



CURRICULUM

HANDBOOK

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Purpose of the Curriculum Handbook

The purpose of this handbook is to inform the college community on the basic elements of curriculum and the curriculum process. This is a summary. Additional Resources on Curriculum are at the end of this handbook.

The college will use this handbook to:

- Provide guidance on the local curriculum process
- Assist faculty in creating and updating departmental curriculum
- Train new and continuing faculty on the curriculum process

The Curriculum Chair/Committee will review the handbook yearly and make changes as needed. Substantive changes to the document will require approval by the Reedley College Academic Senate.

Curriculum and the Reedley College Mission Statement

All curriculum approved through the curriculum process must align with the Reedley College Mission Statement.

“Reedley College motivates and empowers students to be successful by providing high-quality, innovative educational opportunities. We inspire a passion for learning to meet the academic and workforce goals of our diverse communities. Our associate degree programs, career technical education, transfer level, and basic skills courses are offered in an accessible and safe learning environment.”

Title 5 and the Academic Senate

Academic Senate Responsibility for Curriculum

[Education Code §70902 \(b\) \(7\)](#) gives local academic senates the right to assume primary responsibility for making recommendations in the areas of curriculum and academic standards

The governing board of each community college district shall:

" Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards. [California Education Code, § 70902 (b) (7)]."

[Title 5 of the California Code of Regulations § 55002 \(a\) \(1\)](#) includes the following:

“Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.”

The Reedley College Academic Senate has designated that the Reedley College Curriculum Committee has the authority to make recommendations regarding curriculum (including compliance of courses with state standards) directly to the local governing board through the district Educational Coordinating and Planning Committee (ECPC).

The committee and the curricular process must comply with shared governance requirements. This means, on curriculum issues, that the college must consult collegially in accordance with the Shared Governance Policy of the Board of Trustees (AR 4020 and 2510).

Program and Course Approval Handbook (PCAH)

[Program and Course Approval Handbook \(PCAH\)](#) provides guidelines to ensure compliance with regulations and law regarding curriculum. It is written and compiled by the [California Community College's Chancellor's Office \(CCCCO\)](#) with contributions from the California Community Colleges Curriculum Committee (5C). Key laws and regulatory sections governing curricular matters are included in the appendix for easy reference.

Roles in the Curriculum Process

Role of Faculty

Faculty representatives selected by departments attend all regularly scheduled meetings and serve as liaisons between the committee and their departments.

Duties:

- communicating with discipline faculty within the department/across departments, college locations including Oakhurst and Madera Community College Centers, Fresno City College and Clovis Community College.
- submitting proposals in the curriculum management database system. Faculty have purview only over their own discipline. However, other faculty and staff outside the discipline—such as the Curriculum Chair and Curriculum Analyst—have varying authority and responsibility within the curriculum database management system.
- determining the discipline the course belongs, (assists with determining minimum qualifications for teaching the course, refer to the [Minimum Qualifications List](#))
- reviewing and updating all Career Technical Education (CTE) Course Outlines of Record every two years and all other Course Outline of Records every five years to comply with both CSU/UC requirements and Title 5 regulations.
- review courses that have not been offered in more than three years and degrees and certificates that have not been awarded in more than five years and determine if they should be inactivated.

Role of Curriculum Analyst

The Curriculum Analyst works closely with the chairperson of the committee.

Duties include:

- providing technical support and training to the Curriculum Committee regarding curriculum procedures, regulations, and past practices
- providing technical support and training regarding the preparation of curriculum documents
- acting as curriculum liaison between the college and the State Chancellor's Office
- serving as the college curriculum management database system administrator

- preparing ECPC summary
- coordinating the review of course outlines by initiating an annual study, notifying instructional departments of needed review, and tracking the process
- organizing, scheduling and preparing materials for meetings
- attending ECPC meetings
- aiding in communication between the district and the Curriculum Committee chair
- submitting new, modified, deleted courses/programs in the Chancellor's Office Curriculum Inventory (COCI) for review and approval
- assisting faculty with completing new program narrative
- assisting with preparing substantive change proposals
- setting up program major codes in Ellucian
- updating college catalog
- preparing catalog addendum
- updating curriculum changes in Ellucian
- preparing and submitting annual Survey of Prerequisites/Corequisites established during the academic year (Title 5 §55003(i))
- entering codes and dates in curriculum management database system
- verifying programs/courses are the same in the curriculum management database system, Ellucian, catalog, and the Chancellor's Office Curriculum Inventory (COCI)

Role of Administrators

While no legal requirement exists for administrative approvals of new courses and programs, instructional deans and CIOs should be involved in curriculum approval processes (CCCCIO, 2012). In fact, curriculum approval should be a collegial and collaborative process involving all college constituencies. Instructional deans and CIOs should assist faculty in the curriculum development and review processes.

Administrators are knowledgeable about compliance and resource requirements for courses and programs, and their early involvement in the process can prevent mistakes and delays later. Such expertise provides valuable and complementary guidance to the faculty content experts. A final review by the CIO—though not approval—of the proposals approved by the curriculum committee ensures that the governing board can be confident that the proposed curriculum aligns with the college mission, complies with the requirements of Title 5 and the Program and Course Approval Handbook (PCAH) and fulfills validated college needs and that the institution has sufficient resources to support implementation of the new curriculum.

Role of Students

Not only is the inclusion of students in the curriculum approval process good practice, but providing an opportunity for student involvement is legally required. Under [Education Code §70902\(b\)\(7\)](#), students are afforded the right to participate effectively in college governance, and Title 5 §51023.7 states that students “shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students,” including policies and procedures for curriculum development. Thus, curriculum committees should include representatives from the local student senate or leadership organization in order to afford students the opportunity to participate in curriculum approval processes.

Role of the Board of Trustees (BOT)

The final authority for approving new courses and programs always rests with the governing board or its designee. Per AR 2510, the BOT should rely primarily on the advice and judgment of the local Academic Senate.

Curriculum Committee

Curriculum Committee membership is designed to ensure representation across the College and includes members representing all divisions, sites, counseling, student services and learning support services.

The committee is chaired by the elected Vice President for Curriculum who sits on the Executive Committee of the Reedley College Academic Senate Executive Committee.

Curriculum Committee Chair Duties

This officer regularly reports curriculum issues and progress to the Academic Senate and faculty at large and serves on the Senate executive committee. The chairperson:

- represents the Curriculum Committee to the Academic Senate
- signs the annual CCCCCO Curriculum Inventory
- communicates regularly with the Vice President of Instruction and with instructors at the Reedley campus and Madera Community College Center and Oakhurst Community College Center provides information about curriculum development or course proposals
- works with department representatives, the committee, the articulation officer, and with individual instructors to assist in developing curriculum outlines or reviewing proposals
- determines the content of meeting agendas
- facilitates subcommittee work upon special projects, such as defining "critical thinking" or determining local general education definitions
- chairs the meetings
- works with the Curriculum Chairperson for Fresno City College and Clovis Community College on facilitating the development of common courses including attending district curriculum workgroups
- attends the ECPC meetings where curriculum proposals are reviewed
- represents the Curriculum Committee at meetings on campus/centers, at Fresno City College, Clovis Community College, and the District Office
- serves as a member of the Program Review Steering Committee, or designates a faculty representative
- works with the department chairs, division representatives, and deans to facilitate and implement 5-year review of courses and programs, in accordance with the program review schedule
- leads the evaluation and review of curriculum plans and processes including the curriculum handbook
- provides annual training for Curriculum committee members
- provides Curriculum Training to faculty, staff and administrators as needed.

Curriculum Committee Duties

The committee is guided by the Reedley College Curriculum Committee Operating Agreement (COA).

The membership of the committee was initially determined through negotiation between the Academic Senate and the President of Reedley College. The term of membership for the curriculum committee is the academic year. Departmental representatives are selected at the end of the spring semester for the following year.

Title 5 Mandated Duties:

Curriculum committees must review new and existing courses to determine that they

“meet standards for quality and for establishing prerequisites as defined in Title 5, Division 6, Chapter 6 of the California Code of Regulations meet intersegmental expectations for submission to IGETC, CSU-GE, or UC qualify as a CSU Elective include documentation of prerequisites, corequisites, and advisories according to current Title 5 language, to be voted on separately from course outlines”

Locally defined duties of the Curriculum Committee

- defines local academic and curricular standards
- ensures that local general education and associate degree requirements are appropriate to meet the goals of the College and the needs of students and the communities the College serves
- recommends to the SCCC Board of Trustees approval of new courses and programs
- scrutinizes and approves prerequisites, corequisites, and advisories and their documentation (content review and establishing prerequisite/corequisites)
- recommends to receiving institutions courses and programs for transfer/articulation
- reviews existing curriculum
 - determines the appropriateness of new and revised course or educational program proposals for departments or disciplines.
 - ensures that all Career Technical Education (CTE) Course Outlines of Record are updated/reviewed every two years and all other Course Outlines of Record are updated every five years
 - with administration and senate, maintain and carry out other locally defined duties as articulated in SCCC Board Policy, Administrative Regulations, and Reedley College Academic Senate resolutions per agreed upon regulations

Curriculum Committee Member Duties

Individual Curriculum Committee Member Responsibilities

- attend Curriculum Committee meetings (or designate a proxy) and be prepared to discuss agenda items.
- prior to each meeting, thoroughly review and edit Course Outlines of Records, Degrees, and Certificates.
- email comments, questions, and suggested changes to the faculty originator for each COR, Degree, and Certificate reviewed, as needed.
- be critical reviewers of curriculum, with input from faculty originators as necessary.
- support due-process of the Curriculum Committee.
- stay current with curriculum-applicable Board Policies, State and Local Academic Senate recommendations, and Title 5 legislation.
- attend Curriculum Committee training
- act as a liaison between the Curriculum Committee and the department that he/she represents, to include counterparts at Reedley College, Madera and Oakhurst Community College Centers.

- lead the technical review of departmental curriculum
- act as a resource to faculty members in their departments who are crafting new curriculum/revising existing curriculum
- carry out all other duties as determined by academic departments or the Academic Senate

Curriculum Committee Procedures

Local Curriculum Approval Process

The Curriculum Committee meets weekly during the academic year. Frequent meetings are necessary to maintain the college curricula. The Curriculum Committee is subject to the requirements of the [The Brown Act](#), which mandates the following:

- Regular Curriculum Committee meeting agenda must be posted 72 hours prior to the meeting.
- Special Curriculum Committee meetings agenda must be posted at least 24 hours prior to the meeting.
- All meetings must be open to anyone who wishes to attend.
- The public must be allowed to make comments on any item listed on the agenda prior to the committee's consideration of that item.
- A reasonable limit of time allocated to each person for public comment may be established, typically 3 to 5 minutes.
- The committee may not take action or discuss any item that does not appear on the posted agenda.

The submitter of the proposal or qualified designee must attend to explain and support the proposal. If there is no one to present the proposal, the item will be tabled.

(Note: With unanimous consent, the Curriculum Chair may rule that the submitter or designee need not attend the second hearing. However, should any substantive issues be raised prior to or during that meeting, the submitter or designee must attend the second or a subsequent meeting to address these concerns before a final vote can be taken.)

At the first hearing of the proposal, questions may be asked and problems noticed. If there are no objections by committee members, at the direction of the chair the following may be voted on after one hearing:

- course modifications requiring no changes to course objectives, the course content outline, or course outcomes
- Special Studies
- Individual Studies
- distance education proposals

A second hearing at the following meeting is mandatory for:

- all new course proposals, including first-time Distance Education offerings.
- course modifications with changes in course outcomes and objectives or the course outline.

Upon (unanimous) approval of the committee, courses may be approved in one hearing.

When the Curriculum Committee has voted to approve or accept a proposal, that new course or modification or program is presented to ECPC, the district committee which reviews curriculum proposals. From ECPC the proposal goes to the Board and, when appropriate, to the Regional Consortium, the California Community Chancellor's office, and ACCJC. No course or program can be offered without state approval.

Approved on the Consent Agenda: Minor Changes

Changes that do not affect statutory or regulatory curriculum standards, but require judgment of the extent to which this is true, can be placed on the consent agenda for full committee vote. It is recommended that a prior review take place to recommend that the course changes are such that standards are not affected, at most colleges this review can be done by division faculty or a technical review subcommittee of the curriculum committee, but should not be just an administrative review. Members of the full curriculum committee are expected to read the revised and previous course outlines and the accompanying rationale. They may pull the item from the consent agenda for discussion if necessary. Otherwise, no comment is needed prior to a full committee vote.

It is recommended that the following minor changes to the course outline of record be approved on the consent agenda as recommended either by vote of the division faculty or the technical review subcommittee. A written rationale should accompany all proposed changes:

- minor, non-substantive changes in Catalog Description, Objectives, or Content.
- change in course number (within college policy)
- change in course title (within college policy)
- add/drop a course from an Associate Degree or certificate program

Information Item Only/No Action: Technical Changes

Some changes are technical in nature and require no review. Others are within the areas of the course outline for which a variety of methods are permissible, provided that the course objectives are met and the course content covered.

It is recommended that the following changes be accepted as information items only, with no action required, upon the advice of the division/departmental faculty. Revisions should be incorporated into course outlines so that course files can be kept up to date. Technical changes include:

- changes in the text and/or instructional materials
- changes in the sections on assignments, or methods of evaluation (as long as these changes are minor and continue to enable students to meet objectives and fully cover the stated content)
- addition of a focus area to a special topics course

CCCCO Annual Curriculum Certification

Each year the [CCCCO](#) requires a curriculum inventory certification. The President, Academic Senate President, Vice President of Instruction and the Curriculum Chair certify that the local curriculum process has

- 1) Used the PCAH to ensure that all curriculum was created and reviewed in accordance with Ed Code and Title V
- 2) Used the approved CCCCCO Course Calculations
- 3) Been approved through the local Board of Trustees

4) Provided training for the Curriculum committee on all legal and regulatory requirements

Course Outline of Record (COR)

According to the Academic Senate for California Community Colleges (ASCCC) [The Course Outline of Record: A Curriculum Reference Guide] , Course Outlines of Records (CORs) are “used as the basis for articulation agreements, providing a document with which to determine how community college courses will be counted upon transfer to baccalaureate granting institutions.” In addition, CORs are evaluated as part of Program Review, a process central to accreditation. Regularly reviewing and revising CORs is, therefore, vital to the success of Reedley College students.

The course outline of record is the primary vehicle for course planning and it defines and describes the essential elements of a course. When a course is revised or updated, it is the course outline that records the changes. As such, it forms the basis for a contract among the student, instructor, and institution identifying the expectations which will serve as the basis of the student's grade and giving the fundamental required components of the course which the student is guaranteed to receive from the instructor and institution. More than just specifying the required components of the course, the outline of record states the content and level of rigor for which students—across all sections of the course—will be held accountable, and specifies the Student Learning Outcomes that the student will demonstrate at the completion of the course. Courses are designed to provide a coherent body of knowledge to prepare students in a particular subject. The prerequisites students need to advance successfully through a series of such courses are based on information in the Course Outline of Record.

Maintaining academic standards means providing consistent, quality instruction in the classroom.

It is by reviewing the course outline that the various instructors, both full- and part-time, may clearly identify the standards and content of the course they are to teach. In addition, the course outline plays a critical role in the on-going process of program review by which a college seeks to keep its curriculum relevant and to allocate its resources sufficiently to maintain its programs.

Although the outline is not intended to dictate instructional methods and materials, it should delineate an agreed upon set of learning objectives which are central to the course in that they (1) determine the desired student learning outcomes of the course and (2) establish a basis for evaluating and assessing student performance. The Course Outline of Record is used for all courses.

Courses

Program Applicable

Credit courses are considered to be program-applicable when they are required or are on a list of restricted electives (including general education requirements) for a degree, certificate, or program approved by the Chancellor’s Office. If courses in a developmental sequence, such as ESL, English or Math are NOT part of a degree or certificate, they are considered stand alone.

Stand Alone

When a credit course is not part of an approved degree, certificate, or program, it is “not degree-applicable.” It is referred to as a stand-alone credit course. This term also refers to credit courses that are required for a certificate

of fewer than 18 semester units that has not been approved by the Chancellor's Office, such as a Certificate of Achievement.

Course Numbering

Courses numbered 1-99: Associate degree applicable credit courses.

Courses numbered 100-199: Associate degree applicable non-transfer.

Courses numbered 200-299: Non-degree applicable credit courses. Non-degree applicable credit courses are subject to a 30-unit maximum for financial aid purposes.

Courses numbered 300-399: Non-credit courses.

Non-Credit

The California Community Colleges provide lifelong learning opportunities that enable adults to enhance quality of life. Non-credit courses provide persons with skills that are critical to their ability to become and/or remain independent and to contribute to the economy of California. There is no enrollment fee and no limits on repeats. State funding for non-credit differs from credit and the submission process for state approval differs as well. State supported non-credit courses must qualify under one of the categories as set forth in the California Education Code:

A - English as a Second Language

B - Immigrant Education

C - Elementary and Secondary Basic Skills

D - Health and Safety

E - Substantial Disabilities

F - Parenting

G - Home Economics

H - Courses for Older Adults

I - Short-Term Vocational

J - Workforce Preparation

CDCP

Programs and required courses classified as noncredit Career Development and College Preparation (CDCP) prepare students for employment or to be successful in college level-credit coursework. In accordance with title 5, § 55151 colleges may offer an approved sequence of noncredit courses that culminate in one of the following awards: Certificate of Competency, Certificate of Completion, or Adult High School Diploma. Once a program is approved, the noncredit courses that comprise a CDCP program will be eligible for enhanced funding pursuant to Education Code § 84750.5 and 84760.5. CDCP certificates can be awarded in the following four noncredit categories: elementary and secondary basic skills, workforce preparation, short-term vocational program, English as a second language and vocational English as a second language (see title 5, 55151).

As with all noncredit programs, the courses must first be approved before the college can submit a proposal for a new CDCP program.

Stand Alone

When a course is not a part of an approved program as defined above, it is referred to as a "stand-alone course." Stand-alone courses are identified in CB24, where it has been coded using the number "2." This term also refers to credit courses that are required for a certificate of fewer than 18 semester or 27 quarter units that has not been approved by the Chancellor's Office as a Certificate of Achievement.

A community college district may approve and offer nondegree-applicable credit courses and degree-applicable credit courses that are not part of an approved educational program without separate approval by the Chancellor. However, stand-alone credit courses still need to be submitted to the Chancellor’s Office for chaptering and to receive a control number. The Chancellor will conduct a periodic review to ensure that districts are in compliance. Please refer to title 5, § 55100(b) for full language.

Title 5 Required COR Elements

Required Elements of the COR per Title 5 § 55002

Unit Value	Expected required number of contact hours
Requisites	Catalog description
Objectives	Content
Required Reading and writing assignments	Other outside-of-class assignments Instructional
Instructional Methods	Methods of Evaluation

New Course Approval

The following criteria are derived from a variety of sources including curriculum policies and procedures, statute regulations, intersegmental agreements, transfer guidelines, accrediting recommendations, and standards of good practice in curriculum development

Appropriateness to Mission and Goals

- The proposing department must show how the new course fits into the existing or proposed program as a whole.
- The course objectives must be consistent with the mission of the community colleges as established by the Legislature in Education Code §66010.4. For example, the course may address a valid transfer, occupational, or basic skills need—the course must not be primarily avocational or recreational.
- The course must be in alignment with the RC Educational Master Plan.
- The course must be in alignment with the RC College Goals and Mission Statement

Need

- A clear and appropriate need must be established in the rational for the new course. The rational may include evidence of alignment with the following:
 - Educational Master Plan
 - Program Review
 - Transfer applicability for major preparation or GE
 - Recommendations from the local CTE Regional Consortium
 - External or regulating body
 - Other compelling evidence of community and/or student need

Quality

- The Course Outline of Record must be complete and well integrated

Feasibility

- The feasibility section of the Course Outline of Record (COR) must demonstrate that the College has the physical, technological, and personnel resources to offer the course at the level of quality described in the COR.

Compliance

- Departments requesting approval for a new course must present evidence that all existing curriculum is current (or launched for review) in the mandated review cycle and entered accurately into the college's curriculum management database system. Note: Emergency exceptions may be made in the event that curriculum approval timelines make compliance with state or regulatory agency mandates unlikely.
- Courses that are part of a new degree, certificate, or program proposal must be sent through the review process simultaneously with all related new curriculum. For example, all new courses that will make up a new degree or certificate must come through for review at the same time as the degree or certificate.
- Courses that will be closely related to other newly proposed courses, such as in a series or family, must come through the approval process simultaneously.
- Courses that contain a cross-listing proposal must follow the cross-listing policy and come through for review simultaneously.
- The design of the course must not conflict with applicable college, district, state or federal policies.

Completing the Proposal

The department chair and/or primary author(s) will discuss the proposal with the appropriate dean. The Curriculum Committee chair may also be informed that a course proposal is coming.

Any proposal to modify an existing course or to propose a new course must be submitted by a full-time qualified instructor within the department that will teach that course, must be reviewed by that department, and must be brought to the Curriculum Committee by the submitter or by a designee who is a full-time department member with expertise in the discipline.

Completed proposals are submitted into the workflow of the curriculum management database system by the originator of the proposal. All sections of the proposal are required to be completed before being placed on the agenda for the committee.

Development Criteria (Appropriateness to Mission and Goals, Need, Quality, Feasibility, Compliance)

Additional forms (screens) must be completed for:

Advisories

Content Review – establishes Concepts, Skills, and Kinds of Knowledge from the advisory course and specifically how this is necessary in the target course

Prerequisites

Content Review

Justification (Establishing Prerequisites)

Corequisites

Content Review

Justification (Establishing Corequisites)

Student Learning Outcomes (SLOs)

For California's community colleges, several accreditation standards regarding student learning outcomes touch on the COR. Standard II.A.3 states, "The institution has officially approved and current course outlines that include student learning outcomes." This statement has been interpreted in different ways, with some colleges choosing to include SLOs as addenda to their CORs housed within their course outline management systems, while others include the SLOs in the COR itself.

Requisites

Curriculum committees approve and review three types of requisites: prerequisites, co-requisites, and advisories on recommendation preparation. Title 5, §55003 of the California Code of Regulations governs the establishment of prerequisites, specifically requiring that all requisites that are advised or required must be reviewed and documented every six years (Ca. Code of Regs., §55003(b)(4)) The faculty members in each discipline are responsible for this review and the documentation of the skills and/or courses which are needed before a student has a reasonable chance for success in the target course. The Curriculum Committee **must vote to accept each advisory, prerequisite, or co-requisite separately from the course approval.**

Prerequisites are assigned on the basis of the following curriculum policy:

- Students who do not meet prerequisites are promptly counseled and referred to the appropriate basic skills classes. This counseling is a consistent part of the matriculation plan. Promptly is defined as prior to the end of late registration in any semester.
- The objectives, standards, and performance outcomes for prerequisite classes are explicitly stated and consistently maintained by the departments.
- Successful completion is defined as a grade of P, C (2.0) or better.

If departments find that some of their college-level classes require prerequisites that will lock out students from that major, the departments should consider the development of lower level remedial (non-degree) courses to adequately prepare the students.

To achieve the goals above, content review and documentation of advisories or requisites must be completed in the curriculum management database system.

Prerequisites require data collection and analysis for high school courses and for courses in Communication (English) and computation (Math) prerequisites and co-requisites for courses in disciplines outside of the English and Math disciplines. This analysis may take one of the following three forms:

- by comparing the grades of students in requisite courses to those students in primary courses over the past two of years (must equal at least two-hundred students);
- by asking instructors to determine, early in the semester, whether or not students without the requisite in question are adequately prepared and comparing that analysis with the proposed requisite; or
- instituting a two-year trial run of the requisite, and collecting data from this trial.

Communication and computation requisites can also be validated by a letter from a UC or CSU stating that a course will not articulate without a certain prerequisite. They may also be validated by a statute or regulation that requires the requisite.

Curriculum Considerations

Recency

It is also possible to establish a recency requirement for requisites—that is, that prerequisites must have been met within a certain time frame, such as the past ten years. The validation of such prerequisites requires the same level of scrutiny as that listed for communication and computation prerequisites.

Limitations on Enrollment (§ 58106)

In addition to the course restrictions listed above, it is possible to require other conditions of enrollment for the following reasons:

1. Statute, regulation, or contract require it;
2. Program requires it by using a non-evaluative process to limit enrollment from among a pool of qualified candidates;
3. The health and safety of the student and/or others requires it;
4. The student must first demonstrate certain skills and abilities prior to enrolling for:
 - a. public performance
 - b. intercollegiate competition;
5. The course is designated as *honors*;
6. The course is part of a block of courses or sections (as in a learning community).

For options 4-6 there are additional conditions. The first is that this limitation cannot become a barrier to a degree (other courses or sections must be available to fulfill degree requirements). The second is that for performance and competition-based limitations, the college must verify that there is no disproportionate impact on an historically underrepresented group. See appendix for this form.

Basic Skills

Any course classified as “degree credit” must state, as a minimum, the following advisories: eligibility for English 1A and Math 201. If the department determines that student success in an Associate Degree level course does not depend upon the established minimal math, reading, and writing skills, the course may be offered below the established RC minimum upon approval of the Curriculum Committee.

Variable Units

Students enrolled in certain classes may earn a variable number of units in a semester. The specific course outline must clearly define the criteria which will determine how units or a percentage of a unit will be earned and granted. (Variable units are most commonly provided in basic skills or other skills classes.)

Unit Calculations

Standards for credit hour calculations are contained in Title 5 §§55002.5, 55002(a)(2)(B), and 55002(b)(2)(B).

“(B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.”

CORs are required to indicate the total course hours including, instruction, lab and outside of class work.

Reedley College is the 18-week semester, divisor is 54.

$$\frac{[\text{Total Contact Hours} + \text{Outside-of-class Hours}]}{\text{Hours-per-unit Divisor}} = \text{Units of Credit}$$

54 hours + 27 homework hours
= 1.5 units

54 hours = 3 units

54 hours = 1 unit

Lecture

Lab w/o homework

Lab w/homework

Units	Contact Hours	Homework Hours	Total Student Learning
0.5	9	18	27
1	18	36	54
1.5	27	54	81
2	36	72	108
2.5	45	90	135
3	54	108	162
3.5	63	126	189
4	72	144	216
4.5	81	162	243
5	90	180	270
5.5	99	198	297
6	108	216	324

Units	Contact Hours	Homework Hours	Total Student Learning
0.5	27	0	27
0.67	36	0	36
1	54	0	54
1.5	81	0	81
2	108	0	108
2.5	135	0	135
3	162	0	162
3.5	189	0	189
4	216	0	216
4.5	243	0	243
5	270	0	270
5.5	297	0	297
6	324	0	324

Units	Contact Hours	Homework Hours	Total Student Learning
0.5	18	9	27
1	36	18	54
1.5	54	27	81
2	72	36	108
2.5	90	45	135
3	108	54	162
3.5	126	63	189
4	144	72	216
4.5	162	81	243
5	180	90	270
5.5	198	99	297
6	216	108	324

Course units are rounded down to the nearest 1/2 unit.

Repeatability/Repetition

Credit Course Repetition Guidelines:

(§§ 55040(b)(1), 55041)

Beginning January 2013, district policy may designate only three types of courses as repeatable:

- 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.

(Students with D or F grades may repeat a course to improve their academic record, but they do not get additional credit for such a repetition).

The Three Types of Courses that a District Policy may designate as Repeatable

1) Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree (§ 55041(a)(1)):

Certain CSU or UC campuses may require students to repeat a specified course as part of the requirements for a specific major. Students who do not repeat these courses are not permitted to receive a bachelor's degree in that major. For example, CSU Sacramento requires the following: "All [Bachelor's of Music] music majors, regardless of their unit load, shall be enrolled each semester in Applied Music for 2 units (until they have reached the maximum of 16 units), and in a Large Performance Ensemble until the Senior Recital is completed." A district can thus designate its corollary Applied Music course and its corollary Large Performance Ensemble course as repeatable until the student meets the lower division component of these major requirements.

Once the district has properly designated a course as repeatable, then any student eligible to enroll in that course can enroll in that course multiple times. While the particular course may require the student to meet other eligibility requirements, such as an applicable prerequisite or corequisite, the student does not have to intend to transfer to UC or CSU to enroll in a course that has been properly designated as repeatable. Put another way, once properly designated as repeatable because repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree, then all students, i.e., those that do or do not intend to enroll in CSU or UC, may enroll multiple times in the course.

2) Intercollegiate Athletics (§ 55041(a)(2)):

District policy may designate courses in intercollegiate athletics as repeatable. Intercollegiate athletic courses are limited to the following:

- those courses in which student athletes are enrolled to participate in an organized competitive sport sponsored by the district, or
- a conditioning course which supports the organized competitive sport.

(§ 55000(q).)

These types of courses are intended to be narrowly construed, meaning the course is either the one that the athlete must be enrolled in to participate in the sport that is sponsored by the district or the course that is devoted to conditioning the athlete to safely participate in the competitive sport. Typical sports theory courses, e.g., courses in which students watch a game film and discuss the film with coaches, are not conditioning courses that support the organized competitive sport and thus, are not courses that a district may properly designate as repeatable.

3) Intercollegiate academic or vocational competition (§ 55041(a)(3)):

Districts may designate intercollegiate academic or vocational competition courses as repeatable. Intercollegiate academic or vocational competition courses are very narrowly defined as courses that meet the following criteria:

- the course must be designed specifically for participation in non-athletic competitive events,
- the competition must be between students from different colleges,
- the competition must be sanctioned by a formal collegiate or industry governing body, AND
- the participation in the sanctioned competitive event between students from different colleges must be a course requirement and that requirement must be specified in the course content and objectives pursuant to subdivisions (a) or (b) of § 55002.

(§ 55000(p).)

Thus, a course in which a student might compete in an event against students from other colleges is not sufficient to meet these criteria. The competition between students from different colleges must be required of all students enrolling in the course and it must be the primary purpose of the course. The competition must be sanctioned by the district (e.g., American College Theater Festival, Students in Free Enterprise, music competitions, student government, or Model United Nations).

Programs

Program Definition

An educational program is defined in Title 5, § 55000(g), as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." In practice, however, the Chancellor's Office approves only associate degrees and those credit certificates that community colleges wish to award to students and which will be listed on transcripts. Respectively, all noncredit programs require Chancellor's Office approval.

The types of educational programs that must be submitted to the Chancellor's Office for approval include:

Credit Programs

- Associate Degrees – traditional AA or AS and AA-T/AS-T
- Certificates of Achievement that require 18 or more semester units (or 27 or more quarter units)
- *Certificates of Achievement that require 12 to fewer than 18 semester units (or 18 to fewer than 27 quarter units) may be submitted for Chancellor's approval*

Certificates in (program name) which are less than 18 units do not require Chancellor's approval and are not listed on student transcripts

Noncredit Programs

All noncredit programs that receive state funding must be submitted to the Chancellor's Office for approval. These include course sequences in Career Development and College Preparation (CDCP) that lead to:

- Certificates of Competency – in a recognized career field articulated with degree applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution
- Certificates of Completion – leading to improved employability or job opportunities
- Adult High School Diploma

The department chair and/or primary author(s) will discuss the proposal with the appropriate dean. The Curriculum Committee chair may also be informed that a course proposal is coming.

Any proposal to modify an existing program or to propose a new program must be submitted by a full-time qualified instructor within the department that will teach that course, must be reviewed by that department, and must be brought to the Curriculum Committee by the submitter or by a designee who is a full-time department member with expertise in the discipline.

Completed proposals are submitted into the workflow of the curriculum management database system by the originator of the proposal. All sections of the proposal are required to be completed before being placed on the agenda for the committee.

The following must be completed for new programs:

- Development Criteria (Appropriateness to Mission and Goals, Need, Quality, Feasibility, Compliance)
- Narrative for submission to the CCCCCO

General Education (GE)

General Education Definition

The RC Curriculum Committee approved (RC CC 1991) the following "Working Definition of General Education" to be used as a guide in determining which courses may be designated for general education requirements:

General education courses are designed to enable students to gain an understanding of the methods of inquiry that characterize human thought: the natures of the questions that can be addressed, the ways questions are formulated, the ways analyses are conducted, and the validity and implications of the answers obtained.

General education courses should be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach with an historical perspective. These courses should include and recognize the contributions to knowledge, civilization, and society that have been made by women and members of minority groups.

The sum of the students' general education should be intellectually challenging and prepare students for participation as contributing citizens, entry into four-year colleges and universities, and/or the job market.

Special Courses

All courses must have state approval prior to being offered.

Special Studies

RC Curriculum Committee approved 9/07/2017
RC Academic Senate approved 10/10/2017
RC College Council accepted 10/18/2017

The specific requirements for these courses are noted in the course outlines, which should be reviewed carefully. Anyone proposing to teach a special studies course must complete a course outline with the specific information about that course and submit the proposal to the Curriculum Committee, following the usual process.

Special Studies 47

Catalog description: Topics of current concern or importance in a designated subject area, offered in a specific course designed to meet community, business, or human needs not met in other courses in the curriculum (degree applicable, 1-3 units).

A specific course may be offered under the Special Studies 47 designation twice in a year; a regular new course proposal should be approved by the curriculum committee after the second time as a special studies course.

The Academic Senate has adopted the policy to offer Special Studies 47 courses after Curriculum Committee approval prior to receiving Board approval.

Special Studies 277

Catalog description: Subject matter of current concern or importance in a designated subject area. A specific course in which degree applicability is not appropriate, designed to meet community, business, or human needs not met in other courses in the curriculum (.5-3 units).

A specific course may be offered under the Special Studies 277 designation twice in a year; a regular new course proposal must be approved by the Curriculum Committee after the second time as a special studies course.

Individual Studies

Individual Studies 49 is a course that allows students to work individually with an instructor on a creative research project culminating with a topic paper, construction project, or composition, etc. It allows exploration in greater depth than can be expected in a regular course or may delve into subject matter not normally covered in a regular course.

Individual Studies 49 may be taken for 1 or 2 units. The class will require that at least 3 hours per week per unit be devoted to the project. The hours may be spent in reading, writing, attending lectures, research, taking examinations, or instructor conference but must total a minimum of 54 hours to earn 1.0 unit. A minimum of 108 hours is required for 2.0 units.

To qualify, the student must have prior background in the subject matter through previous course work or experience, permission of the instructor, and approval by the Curriculum Committee, Dean of Instruction in the subject area, and the Vice-President of Instruction.

Approval Process:

A contract form is initiated between the student and the instructor. A course proposal form is completed and submitted to the Curriculum Analyst.

The course proposal form is added to an agenda for consideration. After approval by the Curriculum Committee, the instructor/student contract form is completed, indicating the nature and scope of the project to be undertaken. This description of the project is the course outline.

The student must guarantee on the contract the number of hours to complete the project appropriate to the unit value assigned.

The student must submit the Curriculum Committee approved contract for approval to the Dean of Instruction and Vice President of Instruction. Upon approval, the student will be given an Authorization to Enroll and a course code.

The student then presents these to the Admissions Office along with an approved Change of Program card to add this course. Students will have up until the end of the ninth week to register for the course.

Once a student is registered, the Individual Study 49 course becomes a standard course offering in the Records Office. School policies for registration, incomplete makeup, or withdrawal will apply as for any other course.

Information relative to the completed project is to be made available to the Vice-President of Instruction at the end of the semester.

Distance Education

The Chancellor's Office has instructed individual colleges to adopt policies regarding distance education that are in accordance with Title 5 provisions. Title 5 regulations mandate that a distance education course in a particular mode must receive review and approval by the Curriculum Committee (following the same criteria that govern the approval of all new course offerings) before it can be offered.

§55206 of the California Code of Regulations.

“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.”

SCCCD AR 4105 Distance Education:

“Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designated to be provided through distance education.”

These modes of delivery include: (see definitions in the [RC Distance Education Strategic Plan](#))

- Two-Way Interactive Presentations
- Television presentations
- Online offerings
- Hybrid (combination of face-to-face and online) offerings

Distance Education Policy

Training

It is the responsibility of the department, instructor, and dean of instruction to ensure that an instructor shall be proficient in use of appropriate technology prior to the first class meeting.

Assignment and load

RC Curriculum Committee approved 9/07/2017
RC Academic Senate approved 10/10/2017
RC College Council accepted 10/18/2017

- Assignment to teach a distance education class shall be voluntary and a mutual agreement between the instructor and his/her department and dean.
- Deans, working with departments, shall monitor the number of students at all sites to ensure that the combined total of students at all sites not exceed the established cap and that the criteria for need are being met.

Classroom Support

- An instructor shall have aid to set up and power up the equipment for each class period offered via two-way delivery and teleconference (for example, POLYCOM). Beyond that, the instructor shall have latitude to operate as much or as little equipment as he/she is comfortable with, having the option of technical aide for the duration of the semester for delivery as well.

Technical Support

- The District should provide every technical support possible as requested by a distance education instructor. Such support includes, but is not limited to, a telephone, a FAX machine, and e-mail.

Equipment

- Functioning equipment is essential for effective delivery of a distance education class. The District shall make every possible effort to service and maintain the equipment at all sites in a timely manner.

Student Support

- The District shall provide for the prompt delivery, in both directions, of all relevant instructional materials to ensure timely communication between teacher and students.

Facilities and Scheduling

- Every effort should be made to ensure that Reedley College, including its centers, is able to schedule the distance learning classroom to best serve its student population in coordination with other sites.
- Decisions about which courses will be offered via distance education should be made by the time the schedule is proofed for printing so that they can be identified as such in the schedule.

Communication

- There will be [regular and effective communication](#) between student and instructor as outlined in the DE Addendum and class syllabus.

Evaluation and Review

- Each course offered for the first time in a distance education mode, shall undergo a student evaluation during the thirteenth week of the semester. An evaluation form approved by the Curriculum Committee shall be administered by the appropriate dean at this time. A report of results shall be made at the first Curriculum Committee meeting of the subsequent semester.
- A distance-education course shall be reviewed by its department when triggered by instructor concern or student concern. If the concerns are related to the delivery of the course in this modality, these concerns must be reported to the Curriculum Committee along with the department's plan for addressing the concerns.
- A distance-education course shall be brought before the Curriculum Committee for review each time a substantive change occurs to the course outline, outcomes, or objectives to ensure that the distance delivery mode is still appropriate to the course.

- The Curriculum Committee may review a distance learning course any time that courses in the same area are reviewed for other purposes; e.g., Title V and program review.

Degree Requirements

Common A.A./A.S. degree requirements have been established through discussions between the colleges.

Computer Familiarity Requirement

There will be three ways of meeting the Computer Familiarity Graduation requirement:

- Some courses in the college curriculum go well beyond the familiarity to computer literacy. Courses judged by the curriculum committee to give students some aspect of computer literacy would obviously meet the computer familiarity requirements.
- Courses that only use computers in the delivery of instruction should use items 1-4 below to apply for approval of the computer familiarity standard. Course outlines that demonstrate the mastery of the performance standards below would be accepted as meeting the graduation requirement.
- Computer Familiarity Exam

Computer Familiarity Performance Standards (9/99, rev. 9/03):

- Activate a personal computer and load files or software from a disk and/or CD ROM;
- Access and use one application to create a document, save, retrieve, and print it;
- Access the Internet/World Wide Web on a dial up basis or via a school Local Area Network and use a search tool to locate information relevant to course work, then print it or download it to a file
- Send and reply to email messages

CTE Curriculum

Elements for CTE Curriculum Programs

- Development Criteria (Appropriateness to Mission and Goals, Need, Quality, Feasibility, Compliance)
- Narrative for submission to the CCCCCO will include
 - Advisory Committee Minutes explicitly showing the new program was discussed and approved by the committee
 - Labor Market Information
 - Advisory Committee List of Members, job titles, and business affiliation

Regional Consortium ([Central Mother Load Region](#))

California Code of Regulations, title 5, § 55130(b)(8)(E) provides the regional consortia with the power to recommend Career and Technical Education (CTE) Programs based on labor market need and other factors. The community colleges in California are organized into 15 economic regions, grouped into seven macro regions. Each macro region has a CTE consortia of CTE faculty and administrators from community colleges in the region, along with community partners. The CTE Regional Consortia provide leadership for colleges to:

- Integrate and coordinate economic development with CTE programs and services;

- Develop and coordinate staff development; and
- Increase the knowledge of programs and services in the region and to disseminate best practices;

It is important to note that the role of the regional consortia in the curriculum process is different from the role the regional consortia plays in aligning expenditures related to the [Strong Workforce Program](#). If colleges choose to use Strong Workforce Program monies, they must align their work with the regional goals, and the regional consortium’s role is to ensure that these funds are spent appropriately.

CODING

Course Identification Numbering System (C-ID)

The Course Identification Numbering System (C-ID) is a statewide numbering system independent from the course numbers assigned by local California community colleges. A C-ID number next to a course signals that participating California colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses, regardless of their unique titles or local course number.

Course Identification Numbering System (C-ID) is a supranumbering, faculty-driven system to assign numbers to significant transfer courses, and a response to needs of transfer partners and their transfer initiatives. Each C-ID number identifies a lower-division, transferable course commonly articulated between the California Community Colleges and universities (including Universities of California, the California State Universities, as well as with many of California’s independent colleges and universities). The C-ID number is a designation that indicates that a given course is comparable to a specific course “descriptor” that was developed by intersegmental discipline faculty and reviewed statewide. C-ID numbers facilitate the identification of comparable courses, establish articulation between community colleges, and offer a simplified mechanism for colleges and universities to establish articulation with all participating CCCs.

CB- Course Basic Codes

CB21 is used to indicate whether courses in math, English, or reading are below transfer.

If a course transfers in these areas, it must have a CB21 of Y.

CB21 is also used for courses in ESL to indicate the number of levels that the course is below freshman composition.

- It is possible for an ESL course to be transferable and have a CB21 other than Y.
- Both the UC and CSU will grant elective credit for a course in ESL that is one level below freshman composition, but the course does not satisfy the English writing requirement.

TOP Codes- Taxonomy of Programs

The Taxonomy of Program (TOP) is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes. The TOP was designed to aggregate information about *programs*. However, a TOP code must also be assigned to every *course*. The TOP is a classification of disciplines, sub-disciplines, and fields using a six-digit code.

SAM Codes- Student Accountability Model

CTE courses, in contrast, are defined as nontransferable courses with Student Accountability Model (SAM) Priority Codes A, B, and C, classifying courses as “apprenticeship,” “advanced occupational,” and “clearly occupational,” respectively.

Transfer and Articulation

Articulation

Articulation between institutions means that the receiving institution agrees to give the student credit for a course similar in content and rigor "in lieu of" a course available or required at the receiving institution. An articulation agreement is initiated by teaching faculty through the articulation officer at RC, who sends the outline for the course to the articulation officer of the institution with which we wish to articulate the course. The receiving articulation officer forwards the outline to the appropriate department where faculty members ascertain whether or not the course will be acceptable "in lieu of" their course. If the faculty members do not accept our course, we may request a copy of their course outline so that we may restructure our course in order to seek articulation, or we may decide that articulation of that course is not appropriate. If articulation is still desired, after course modification and approval through the RC curriculum process, the new outline will be submitted.

Agreements developed between departments (as sometimes happens between Reedley and CSU Fresno and Cal Poly, San Luis Obispo) become valid only when they are processed with the Articulation Officers of the two colleges concerned. While new courses accepted by the Curriculum Committee and forwarded for Board approval may anticipate articulation with CSU Fresno or another institution, the new course may not be assumed to articulate with another institution until the official articulation process has been completed.

CSU General Education

The CSU General Education-Breadth (GE-Breadth) program allows California community college transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer. Executive Orders 1033 and 405 establish the framework within which community colleges offer coursework that meets lower division CSU General Education-Breadth requirements for the baccalaureate degree. Upon consultation with the faculty from the respected instructional departments, courses are submitted by the Articulation Officer for approval in subject areas and objectives for Areas A, B, C, D, and E. Responsibility for review and approval of community college courses used for this purpose rests with the CSU Chancellor’s Office. CSUGE updates and proposals are typically sent for review in mid-December and decision notifications are usually received in April.

The CSU GE list is scheduled for annual review. While formerly completion of courses meeting the CSU GE course list requirements was certified by the registrar of the community college campus, Executive Order 595, effective in January, 1993, redefines the ways in which students may meet this general education breadth requirement, and establishes a process in which a committee of CSU faculty evaluate courses submitted for addition to the list to see if those courses meet the specifications in the Executive Order. (Many courses were "grand-parented" in as the new process began, so it is possible that a course that does not conform to the specification may be on the list while a new course virtually copied from the earlier course may be rejected.) The CSU GE Committee is expected to call for additions or revisions to the list each December. (See Executive Order No.595 in Appendix 3. Attachment A designates the subject areas and objectives for Areas A, B, C, D, E.)

UCTCA

RC Curriculum Committee approved 9/07/2017
RC Academic Senate approved 10/10/2017
RC College Council accepted 10/18/2017

The University of California Transfer Course Agreement identifies the general transferability of community college courses to the University of California. Courses approved for transfer unit credit count as advanced standing elective credit toward a university degree on any of the campuses. The UC Office of the President (UCOP) is responsible for producing this annual TCA list for each CCC. Courses must first be approved for the TCA before any other type of articulation may be proposed for the Universities of California. The Board of Admissions and Relations with Schools (BOARS), a committee of the UC Academic Senate, establishes policies that determine which courses can be accepted for UC upon transfer. The basic principles used in determining transferability of CCC courses are:

- The course should be comparable to one offered at the lower division level on any of the UC campuses in scope, level, and prerequisite.
- If the course is not comparable to any offered at UC, it must be appropriate for a university degree in terms of its purpose, scope and depth.

Courses are submitted for UCTCA during the CCC's designated month each summer. Results are typically received within a few weeks.

IGETC

The Intersegmental General Education Transfer Curriculum (IGETC) is a comprehensive pattern of courses that prospective transfer students from the CCCs may complete to satisfy lower division General Education requirements at both the UC and the CSU. All courses proposed for IGETC must be transferable to both the CSU and the UC and complete course outlines must be submitted for all proposed additions to IGETC lists. IGETC updates and proposals are typically sent for review in mid-December and decision notifications are usually received in April.

Curriculum and Program Review

Policy on Review/Approval of Programs

The Curriculum Committee adopted (10/99) the following policy on review and approval of college programs:

- The Curriculum Committee reviews and approves the catalog descriptions of all new programs leading to the Associates' degree or to a certificate.
- The Committee reviews and approves any changes to the catalog descriptions of all existing programs. Changes will be in effect for the following fall semester and will appear in the next catalog or addendum to the catalog.
- The Committee approves all certificate programs. Certificates of Achievement comprised of eighteen or more units must also be approved by the California Community College Chancellor's office.
 - *Those certificates of 12 to less than 18 units may be submitted to the Chancellor's office for approval as a Certificate of Achievement.*
- New and modified courses brought to the Committee for approval should indicate in written form how they will fit into an existing program.
- The Committee reviews and makes recommendations on whether changes in a program or addition new option necessitate a new program application. This recommendation is based on criteria listed in the Curriculum Handbook appendix.

Five Year Review of Programs and Courses

Reedley College has established a college-wide Program Review Policy. Curriculum Committee review is the final stage in the process of departmental program review. Curriculum review integrates changes in courses and programs resulting from program review with Title 5 requirements for periodic review of programs and courses, including prerequisites, corequisites, and advisories. This review ensures continued compliance of all programs and courses. The process is as follows:

- The department submits all new courses/programs, course/program modifications, and course/program deletions to the Curriculum Committee for approval, within two semesters after Program Review is completed.
- Changes that fall under the definition of “Information Item Only/No Action: Technical Changes” in the Consent Agenda Items heading of section V of this document will be reported using the Five Year Title 5 Review Form.

Accreditation

Faculty should be aware of the ACCJC standards related to curriculum and unsure that the college at all times meets standards and eligibility requirements.

Eligibility Requirement 20

Mandates that college catalog must contain the following:

- Course, Program and Degree Offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length

Curriculum Related Standards (ACCJC 2014 Standards)

I.C.2	II.A.2	II.A.3	II.A.5
II.A.6	II.A.11	II.A.12	II.A.13
II.A.14	II.A.16	III.A. 2	IV.A.4

District Curriculum Policies and ECPC

Maintaining Common Course Numbering Agreements

In an effort to maintain common course curriculum, any course proposal or course modification must be accompanied by the RC Course Alignment form. Prior to submission of curriculum actions to ECPC (Educational and Coordinating Planning Committee), the Vice Chancellor of Educational Services and Planning will meet with the Pre-ECPC Committee (composed of curriculum representatives from RC, CCC and FCC). The purpose of ECPC is to ensure Title 5 compliance and discuss the potential consequences of curricular changes across the district.

District Administrative Regulations (AR) related to Curriculum

AR 4020: Program and Curriculum Development	AR 4022: Course Approval	AR 4025: Philosophy and Criteria for the associate degree and General Education
AR 4050: Articulation	AR 4100: Graduation Requirements for Degrees and Certificates	AR 4101: Independent Study

AR 4102: Career and Technical Education Programs	AR 4101: Distance Education	AR 4222: Remedial Coursework
AR 4225: Course Repetition	AR 4230: Grading and Academic Record Symbols	AR 4260: Prerequisites and Corequisites

District Administrative Regulations related to Curriculum and Governance

AR 2510: Participation in Local Decision Making	AR 4030: Academic Freedom	AR 7122: Duties and Responsibilities of Instructors
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Common Curriculum Acronyms

- 5C-** California Community Colleges Curriculum Committee
- ACCJC-** Accrediting Commission for California Community and Junior Colleges
- ADT-** Associate Degree for Transfer
- AR-** Administrative Regulation
- ASCCC-** Academic Senate for California Community Colleges
- C-ID-** Course Identification Numbering System
- CB-** Course Basic Codes
- CCCCO-** California Community College Chancellors Office
- CDCP-** Career Development and College Preparation Programs
- CIO-** Chief Instructional Officer
- COA-** Committee Operating Agreement
- COCI-** Chancellors Office Curriculum Inventory
- COR-** Course Outline of Record
- CTE-** Career Technical Education
- DE-** Distance Education
- GE-** General Education
- IGETC-** Intersegmental General Education Transfer Curriculum
- OER-** Open Educational Resources
- PCAH-** Program Course Approval Handbook
- SAM-** Student Accountability Model
- SLO-** Student Learning Outcomes
- TOP-** Taxonomy of Programs
- UCTCA-** University of California Transfer Course Agreement

Further Resources

Academic Senate for California Community Colleges (ASCCC) <http://www.asccc.org/>

ASCCC Curriculum Website <http://www.ccccurriculum.net/>

ACCJC <https://accjc.org/>

California Community Colleges Chancellor’s Office List of MIS Course Data Elements <http://extranet.>

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cccco.edu/Divisions/TechResearchInfoSys/MIS/DED/Course.aspx.

California Community Colleges Chancellor's Office Curriculum and Instruction Unit Website includes various useful guides) <http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum.aspx>.

Course Identification Numbering System (C-ID) includes various C-ID resources for the field <https://c-id.net/resources.html>.

California Intersegmental Articulation Council *California articulation policies and procedures handbook*. http://ciac.csusb.edu/documents/CIAC_Handbook_Spring_2013.pdf.

CCCCO- Office of Academic Affairs <http://extranet.cccco.edu/Divisions/AcademicAffairs.aspx>

CCCCO Program and Course Approval Handbook PCAH

http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH_6thEdition_July_FINAL.pdf

The Course Outline of Record: A Curriculum Reference Guide Revisited

<http://www.asccc.org/sites/default/files/COR.pdf>

Ensuring Effective Curriculum Approval Processes: A guide for local Senates

http://www.asccc.org/sites/default/files/Effective%20Curriculum%20Approval%20Process_0.pdf

Standards, policies and procedures for intersegmental general education transfer curriculum http://icas-ca.org/Websites/icasca/images/IGETC_Standards_version_1.6_final.pdf.