, and Chancellor's Office Approval
5) Approved program is submitted to the Academic Senate with the AP&P committee's recommendation to approve. Once approved, the course is sent to the Board of Trustees with the AP&P committee's recommendation to adopt.
6) The VP of Academic Affairs will take the program to the Board of Trustees 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.
7) Program information is then submitted to the Chancellor's Office for further review and approval.
8) *Once all necessary approvals have been granted, program may be placed in the next year's college catalog.

*A program reviewed and approved in fall of one year, may then be placed in the following college catalog; a program reviewed and approved in spring of one year, may then be placed in the following calendar year's college catalog.

Non-Substantial Program Revision Process and Timeline

Program revisions take time. This approval process begins when the program is submitted.

→ **Origination Pre Launch**

Consultation is 2 weeks; this role is typically assigned to the Department Chair however it could be a shared role with a primary discipline faculty member.

Articulation Officer Consult — **Department Chair/ Discipline Faculty Consult** ←

Origination Launch ← Program revisions take time. The approval process will resume when the program author takes action under My Approvals.

OC Rep Review — **AP&P Rep Review** — **Dean Review** ← AP&P Rep, OC Rep and Dean are given 2 weeks to review the program and take action.

OC Rep, AP&P Rep and Dean must take an action of Approved for the program to move forward. If either's action is Hold for Revision, then the program will return to the program author to make edits. The approval process resumes when the program author takes action under My Approvals.

The same will occur if the Outcomes Committee Chair, Tech Review Chair, or the AP&P Committee Chair's action is Hold for Revision.

Outcomes Committee — **Outcomes Chair** ← The Outcomes Committee is given 2 weeks to review the program and take action.

Tech Review Committee — **Tech Review Chair** ← The Tech Review Committee is given 2 weeks to review the program and take action.

AP&P Committee — **AP&P Co Chair** ← The program will be scheduled for an AP&P agenda once approved by Technical Review and the instructor will be notified.

VP of AA

Academic Senate

Board of Trustees

Chancellor's Office

Catalog/ Schedule Implementation

Non-Substantial Program Revision are changes made to the program elective list of courses, minor language changes to the program description, and/or a core course moving to the program electives and a new course becoming a core to the program. If revisions are of a higher magnitude, review the elements of a Substantial Program Revision.

1. Go to www.curricunet.com/avc and log in. See Appendix for steps on logging in and changing your password.

2. Left-hand column, under **Search**, click **Program** (new screen)
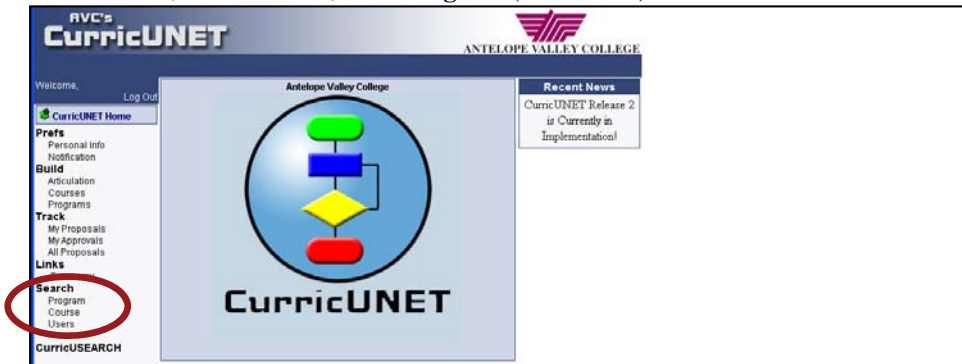
3. Center of page under Program Search, select **All**, the appropriate **Discipline**, then click **OK** (new screen)

4. Center of page under Program Search Result, locate the appropriate Program, click the **Paper Icon** to the left of the **Red Title** (new screen)

5. Center of page under Revise a Program, select **Non-Substantial Program Revision**, click **OK** (new screen)

6. **Helpful Information**: Program Checklist (column on the right side), all items need to have a check in the box to the left of each title. Once all required items in the checklist have been finished the submit button will appear in the left column under the icons in the square box.

Each link in the Program Checklist has a series of HELP icons that are populated with explanations of the required fields. When all data elements are completed as presented for a particular link in the Program Checklist, notice the Buttons at the bottom of each 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 page notifies CurricUNET to check the box to the left of the title within the **Program Checklist** and changes the color of the title to green. You can always go back and edit that section by clicking the appropriate title within the **Program Checklist** and then **UNLOCK**.

➢ **CANCEL:** erases all unsaved data entered to the page.
   Note: CurricUNET does NOT save automatically when leaving a section.

Notice the icons in the left column: **WR** icon: Program Narrative; **CS** icon: AP&P Catalog Information Report; **CC** icon: Program Narrative Tracked Changes - Revisions to an existing program are tracked and viewable in this report; **CR** icon: AP&P Catalog Information Revisions Tracked Changes - Revisions to an existing program are tracked and viewable in this report.

Additional help for each item is provided in the AP&P Handbook, which can be found on the Web at http://www.avc.edu/administration/organizations/app/documents

7. To add a Co-Contributor, a fellow faculty member who will assist in the revision process for this program, click the **Add a Co-Contributor** link under Program Construction Main Menu (new screen)

Select the **Co-Contributor** from the drop-down menu, check the boxes for each items the Co-Contributor will work on, click **OK**

8. Click each of the items in the Program Checklist in the right column, complete the data sets as presented, and click finish on each link. Once all items in the Program Checklist have a check mark in the white box next to each title, the submit button will appear in the left column.

Process for Substantial Program Revision

Program 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 co-chair is available to discuss and review program materials throughout the academic year, including summer and intersession. Before beginning the process of degree and/or certificate development, faculty should review the Program and Course Approval Handbook Supplement 5th Edition (March 2013) published by the Chancellor's Office. This publication contains all of the regulations, steps, and forms that the Chancellor's Office requires. Also review the AP&P Standards and Practices Handbook, which contains all the information required for course and program development and revision. Copies of both publications are available through your division office, your AP&P representative, or on AP&P's web page at http://www.avc.edu/administration/organizations/app/documents. Reference it before and during the process of program development.

Prior to Origination Prelaunch

1) Discuss program with colleagues in discipline/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) Discuss and work closely with the division's AP&P representative, department chair, and dean to help with the CurricUNET process for course and program development, i.e. the program proposal through CurricUNET and the Chancellor's Office application and supporting documentation.
3) Review the Course Impact report (CI) on CurricUNET to determine if the changes you are making will potentially impact other courses and programs across the district curriculum; contact (1) the Articulation Officer and (2) the other discipline areas for review.
4) Establish a timeline for course/program approval at the division level and at AP&P; be aware of agenda deadlines and dates for meetings.
5) Research other colleges/universities for similar offerings.
6) If a CTE program or certificate program, seek approval of Advisory Committee. 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.
7) Discuss with Articulation Officer regarding transfer options.
8) Meet with Librarian regarding instructional support.
9) Review AVC's Institutional Learning Outcomes; make sure Student Learning Outcomes have been established and approved for all courses, and begin developing Program Learning Outcomes.
10) Read relevant sections of **AP&P *Standards & Practices Handbook*** for guidelines on program development.
11) Begin drafts of program description, goals and objectives, required (core) courses and electives, background and rationale, transfer information (if applicable) etc. through the use of CurricUNET; review often with discipline colleagues and AP&P representative.
12) Review all program information with AP&P representative, discipline/division faculty, department chair, and dean periodically; allow sufficient time **(several days)** for their review.

Origination Prelaunch

1) After making suggested revisions, submit draft of program proposal through CurricUNET (please refer to page 130 for step by step instructions within CurricUNET). The discipline/division faculty, department chair, Librarian, and Articulation Officer will be notified by email of the program proposal.
2) These individuals will proofread the program proposal for accuracy and completeness. Revision suggestions will be made and originator will be notified when review is complete. **(Allow two weeks)**
3) Make any necessary revisions with assistance from AP&P Representative, dean, and when necessary AP&P Co-chair.
4) Review previously established Program Learning Outcomes (PLOs), making any necessary revisions to be sure they align with program proposal. Submit proposed PLOs to the Student Learning Outcomes Committee for consideration. The PLOs need to be approved prior to a program proposal being placed on an AP&P agenda.

Origination Launch – Division/Discipline Faculty final review

1) Login to CurricUNET, review comments made on the program, make necessary revisions if appropriate, and resubmit completed program proposal to AP&P while PLOs are being considered.
2) The appropriate AP&P Representative and dean will be notified of the program proposal in order to review and make revision recommendations. **(Allow one week)**

3) Instructor will be notified when review is complete and given the opportunity to consider recommended revisions.

Origination Launch – Technical Review

6) Login to CurricUNET, review comments made on the program, make necessary revisions if appropriate, and resubmit completed program proposal to AP&P.
7) The AP&P Co-chair will be notified of the program 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)**
8) Instructor will be notified by email when Technical Review is complete and will be asked to consider the recommended editorial corrections.
9) Instructor makes necessary revisions and corrections to program proposal, working with AP&P Representative, dean and when necessary AP&P Co-chair. Resubmit corrected material to AP&P for agenda ready consideration.
10) AP&P Co-chair will inform instructor, AP&P Representative, and Dean when course has been placed on an agenda for review by the full AP&P Committee.

Origination Launch – AP&P Committee review and approval

8) AP&P Committee meets for a <u>first reading</u> of proposed program as long as PLOs have been approved.
9) Instructor who developed or revised the program must attend the meeting, as well as the AP&P Representative and dean.
10) Instructor presents course, responds to questions and suggestions by committee, and takes notes for completing necessary revisions.
11) Instructor makes necessary revisions with assistance of AP&P Representative and dean.
12) Instructor submits revised course proposal to AP&P for a <u>second (or third) reading</u> by full committee.
13) Instructor meets with AP&P again to make sure all revisions have been completed. (The division's representative/dean may stand in for instructor.)
14) Once review process is complete, AP&P will take action.

Academic Senate, Board of Trustees, and Chancellor's Office Approval

9) Approved program is submitted to the Academic Senate with the AP&P committee's recommendation to approve. Once approved, the course is sent to the Board of Trustees with the AP&P committee's recommendation to adopt.
10) The VP of Academic Affairs will take the program to the Board of Trustees 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.
11) Program information is then submitted to the Chancellor's Office for further review and approval.
12) *Once all necessary approvals have been granted, program may be placed in the next year's college catalog.

*A program reviewed and approved in fall of one year, may then be placed in the following college catalog; a program reviewed and approved in spring of one year, may then be placed in the following calendar year's college catalog.

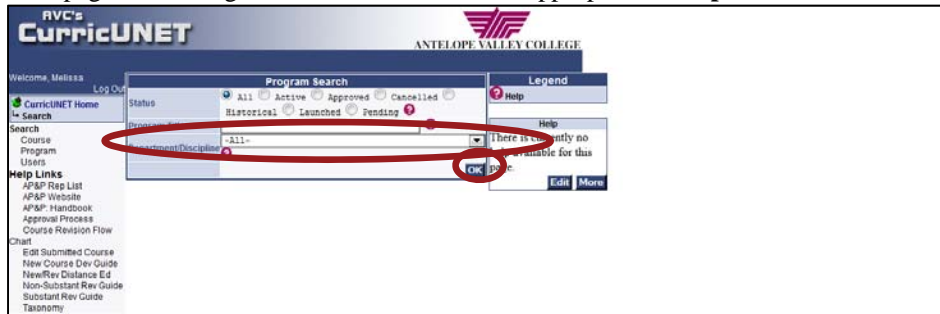# Substantial Program Revisions Approval Process & Timeline

Program revisions take time. This approval process begins when the program is submitted.

Origination Pre Launch

Consultation is 2 weeks; this role is typically assigned to the Department Chair however it could be a shared role with a primary discipline faculty member.

Articulation Officer Consult — **Library Consult** — **Department Chair/ Discipline Faculty Consult**

Origination Launch

Program revisions take time. The approval process will resume when the program author takes action under My Approvals.

OC Rep Review — **AP&P Rep Review** — **Dean Review**

AP&P Rep, OC Rep and Dean are given 2 weeks to review the program and take action.

OC Rep, AP&P Rep and Dean must take an action of Approved for the program to move forward. If either's action is Hold for Revision, then the program will return to the program author to make edits. The approval process resumes when the program author takes action under My Approvals.

The same will occur if the Librarian and Articulation Officer, Outcomes Committee Chair, Tech Review Chair, or the AP&P Committee Chair's action is Hold for Revision.

Articulation Officer Review — **Librarian Review**

Articulation Officer and Librarian are given 2 weeks to review the program and take action.

Outcomes Committee — **Outcomes Chair**

The Outcomes Committee is given 2 weeks to review the program and take action.

Tech Review Committee — **Tech Review Chair**

The Technical Review Committee is given 2 weeks to review the program and take action.

AP&P Committee — **AP&P Co Chair**

The program will be scheduled for an AP&P agenda once approved by Technical Review and the instructor will be notified.

VP of AA

Academic Senate

Board of Trustees

Chancellor's Office

Catalog/ Schedule Implementation

CurricUNET Quick Guide: Substantial Program Revision

Substantial Program Revision are changes made to the TOP Code, statement of program goals and objectives as well as those changes made to the program elective list of courses, minor language changes to the program description, and/or a core course moving to the program electives and a new course becoming a core to the program. If revisions are not of this magnitude, review the elements of a Non-Substantial Program Revision.

1. Go to www.curricunet.com/avc and log in. See Appendix for steps on logging in and changing your password.

2. Left-hand column, under **Search**, click **Program** (new screen)
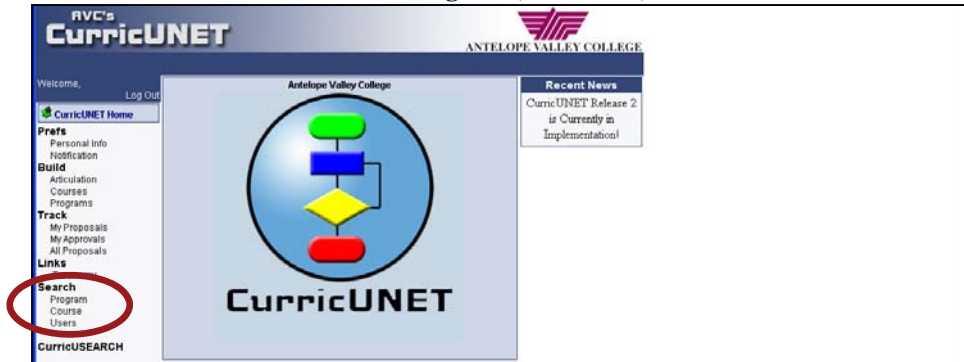
3. Center of page under Program Search, select **All**, the appropriate **Discipline**, then click **OK** (new screen)
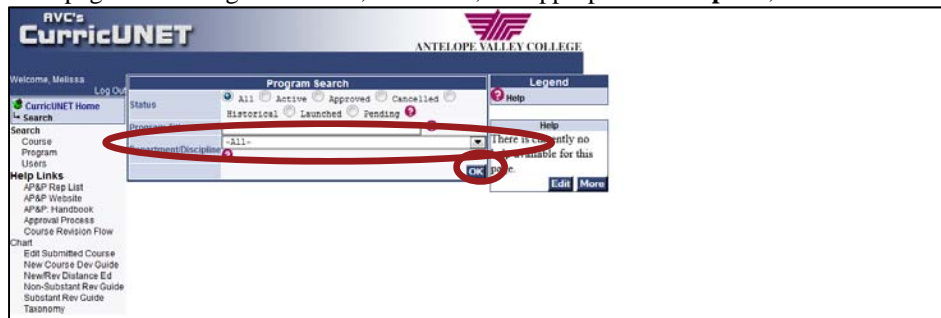
4. Center of page under Program Search Result, locate the appropriate Program, click the **Paper Icon** to the left of the **Red Title** (new screen)

5. Center of page under Revise a Program, select **Substantial Program Revision**, click **OK** (new screen)

6. **Helpful Information**: Program Checklist (column on the right side), all items need to have a check in the box to the left of each title. Once all required items in the checklist have been finished the submit button will appear in the left column under the icons in the square box.

Each link in the Program Checklist has a series of HELP icons that are populated with explanations of the required fields. When all data elements are completed as presented for a particular link in the Program Checklist, notice the Buttons at the bottom of each 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 page notifies CurricUNET to check the box to the left of the title within the **Program Checklist** and changes the color of the title to green. You can always go back and edit that section by clicking the appropriate title within the **Program Checklist** and then **UNLOCK**.

➢ **CANCEL:** erases all unsaved data entered to the page.
   Note: CurricUNET does NOT save automatically when leaving a section.

Notice the icons in the left column: **WR** icon: Program Narrative; **CS** icon: AP&P Catalog Information Report; **CC** icon: Program Narrative Tracked Changes - Revisions to an existing program are tracked and viewable in this report; **CR** icon: AP&P Catalog Information Revisions Tracked Changes - Revisions to an existing program are tracked and viewable in this report.

Additional help for each item is provided in the AP&P Handbook, which can be found on the Web at
http://www.avc.edu/administration/organizations/app/documents

7. To add a Co-Contributor, a fellow faculty member who will assist in the revision process for this program, click the **Add a Co-Contributor** link under Program Construction Main Menu (new screen)

Select the **Co-Contributor** from the drop-down menu, check the boxes for each items the Co-Contributor will work on, click **OK**

8. Click each of the items in the Program Checklist in the right column, complete the data sets as presented, and click finish on each link. Once all items in the Program Checklist have a check mark in the white box next to each title, the submit button will appear in the left column.

Process for New Program Development

Program 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 co-chair is available to discuss and review program materials throughout the academic year, including summer and intersession. Before beginning the process of degree and/or certificate development, faculty should review the <u>Program and Course Approval Handbook Supplement 5th Edition</u> (2013) published by the Chancellor's Office. This publication contains all of the regulations, steps, and forms that the Chancellor's Office requires. Also review the <u>AP&P Standards and Practices Handbook</u>, which contains all the information required for course and program development and revision. Copies of both publications are available through your division office, your AP&P representative, or on AP&P's web page at <u>http://www.avc.edu/administration/organizations/app/documents</u>. Reference it before and during the process of program development.

Prior to Origination Prelaunch

1) Discuss program with colleagues in discipline/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) Discuss and work closely with the division's AP&P representative, department chair, and dean to help with the CurricUNET process for course and program development, i.e. the program proposal through CurricUNET 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) Research other colleges/universities for similar offerings.
5) If a CTE program or certificate program, seek approval of Advisory Committee. 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.
6) Discuss with Articulation Officer regarding transfer options.
7) Meet with Librarian regarding instructional support.
8) Review AVC's Institutional Learning Outcomes; make sure Student Learning Outcomes have been established and approved for all courses, and begin developing Program Learning Outcomes.
9) Read relevant sections of **AP&P *Standards & Practices Handbook*** for guidelines on program development.
10) Begin drafts of program description, goals and objectives, required (core) courses and electives, background and rationale, transfer information (if applicable) etc. through the use of CurricUNET; review often with discipline colleagues and AP&P representative.
11) Explore the need for prerequisites, co-requisites and/or advisories; use CORs from those courses available on CurricUNET and the AP&P web page, research similar courses at CSU/UC institutions. Review the Course Identification Numbering System (C-ID) (www.c-id.net) for the current C-ID descriptors (if applicable).
12) Review all program information with AP&P representative, discipline/division faculty, department chair, and dean periodically; allow sufficient time **(several days)** for their review.

Origination Prelaunch

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

Origination Launch – Division/Discipline Faculty final review

1) Login to CurricUNET, review comments made on the program, make necessary revisions if appropriate, and resubmit completed program proposal to AP&P while PLOs are being considered.
2) The appropriate AP&P Representative and dean will be notified of the program proposal in order to review and make revision recommendations. **(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) Login to CurricUNET, review comments made on the program, make necessary revisions if appropriate, and resubmit completed program proposal to AP&P.
2) The AP&P Co-chair will be notified of the program 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 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 program proposal, working with AP&P Representative, dean and when necessary AP&P Co-chair. Resubmit corrected material to AP&P for agenda ready consideration.
5) AP&P Co-chair will inform instructor, AP&P Representative, and Dean when course has been placed on an 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 program as long as PLOs have been approved.
2) Instructor who developed or revised the program must attend the meeting, as well as 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.

Academic Senate, Board of Trustees, and Chancellor's Office Approval
1) Approved program is submitted to the Academic Senate with the AP&P committee's recommendation to approve. Once approved, the course is sent to the Board of Trustees with the AP&P committee's recommendation to adopt.
2) The VP of Academic Affairs will take the program to the Board of Trustees 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.
3) Program information is then submitted to the Chancellor's Office for further review and approval.
4) *Once all necessary approvals have been granted, program may be placed in the next year's college catalog.

*A program reviewed and approved in fall of one year, may then be placed in the following college catalog; a program reviewed and approved in spring of one year, may then be placed in the following calendar year's college catalog.

New Program Development Approval Process & Timeline

Program revisions take time. This approval process begins when the program is submitted.

Origination Pre Launch

Consultation is 2 weeks; this role is typically assigned to the Department Chair however it could be a shared role with a primary discipline faculty member.

Articulation Officer Consult — **Library Consult** — **Department Chair/ Discipline Faculty Consult**

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The program will be scheduled for an AP&P agenda once approved by Technical Review and the instructor will be notified.

VP of AA

Academic Senate

Board of Trustees

Chancellor's Office

Catalog/ Schedule Implementation

Coming Soon!

Guidelines for Program Development: Degrees and Certificates

Before beginning the process of degree and/or certificate development, faculty should review the Program and Course Approval Handbook Supplement 4th Edition (March 2012) published by the Chancellor's Office. This publication contains all of the regulations, steps, and forms that the Chancellor's Office requires. Also review the AP&P Standards and Practices Handbook, which contains all the information required for course and program 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 **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; AA-T = Associate of Arts-Transfer; AS-T = Associate of Science-Transfer —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 3rd Edition (March 2009) published by the Chancellor's Office.

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;
2) 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 co-chairs 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:
    a. how the program fits in with the college mission statement;
    b. what the primary objectives of the program are, including Program Learning Outcomes;
    c. in what ways the program meets a demonstrated need;
    d. an overview of the program's relevant and appropriate competencies;\
    e. 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 the Process for New Program Development for additional guidance and the use of CurricUNET. 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.

Guidelines for Program Proposal: New and Revised

When developing or changing a program, be sure to consult with faculty within the discipline in addition to faculty from the four year institutions so to provide a smooth transition for transferring students. Consult with dean/director, AP&P representative, Articulation Officer, or AP&P co-chair for assistance with this section.

Cover
Be sure to complete each item according to the definition provided below:

Program Title: Provide the exact title that is proposed for the catalog. A program title must clearly and accurately reflect the scope and level of the program. The same title must appear at the top of the signature page. Do not include the program type, such as "certificate" or "degree" in the title because these types are attached to the title in the CCC Curriculum Inventory based on the program type as described below. Also, the words "transfer" or "for transfer" are no longer allowed in program titles because the "associate degree for transfer" is now reserved for degrees that comply with Education Code section 66746.

For AA-T or AS-T: The TMC award type and title are designated on the template. No deviations are allowed. Note: When referring to the degree throughout the narrative section, the official title of the degree should be Associate in Arts/Science in (approved discipline) for Transfer.

Department/Discipline: Select the most appropriate discipline for this program to reside. In order to be approved to develop a program in a particular discipline, the originating faculty must meet the minimum qualifications to teach in the discipline.

Type of Program: Select only one program type. The Chancellor's Office supports the Academic Senate for the California Community Colleges (ASCCC) Resolution 9.06, Spring 2008, in which the associate degrees are classified as follows:

- Associate in Science (AS or AS-T) must be used for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs.
- Associate in Arts (AA or AA-T) must be used for all other disciplines.

All new associate degree majors and areas of emphasis are required to be separately approved. Each proposed program will need to be submitted individually. Colleges may attach the same narrative to multiple proposals under the same TOP code. Certificates requiring 18 or more semester units or 27 or more quarter units are required to be approved and are given the designation "Certificate of Achievement" pursuant to title 5, section 55070(a). If the certificate requires 12 or more and fewer than 18 semester units, or 18 or more and fewer than 27 quarter units, approval may be requested and the designation "Certificate of Achievement" may be assigned pursuant to title 5, section 55070(c). Such certificates are then eligible to be listed on student transcripts.

For AA-T or AS-T: Select the designated program type for the major (AA-T or AS-T).

Justification for Proposal: Provide an explanation for developing this program of study.

Projected Start Date: Provide the month and year when the college plans to offer the first required course in the program, or when the college plans to enroll students in an existing course with the expectation that it will count toward the degree or certificate submitted for approval. Programs are required to be approved before being offered; however, courses may be approved locally and offered as stand-alone courses while the program is being developed.

For AA-T or AS-T: Required.

Goals of Program: Check all appropriate boxes. Each choice requires a different narrative and supporting documentation as described on the following pages. The narrative for Criteria A: Appropriateness to Mission must include explanations for all choices. For the proposed programs that are categorized by TOP codes that are designated as vocational or CTE, the originator must select CTE and complete all sections required for career technical education. The college is not permitted to select "Other" when either or both of the other goals are selected.

For AA-T or AS-T: Select the appropriate goal for the program (CTE or Transfer). Program goal of "Other" is not applicable.

Recommended TOP Code: The TOP code is assigned according to the content and outcomes of the program, and must conform closely to the TOP code given to similar programs in other colleges around the state. The TOP code reflects the main discipline or subject matter.

The TOP code is not based on local departmental structure, faculty qualifications, or budget groupings. A college that has difficulty identifying the most appropriate TOP code must contact the Chancellor's Office. The Chancellor's Office may change the proposed TOP code, if necessary, after consulting with the proposal originator.

Units for Degree Major or Area of Emphasis: For all types of associate degrees, enter the number of semester or quarter units for the major or area of emphasis including course requirements, restricted electives, and other completion requirements. Do not include general education requirements and units completed in nondegree-applicable credit courses that raise student skills to standard collegiate levels of language and computational competence.

When the proposed program includes a degree with an area of emphasis, students may be allowed to choose from a list of courses to complete a specified number of units. For these proposed programs, include the number of units that all students are required to complete. Do not convert quarter units to semester unit equivalents.

For AA-T or AS-T: Provide the major units. Unit value must match the units listed in the narrative item 3. Program Requirements and TMC template.

Total Units for Degree: For all types of associate degrees, enter the total units required to complete the degree including the units for the major or area of emphasis, the general education pattern units, any other graduation requirements, and electives to reach a minimum of 60 semester units or 90 quarter units.

For AA-T or AS-T: May not require more than 60 semester or 90 quarter units.

Required Units–Certificate: The number of semester or quarter units, including course requirements, restricted electives, and other completion requirements. Do not convert quarter units to semester unit equivalents.

For AA-T or AS-T: Not required.

Projected Annual Completers: Number of students estimated to receive the degree or certificate each year after the program is fully established. An explanation must be provided in the narrative for item 5. Enrollment and Completer Projections.

For AA-T or AS-T: Required.

Projected Net Annual Labor Demand (CTE only): For CTE programs only, fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the counties in the college service areas. In most cases, this figure must cover only the counties within the college's service area but for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used. The figure entered here must be explained thoroughly in the narrative for items 7. Similar Programs at Other Colleges in Service Area and 8. Labor Market Information and Analysis.

For AA-T or AS-T: Required.

Estimated FTE Faculty Workload: Provide the number of full-time equivalent faculty that will be dedicated to teaching the courses in this program, in the program's first full year of operation, regardless of whether they are new or existing faculty. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. The number must be entered as a decimal—for example, one full-time faculty would be entered as 1.0.

For AA-T or AS-T: Required.

Number of New Faculty Positions: Provide the number of separately identified new positions, both part and full time. If existing faculty are sufficient for offering the course and no plans exist to hire new faculty, enter 0 (zero). Assertion of faculty meeting the state minimum qualifications for these positions must be included in the narrative for item 18. Faculty Qualifications and Availability.

For AA-T or AS-T: Required.

Est. Cost, New Equipment: If new equipment will be acquired for this program, estimate total cost from all sources, including district and state funds. Discuss specifics in the attached narrative for item 16. Facilities and Equipment Plan.

For AA-T or AS-T: Required.

Cost of New/Remodeled Facility: If new or remodeled facilities will be acquired for this program, indicate here. Discuss specifics in the attached narrative item 16. Facilities and Equipment Plan.

For AA-T or AS-T: Required.

Est. Cost, Library Acquisitions: Fill in estimated costs for library and learning resources materials. Discuss specifics in the attached narrative item 15. Library and/or Learning Resources Plan.

For AA-T or AS-T: Required.

College's Program Evaluation Plan: Provide the month or semester and year of the first scheduled review of this program after it has been approved. Education Code, section 78016 requires review of all occupational programs every two years and title 5, section 55003, requires review of prerequisite, corequisite, and advisory courses at least once every two years.

For AA-T or AS-T: Required.

Development Criteria Narrative and Documentation
Describe the development of the proposed program, addressing the five criteria as listed in CurricUNET. If appropriate, note that a section is "not applicable" by stating that in CurricUNET for the appropriate section. Provide documentation in the form of attachments as indicated. Some items described below are not required for the following types of proposals:
- Certificates of 12 or more but fewer than 18 units that have been offered in the past that have reported strong enrollment data.
- AA-T or AS-T degree that aligns with a TMC.

Criteria A. Appropriateness to Mission
The stated goals and objectives of the proposed program, or the objectives defined in the course outline of record, must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. For courses or programs to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning.

The California Community College system offers five types of curriculum that fall within the mission of the community colleges: degree-applicable credit, nondegree-applicable credit, noncredit, contract education, and not-for-credit fee-based community services. State approval is required for credit programs and for noncredit programs and courses. Contract education curriculum only requires state approval if college credit or units are awarded to students; community services curriculum does not require state approval. Most of this section does not apply to community service offerings, as they are conducted by the individual colleges without Chancellor's Office involvement.

Following are some of the points the Chancellor's Office considers in judging whether a program or course fits within the system's mission:
- A program or course must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the associate degree or the first two years of college.
- A program or course must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program course must not be primarily avocational or recreational.
- Programs and courses must also be congruent with the mission statement and master plan of the college and district.

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

1. Statement of Program Goals and Objectives

A statement must be submitted that defines the goal(s) of the proposed program. Based on program goals, objectives appropriate to these goals, and program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the community colleges.

CTE Goal: The objectives of the program must include the main competencies students will have achieved that are required for a specific occupation. This statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) that the program will prepare students to enter and the basic occupational competencies students will acquire.

Transfer Goal: The stated goal of the program must include (but need not be limited to) the preparation of students for one or more baccalaureate majors. Courses required in the program are specifically designed as transferable courses so students are prepared for an area of study at a baccalaureate institution. Describe how these courses will meet the lower division requirements of a major at baccalaureate institutions. List the baccalaureate institutions that students will be able to transfer to upon completion of the program.

Other Goal: Explain in detail how this program conforms to the community college mission. Describe how this program it embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

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

The proposal's statement of goal(s) and objectives serves to define the program over time. The goal statement is one of the major factors in determining whether changes to the program are "substantial modifications" for Chancellor's Office approval purposes.

For AA-T or AS-T: In addition the statement defining the goals of the proposed program for an AAT or AS-T degree that aligns with a Transfer Model Curriculum (TMC), provide a brief statement identifying which baccalaureate degree students will be prepared to enter at a CSU.

2. Catalog Description

The catalog description of the proposed program must be entered exactly as it will appear in the catalog. This description must be consistent with the rest of the proposal, convey the program's goal(s) and objectives, and suggest how they differ from the goals and objectives of other programs. The description must convey also what students may expect as an outcome. The catalog description represents a commitment to the student. Exaggerated statements must not be included. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented. List all prerequisite skills or enrollment limitations.

The catalog description for an associate degree must provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes).

CTE Goal: List the potential careers.

Transfer Goal: Appropriate baccalaureate major or related majors must be identified. Proper explanation and documentation must be provided in the narrative item 14. Transfer Applicability. Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.

For AA-T or AS-T: Include all the requirements for the associate degree for transfer pursuant to Education Code section 66746. The catalog description provides an overview of the knowledge and skills students will demonstrate upon completion. The description needs to convey what students expect as an outcome in addition to the following completion requirements:
- *A minimum of 18 semester units or 27 quarter units in the major with a grade of C or better while maintaining a minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework*

- *Completion of 60 semester or 90 quarter CSU-transferable units using the CSU-GE Breadth or the IGETC pattern*
- *No more than 60 semester units or 90 quarter units are required for the degree*

3. Program Requirements

The program requirements must be consistent with the catalog description. The number of units, specific course requirements and design of individual courses, and the sequence of the courses must be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The Chancellor's Office will rely heavily on the educational judgment of local faculty within the discipline and curriculum committees in regard to the appropriateness of program requirements.

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

For all degree programs, documentation may be one of the following:
- The college's overall general education requirements for a degree of this type, such as a photocopy of requirements from the catalog
- Required general education categories (including number of units required) with specific recommendations for appropriate general education course choices for students in this program

For all associate degrees, the courses designated for the program must, collectively, be sufficient to enable students to fulfill the program goals and meet the program objectives. Courses must be required that will address the college level communication and analytic skills necessary for success in a transfer program or that will generally enable graduating students to participate as full team members in a company, maintain currency in rapidly changing fields, and/or advance in selected occupations over a lifetime.

CTE Goal: The set of requirements for a CTE program must reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the proposal. If the CTE program requirements do not reflect the advisory committee's recommendation, then the college must explain its departure from those recommendations.

Transfer Goal: Students must be advised to complete the CSU-GE-Breadth or IGETC pattern. Unless the major requires a high number of units, students who intend to transfer must not be allowed to complete only 18 or more units of local general education requirements. In most cases, the local general education requirements do not provide adequate preparation for transfer.

*For AA-T or AS-T: Must require students to complete either the CSU-GE-Breadth or IGETC pattern and state the number of units required for each pattern. It's important to note that Education Code section 66746 requires a maximum of 60 semester or 90 quarter units, and **all** required courses must be transferable to CSU. The program requirements must list all required courses for the major with the number of units for each. If more than 18 semester or 27 quarter units are required for the major, then the program requirements must show whether each course may also be used to fulfill a CSU-GE-Breadth or IGETC requirement. Must identify any units that may be double-counted for all programs.*

In addition, Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements, in addition to these requirements, for a student to be eligible for the associate degree for transfer, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for the associate degree for transfer. If the college normally requires students to complete additional graduation requirements to obtain an associate degree, the catalog description must clearly state that the AAT or AS-T does not require them.

4. Background and Rationale

This section provides context for reviewers at a general conceptual level. This section explains what role the proposed program will fulfill in the curriculum (given the stated goals and objectives), may include some history of how the program proposal came about, describes what is different about the program and its importance, and tells why the program is especially appropriate for the region and for the college, including reference(s) to appropriate community support.

These explanations must be related to the college mission and the overall educational plan for the college, other new program developments, and any specific needs of that community. This section may be used to justify program objectives or the inclusion of a given course as a requirement.

Describe any special considerations and make a case for a program that justifies the use of alternative documentation if the usual documentation may be misleading, inconclusive, or simply not obtainable.

It is not necessary to repeat information covered elsewhere in the proposal, as long as the originator includes a cross-reference to a page number or section number. When making reference to minutes, the originator must highlight relevant section(s) in the minutes.

For AA-T or AS-T: Briefly describe how discipline faculty determined whether to align the major requirements with the TMC.

Non-aligned TMC must describe in this section of the narrative the following:
- *If a TMC exists but the proposal does not align with it, the narrative must state the reason the TMC is not the best preparation for the college's students who transfer to the CSU campus **or** if no TMC exists, the local degree provides lower-division major preparation for students who transfer to a specific major at CSU campuses offering that major*
- *The community college discipline faculty have consulted with CSU discipline faculty to confirm that the lower-division coursework provides preparation for the CSU major*

In addition to describing the collaborative efforts, which may be based on an existing articulation agreement (pursuant to Ed. Code, § 66746(c)), a letter must be attached to the proposal from a CSU discipline chair or administrator that confirms collaboration with CSU faculty and assures both of the following:
- *Locally-designated courses will provide lower-division major preparation*
- *Students will not be required to repeat a course that is similar to a specific course that counted toward the associate degree for transfer (pursuant to Ed. Code, § 66748(c)).*

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

Need is determined by multiple factors, such as the Academic Master Plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum through "program review," during which the faculty and administrators review the program requirements and course content in consultation with appropriate advisory groups. Program review is a planning process whereby academic departments determine the future needs and goals of their educational programs. Both new and revised curriculum must reflect the fulfillment of this planning requirement.

For baccalaureate preparation curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major or general education has been documented. The proposal for approval must include evidence that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for a university major or for general education requirements at the baccalaureate institution.

For college preparation noncredit curriculum, need is presumed to exist if there is a student demand for a noncredit program or course and its transition to credit work has been documented.

For both credit and noncredit, CTE programs, or those that respond to economic development interests, need for the program must be documented through current labor market information within the local service area of the individual college and/or a recent employer survey. In addition, a current job market analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.

However, if cooperative planning with neighboring colleges merits it, labor market evidence for the region as a whole may be sufficient. Statewide or national labor market evidence may be included as supplementary support, but evidence of need in the specific college service area or region is also necessary. If the college believes the program has

statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit explanation of why this is appropriate must be included.

Proposals for credit CTE programs must include a recommendation for approval from the appropriate Career Technical Education Regional Consortium1. The community colleges in California are organized into 10 economic regions, served by seven consortia of CTE faculty and administrators from community colleges in that region. The Career Technical Education Regional Consortia provide leadership for colleges to:
- Integrate and coordinate economic development and CTE programs and services
- Develop and coordinate staff development
- Increase the knowledge of programs and services in the region, and to disseminate best practices

The following evidence of labor market needs and trends is required:
- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system
- Recent employer surveys
- Industry studies
- Regional economic studies
- Letters from employers attesting to the service area need
- Minutes of industry advisory committee meetings (when offered in conjunction with other evidence)
- Job advertisements for positions in the individual college's service area
- Newspaper or magazine articles on industry or employment trends
- Applicable studies or data from licensing agencies or professional associations

5. Enrollment and Completer Projections
This section includes enrollment (student headcount) data or a survey of prospective students and completer projections information.

Use a table format to provide enrollment data for all required existing courses for the last two semesters to validate the need for this program in the college service area. Include course title, course number, annual sections, and annual enrollment total.

A survey is rarely needed for a transfer program. In the case of a survey, the survey questionnaire, a description of the population surveyed, and survey results must be included.

For completer projections include the number of anticipated program completers per year at the end of the second year and end of the fifth year of program operation.

CTE Goal: The enrollment and completer projections must be compared to the net job market, discussed in narrative item 8. Discussion of Labor Market Need or Job Availability. The data must demonstrate adequate demand for the estimated completers.

Transfer Goal: Required.

For AA-T or AS-T: Not required.

6. Place of Program in Curriculum/Similar Programs
This section must address the following:
- Does the program replace any existing program(s) on the college's inventory?
- What related programs are offered by the college?
- Will this new program fulfill a current need?
- Will there be courses in common shared by this program and another existing program?
- What enrollment changes will this program create? Will it accommodate an overflow or attract a new market? Will it be possible for students to move between this program and another program?
- Will programs share resources?
- Explain how, if at all, this program makes a new or more productive use of existing resources and/or builds upon existing programs or services and establishes a new direction for the college.
- Provide relevant details if this program is related to the termination or scaling down of another program(s).

Before completing this section, review the college's existing program inventory online in the CCC Curriculum Inventory at http://curriculum.cccco.edu. The originator must specify any existing inventory entries that need to be removed or modified in connection with the approval of the program. If there are any questions, contact the Academic Affairs Division of the Chancellor's Office.

For AA-T or AS-T: Identify the division or department in which the program will be located and the current program type division/department.

7. Similar Programs at Other Colleges in Service Area

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

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

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

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

For AA-T or AS-T: Not required.

8. Labor Market Information and Analysis (for CTE only)
Attachment Required: Labor Market Analysis

The Labor Market Information (LMI) system provides occupational demand data by county on established occupations, i.e., those that have Occupational Employment Statistics (OES) codes and that serve medium to large employers. The system also provides occupational supply data based upon actual or projected program outcomes. The LMI system is maintained by the state Employment Development Department (EDD) and is partially funded by community colleges to aid in their planning of programs and in their reporting upon outcomes. Statistics from LMI can be found online at http://www.labormarketinfo.edd.ca.gov/. The LMI division of EDD can be reached by telephone at (916) 262-2162. Assistance with LMI data can also be obtained from CTE specialists in the Chancellor's Office.

To use the website to search for labor market projections, choose the "Educators/Schools" link from the LMI home page. This page provides statewide and county job projections by Standard Occupational Classification (SOC) with cross-listing to the TOP Code. The instructions for accessing the data are subject to change.

Pursuant to Education Code section 78015, LMI data are specifically required for new CTE program proposals, where available. Statewide or national data is not acceptable unless the applicant can show that career mobility in this occupation is common. The proposal must include projections from LMI for the most applicable SOC codes and geographical regions to be served by the program. If these projections do not suggest adequate job openings in the college service area to provide employment for all program completers, then the proposal must explain what other factors may justify the program and make the LMI figures misleading. If LMI figures are unavailable for the occupation targeted by the program, explain and provide other data that justifies the need for the proposed program.

Highlight the applicable lines for the program being proposed with a marker, or another easily visible method, on the printout of data from the LMI. Target the search for specific data and avoid including unneeded or irrelevant statistical printouts with the proposal. Title 5, section 55130, requires the college seeking approval of a new

program to show "the relation of the proposed program to a job market analysis." The job market analysis must present evidence that there is a viable job market that will preferentially hire those graduating with the proposed degree or certificate.

When a proposed program is in an emerging occupation, finding relevant regional or local data can be challenging. One source of data for emerging occupations is available from the Centers of Excellence, an initiative of the California Community Colleges Economic and Workforce Development Division. Through the website at http://coeccc.org individuals can access comprehensive reports on emerging occupations, called "Environmental Scans," as well as information about requesting customized reports if no scan has been published. Do not attach the complete report to the proposal, but summarize the significance of the report's findings to the college service area and use an appropriate format for citing the source so that Chancellor's Office staff can refer to the entire report, if necessary.

For AA-T or AS-T: Provide labor market projections for available jobs in the discipline in the college service area.

9. Employer Survey (for CTE only)
Attachment Required: Employer Survey
In this section, provide a copy of the survey, including the number of those surveyed, number of responses, and a summary of the results.

Program proposals will be evaluated in light of the data regarding expected job openings within the next five years and the number of students that will complete the program per year. Take into account the number of completers in similar programs at other institutions within the geographical region. Chancellor's Office staff regularly refers to the data mart, available on the Chancellor's Office website, to confirm the number of completers in a particular discipline.

When strong data on local employment are not available, a survey of prospective employers in the geographic region within which students will be seeking employment must ordinarily be included. If an employer survey is found to be either impracticable or unnecessary, an explanation must be provided as well as other evidence of job availability.

If a survey is conducted, it must address the extent to which the proposed degree or certificate, with its stated objectives and proposed courses, will be valued by prospective employers. The questionnaire/survey must convey as much information as possible regarding the intended program design, proposed equipment, facilities, work experience included, and/or faculty qualifications. The survey can then be used to determine whether the employer would preferentially hire someone with such a degree or certificate over someone without it, other things being equal.

When reporting survey results, it is important to address the following:
- When the survey was taken and by what methodology (mail, telephone)
- How many employers were surveyed and how many responded
- The specific title(s) of the jobs covered by the survey
- How many openings the employer anticipates, due to separations and new jobs (growth), in the next full year and over the next five years
- Whether the employer believes the program as described would qualify students for the specific positions
- Whether the employer would preferentially hire students who have completed the program

Letters of support from businesses in the college's service area are sometimes included with a proposal. Such letters are especially important if it has not been feasible to conduct an employer survey. The most useful letters of support are specific, rather than general, and are from actual employers who will hire the program completers. An effective letter of support must specify that the employer is familiar with the proposed program, needs the program completers, and intends to hire them. If possible, the letter must indicate the approximate number of program completers that the company anticipates hiring per year.

Other evidence of job market need may be included if available. If an employer survey has not been conducted, other materials may be provided in lieu of a survey or in addition to an employer survey. Examples of other evidence of need include job advertisements or listings, regional economic studies, and industry trend studies.

*For AA-T or AS-T: Not required **unless** the CTE discipline has never been offered at the college in the past.*

10. Explanation of Employer Relationship (for CTE only)

Whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship must be provided. For example, an employer's facilities may be used to provide the training, or the program may be structured to meet training needs of a specific employer. The originator must include an explanation of how the open enrollment requirements for California community college courses (Cal. Code Regs., tit. 5, § 51006 and §§ 58100-58108) will be observed in this context.

*For AA-T or AS-T: Not required **unless** the CTE discipline has never been offered at the college in the past.*

11. List of Members of Advisory Committee (for CTE only)

This item must identify whether the proposed new CTE program has an advisory committee made up of typical employers, discipline faculty from transfer institutions, entrepreneurs, or others qualified to provide guidance in developing and reviewing the program. The list of advisory committee members must include job titles as well as business affiliations, and an accompanying explanation must make clear that the professionals on this committee represent those within the industry who will hire graduates of a proposed CTE program.

*For AA-T or AS-T: Not required **unless** the CTE discipline has never been offered at the college in the past.*

12. Recommendation of Advisory Committee (for CTE only)

Summarize the recommendations of the advisory committee and discuss how the proposed program supports them. This description must be provided in addition to meeting minutes. If it was not possible to incorporate all of the recommendations, describe how decisions were made when selecting major topics to be addressed in the program.

Attachment Required: Minutes of Key Meetings

Minutes of the advisory committee meetings at which the program was discussed and approved must be included. Highlight the approval action in the minutes. Minutes of other meetings, such as curriculum committee meetings, may also be included if they reflect relevant discussion. Meeting minutes must include the date and place of the meeting and names of all who attended.

For CTE Goal: Include the minutes of the Career Technical Education Regional Consortium meeting(s) at which the program was discussed and approved. Highlight the approval action in the minutes. Highlight portions of the minutes that deal with substantive issues of program need, objectives, design, and resource requirements. Suggestions included in the minutes, questions or concerns that were raised, and decisions noted must be specifically addressed in the proposal.

*For AA-T or AS-T: Not required **unless** the CTE discipline has never been offered at the college in the past.*

Criteria C. Curriculum Standards

Title 5 mandates that all credit and noncredit curriculum must be approved by the college curriculum committee and district governing board (pursuant to chapter 6, subchapter 2, beginning with section 55100). Title 5, section 55130(b)(8)E, also requires that credit programs must be reviewed by Career Technical Education Regional Consortia when applicable. The proposed program or course must also be consistent with requirements of accrediting agencies as applicable.

When a college is seeking program approval, the Chancellor's Office requires that the college provide a description of the local approval process, along with supporting documentation from advisory committees, local industry, and transfer institutions. The proposal process and forms are intended to ensure the following:

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

The Academic Senate for California Community Colleges (ASCCC) provides additional information about best practices for curriculum development that faculty originators and college curriculum committees will find useful. Links for curriculum resources are available at http://www.ccccurriculum.info.

13. Display of Proposed Sequence

Provide a flowchart, table, or diagram that shows how the required courses must be completed in sequence by term (semester or quarter), including prerequisite courses if applicable. Include the course department name and course number, and units per term. Indicate whether the course sequence is suggested or mandatory. The sequence must be arranged so that a full-time student could complete a degree program in two years, except in the case of a high-unit technical or health occupation program where a sequence longer than two years is necessary. Students who begin college in need of developmental courses in reading, writing, and/or mathematics may need more than two years to complete a two-year program.

For a degree program, the proposal must include the general education requirements. The pattern(s) specified must not constrain students' individual general education choices unless specific general education courses are recommended to enhance student preparation for a field of study.

For AA-T or AS-T: Not required.

14. Transfer Applicability (if applicable)

For proposals that indicate transfer as a goal, ASSIST documentation is required to show that courses fulfill lower-division requirements for a specific baccalaureate major or prepare students in an area of emphasis for a major field of study for baccalaureate institutions.

For degrees that do not satisfy lower division transfer preparation, documentation must show that the required courses are accepted for general education and/or elective credit by more than one baccalaureate institution. Indicate to which specific baccalaureate institution for the proposed program may transfer.

Attachment Required: Transfer Documentation (if applicable)

Articulation Agreements are needed for proposals with the following program goals:
- Three Articulation Agreements – for Transfer only
- Two Articulation Agreements – for Transfer and CTE

For AA-T or AS-T:

1) Complete and attach the TMC template for the major.

When a TMC is finalized, a template will be available, which will be uploaded as an attachment to the AA-T or AS-T degree proposal in the CCC Curriculum Inventory. The community college will complete the columns in the right half of the table to indicate which courses in the TMC have been adopted. The current list of approved TMC templates may be found online at http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/CreditProgramandCourseAppro val/ApplicationsandForms/tabid/431/Default.aspx

It must be noted that some TMC patterns allow community colleges to include other courses not specifically indicated in the TMC. In the Psychology TMC template, for example, the college may designate in List B any course that has articulation as lower-division major preparation for the psychology major at a CSU. When the community college decides to include such a course, discipline faculty must consult with CSU discipline faculty to confirm that the course provides preparation for the CSU major. When selecting local courses in this situation, documentation of applicability to the major at the local CSU is required. The documentation may include the following, listed in order of preference:
- *Assigned course identification (C-ID) designation or*
- *Assigned Transfer CSU (TCSU) number or*
- *Appropriate report from ASSIST showing the required transferability status (e.g., CSU transferable, general education, or major preparation at CSU).*

The TMC template will provide information about acceptable forms of documentation for articulated courses in each list of options for that major. The college will attach necessary documentation for the course to the AA-T or AS-T degree proposal in the CCC Curriculum Inventory.

2) Provide ASSIST articulation or transfer documentation (based on the TMC template requirements) for any course that does not have a C-ID descriptor to a CSU institution. ASSIST articulation information must be for the TMC major (not the course discipline) at a CSU institution.

Articulation and transfer data can be downloaded from ASSIST website at http://www.assist.org/web-assist/welcome.html. ASSIST is the official online repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California.

Criteria D. Adequate Resources

The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the proposal. This includes funding for faculty compensation, facilities and equipment, and library or learning resources. The college must also demonstrate that faculty are available to sustain the proposed required course(s) and to facilitate student success. The college must have the resources needed to offer the course(s) at the level of quality described in the COR. The college must commit to offering all of the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

15. Library and Learning Resources Plan

Explain the determination of library and learning resources necessary to support the program as designed. Determining the needed resources should involve collaboration between the originating faculty and the library and learning resources staff. If new resources will need to be acquired, explain how the acquisition will be accomplished.

For AA-T or AS-T: Items 15-18 require a general statement. For example: No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.

16. Facilities and Equipment Plan

Describe the specific needs for facilities and equipment should be detailed in this section. The originator should note what is already available, what is planned or in some stage of development, and what would need to be acquired after approval in order to implement the program. An estimate of the total cost of new facilities and equipment should be included.

Programs that require new facilities, major renovation to existing facilities, or an expenditure of over $100,000 in district and state funds for equipment must submit an itemized matrix that details program costs and anticipated revenue (either public or private), both for the initial year of operation and in the near future years.

For AA-T or AS-T: Items 15-18 require a general statement. For example: No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.

17. Financial Support Plan

This section explains the adequacy and proposed sources of financial support both for the ordinary costs of instruction and for any special equipment and/or facilities needs as described in the preceding section.

The source of support for ordinary costs of instruction may be apportionment revenue under the district's growth cap or apportionment revenue redirected as a result of phasing out another program. In some cases a new program may not generate any increased apportionment, if it is composed only of existing courses and does not add new courses.

Sources of support for facilities and equipment may include state capital outlay funding, instructional equipment grants, donations by industry, and funds from private sources/foundations.

Some new programs are developed with grants from various resources including the Fund for Instructional Improvement (FII), Economic Development, or other employer-based training or federal grants. Programs supported with these funds may have special requirements, depending on the source. Any such requirements need to be described.

For AA-T or AS-T: Items 15-18 require a general statement. For example: No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and

equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.

18. Faculty Qualifications and Availability

This section must clearly indicate that the program will be adequately staffed and managed by faculty who meet state minimum qualifications and who have adequate knowledge and experience in the program area. Resumes of the faculty who will be directing and teaching in the new program should be maintained locally in the program file at the college and not submitted with the proposal.

Discuss the balance of full-time and part-time instructors in the program. If new faculty will be needed, or if new training will be provided to faculty who are undertaking expanded or different responsibilities, an explanation should be provided regarding the additional costs and how the training will be provided. Courses in the program will have been assigned disciplines from the most current version of the "Minimum Qualifications for Faculty and Administrators in the California Community Colleges" (commonly known as the Disciplines List). The program must have at least one discipline from the Disciplines List included on the form. If a new discipline is required to teach courses in the program, the faculty may consult the ASCCC for the timeline and process to recommend that the new discipline be added to the Disciplines List.

For AA-T or AS-T: Items 15-18 require a general statement. For example: No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.

Criteria E. Compliance

The design of the program or the course must not conflict with any law, including state and federal laws, both statutes and regulations. Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered.

Some of the title 5 sections to note are the following:
- Open course regulations (Cal. Code Regs., tit. 5, § 51006)
- Course repeatability regulations (Cal. Code Regs., tit. 5, §§ 55040–55046 and 58161)
- Regulations regarding tutoring and learning assistance (Cal. Code Regs., tit. 5, §§ 58168–58172)
- Regulations regarding open-entry open-exit courses (Cal. Code Regs., tit. 5, § 58164)
- Statutes and regulations on student fees (Cal. Code Regs., tit. 5, chapter 9, subchapter 6)
- Prerequisite and enrollment limitation regulations (Cal. Code Regs., tit. 5, § 55003)
- Particular provisions of the Nursing Practice Act (Cal. Code Regs., tit. 16)

Colleges with the authority to locally approve stand-alone credit courses must ensure that all persons involved with the curriculum approval process are cognizant of the various criteria to be considered when approving courses.

19. Based on model curriculum (if applicable)

If the program design is based upon a model that has been developed for statewide or national use other than the TMC developed during the implementation of Education Code section 66746, refer to the model, and if possible, include a copy of the model or a summary of it. Explain any departures from the model to fit local circumstances or for other reasons.

The TMCs were developed collaboratively by intersegmental discipline faculty from the community colleges, CSU, and UC, so they are different from model curricula developed prior to 2010.

The Chancellor's Office requires that, in fields where model curriculum designs have been collaboratively developed and disseminated with broad consensus from representatives of the discipline and with the support of the Chancellor's Office, every new program proposal generally should incorporate the elements of the model curriculum. Collaborative development has been successful in many disciplines, including the public safety occupations of administration of justice, fire science, hazardous materials, and emergency medical services; in some health occupations, sometimes developed by national professional associations; in retail management with the support of the Western Association of Food Chains, Inc.; in California's insurance industry; and in child development/early childhood education.

For AA-T or AS-T: Sections 19-21 require a general statement. For example: There are no licensing or accrediting standards that apply to this program. No additional student selection criteria are in place, this program complies with California Code of Regulations, title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300.

20. Licensing or Accreditation Standards

The college should determine whether accrediting or licensing standards apply to the proposed program and include them, or a summary of them, in the proposal, together with information regarding the organizations or persons representing the accrediting or licensing body who may be contacted by the Chancellor's Office. As with model curriculum, any departures from the accrediting standards should be explained. The explanation should also clarify whether the college intends to function without programmatic accreditation in the area or expects to be accredited. Programmatic accreditation in CTE is not always mandatory. When transfer accreditation is optional in numerous fields, the proposal should discuss the college's intentions in this regard.

In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certifies counselors in that field. In these cases, the Chancellor's Office expects that the proposal will specify whether the program will fully prepare completers for the recognized professional certification. If not, an explanation of why this is not considered necessary should be included.

For AA-T or AS-T: Items 19-21 require a general statement. For example: There are no licensing or accrediting standards that apply to this program. No additional student selection criteria are in place, this program complies with California Code of Regulations, title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300.

If the degree is in a CTE discipline that has licensing, accreditation, or certification requirements the college must complete the requirements of this section.

21. Student Selection and Fees

Describe any entry criteria and the selection process for admission to the program, if the program is selective. Program admission or selection procedures should comply with the provisions of title 5, sections 55201 and 58106. In addition, all mandatory fees that students will incur, for the program as a whole or any of its constituent courses, aside from the ordinary course enrollment fee prescribed in Education Code section 76300, should be specified. Fees for materials, insurance, travel, and/or uniforms need to be specified.

For AA-T or AS-T: Items 19-21 require a general statement. For example: There are no licensing or accrediting standards that apply to this program. No additional student selection criteria are in place, this program complies with California Code of Regulations, title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300.

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APPENDICES

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Appendix A—Comparison of Credit Modes

| Degree Credit	Non-Degree Credit	Noncredit	Community Service
55805.5 Content and objectives of course fall into one of categories a-e of this Section of Title 5	55002 A course not applicable to the associate degree.	84711(a)(1-9) Education Code. Content and objectives of noncredit courses must fall in one of nine categories	55002(d)(2) Designed for physical, mental, moral, economic, or civic development
55002(a) Recommended by curriculum committee. Approved by local Board.	55002(b) Recommended by curriculum committee. Approved by local Board. Needed by eligible students.	55002(c) Recommended by curriculum. Approved by Board. Needed by enrollees	55002(d)(1) Approved by local Board
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.	55002(b)(1) Types of Courses. Precollegiate basic skills, designed to enable students to succeed in degree credit courses, precollegiate occupational preparation courses.		55002(d)(3) Provides subject matter content, resource materials, and teaching methods which the local Board deems appropriate for the enrollment
(B) Units. Carnegie Units: 3 hours work per semester or quarter week per unit including lectures, labs, and homework.	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.	55002(c)(1) Standards of Approval. Treatment of subject matter, use of resource materials, attendance, and achievement standards approved by curriculum committee as appropriate for enrolled students.	
(C) Intensity. Scope and intensity of work require independent study outside class.			
(D) Entrance Requirements. Where deemed appropriate by curriculum committee.	(B) Units. Carnegie Units: 3 hours work per semester or quarter week per unit including lectures, labs and homework.		
(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	(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.		
(F-G) Difficulty Level. Requires critical thinking, ability to apply "college level" concepts, vocabulary, and learning	(D) Entrance Requirements. Where deemed appropriate by curriculum committee.		55002(d)(4) Is conducted

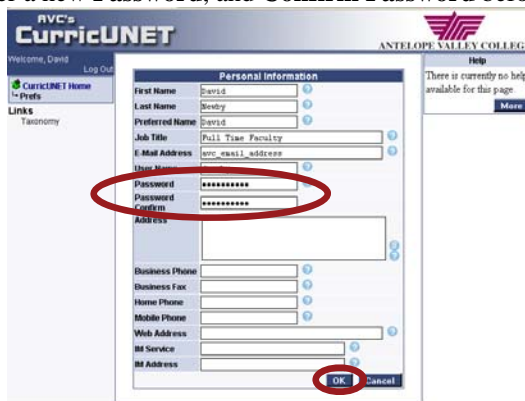|			
skills as determined by curriculum committee. 55002(a)(3) Course Outline of Record. Scope, units, objectives, content, types/examples of: reading and writing assignments, homework, methods of teaching and evaluating. 55002(a)(4) Conduct of Course. All sections taught by a qualified instructor in accord with above 55002(a)(5) Limits repeated enrollment.	55002(b)(3) Course Outline of Record. Scope, units, objectives, content, types/examples of: reading and writing assignments, homework, methods of teaching and evaluating 55002(b)(4) Conduct of Course. All sections taught by a qualified instructor in accord with above outline. 55002(b)(5) Limits repeated enrollment.	55002(c)(2) Course Outline of Record. Scope, objectives, content, methods of instruction and methods for determining whether stated objectives have been met. 55002(c)(3) Conduct of Course. All sections taught by a qualified instructor in accord with above outline	in accordance with a predetermined strategy or plan 55002(d)(5) Open to all community members

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.), click **OK**. If unsure of username and password, contact x6317.
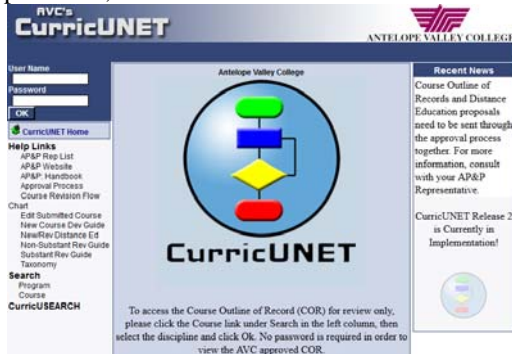
3. Notice, once logged in, in place of the username password boxes, it now says Welcome. To change or update the password, Left-hand column under **Prefs**, click **Personal Info**
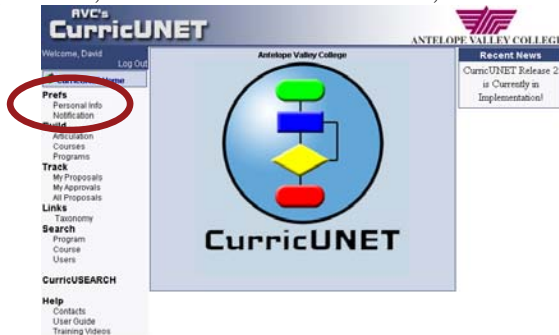
4. Enter a new **Password**, and **Confirm Password** before clicking **Ok**