Yuba College

Curriculum Handbook

Quick CurricUNET Help Links:

Basic CurricUNET Processes

Course Outline of Record (COR) Step-by-Step CurricUNET Instructions and Style Guide

Degree/Certificate Step-by-Step CurricUNET Instructions and Style Guide

Curriculum Committee Approval   September 4th, 2015
Academic Senate Approval   October 22nd, 2015

About this Handbook

This Yuba College Curriculum Handbook is a living document that may be changed by the Curriculum Committee Co-Chairs or the Curriculum Support Coordinator to reflect current Yuba College Curriculum procedures as well as regulations and policy as mandated by applicable state and local governing bodies. Any significant change in curriculum policy that is not mandated by applicable state and local governing bodies must be approved by majority vote of both the Yuba College Curriculum Committee and the Yuba College Academic Senate.

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College Goals

The Yuba College Council adopted the following College Goals on March 15, 2013:
1. Foster a culture of evidence-informed decision making, including SLO development/assessment and other measures of student success.
2. Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.
3. Steward our institutional resources with increasing effectiveness and efficiency.
4. Research and utilize effective modes of delivery for our courses and services.
5. Design our programs in such a way as to allow students to complete their educational goals in a timely manner.
6. Evaluate our programs, services, and processes to ensure continuous quality improvement.
7. Improve the quality of the student experience at all our campuses and centers.
8. Develop partnerships to enhance educational resources and student opportunities.
9. Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.

Faculty Responsibility

The faculty is responsible for initiating curriculum development and revision. Faculty neglect of curriculum responsibilities can result in audit findings, which can bring heavy fines and retroactive apportionment loss to our college--this loss of funds is detrimental to our students and can jeopardize their academic success and career development.

5, section 53200 (b), or the 10 + 1 states "Academic and Professional Matters" include the following policy development and implementation matters:
1. Curriculum including establishing prerequisites and planning courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Polices for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

Specific Curriculum Responsibilities of Faculty:
1. Learn about Yuba College Curriculum Policy and approval timelines, and use the YC Curriculum Handbook to create and launch accurate and well-integrated Course Outlines of Record (CORs)
2. Once curriculum is launched, track curriculum through the approval process, making sure to respond to any requested changes and relaunch revised curriculum in a timely manner.
3. Write Curriculum as needed. Responsibilities include:
    a. Staying current with evidence-based, best practices in respective disciplines of expertise
    b. Staying current with work and industry alignment, if applicable
    c. Networking and collaborating with colleagues and administrators
    d. Striving to create curriculum that maintains appropriate rigor and fosters student success
4. Update all Career Technical Education (CTE) Course Outlines of Record every two years and all other Course Outlines of Record every five years
5. Ensure CurricUNET reflects all curriculum within their discipline of expertise, including CORs not currently under review
6. Inactivate courses that have not been offered in more than three years

7. Inactivate CORs that have been replaced with other CORs or that no longer fit into the program
8. Inactivate degrees and certificates that have not been awarded in more than five years
9. Make sure that the Yuba College Catalog accurately reflects what the department or program is offering—Course, Degree, and Certificate information in the catalog MUST accurately reflect what is in CurricUNET. This means that each time a COR is updated with major revisions, all applicable degrees, certificates, and CORs (that are related through cross-listing, prerequites, and/or corequiesites) must also be updated—at the same time—and be approved by the state to reflect those revisions.
10. In collaboration with the division dean and other department members, keep track of curriculum review cycle progress for each Degree, Certificate, and Course Outline of Record in a shared file

Curriculum Committee Charge

The Curriculum Committee is a standing committee established by the Academic Senate. It is responsible for ensuring the quality, currency, and planning of the College curriculum. Specifically, the Curriculum Committee serves the following purposes:

1. Under the purview of the Academic Senate, recommends the future direction of the educational program and curricula offerings of the College.
2. Promotes development of curricula and courses that meet the identified needs of the students, community, regional work places, and global society.
3. Ensures that 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.
4. Determines the appropriateness of new and revised course or educational program proposals for departments or disciplines.
5. Ensures the quality, consistency, integrity, and feasibility of the College curriculum.
6. Ensures compliance with statewide educational policy and articulation with other educational institutions.
7. Ensures that all Career Technical Education (CTE) Course Outlines of Record are updated every two years and all other Course Outlines of Record are updated every five years.
8. Ensures that 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 are inactivated.
9. Assists department faculty in completing appropriate Transfer Model Curriculum (TMC), obtaining Course Identification Number (C-ID) approval, and submitting Associate Degrees for Transfer (ADTs).
10. Establishes and monitors the work of subcommittees.
11. Examines topical instructional issues of major importance to the College.
12. Trains faculty in the use of CurricUNET.

At least once per academic year, the Yuba College Curriculum Committee will hold a full day training retreat for its members and other interested faculty to review and update the Yuba College Curriculum Handbook; review procedures for submitting and approving course, degree, and certificate proposals; review college and district curriculum policies and procedures; develop and update college policies and procedures; and address emerging issues in curriculum. The Curriculum Committee Coordinator(s) and the Vice President of Academic and Student Services should arrange this annual retreat.

Individual Curriculum Committee Member Responsibilities

1. Attend Curriculum Committee meetings and be prepared to discuss agenda items. Members that cannot or choose not to, prepare for and attend meetings regularly should not be on the committee.
2. Before each meeting, thoroughly review CORs, Degrees, and Certificates in assigned area using the COR Evaluation Checklist provided in the Curriculum Handbook.
3. Add comments, questions, and suggested changes into CurricUNET for each COR, Degree, and Certificate reviewed, as needed.

4. Attend Curriculum Committee retreats and training sessions.
5. Be available as a Curriculum and CurricUNET resource for colleagues in your area of representation.
6. Be critical reviewers of curriculum, with input from faculty originators as necessary.
7. Support due-process of the Curriculum Committee.
8. Stay current with curriculum-applicable Board Policies, State and Local Academic Senate recommendations, and Title 5 legislation.

Curriculum Committee Membership

Yuba College Curriculum Committee membership is designed to ensure representation across the College, including members representing all divisions, sites, counseling, and learning resources. If no one steps forward to fill a specific area of representation within 30 days of the announced vacancy, the unfilled position will be filled as an "At-Large" position. The Curriculum Committee is composed of the following members:
Voting:
At-Large Representative #1
At-Large Representative #2
Clear Lake Campus At-Large Position
Clear Lake Campus At-Large Position
Counseling Representative
CTE Representative #1
CTE Representative #2
Fine Arts Representative
Health/PE Representative
Language Arts Representative
Math/Science Representative
Social Science Representative
Academic Dean #1
Academic Dean #2
Non-Voting:
Co-Chair: Faculty At-Large Representative
Co-Chair: Vice President of Academic and Student Services
Resources:
Faculty Curriculum Support Coordinator (may also fill a voting position above)
YC Classified Curriculum Support Specialist
Clear Lake Executive Dean
District Educational Services Analyst
District Registrar

Curriculum Committee Meetings

The Curriculum Committee will meet at least every two weeks during the academic year. Frequent meetings are necessary to maintain the college curricula. The Curriculum Committee is subject to the requirements of the Brown Act, which mandates the following:
• If the meeting is a "regular meeting," the agenda must be posted 72 hours prior to the meeting.
• For "special meetings," the 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.

Subcommittee Guidelines

Curriculum Review Subcommittees
- Career Technical Education
  - Business and Technology
  - Allied Health including Veterinary Technology
  - Public Safety
- Fine Arts, Language Arts, Social Science, and Counseling
- Mathematics/Engineering, Science, Health/PE

Curriculum Review Subcommittee Guidelines
- Subcommittee membership is made up of members of the Curriculum Committee who are responsible for reviewing assigned curriculum items before each meeting.
- Subcommittee assignments will go out to committee members at least 7 days before each meeting.
- Each subcommittee will consist of at least three faculty.
- The roles of the subcommittees are as follows:
  - To thoroughly review each assigned curriculum item using the check lists provided.
  - At least 2 members of the subcommittee must carefully review each item before the subcommittee makes the recommendation to approve said items.
- Each reviewed item will be placed on the Curriculum Committee proposal agenda for information discussion, and approval/revision requests.
- If approved on the proposal agenda, the item will placed on the consent agenda for action at the next Curriculum Committee meeting.
- When deemed appropriate, the Curriculum Committee may accept items on the agenda for both information and action at the same meeting.
- The curriculum chairs and/or the curriculum committee will refer additional items to the subcommittees as needed.

Program Definition

An educational program is defined in Title 5, section 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 A.A. or A.S. and A.A.-T/A.S.-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)

▶ **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

Yuba College Programs

Below is a list of Yuba College Non-Instructional Programs as included in Tracdat:

1. Admissions and Records
2. CalWorks
3. Campus Life
4. Career Center
5. Child Development Center
6. College Success Center
7. Counseling
8. DSP&S
9. Educational Talent Search
10. EOPS-CARE
11. Financial Aid
12. Library and Learning Resources
13. MESA
14. Public Events
15. Testing and Assessment
16. Transfer Center
17. Upward Bound
18. Veterans Affairs
19. Writing and Language Development Center

Below is a list of Yuba College Instructional Programs as included in Tracdat:

1. Accounting
2. Administration of Justice
3. Agriculture
4. Anthropology and Social Sciences
5. Art and Photography
6. Automotive Technology
7. Biology and Ecology
8. Business and Computer Applications
9. Chemistry
10. Communication Studies and Speech Programs
11. Computer Science
12. Cosmetology
13. Culinary Arts
14. Drafting
15. Early Childhood Education
16. Economics
17. Education
18. Emergency Medical Technician
19. Engineering
20. English and Reading
21. English as a Second Language
22. Fire Technology
23. Foreign and Sign Language
24. General Business and Management
25. History
26. Human Services
27. Learning Assistance
28. Manufacturing and Welding
29. Mass Communication
30. Mathematics and Statistics
31. Music
32. Nursing
33. Office Administration
34. PE and Health
35. Philosophy and Humanities
36. Physical Science, Geology, and Geography
37. Physics and Astronomy
38. Political Science
39. Psychiatric Technician
40. Psychology
41. Radiologic Technology
42. Sociology
43. Theater Arts
44. Veterinary Technology
45. Work Experience and Internship

Catalog update process and addendum guidelines

Catalog Update Process

(Text here)

Addendum guidelines and dates

The college's Catalog Development Workgroup has been tasked with carefully reviewing all catalog course descriptions and prerequisites to ensure that no discrepancies exist between those and the description and prerequisites listed in the schedule of classes. In doing so, the workgroup has developed Draft Catalog Development Guidelines, which include criteria so that these discrepancies are not repeated:

- For a course description to be used in the catalog, it must meet the following criteria:
    - Be from an approved Course Outline of Record
    - Be posted in Colleague.
- For a course prerequisite/corequisite to be listed in the catalog, it must meet the same criteria:
    - Be from an approved Course Outline of Record
    - Be posted in Colleague.

The Catalog Development Workgroup has determined to print each year's catalog after each April Board of Trustees Board meeting. Insomuch as changes in course descriptions and/or course prerequisites/corequisites may occur at any board meeting thereafter, the Catalog Development Workgroup will develop and post addendums to each year's catalog after the following Board of Trustees Meetings:

- May
- September
- December
- March

CurricUNET and the Course Outline of Record (COR)

According to Title 5, section 55002(b)(3), a course outline of record must be maintained in the official college files and made available to each instructor.

CurricUNET is the official repository used by YCCD for all legal course and program outlines that are filed with the State. Ensuring the integrity of the data in CurricUNET is essential, so faculty are encouraged to refer to the CurricUNET Instructions and Style Guides in this handbook while making course or program proposals. Faculty should read and periodically re-read the Curriculum Processes section to become and remain familiar with CurricUNET.

> CurricUNET:
> http://www.curricunet.com/yccd/
>
> CurricUNET COR Instructions
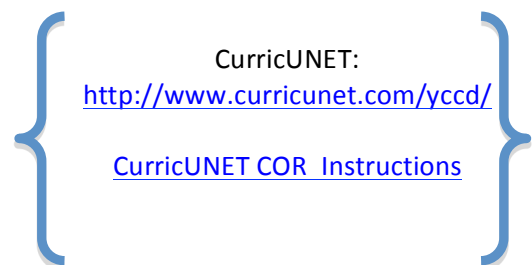
Faculty should refer to the COR Instructions and Style Guide when submitting a course proposal. Since all sections must be completed fully and accurately before launching a course proposal, faculty should refer to each corresponding section of the guide while entering the COR information in CurricUNET.

As with the COR Instructions, the Degree/Certificate Instructions follow the same order of all sections of a Degree or Certificate Proposal. Faculty should refer to each corresponding section of the Degree/Certificate Instructions when entering degree or certificate information in CurricUNET.

Curriculum Committee members should avail themselves of the CNET Admin page of the CurricUNET Help Site. On this page, members will find helpful information about CurricUNET Notifications, Codes and Dates, and Faculty Co-Chairs.

Curriculum Processes

To Originate a Proposal

1. Go to the **Build/Revise** section in the navigation menu on the left side of the CurricUNET browser window and choose either **Courses** or **Degree/Certificates**.

2. Choose **Create** to start a new course or degree/certificate. You will be prompted to enter basic information, including a rationale for creating the proposal. Only use the "create" function if there is no existing record to be revised.

   Choose **Revise** to alter or inactivate an existing proposal. Once you select the proposal you want to alter, select the **Copy** icon. You will be prompted to choose a proposal type (revision or inactivation).

   If you select the wrong proposal type, email curricunet@yccd.edu for assistance before working on the proposal.

3. Once a proposal shell has been generated in CurricUNET, a checklist will appear on the right-hand side of the screen. The screens in the shell can be navigated in any order; however, *be sure to save your work before navigating away from a screen*. Simply select **Finish** when a screen is complete. The screen will turn green on your checklist.

   Completed screens can be unlocked for editing as long as the proposal has not been launched. As long as all changes have been saved, you can close a proposal and return to it later.

4. Please fill out all required fields. The Course Outline of Record (COR) Step-by-Step Instructions and Style Guide and the Degree/Certificate Step-by-Step Instructions and Style Guide have detailed instructions for all fields. *Even if you are experienced with CurricUNET, please review the instructions.*

   As you build or revise a proposal, consult the Standards and Criteria for Courses and Educational Programs section of this handbook, particularly those subsections on New Course Approval Criteria, New Degree and Certificate Approval Criteria, Graduation Requirements, Course Repetition, Variable Units, Cross-Listed Courses, Distance Education, Labor Market Information (LMI), and Prerequisites, Corequisites and Advisories.

To Edit a Pending Proposal

1. Only existing proposals that have a "Pending" status may be edited.

2. To continue working on a proposal that has not yet been launched, go to **Build/Revise** and choose **Courses** or **Degree/Certificates**. You will see a color-coded list of "My Course [or Degree/Certificate] Proposals." Your pending proposals are blue.

3. Find the proposal you want to continue working on and select the **pencil icon** to edit. Do not attempt to edit any course that is not colored blue and listed as "Pending".

To Launch a Proposal

1) Once all required screens in a proposal are complete, you will be prompted to run a Proposal Impact Report (except for brand new proposals). The report will indicate whether the course is cross-listed, a pre-requisite for another class, or part of a degree/certificate.

2) View the report carefully and determine whether the proposal will require revisions to additional proposals. For example, inactivating a course that is part of a degree will necessitate revising that degree to remove the course. Failure to revise related proposals can delay curriculum committee approval.

3) When the Proposal Impact Report is complete, a **Submit** button will appear on the left. Choose **Submit** to launch the course. Please review the proposal carefully before launching it. After launch, the proposal cannot be changed or edited unless the Curriculum Committee co-chair opens it for edits.

4) When a proposal is launched, CurricUNET sends notifications to all department members (including the originator) that the proposal is ready for review. Department members, counselors, and deans have 10 days to view the proposal and give input before the proposal moves to the Curriculum Committee for review. See instructions on how to review a proposal. Originators may skip this step but should view others' feedback on the proposal. See instructions on how to check the status of your proposal.

To Edit a Launched Proposal

Launched proposals cannot be edited. However, if the originator, department members, or Curriculum Committee request changes to a launched proposal, the proposal will revert to "Pending" status and the originator will receive a notification with instructions for viewing the feedback. Originators must first view the feedback before editing the proposal.

1. To edit, go to **Build/Revise** and open the course (which will again be in blue, indicating "Pending" status).

2. Make the requested changes. Once changes are made, the originator must re-launch the proposal.

3. To re-launch the proposal, go to **Track | My Approvals**

4. Select Role **Originator**

5. Find the proposal to re-launch

6. Select Action **Requested Changes Made**

To Check Proposal Status

There may be multiple versions of a proposal in CurricUNET at any one time. These versions are color coded and labeled by status:

Active (*green*): the version currently offered

Approved (*black*): approved for future terms but not yet offered

Historical (*gray*): old version that has been revised and is still offered in revised form

Inactive (*brown*): no longer offered; cannot be revised

Launched (*purple*): not open for editing; currently moving through the approval process

Pending (*blue*): open for editing by originator/co-contributors; either has not been launched, or has been sent back for revisions

1. To track the specific progress of a launched proposal go to **Track | My Proposals**

2. Select **Check Status** to view comments by reviewers, dates actions were taken, and the proposal's progress through the approval process.

To Review a Proposal

When a proposal is launched, faculty within the discipline will receive a notification from CurricUNET with instructions to view and comment on the proposal. You have 10 days to do this.

1. Go to **My Approvals** and select **Role** (Department Member, Dean, Committee Member, etc).

2. In the queue of classes for review, find the proposal. An **Action** button should be visible on the bottom right and a **Reports** icon on the left.

3. Scroll over the **Reports** icon. A menu of reports will appear:

   Course/Degree Outline Report displays the official COR

   Outline Comparison Report tracks changes made to the old outline

   Check Status Report displays others' input and where the proposal is in the workflow

   All Fields Report displays the complete proposal

   Proposal Impact Report compiles all connected degrees and courses

4. Review the proposal, then return to the **My Approvals** page (reports open a new tab, so you can keep them open and toggle back and forth).

   See instructions on how to review a proposal. Originators may skip this step but should view others' feedback. See instructions on how to check the status of a proposal. Reviewers should also consult the Standards and Criteria for Courses and Educational Programs section of this handbook, particularly those subsections on New Course Approval, Stand-Alone and Experimental Courses, New Program Approval, Graduation Requirements, Course Repetition, Variable Units, Cross-Listed Courses, Distance Education, Labor Market Information (LMI), and Prerequisites, Corequisites and Advisories. Refer to the COR Style Guide and note how the Curriculum Committee will be evaluating proposals in the COR Evaluation Checklist section.
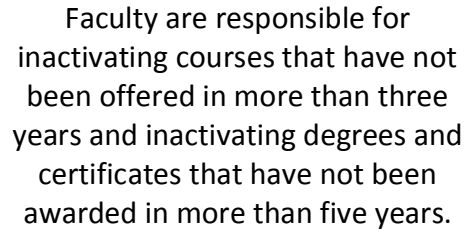
5. Click the **Action** button, type in feedback, select an action, and save.

   Action choices depend on the role of the reviewer and will appear in a drop down menu. Once a reviewer has taken action, the proposal may stay in their queue until it moves to the next level. A green checkmark by the proposal indicates that it has been reviewed. Note that anyone may view a reviewer's feedback by using the **Check Status** function.

Authority and Responsibility

The faculty is responsible for 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. The faculty are responsible for inactivating courses that have not been offered in more than three years and inactivating degrees and certificates that have not been awarded in more than five years.

> Faculty are responsible for inactivating courses that have not been offered in more than three years and inactivating degrees and certificates that have not been awarded in more than five years.

Faculty are responsible for submitting proposals in CurricUNET. They have purview only over their own discipline. However, other faculty and staff outside the discipline—such as the Curriculum Coordinator—have varying authority and responsibility within CurricUNET:

- **ADMIN** - Can access User Profiles and Reports; cannot alter or delete course records
- **SUPER ADMIN** - In addition to Admin rights, can alter and remove proposals and access all positions in the workflow; can change proposal status and edit the front page/news area
- **SUPER ADMIN/DEVELOPER**- In addition to Super Admin rights, Developers can reprogram workflows, change drop-down menus and help screens, and access all Look-Up Data.

The Approval Process and Workflow
The following flowchart illustrates the process by which curriculum will be approved from proposal origination all the way to state approval. **Important: Faculty may not recommend, advertise, or teach curriculum until it has been approved by the state. This process takes approximately a year or more.**

ORIGINATOR
CURRICULUM COMMITTEE
BOARD AND STATE

1.0 Originate Proposal
(Gatekeeper)
Pending

Subcommittees
Departments
Deans
Counselors
Distance Education

Originator Launch

2.0 Colleague Review
Launched

Modifications / Justification
Complete

10 Day Response Time

Major Modifications
Needed

2.5 Originator Change
Pending

Faculty Co-Chair
(Gatekeeper)
Launched

Reject

Minor Modifications
Needed

Move Forward

Major Modifications
Needed

Curriculum Committee Review
Launched

Modifications Complete

7 Day Response Time

Curriculum Committee Meeting

Meeting #1

3.5 Originator Change
Pending

3.0 Curriculum Committee Meeting
Launched

Minor Modifications
Needed

Report Decision

Faculty Co-Chair Execute Decision
(Gatekeeper)
Launched

Forward

Curriculum Committee Meeting

Meeting #2

4.0 Curriculum Committee Consent Agenda
Launched

"Fall to Fall, Spring to Spring"

Due to scheduling, a proposal launched in the fall will be active no sooner than the following fall, a proposal launched in the spring will be active no sooner than the following spring.

Forward

Board Meeting

Meeting #3

5.0 Put on Board Agenda

Outside of Curriculum Committee purview.

Once a proposal reaches these final steps, there is no longer opportunity for input, modifications or retraction.

The proposal must move to completion.

Yes

Approved / No State
Submission Required

Board Action

Yes

6.0 Board Approval

No

Board Action

Approved for Later Implementation

Forward to State

Reject

Approved but Not Yet Active

Approved for Later Implementation

7.0 State Approval

Reject

Historical

Implement

Active

11

COR CurricUNET Instructions and Style Guide

Purpose

This style guide offers faculty best practices for the development of the Course Outline of Record. These recommendations are intended to provide consistency in the presentation of curriculum, make sure all standards are met prior to review of curriculum by the Curriculum Committee (thereby streamlining the approval process), and ensure that CORs are well-integrated.

According to the Academic Senate for California Community Colleges (ASCCC), 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 Yuba College students.

CORs are also integral to maintaining consistency within disciplines of expertise. As such, they are important tools for faculty. The course outline defines and describes the essential elements of a course. It should provide not only an accurate academic record for the archives, but also an expression of course expectations to guide instructors throughout the college who may be teaching the course. As ASCCC notes "course outlines provide a type of quality control since it is not uncommon for community college courses to be taught by several [...] faculty members." The COR should be the first document new faculty consult when building their syllabi and regularly consulted by all faculty throughout their tenure at Yuba College. By reading a well-written course outline, faculty should be informed of the teaching criteria for which they are accountable, and counselors should be able to make informed recommendations regarding the acceptability of the course.

Nevertheless, a COR is *not* a syllabus. It is "a contract between the college and the student containing the requirements and components of the course." A syllabus "describes how the individual instructor will carry out the terms of that contract through specific elements." It is up to individual instructors to develop their own syllabi.

The primary concern for faculty developing and revising CORs should be integration. The well-integrated course "reinforces the purpose of the other elements in the course outline. There should be an obvious relationship between the objectives of the course, the methods of instruction, assignments, and methods of evaluation used to promote and evaluate student mastery of those objectives."

Thus, a well-integrated course will demonstrate a clear and appropriate relationship between what the student should be able to do upon completion of the course, the content illustrated by the topical outline, and the evaluation methods through which students will be assessed. The Yuba College Curriculum Committee will look for the integration of these elements as part of its regular review process. Courses that do not demonstrate integration may be delayed or sent back for revision.
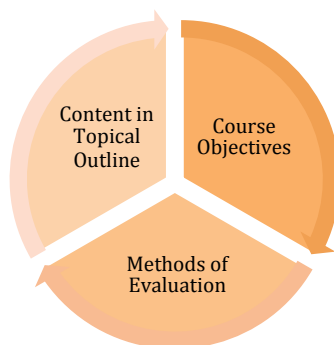
This style guide is organized to move sequentially through the Course Checklist on CurricUNET.

New Curriculum Proposals:

When planning new curriculum proposals, please make sure to take the New Course Approval Criteria And/ or New Degree/Certificate Approval Criteria into account in your rational.

Course Construction/ Basic Course Information

College

Select the appropriate college: Yuba—if you accidentally select "Woodland," your course will not go into the proper workflow and will be delayed until someone discovers this error. It is important to double-check that your curriculum is in the proper workflow by checking its progress on the Curriculum Committee agenda.

Career Technical Education

Indicate whether the course TOP Code is CTE. For a list of TOP codes and disciplines, see the CCCCO Taxonomy of Programs.

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.

Co-Contributor

A co-contributor has editing capabilities on pending proposals; however, only the originator can launch proposals or shepherd them through the approval process by responding to requests for changes.

Originators can limit co-contributors' screen rights to particular screens, such as SLOs only. You may "select all" to give co-contributors full access to the proposal.

The originator is responsible for editing and moving the proposal into the workflow.

Department/Discipline

Choose the correct department/discipline from the drop-down menu.

Course Number

Course numbers should be assigned according to the following:

1 – 49	Courses intended to transfer to the CSUC and UC systems and will be listed on the Transfer Course List
50 – 99	Courses intended to count toward the Associate Degree but not designed for transfer purposes, although some transfer institutions might accept them
100-199	Courses of a remedial nature not intended for Associate Degree credit
200-299	Courses designed at a technical level as a part of a program leading directly to employment
500	Non-credit courses
600	Community Service fee classes, not designed for college credit

Course Title

This descriptor will identify the course in the *Schedule of Classes* and the *College Catalog*. Please be descriptive. Use "Introduction" rather than "Intro" and "Beginning" rather than "Beg." Titles should be typed in Title Case (upper case first letter, lower case for the rest of the word.)   If the course is part of a series make sure each has a distinct title. Note, however, that the field is limited to 68 characters including punctuation and spaces (e.g. American History I and American History II).

Short Title

Limited to 19 characters (including spaces), the short title corresponds to the Datatel Short Course Title field. The Short Title is used on both student transcripts and WebAdvisor. Short titles should be typed in Title Case (upper case first letter, lower case for the rest of the word.) If the course is part of a series, make sure each short title is distinct (e.g. Amer Hist I and Amer Hist II).

Cross-Listed Courses

A cross-listed course is really one course offered under two or more discipline headings. If you wish to cross list two or more CORs, make sure to follow the guidelines for Cross-Listed courses carefully. Other than the discipline and course number, everything else in the Course Outline of Record must be identical.

If the course is cross-listed, make sure any revisions are initiated for the cross-listed outline(s) as well. Make sure to include a co-contributor from the cross-listed discipline(s) and that the Teaching Disciplines are inclusive for all cross-listed disciplines. Do not include cross-listing information in the catalog description.

Course Description

This is what will show in the catalog. In the course description field, provide a brief overview or summary of the course, clearly identifying critical or key content areas for the student. Do not include information about cross-listings, conditions of enrollment, or teaching methods, as this information will be pulled from a different field.

Most course descriptions in university and college catalogs use phrases rather than sentences. Avoid lengthy sentences that do not add to the description's message, abbreviations, and grammar and spelling errors. Keep in mind that the course description is the students' first encounter with the course. Use plain, accessible English. Three to four sentences is average.

Sample course description:

Art 9A
Introduction to the principles, elements, and practices of painting. Focus on painting materials, perceptual skills and color theory, paint mixing and technique, and creative response to materials and subject matter.

Rationale

Describe the reason for creating*****, revising, or inactivating the course. Remember that the Yuba College Board of Directors reviews this section in the Board Report, so keep them in mind as your audience. Give solid, compelling reasons to approve your curriculum, but keep it brief.

* Rational for a new course: Make sure that all criteria for new courses have been met. Use the new course criteria to help write a thorough and convincing rational.

Course Type

Choose the appropriate course type.

Degree-Applicable Credit Courses

For any course that will apply toward the associate degree, Title 5, section 55002(a), requires that the Curriculum Committee determine that the coursework is truly at a college level and that the course incorporates critical thinking, among other standards.

There is also a description in Title 5, section 55062, of the types of courses that are to be considered degree-applicable. Only courses that are included in the following categories may be offered for degree-applicable credit:

(a) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.

(b) Courses that apply to the major or an area of emphasis in non-baccalaureate career technical fields. Note: The Chancellor's Office interprets this as courses within a TOP code designated as vocational.

(c) English composition or reading courses not more than one level below the first transfer level course. Each student may count only one such course below transfer level for credit toward the associate degree, except that reading courses which also satisfy the requirements of subdivision (a) are not subject to this limit. English as a Second Language (ESL) courses which teach composition or reading skills are not considered to be English composition or reading courses for purposes of this subdivision.

(d) All mathematics courses above and including Elementary Algebra.

(e) Credit 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 the courses specified in subdivision (c) and (d) above.

Nondegree-Applicable Credit Courses

Title 5, section 55002(b), requires that nondegree-applicable credit courses be approved by the college Curriculum Committee and District Governing Board. There are four types of nondegree-applicable credit courses:

1. Nondegree-applicable basic skills courses (California Code of Regulations, Title 5, §55000(j)).

2. Courses designed to prepare students to succeed in degree-applicable credit courses that integrate basic skills instruction throughout the curriculum and assign grades partly upon demonstrated mastery of basic skills. Examples of such courses include college orientation and guidance courses and discipline specific courses such as biology, history, business, etc.

3. Precollegiate career technical preparation courses that provide foundation skills for enrollment in degree-applicable Career Technical Education (CTE) programs.

4. Career technical courses for which meeting the standards for degree-applicable credit courses is neither necessary nor required.

Non-Credit Courses

Noncredit instruction is one of several educational options authorized by the California Education Code to be offered within the California Community Colleges. Students are offered access to a variety of courses at no cost to assist them in reaching their personal, academic, and professional goals. The California Community Colleges Chancellor's Office provides links to resources that can assist with the development of noncredit courses and programs as required by the California Education Code and applicable portions of the California Code of Regulations

Course Standards

Variable Hours

If the class meets the requirements outlined below, you may select "yes." This means that the class will be offered at different unit values.   Otherwise, select "no." Do not select "yes" for classes with TBA hours - the meeting times may be TBA, but the number of hours should be set in accordance with the number of units awarded.

There are two types of variable-unit courses:
1. **Single-semester**: A variable-unit course that is offered for a range of units during the same semester. Such a course is always a positive attendance course unless it is an independent study or work experience course.
2. **Multi-semester**: A variable-unit course that may be scheduled in different semesters for different numbers of units, with corresponding changes in contact hours. Such a course may not be a prerequisite for another course or part of a sequence of courses that lead to a degree or certificate.

If variable hours/units are offered, the COR must clearly designate which kind of variable-unit course is being proposed in the "Explanation" box under Course Standards, along with a breakdown of possible lecture/lab hours and unit values. All variable-unit courses require varying course content and objectives. The course content outline and course objectives must clearly show what content will be covered and which objectives will be achieved for each unit value. For example, what course content will be covered and what course objectives will be met if the student takes the course for 1 unit, 2 units, etc.

Lecture Hours/Lab Hours:

Title 5, section 55002.5, establishes the minimum expected time on task (lecture, study, and/or lab work) that is necessary to award one unit of credit. Almost all courses must follow this established formula—there are very few exceptions.

> Lecture or Lab Only Courses
> - One-unit lecture course = 18 hours in-class lecture plus 36 hours out-of-class study
> - One-unit laboratory course = 54 hours in-class laboratory
>
> Lecture and Lab Combined
> - Three units (2 units of lecture and 1 hour of lab) = 36 hours in-class lecture, 54 hours in-class laboratory, plus 72 hours out-of-class study

Units/ Total Course Hours

These fields are automatically calculated based on the lecture and lab hours entered. The content and rigor of the course must justify the number of units assigned to the course. If the unit value is changed in revision, the content must also change to justify the change.

Override Units Calculation

In most cases, course developers should not override units calculation; if the units are not adding up as expected, make sure to use the lecture/lab ratios above and check the corresponding table in these guidelines for the ratio of hours to units.

Repeatable

Select "yes" if this course is proposed to be repeatable for reasons other than a substandard grade. Then select the specific Title 5 section which qualifies the course as repeatable. For more detailed information about Title 5 requirements, see the Credit Course Repetition Guidelines from the CCCCO. **If the course meets the requirements for repeatability, make sure all needed documentation is uploaded into C-NET under "Attach File Upload." Give the file the following title: "Repeatability Documentation"**

> Only three types of courses may be designated as repeatable:
>
> 1. 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 (Documentation upload is required)*
> 2. Intercollegiate athletics
> 3. Intercollegiate academic or vocational competition. The competitions must be sanctioned by an external oversight body, and the objectives or outcomes for successful completion of the course must be directly tied to participation in the competition. (Oversight body documentation upload required)

In the text field, add additional information about repeatability for the course. This information may relate to regulations about repeatability or may indicate that students need to show some progress within the course before taking it again.

* If claiming repeatability based on reason 1 above, YC must maintain a copy of the documentation supporting this claim, such as the applicable CSU or UC catalog or a print out from the CSU or UC website. This documentation should be uploaded under "attach file upload," as outlined above. An informal letter from a faculty member would not be appropriate as it is not an official document that is binding on CSU or UC. Also, inclusion of a course with a Transfer Model Curriculum requirement is not in itself sufficient to justify repeatability.

Grading Method

Select the appropriate grading method:

> Letter Grade Only: awards only letter grades of A, B, C, D or F for the course.

> P/NP: awards only credit/no credit for the course.

> Letter grade or P/NP: faculty can award either credit/no credit or a letter grade.

> Non-Credit: course does not receive a grade (and should be numbered 500-599).

Basic Skills Code

This field applies only to English, ESL, Math, and Reading courses.

Select the appropriate number of levels below transfer level. If the course is transferrable, select "Y = Not applicable."

Conditions of Enrollment

Select the appropriate conditions of enrollment:

> Pre-requisite: a specific course must be completed with a C or better prior to enrollment in current course

> Co-requisite: the student must enroll in a specific course at the same time they enroll in current course

> Placement Exam Score: the student must achieve a minimum exam score or pass an equivalent course (e.g. "eligibility for ENGL 1A")

> Skill Advisory: a proficiency in language, math, and/or computer skills is strongly recommended

> Other: other conditions must be met prior to enrollment (e.g. "CPR certification")

Topical Outline

Provide a complete list of all subjects covered in the course, using a conventional outline form. If the course contains both lecture and lab components, the Topical Outline must clearly indicate what content will be taught in each. Additionally, if the course is offered for variable units, specific content must be indicated for each unit scenario. See variable unit policy for more information. Keep in mind that four-year institutions examine the topical outline as part of determining CSU-Breadth, IGETC, and course-to-course articulation agreements. The topical outline is also central to C-ID articulation.

Course content should be displayed using headings and sub-headings. Avoid simple lists, if possible. Content items should be subject-based and described in brief statements. A successful outline is detailed enough to

fully convey the topics covered, but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. A page or two is fairly typical.

Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline.

Content need not be expressed in terms of student capabilities or behavior, but it should be obviously relevant to the course objectives. If, for example, a content item for an anthropology course were "Art forms and colors," it might be appropriate to expand in a manner such as "Stylistic art forms and color considerations—relative to the development of sapience" to help clarify the relevance of the content element to the course as a whole.

To Create an Outline in CurricUNET

1. Select **Topical Outline** from the Course Checklist.
2. Select a conventional font (e.g. Ariel, Courier, Times New Roman) and 3 (12pt) size.
3. Click the **outline icon:**

4. Type the first content topic. *Do not type roman numerals*. The outline will automatically number the headings.
5. To move to the next content item, simply hit "enter" as if starting a new paragraph.
6. To create subheadings, click the **indent icon**:

7. If a subheading is accidentally created, use the **decrease indent icon**:

8. Use the **undo** and **redo** buttons to correct errors:

9. To view the course outline, select **Reports** and then **Course Outline.** The COR will open in a new window.
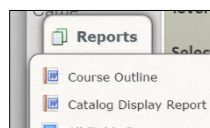
General Education (GE) Rationales

Course Outline of Record GE Approval Philosophy: As outlined in AP 4025, GE courses must "contain a rigorous collegiate level presentation of theory abstraction, practical information and knowledge" and "expose students to a broad spectrum of beliefs or knowledge of general subject matter area." In order to ensure the rigor described in AP 4025, instructors teaching GE courses must be trained in the appropriate knowledge base for each GE area. Therefore, in order to be granted a GE petition in Areas A, B, C, or Health and Physical Education, the course must be housed in an appropriate discipline—with minimum qualifications that ensure the instructor has the subject matter knowledge base. The disciplines lists for each GE area may be amended by the Curriculum Committee to include additional disciplines with the appropriate knowledge base as needed.

Exception: If a course is not in a discipline listed in the GE area below yet currently has articulation for a specific GE area at a CSU or UC, the course can qualify for Yuba College GE, as long as it meets all other applicable GE criteria as outlined below.

How to Write a GE Petition:
To petition to add a course to the GE list, complete the General Education/Graduation Petition and list the criteria that support the petition. **Use specific evidence from the Topical Outline, Course Objectives, and/or Typical Assignments to support the petition.**

> **All Rationales** should do the following:
>
> 1. Demonstrate that the course meets the broad educational criteria defined by the Yuba College General Education Philosophy Statement and AP 4025.
>
>   The language of the Rationale should reflect the language of AP 4025 as well as refer specifically to the Course Objectives, sections of the Topical Outline, and/or Typical Assignments that establish the course as an element of a student's *general* education.
>
> 2. Demonstrate that the course meets the specific criteria for the course's GE Area. In effect, the Rationale should establish the justification for the course being housed within its area. Please note that circular justifications (e.g. Math 123 meets the criteria because it is math) are not sufficient support.
>
> 3. Be succinct, clear, and easy to read. Bulleted lists or brief outlines are recommended.

Area A: Natural Sciences

> **Disciplines List:** Courses to be considered for GE in **Natural Sciences** must require minimum teaching qualifications for Agriculture, Anthropology, Biology, Chemistry, Physical Science, Geology, Geography, Environmental Science/Ecology, Physics, Astronomy, or Plant Science.
>
> Rationales for **Natural Sciences** should demonstrate how the course:
>
> - Introduces students to a broad pattern of principles upon which is based the study of the natural world, its life forms, and the transformations of matter and energy.
> - Introduces students to the procedure by which new information is acquired and the scientific method.
> - Promotes an understanding of the relationship between science and other human activities.

Area B: Social and Behavioral Sciences

Disciplines List: Courses to be considered for GE in **Social and Behavioral Sciences** must require minimum teaching qualifications for Early Childhood Education, Psychology, Political Science, Economics, Sociology, Anthropology, or Ethnic Studies.

Rationales for **Social and Behavioral Sciences** should demonstrate how the course:

- Focuses on people as members of society.
- Helps the student develop an awareness of the method of inquiry used by the social and behavioral sciences.
- Stimulates critical thinking about the ways people act and have acted in response to their societies.
- Promotes appreciation of how societies and social subgroups operate.

Area C: Humanities

Disciplines List: Courses to be considered for GE in **Humanities** must require minimum teaching qualifications in Art and Photography, English, Foreign and Sign Language, Mass Communication, Music, Philosophy and Humanities, Theatre Arts, Communication Studies and Speech, English as a Second Language, Early Childhood Education, or Asian-American Studies.

Rationales for **Humanities** should demonstrate how the course:

- Studies the cultural activities and artistic expressions of human beings.
- Helps 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.
- Helps the student develop aesthetic understanding and an ability to make value judgments.

Area D: Language and Rationality

Rationales for **Language and Rationality** should demonstrate how the course:

- Develops for the student the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication.

    o Rationales for **D1 English Composition** will demonstrate how the course design includes both expository and argumentative writing.

    o Rationales for **D2 Communication and Analytical Thinking** will demonstrate how the course fosters communication and analytical thinking.

Area E: General Education Electives

Rationales for **General Education Electives** should demonstrate how the course:

- Fosters the Yuba Community College District General Education Philosophy as outlined in AP 4260.
- Contains a rigorous collegiate level presentation of theory, abstraction, practical information and knowledge.
- Exposes students to the appropriate exercise of learning skills.
- Exposes students to a broad spectrum of beliefs or knowledge of general subject matter area.

Multicultural Graduation Requirement

Rationales for the **Multicultural Graduation Requirement** should demonstrate that at least one of the following three criteria are met:

- At least half of the course content/objectives examine significant aspects of the culture, contributions, and social experiences of no fewer than two different under-represented ethnic/racial minority groups in the United States.
- At least half of the course content/objectives examine a minimum of three groups, one of which may be European-American or European and is comparative in nature.
- At least half of the course content/objectives include an analysis of ethnicity, ethnocentrism, and/or racism, and how these forces shape and explain cultural experience.

Health and Physical Education

Disciplines List: Courses to be considered for GE in Health and Physical Education must require minimum teaching qualifications for Health, Physical Education, Kinesiology, Exercise Science, or Adapted Physical Education.

Rationales for **Health /Physical Education** should demonstrate how the course:

- Focuses on the benefits of regular exercise
- Helps students develop an awareness of the connection between physical health and chronic disease
- Promotes an understanding of the physical, mental, and social benefits of healthy lifestyle choices
- Stimulates critical thinking about nutritional food choices

Transfer and Articulation

Only courses numbered 1-49 are transferable. Submissions for transfer and articulation agreements are subject to external timelines and may take a year or more to complete. Requesting these agreements does not guarantee approval from CSU, UC, or C-ID.

This field does not need to be completed if the course already has articulation agreements in place. If you are unsure of the current articulation status for the course, please see www.assist.org.

C-ID Articulation

Course Identification Numbering (C-ID) is a supranumbering system being developed to ease the transfer and articulation burdens in California's higher educational institutions. To learn more about C-ID, visit c-id.net.

Courses that have C-ID descriptors must receive C-ID articulation to be included in ADTs (transfer degrees). To request C-ID articulation, enter the C-ID descriptor number (e.g. MATH 110). C-ID articulation requests are submitted on an ongoing basis.

4-Year Articulation and Transfer

Articulation is the process of developing a formal, bilateral, written agreement that identifies courses or a sequence of courses offered through Yuba College that are comparable to, or acceptable in lieu of, specific course requirements at another two-year or four-year college/university. A YC course that

is referred to as "articulated" has been determined to be comparable in content to a course offered at another educational institution.

If a course is transferable, a receiving institution will accept a course offered at the sending institution for transfer credit. A course that is transferable is not necessarily articulated.

GE Breadth Requirements (CSU)

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. This curriculum provides an alternative to the IGETC requirements and campus-specific GE-Breadth requirements. If your course is transferable to CSU, you may petition to have it included in the appropriate GE-Breadth Area (A-E).

The CSU GE Breadth submission window opens annually from October-December 15.

IGETC (CSU/UC)

The Intersegmental General Education Transfer Curriculum is a general education program that California Community College transfer students can use to fulfill lower-division general education requirements at a California State University or University of California campus. This curriculum provides an alternative to the CSU General Education-Breadth requirements and a UC campus GE/Breadth requirements. If your course is transferable to CSU and UC, you may petition to have it included in the appropriate IGETC Area (1-6).

The IGETC submission window opens annually from October-December 15.

UC TCA (UC)

For courses to transfer to UC, they must be submitted for inclusion in the UC Transfer Course Agreement (TCA). Courses cannot be approved for IGETC until they are part of the UC TCA. If your course is baccalaureate level and you want it to transfer to UC, select the appropriate TCA Area.

The UC TCA review cycle occurs annually in June for YC and in July for WCC.

Specific University Major (Articulation)

In addition to specific course articulations for CSU Chico, CSU Sacramento, and UC Davis, course developers may enter up to 9 additional colleges/courses for articulation. If you have more than 12 articulation requests you may attach a document in Attach File Upload or contact your curriculum co-chair for assistance.

Submission of course-to-course articulation requests is ongoing. However, UC will only review articulation requests for courses that have already been approved for UC-TCA.

Course Objectives

Course objectives should be clear and concise. Each course objective should complete the sentence "Upon successful completion of the course, the student will be able to...."

1. Begin with an active verb. All college-level courses are required to have at least one objective that requires critical thinking. For examples of active verbs that indicate critical thinking, see the right side of Bloom's Taxonomy.

2. Enter each objective separately and then select **Add** before entering additional objectives. You do not need to number them; CurricUNET will automatically number the objectives.

3. After an objective is added you may edit by clicking on the **pencil** icon**,** delete by clicking on the **X** icon, or change the order by clicking the **up arrow** or **down arrow** icons.
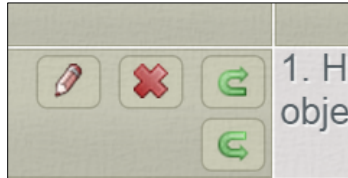
Student Learning Outcomes

Student Learning Outcomes should match the most recent version as recorded in TracDat at the time of COR revision. They should be specific and measurable.

1. Enter each SLO separately and then select **Add** before entering additional objectives. You do not need to number them; CurricUNET will do so automatically.

2. After an SLO is added you may edit by clicking on the **pencil** icon, delete by clicking on the **X** icon, or change the order by clicking the **up arrow** or **down arrow** icons**.**

Typical Assignments

Indicate what types of assignments (reading, writing, and/or other types) students will be required to complete. For each type of assignment, indicate whether the assignment will be required inside of class, outside of class, or both. Use "N/A" to indicate that a category is not applicable.

All college level courses (numbered 1-99) require two hours of independent work outside of class for each unit/weekly lecture hour.

Sample Assignments

Representative sample assignments must also be included on the COR, as required by the state. This information facilitates articulation of your course with 4-year institutions. Descriptions can be included in the space provided in CurricUNET, or they can be attached as separate files on the **Attach File Upload** page. If you attach the assignments in the file upload section, be sure to indicate as such in the space provided in the assignments section.

Methods of Evaluation

According to Title 5, Section 55002.a.3, "the course outline shall also specify types or provide examples of required reading and writing assignments, other outside of class assignments... and methods of evaluation for determining whether students have met the stated objectives."

To ensure a well-integrated course, methods of evaluation must be consistent with course objectives and course content. Check all methods that *may* apply. Each checked item will print on the course outline. Instructors are not required to use all methods included, but should not use methods that are not included.

1. **Homework** must be an evaluation method for a college-level class that has lecture hours. If the homework assignments are covered by another category, such as **Essays**, select both.
2. Do not select **Laboratory Assignments** if the course does not have a lab component.
3. Do not include **Attendance** as a method of grading. Use **Participation** instead.

Course Materials

Select a formatting style. Note that the formatting style only affects how the citation prints on the COR. It has no bearing on the expectations for students in the course.

Enter the complete bibliographic information for textbooks, manuals, periodicals, software, or other required materials in the appropriate section. Include the ISBN number when appropriate.

Multiple textbooks or manuals may be included if there are several acceptable options. Course developers may also select **Equivalent Acceptable** if instructors will be allowed to choose equivalent materials independently. If Equivalent Acceptable is *not* selected, all faculty teaching the course *must* use the same textbook.

If a textbook with a publication date of more than 5 years old is entered, CurricUNET will prompt the course developer to enter a justification for the selection of an older textbook. A reasonable justification must be entered if the text is older than 5 years.

Methods of Instruction

Select all methods applicable to the course.

1. Do not select **Laboratory** if lab hours are not specified in the units calculation.

2. If **Other** is selected, provide details in the text box.

3. If **Distance Education** is selected, a DE Addendum must be completed.

   When DE is selected, the DE Addendum will appear as a new item in the **Course Checklist** to the right of the screen, directly under **Distance Education**. If you are taking out the DE petition because the course will no longer be offered as DE, this addendum must be cleared to completely remove DE. Simply unclicking the DE selection will not clear the addendum.

Distance Education

Methods of Delivery

1. Select the applicable methods of delivery.

   Note: **Hybrid** should not be selected. Until YCCD develops guidelines for how to define and offer hybrid courses, the curriculum committee will not approve "hybrid" as a method of distance education.

2. Check both boxes, for video captioning and 508 compliance.

   The Americans with Disabilities Act of 1990 (42 U.S.C. 12100 et seq.), Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. § 794d), and California Government Code section 11135 all require that accessibility for persons with disabilities be provided in the development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of state funds. (See Legal Opinion M 03-09.) Title 5, section 55200 explicitly makes these requirements applicable to all distance education offerings.

   Distance education resources must generally be designed to provide "built-in" accommodation (i.e., closed or open captioning, descriptive narration) and/or interface design/content layout, which is accessible to "industry standard" assistive computer technology in common use by persons with disabilities.

   Access to DE courses, resources, and materials include the audio, video, and text components of courses or communication delivered via existing and emerging technologies. Access includes the audio, video, multimedia, and text components of Web sites, electronic chat

rooms, e-mail, instructional software, CD-ROM, DVD, laser disc, video tape, audio tape, electronic text, and print materials.

Distance education courses, resources, and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities.

Content Delivery and Evaluation

Title 5 regulations specify that course quality standards apply to distance education in the same manner as for traditionally delivered courses and that each course designed for delivery via distance education be separately approved by the college curriculum committee.

1. Select **Content Delivery and Evaluation Methods** from the drop-down menu. Descriptions and examples are required by ACCJC for each method, and will assist the Curriculum and DE Committees in approving the course.

    a. When describing content delivery and evaluation methods, focus on *how* the elements will be used in the course.

    b. As with methods of evaluation for a face-to-face (F2F) course, only the methods indicated can be used for instruction; methods not indicated *cannot* be used by instructors. Course developers who wish to maintain flexibility for instructors should use appropriately qualified language in the description of delivery and evaluation methods (e.g. "Discussion boards *may* be used for weekly student discussion of readings" instead of "Discussion boards *will* be used for weekly student discussion of readings").

2. Click **Add** to add methods.

3. Review the **Methods of Evaluation** screen. Are all the selected methods of evaluation addressed in the content delivery and evaluation section above?

4. Use the link under **Selected Methods** to compare F2F and DE methods of evaluation. "Yes" must be selected to have DE approved for the course.

Instructor-Student Contact

Title 5 DE regulations require regular contact between instructors and students. Instructor initiated contact should be effective and substantive. Therefore, the DE addendum should demonstrate that instructor initiated contact will be frequent and approximate the quality and amount of contact an instructor would have with students in a face-to-face course.

1. Select contact type from the drop-down menu.

2. In the **Comments and Frequency** field, describe the frequency with which instructors will interact with students (e.g. "daily," "weekly," "once per semester").

    a. General phrases that indicate frequent contact may be used where appropriate (e.g. "the instructor will respond to discussion posts in a timely manner").

3. Click **Add** to add contact types.

Feasibility

Feasibility fields need to be completed only if the proposal is for a new course or program.

Staffing

List any new faculty/staff positions that will be essential to offering this course.

Facilities

Include a description and cost of any new facilities that will be essential to offering this course.

Equipment and Supplies

Describe and estimate cost for any new equipment and supplies that will be essential to offering this course.

Existing Courses

Describe how the course will affect existing curriculum and any curricular needs that may arise. Please consider the following questions:

1. Does this course duplicate or significantly overlap with existing curriculum?
2. Will this course be connected to existing courses? For example, if this course includes a Math prerequisite, it may increase student need for sections of the requisite course.

Distance Education

Indicate whether the course will have a DE component. If DE is not a selected Method of Instruction, enter "N/A."

Library or Media Materials

For new courses and programs, it is the discipline faculty's responsibility to check whether current library holdings are sufficient to support the new curriculum.

If this new course requires additional library resources, please make sure to discuss these needs with the college librarian(s).

Teaching Disciplines

Select the discipline(s) for which minimum qualifications qualify an instructor to teach this course. Note that some disciplines fall under a different name than your department currently uses, such as "Foreign Languages" instead of "Spanish." If you do not see your department/discipline listed, check the CCCO disciplines list starting on page 15 of the Minimum Qualifications Handbook to find the proper category. Note that the drop-down menu gives the discipline area only, not the entire description of minimum qualifications. For the full description, see the CCCCO Minimum Qualifications Handbook above.

If a course is cross-listed, make sure to include teaching disciplines for all cross-listed departments.

Attached File Upload

Use this screen to upload file attachments, such as sample assignments, repeatability documentation, C-ID descriptors, state revisions requests, and so on.

Title

Include the college and program (and date if appropriate) in the file's name to facilitate uploading the documents to the State Chancellor's office.

>   Examples:

>   WCC Ag Advis Cmte Minutes 05-12-13
>   YC Music TMC Template
>   WCC Socil AA-T ASSIST documentation

The following file formats are supported: bmp, doc, docx, gif, pdf, png, rtf, txt, xlsx

Important: If proposing a new COR, please upload evidence that all curriculum in your department is within the title 5 mandated review cycle.

What constitutes evidence?
E-mail your dean or the curriculum co-chairs for information about excel file templates for your program. Faculty are encouraged to use these files to keep track of the curriculum review cycle. An up-to-date record of curriculum with dates of last revision can be used as evidence of title 5 revision cycle compliance.

Degree/Certificate CurricUNET Instructions and Style Guide

Requirements for degrees and certificates differ depending on whether the curriculum is new or revised. In addition, revised degrees and certificates differ depending on whether the revision is considered substantial or nonsubstantial. Use the following definitions to clarify:

New Degree or Certificate: Create a new degree or certificate if Yuba College does not currently offer an active version of the proposed degree or certificate.

Revised Degree or Certificate: Create a revised degree or certificate if Yuba College currently offers an active version of the proposed degree or certificate. These can be either nonsubstantial or substantial, depending on the following criteria:

>   **Nonsubstantial Change** – An action to change an active degree or certificate that will not initiate a new control number.
>   Examples of nonsubstantial changes to existing AA or AS degrees include:
>   - Title changes
>   - The TOP code will change to a TOP code within the same discipline-level (e.g.; a change within the discipline of biological sciences (04) from the field of Biology, General (0401.00) to Microbiology (0403.00)).
>   - degree unit changes
>   - Addition to or removal of courses from an existing approved program

Substantial Change—An action to change an active degree or certificate that *will* initiate a new control number. Note: according to the fifth edition of the [Program and Course Approval Handbook](), no substantial changes may be made to an approved (active) ADT (127).

The following changes constitute a substantial change for a revised degrees and certificates:
- The goals and objectives of the program are substantially changed.
- The TOP code will change to a different TOP code at the discipline-level
- Addition/creation of a new program award (degree or certificate) or major/area of emphasis using an active proposal. For example, a college may decide to create an associate degree for transfer (A.A.-T or A.S.-T) in the same four-digit TOP code as an existing degree or certificate offered by the college.
- The job categories for which program completers qualify are substantially different from the job categories for which completers previously qualified.
- The baccalaureate major to which students typically transfer is different from the baccalaureate major students typically transferred to in the past.

Note: For substantial change proposals, the same supporting documentation is required for the substantial change proposal as would be required of a new program submission.

Degree/Cert Construction

Please note: The board will not approve degrees or certificates containing courses that are out of compliance with mandated review cycles. Please check to make sure all courses on your degree/certificate are current or have launched revisions before launching degree/certificate revisions: CTE courses must be revised every 2 years; all other courses must be revised every 5 years. **Please submit a file in the "Attach File Upload" that illustrates the most recent revision date and current status of each course contained in the degree or certificate.**

Your degree/certificate proposal consists of pages that must be finished in order to submit your proposal, launching it into the [approval process workflow.]()

You may save work on an incomplete page, but you must select "Finish" when the page is complete. Finished pages will turn green in the menu on the right. Note that you can "unlock" a finished page to continue editing.

When all pages are finished, the "Submit" button will appear on the left.

Basic Degree Information
Program Title
Give the name of the degree or certificate without the award type information, since the award type is a separate field. For example, if you have a Certificate of Achievement in Culinary Arts, put "Culinary Arts." If you are making an Associate in Arts in Chemistry, put "Chemistry."

Discipline

Choose the correct department/discipline from the drop-down menu. If you do not see your department listed, contact your curriculum co-chair.

Award Type

Choose from drop-down menu; see below for definitions and guidelines.

  Associate Degrees:

The Chancellor's Office supports the ASCCC Resolution 9.06, Spring 2008, in which the associate degrees are classified as follows:

- **Associate in Science (A.S.)** are strongly recommended for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs.
- **Associate in Arts (A.A.)** are strongly recommended for all other disciplines.
- **Associate in Science for Transfer (A.S.-T)** must be used for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs.
- **Associate in Arts for Transfer (A.A.-T)** must be used for all other disciplines.

Certificates of Achievement (Credit):

Title 5, section 55070, defines Certificate of Achievement as any credit certificate that may appear by name on a student transcript, diploma, or completion award and which requires 18 or more semester units of degree-applicable coursework. Chancellor's Office approval is required.

The college may also request approval from the Chancellor's Office for certificate programs that require fewer units in order to list these certificates on student transcripts. In order to be approved, the proposed certificate must require 12 or more semester units of degree-applicable credit coursework and must represent a well-defined pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education.

Certificate of Competency (non credit)

Pursuant to Title 5, section 55151, colleges may offer a sequence of noncredit courses that culminate in a Certificate of Competency in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution.

Certificate of Completion (non credit)

Pursuant to Title 5, section 55151, colleges may offer a sequence of noncredit courses that culminate in a Certificate of Completion – leading to improved employability or job opportunities.

Other certificate types:

Community colleges may also award certificates for fewer than 18 semester units without Chancellor's Office approval, but must call such certificates something other than "Certificate of Achievement." **These local certificates may not be included on student transcripts**. Local certificates must be entered into CurricUNET and be approved by the Curriculum Committee and the YCCD Board of Directors. YCCD currently recognizes the following locally approved certificates:

- Certificate of Advancement (choose for non-CTE disciplines)
- Certificate of Competency (a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution)
- Certificate of Completion (leading to improved employability or job opportunities)
- Certificate of Training

Variable Total Units for Degree

Consider only required courses for the major: Are there options that allow for variable units in the major?

Units for Degree Major or Area of Emphasis

Give units or range of units, if variable. Do not include GE units; only include units listed in the degree or certificate.

Goal(s) of Program

Degree and certificate programs may have the following specified program goals:

Career Technical Education (CTE)
Transfer
CTE and Transfer (select both options)
Other – Designed to meet community needs

CTE:

A degree or certificate with a program goal of CTE prepares students for employment immediately upon completing the program and/or upgrades employment skills.

Transfer:

A degree or certificate with a program goal of transfer prepares students to continue study in the same or similar area at a baccalaureate-granting institution.

If the area of emphasis is designed to prepare students for transfer, all required courses must be transferable and must prepare students for a designated field of study at a baccalaureate institution. The intent of such degrees must be clearly expressed in the narrative portion of the proposal.

Other:

A degree or certificate with a program goal of "other" is used to develop degree majors or areas of emphasis designed to meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. Evidence of need for program proposals is required. Required documentation can be in the form of survey results, letters of support from community agencies, or other regional data in support of the need.

This type of proposal may have a broad area of emphasis, such as Social Sciences, or a theme-based area of emphasis that consists of an interdisciplinary grouping of courses, such as American Studies, International Business, or Multicultural Studies. The required courses may not align with requirements for transfer, but nevertheless represent a cohesive packaging of courses.

Co-Contributor

A co-contributor has editing capabilities on pending proposals; however, only the originator can launch proposals or shepherd them through the approval process by responding to requests for changes.

The originator is responsible for editing and moving the proposal into the workflow.

Originators can limit co-contributors' screen rights to particular screens, such as SLOs only. You may "select all" to give co-contributors full access to the proposal.

Proposed Start

Select the semester and year for which you would like this proposal to become active. Note that your proposed start date is subject to all local and state approval timelines. The Curriculum Committee may assign an effective term later than your proposed start date.

Typically, your proposed start should be one year out from your proposals (Fall to next Fall, Spring to next Spring)

Catalog Degree/Certificate Description

(Corresponds to PCHA item 2)

The catalog description must be entered exactly as it will appear in the college catalog. The description must also:

- Convey the degree/certificate's goal(s) and objectives; suggest how they differ from the goals and objectives of other programs.
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate.
- List all prerequisite skills or enrollment limitations.
- 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.
- If the program goal selected is CTE or CTE and Transfer, then the description must list the potential careers students may enter upon completion.
- If the program goal selected includes Transfer, then the description must list baccalaureate major or related majors.
- If applicable, advise students if this is a high-unit program (more than 60 semester units) and how this impacts degree completion
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. In these cases, the Chancellor's Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification. The description must also convey what students may expect as an outcome.

The catalog description represents a commitment to the student. Exaggerated statements must not be included. For a program designed with scaffolds among program awards, ensure the catalog description describes but does not overstate this relationship. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented.

For ADTs:

Pursuant to SB1440, section 66746, the description must also include the following:

1. Completion of 60 semester units that are eligible for transfer to the California State University, including both of the following:
     1. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.

2. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

Program Goals and Objectives

(Corresponds to PCHA item 1)

Identify the goals and objectives of the program. The stated goals and objectives of the program must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4.

Based upon the 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 local college and community college system. For example, a program 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. Similarly, a program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program may not be primarily avocational or recreational.

The statement of goals and objectives serves to define the degree over time and is one of the major factors in determining whether future changes to the degree are considered substantial or nonsubstantial for Chancellor's Office review purposes.

If the associate degree program goal selected is "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," then the statement must include the main competencies students will have achieved that are required for a specific occupation. The statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire.

If the associate degree program goal selected is "Transfer" or "Career Technical Education (CTE) and Transfer," then the statement must, at a minimum, include the preparation of students for one or more baccalaureate majors. Courses required for the degree 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.

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.

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

Degree/Certificate Level SLOs

You may use program-level SLOs for degrees or certificates, or generate ones specific to a degree or certificate. Do not use course-level SLOs.

Enter each SLO separately. You do not need to number them; CurricUNET will add the numbers.

After an SLO is added you may edit by clicking on the "pencil" icon, delete by clicking on the "scissor" icon, or change the order by clicking on the "up arrow" or "down arrow."

Degree/Certificate Blocks (corresponds to PCHA item 3)

This is where you enter the course requirements for the degree/certificate. 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.

Course Block Title:

This field contains the heading that defines a block of courses. Once you create a heading, you will be able to add specific courses under it. Examples of Block Definitions are:

- Required Courses
- Electives
- List A, List B, etc.

Once you have added a Course Block you can edit, delete, or move it. To add courses to a Course Block, click the Courses button.

Unit Calculation

This area determines how the "Units According to CurricUNET Math" field is calculated. The goal is to make the CurricUNET math match the units required for the degree as entered on the Basic Course Info page.

For each block ("list") of courses, determine whether all courses are required. If all courses are required and none have variable units, leave the setting as "Default (all units calculated)."

If courses in the block have variable units, or if students select only some of the courses in the list, select "Units (specify unit range)." Then, add the appropriate range. Examples:

- If students may select either a 3-unit or a 4-unit course, put "3 to 4" units (or the appropriate range including any other course options in that course block).
- If students may select two of three 3-unit courses, put "6 to 6" units. Otherwise, all three options will be counted as 9 units in that course block, artificially inflating the total units for the degree.

Add Individual Courses

Discipline/Course

Add courses or non-course requirements one at a time. To add courses, choose the correct department from the drop-down menu. Once the department is selected, you will get another drop-down menu from which to choose the specific course.

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In the specific course drop-down menu, you may see multiple versions of the same course (for example, an active version and a launched version). In general, it is best to choose the "active" version. If revisions are in progress, the degree will always be linked to whichever version of the course is active. There are a few exceptions:

- If you have just created a new course that is going through the approval process, you may add the pending or launched version of the course to a degree/certificate.
- If you have revised a course to change the units, choose the pending or launched revision so that the unit calculations are accurate.

Unit Range

Make sure values are blank, unless you want to specify a value other then the actual course Unit Range.

Non-Course Requirements

Note any non-course requirements for the degree in this field (such as CPR certification or Live Scan).

Do not complete this field for specific courses that you are adding to a block. If there are no non-course requirements, you may leave this blank.

Exception Identifier

Use this field to define an exception or other parenthetical comment. This field must be a keyboard symbol such as * or #.

Exception

Define any exception to the requirement in this field. For example:

"Students who keyboard 40+ wpm accurately are exempt from CABT 110ABC..."

Degree/ Certificate Feasibility

Note: for non-substantial revisions, this section does not need to be changed. However, if courses have been added or removed or the total unit value has been changed, a revised two-year sequence spreadsheet must be completed and attached under "Attach File Upload."

Was this new offering discussed in your program review/annual update?

If "No" is selected, give rationale for adding/changing a degree or certificate that was not included in program review.

Next Scheduled Program Review

Enter the month and year of the first scheduled review of the degree/certificate after it has been approved.

Background and Rationale for New or Substantially Revised Proposal
(Corresponds to PCHA Item 4. Master Planning)

Please describe the following:
- **Appropriateness to Mission and Goals**
    - The proposing department must show how the new degree or certificate fits into the existing or proposed program as a whole.
    - The degree or certificate objectives must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. For example, the degree or certificate may address a valid transfer, occupational, or basic skills need—it must not be primarily avocational or recreational.
    - The degree or certificate must be in alignment with the YC Educational Master Plan.
    - The degree or certificate must be in alignment with the YC College Goals and Mission Statement
- **Need** --A clear and appropriate need must be established in the rational for the new degree or certificate. The rational may include specific evidence from the following:
    - YC Educational Master Plan
    - Program Review
    - Transfer applicability for major preparation or GE
    - CTE Regional Consortium
    - External accrediting or regulatory body
    - Other compelling evidence of community and/or student need

Projected Annual Completers (Corresponds to PCHA item 5)

Enter the number of students projected to be awarded the degree each year after the program is fully established. The estimation submitted for annual completers should be reasonable in light of historical completion rates. Use your program review data as a starting point; as a point of reference, refer to the Chancellor's Office Data Mart (http://datamart.cccco.edu/Outcomes/Program_Awards.aspx - click on the DATAMART hyperlink on the top right header) for historical completion rates by academic year for each TOP Code.

The number entered must be greater than zero.

Explanation/Evidence (Corresponds to PCHA item 5)

Underneath the projected annual completers, give an explanation for the number. This explanation should be backed up by enrollment data attached to the COR (blank form and data link below).

You also need to give a two year sequence of course offerings (form below). The goal here is to show that a) you have the student numbers and b) the students can complete the requirements in two years.

To make sure you have included all the information required at the state, please complete an Enrollment Data spreadsheet (using data from the Pivot Table below) and a Two-year sequence spreadsheet and attach them under "Attach File Upload."

Please note in the text field to see attached files.

- YC Current Enrollment Data Pivot Table
- Enrollment Data Blank Form

- [Two-year Sequence Blank Form](#)

Place of Program in Curriculum/Similar Programs   (Corresponds to PCHA item 6)

Before completing this section, review the college's existing program inventory in the CCC Curriculum Inventory (http://curriculum.cccco.edu/Search), then address the following questions:

1. Do any active degrees/certificates need to be made inactive or changed in connection with the approval of the proposed program? If yes, please specify.
2. Does the degree/certificate replace any existing degree(s)/certificate(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).
3. What related programs are offered by the college?

Similar Programs at Other Colleges in Service Area (Corresponds to PCHA item 7).

Describe all similar programs offered by colleges within commuting distance of the college, commonly known as the "college service area." A brief description of each program is required. Pages from other colleges' catalogs may be included as additional attachments to the proposal in the CCC Curriculum Inventory. Similarities and differences need to be described, and justification for a program of this type and in this region needs to be provided.

In most instances, a college proposing a new program needs to make a convincing case that the existing capacities at other colleges are insufficient to meet the demand. If the proposed program has a different emphasis than similar programs at other colleges, targets a different market, demonstrates state-of-the-art offerings, or for a number of reasons will be a stronger program, documentation and/or explanation need to be provided.

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

Does degree/certificate require transfer documentation?

For a program with a selected program goal of "Transfer" or "Career Technical Education (CTE) and Transfer," required documentation includes one ASSIST Articulation Agreement by Major (AAM) report showing that required courses fulfill the majority (51% or greater) of lower-division requirements for the baccalaureate major.

Articulation agreements can be downloaded from the ASSIST website at www.assist.org. (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.)

For ADTs: Please refer to the TMC Template for the specific type of transfer documentation required for the ADT discipline (note: some disciplines do not require transfer documentation as C-ID descriptors suffice).

Is degree/certificate based on [Transfer Model Curriculum](#)?

Required for ADTs.

For an ADT to be reviewed, effective July 1, 2015, all courses that appear on the TMC Template in the Required Core and List A for which a C-ID Descriptor exists, must have the corresponding college Course Outline of Record (COR) **approved for C-ID** (www.c-id.net) **prior** to the Chancellor's Office review and approval of the ADT.

CCCCO approved templates may be downloaded from the Chancellor's Office Academic Affairs Division website:
http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx

No deviations are allowed. Please ensure you have the most recent version available for the discipline prior to submitting your curriculum proposal to the Chancellor's Office for review. Revision dates are shown at the top right header of each template.

Does degree/certificate require additional criteria for licensing or accreditation standards?

Does the program or certificate require licensing or accreditation from an outside party such as a professional organization or government agency? (Example: Government certification for tax preparation certificate)

If so, list the specific organization or agency and relevant licensing or accreditation requirements.

Does degree/certificate require additional criteria for student selection and/or fees?

If the program is selective, describe relevant entry criteria, the selection process for admission to the program, and compliance with provisions of Title 5, sections 55201 and 58106. Similarly, specify all mandatory fees (for materials, insurance, travel, and/or uniforms) 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.

Is degree/certificate CTE?

A degree or certificate with a program goal of CTE prepares students for employment immediately upon completing the program and/or upgrades employment skills.

Pursuant to Title 5, section 51006, CTE programs cannot be designed exclusively for individuals already employed by a particular employer or in a particular industry, unless the college also makes the program available to other interested students or makes available a parallel or comparable program which would enable a student who is not already employed by that employer or in that industry to obtain entry-level employment.

Labor Market Information and Analysis (CTE Programs Only)

Include current labor market information and 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.

Net Annual Labor Demand (CTE Programs Only)

Enter 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. The number entered here must be

explicitly stated and consistent with the Labor Market Information and Analysis provided as Supporting Documentation. The figure entered must be greater than zero.

Employer Survey (CTE Programs Only)

When strong data (current labor market information and analysis) is not available to demonstrate adequate local employment opportunities for program completers, an employer survey may be submitted. Provide a copy of the survey, including the number of those surveyed, number of responses, and a summary of the results. (If no survey is needed, put N/A.)

The survey 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 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:

Methodology: when the survey was administered and how (email, mail, telephone)
Response Rate: How many employers were surveyed and how many responded
Scope: The specific title(s) of the jobs covered by the survey
Projections:

- 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

List Members of Advisory Committee (CTE Programs Only)

This section must include the following three components:

1. Demonstrate how the advisory committee is comprised of typical/prospective employers, discipline faculty from transfer institutions, entrepreneurs, or others qualified to provide guidance in developing and reviewing the program **by providing a list of advisory committee member names, job titles, and business affiliations.**
2. Minutes of the advisory committee meetings at which the program was discussed and approved must be included (use Attach File Upload). Highlight using an electronic highlighter or another easily visible method in the attachment the approval action in the minutes. Meeting minutes must include the date and place of the meeting and names of all who attended.
3. Summary of the advisory committee recommendations and discussion of how the proposed program aligns with the recommendations. 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.

Have you uploaded Advisory Committee minutes approving degree/certificate?

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

Minutes of the advisory committee meetings at which the program was discussed and approved must be included (use Attach File Upload). Highlight using an electronic highlighter or another easily visible method in the attachment the approval action in the minutes. Meeting minutes must include the date and place of the meeting and names of all who attended.

Staffing

Describe how degree/certificate will impact staffing at both the college and the district

FACULTY WORKLOAD: Enter the number of full-time equivalent faculty (FTEF) that will be dedicated to teaching in the degree/certificate during the first full year of operation, regardless of whether they are new or existing faculty. The number must be entered as a decimal—for example, one and a quarter FTEF would be entered as 1.25. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program.

NEW FACULTY POSITIONS: Enter the number (not FTEF) of separately identified new faculty positions, both part- and full-time. For example, if three part-time positions will be new, then enter the number 3 (three). If existing faculty are sufficient for offering the degree/certificate and no plans exist to hire new faculty, enter 0 (zero).

Facilities and Equipment

Describe how degree/certificate will impact facilities and equipment at both the college and the district.

If new equipment or facilities will be acquired for the degree/certificate, estimate (in dollars) the total cost from all sources, including district and state funds. If no new equipment or facilities will be acquired for the degree or certificate, enter zero (0).

Distance Education

Indicate the extent to which degree/certificate courses are conducted via distance education; most colleges will select "0%" or "1-49%" (unless a rare circumstance exists).

Describe how degree/certificate will impact distance education at both the college and the district.

Library and/or Learning Resources

If new library and learning resources materials will be acquired for the degree/certificate, estimate (in dollars) the total cost for all materials. If no new library and learning resource materials will be acquired for the degree or certificate, enter zero (0).

Attach File Upload

Creating a Title for attached files

When naming your file(s), use a descriptive name that includes the college and program (and date if appropriate) to facilitate uploading these documents to the State Chancellor's office. Examples:

- YC ENGL AA COR Revision Status
- YC VETT Advis Cmte Minutes 05-12-13

- YC Music TMC Template
- YC Math two-year sequence
- YC Chemistry Enrollment Data

File
Supported file formats: bmp, doc, docx, gif, pdf, png, rtf, txt, xlsx

Please make sure the following items are attached for each degree or certificate category listed below:

All Degree and Certificate Proposals:

- **Evidence of COR Currency:** Please submit a file that illustrates the most recent revision date and current CurricUNet status of each course contained in the degree or certificate. The Board of Trustees and the State of California will not approve degrees or certificates containing courses that are out of compliance with mandated review cycles. Please check to make sure all courses on your degree/certificate are current or have launched revisions before launching degree/certificate revisions: CTE courses must be revised every 2 years; all other courses must be revised every 5 years.

New and Substantial Revision Degree and Certificate Proposals:

- Enrollment Data
- Two-year Sequence
- If Program goal is for transfer or CTE and transfer, submit transfer documentation
- If CTE, include advisory committee minutes
- If an ADT, attach appropriate TMC Template—be certain it is the most recent version available

Nonsubstantial Revisions that include adding or removing courses from an existing program and/or changing the total number of required units:
- Revised Two-year Sequence
- If Program goal is for transfer or CTE and transfer, submit revised transfer documentation
- For revised ADTs, attach revised TMC Template—be certain it is the most recent version available

Course/ Degree/ Certificate Evaluation Checklists

For Curriculum Reviewers

COR Evaluation Checklist

Curriculum Committee members will go to **My Approvals** and select **Role** (Committee Member) to find a list of all class proposals in their queue for review. Next to each, there is an Action button on the bottom right, and a Reports icon on the left. Before taking action, members should scroll over the Reports icon and evaluate each course by examining the following six reports, each with a checklist below—**note that not all items on each checklist will apply to every course**:

1. **Check Status** report allows reviewers to see all comments and suggestions regarding the proposal to date. Consult this report for ALL PROPOSALS.

Originator Launch	☑ Read all comments—pay careful attention to the order by noting dates.

Dean Review YC Faculty Co-Chair Review Department Review Counselor Review Originator Change	☑ Have all comments, questions, suggestions and/or requested changes been addressed by the originator? If the originator disagrees with any requested changes, a logical, convincing rational must be offered. ☑ Make a note of any changes or modifications agreed upon and verify that these have been addressed when you check the "All Fields Report" and "Course Outline." ☑ Is the course New or Revised? Make sure it is correctly indicated. Note: faculty sometimes create a "new" course when they should really be revising an old course—and this causes major problems in CurricUNET.

2. **Outline Comparison Report** shows at a glance tracked changes on revisions. Consult this report for REVISED COURSES.

Course Number	☑ Have changes been made to the course number? If so, are they reasonable and justified? ☑ Have changes also been made to corresponding degrees and/or certificates? Check "Proposal Impact Report" to find impacted degrees and/or certificates.
Full Course Title	☑ Have changes been made to the course Title? Do are they reasonable and justified? ☑ Have changes also been made to corresponding degrees and/or certificates? Check "Proposal Impact Report" to find impacted degrees and/or certificates.
Short Title	☑ Have changes been made to the Short Title? Do they make sense?
Lecture Hours/Units	☑ Have changes been made to the Lecture Hours/Units? If so, have corresponding, logical, integrated changes also been made to the Topical Outline and Course Objectives? Keep in mind that a "course outline of record that is well integrated will have built a solid case for the number of units being granted for the learning being achieved by the successful student." ☑ Have changes also been made to corresponding degrees and/or certificates? Check "Proposal Impact Report" to find impacted degrees and/or certificates.
Repeatable	☑ Have changes been made to the repeatability status? If so, are these changes allowable according to repeatability requirements?
Grading Method	☑ Have changes been made to the grading method? If so, are they reasonable and justified?
Minimum Qualifications	☑ Have changes been made to the Minimum Qualifications? If so, are they reasonable and justified? Discipline expertise must match the body of knowledge necessary to teach the course.
Course Description	☑ Have changes been made to the Course Description? If so, is the course still well integrated? In other words, do the Topical Outline, Course Objectives, Lecture Hours/Units, Methods of Instruction, Typical Assignments, and Methods of Evaluation reinforce and justify the Course Description ☑ Does the Course Description adhere to the COR Style Guide above? ☑ Does the new Course Description contain typos and/or grammatical errors?
Cross Listed Courses	☑
Conditions of Enrollment	☑ Has a prerequisite or corequisite been added or removed? If so, is there adequate rationale for doing so? See Prerequisites, Corequisites, and Advisories for more information.
Skill Advisories	☑ Has an advisory been added or removed? If so, is there adequate rationale

	for doing so? See Prerequisites, Corequisites, and Advisories for more information.
Topical Outline	☑ Have changes been made to the Topical Outline? If so, is the course still well integrated? In other words, do the Course Description, Course Objectives, Lecture Hours/Units, Methods of Instruction, Typical Assignments, and Methods of Evaluation reinforce and justify the Topical Outline? ☑ If the course is designated as GE, does the Topical Outline still justify this designation? ☑ Does the revised Topical Outline follow the COR Style Guide above? ☑ Is the Topical Outline free of typos and grammatical errors?
Course Objectives	☑ Have changes been made to the Course Objectives? If so, is the course still well integrated? In other words, do the Course Description, Topical Outline, Lecture Hours/Units, Methods of Instruction, Typical Assignments, and Methods of Evaluation reinforce and justify the modified Course Objectives? ☑ If the course is designated as GE, do the Course Objectives still justify this designation? ☑ Do the revised Course Objectives follow the COR Style Guide above? ☑ Are the Course Objectives free of typos and grammatical errors?
Student Learning Outcomes	☑ Although the Curriculum Committee is not required to verify SLO quality, best practice dictates that Course Outline of Record SLOs should be updated to match current TracDat SLOs at the time of revision.
Methods of Instruction	☑ Have changes been made to Methods of Instruction? If so, are they reasonable and justified? ☑ Is the course still well integrated? In other words, do the Course Description, Lecture Hours/Units, Course Objectives, Topical Outline, Methods of Evaluation, and Typical Assignments, reinforce and justify the Methods of Instruction? ☑ Has Distance Education been indicated? If so, review the Distance Education Report carefully.
Assignments	☑
Sample Assignments	☑
Methods of Evaluation	☑ Have changes been made to the Methods of Evaluation? If so, are they reasonable and justified? ☑ Is the course still well integrated? In other words, do the Course Description, Lecture Hours/Units, Course Objectives, Topical Outline, Methods of Instruction, and Typical Assignments, reinforce and justify the Methods of Evaluation?
Course Materials (including textbooks)	☑ Have the course material been changed? If so, are they reasonable and justified? ☑ Has the text been changed? Is the text citation complete? ☑ Is the ISBN # indicated? ☑ How old is the textbook? A rationale must be provided for any textbook five years or older than the submission date. Note: this rational may not show up in the "All Fields" report. Check the "Course Outline" report to verify.

3. **All Fields Report** gives most of the proposal (it currently seems to be missing a few items, including text book and GE rationales). Consult this report for ALL PROPOSALS.

Basic Course Information	☑ Is the course CTE? Make sure it is correctly indicated ☑ Is the course a stand-alone or experimental course? If so, consider the standards for stand-alone and experimental courses.

	☑ Is the course cross-listed? If so, consider the standards for cross-listed courses. All cross-listed courses with separate titles and CORs must come through simultaneously. Their CORs MUST be identical.
	☑ Does the course number adhere to course numbering guidelines?
	☑ Does the Title make sense? Is it spelled correctly? The title should not exceed 68 characters, including punctuation and spaces.
	☑ Does the Short Title make sense?
	☑ Does the course Description follow the COR Style Guide above? Is it clear, grammatically correct and free of typos and spelling errors?
	☑ **Revised Course**: Does the rationale make sense?
	☑ **New Course**: Does the rational thoroughly justify the new course according to New Course Approval guidelines?
Proposal Information	☑ Does the COR accurately indicate Credit/Non Credit. Does the choice adhere to the Credit/Non-credit guidelines?
Course Standards	☑ If Variable Hours and Units are proposed, does the course qualify under the Variable Unit Guidelines?
	☑ Are Lecture Hours, Lab Hours, Units, and Total Course Hours correct according to the Credit Hours and Units formula?
	☑ Justification of Units: Do the elements of the COR—Course Description, Topical Outline, Course Objectives, Methods of Instruction, Typical Assignments, and Methods of Evaluation—build "a solid case for the number of units being granted for the learning being achieved by the successful student"?
	☑ If the course is designated repeatable, does it qualify under the repeatability guidelines?
	☑ Is the course part of a family? If so, does it follow the guidelines for Course Families? Are the other courses in the same family listed?
	☑ Is the course part of a series? If so, does it follow the guidelines for a series?
	☑ Is the grading method reasonable and justified?
	☑ If the course is Basic Skills, is the CB21 coding filled out accurately?
Conditions of Enrollment	☑ If a prerequisite, corequisite, or advisory has been selected, have all the criteria been met in the submission of a Content Review? 　o Does it reflect the average scores of all faculty within the department? 　o Does it address the course objectives? 　o Is it based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria? 　o Does it specify the body of knowledge and/or skills that are deemed necessary at entry and/or concurrent with enrollment and match the knowledge and/or skills in the targeted course and those developed or measured by the prerequisite or corequisite? 　o If an interdisciplinary prerequisite or corequisite is being proposed (such as an English prerequisite for a psychology or history course), does it take into consideration, as far as possible, the diversity of the students in the classroom, including learning styles, prior knowledge, and cultural background?
	☑ Is there documentation that the steps above have been taken? The Curriculum Committee needs to examine this documentation. See Prerequisites, Corequisites, and Advisories for more information.
Topical Outline	☑ Does the topical Outline format follow the COR Style Guide?
	☑ Is the Topical Outline well integrated with the other elements in the COR? In other words, do the Course Description, Course Objectives, Lecture

	Hours/Units, Methods of Instruction, Typical Assignments, and Methods of Evaluation reinforce and justify the Topical Outline?
	☑ If the course is designated as GE, does the content in the Topical Outline justify this designation?
	☑ Is the Topical Outline free of typos and grammatical errors?
	☑ Does the Topical Outline follow the COR Style Guide above?
General Ed/Grad Requirement Petitions	☑ If there is a petition to meet a Graduation Requirement, does it have rationale and meet the criteria in Graduation Requirements?
	☑ Do the Topical Outline and Course Objectives clearly indicate that the GE requirements are met by the course?
Transfer and Articulation	☑ Is the course part of an ADT? If so, the C-ID articulation number should be entered in this field. Both approved and not-yet approved C-ID descriptor numbers should be listed here.
	☑ Are faculty requesting approval for four-year transfer/articulation? If a course is already articulated with the desired four-year institutions in www.assist.org, this field should be left blank. However, if faculty would like to seek articulation agreements with colleges that have not yet approved articulation with this course, this should be indicated here. Please include the names of the colleges.
Course Objectives	☑ Are the Course Objectives well integrated with the other elements of the COR? In other words, do the Course Description, Lecture Hours/Units, Topical Outline, Methods of Instruction, Typical Assignments, and Methods of Evaluation reinforce and justify the Course Objectives?
	☑ If the course is designated as GE, do the Course Objectives adequately justify this designation?
	☑ Do the Course Objectives follow the COR Style Guide?
	☑ Are the Course Objectives free of typos and grammatical errors?
Student Learning Outcomes	☑ Although the Curriculum Committee is not required to verify SLO quality, best practice dictates that Course Outline of Record SLOs should be updated to match current TracDat SLOs at the time of revision.
Typical Course Assignments	☑ Are all boxes in this field checked?
	☑ Do the selections make sense?
	☑ Are the Typical Course Assignments well integrated with the other elements in the COR? In other words, do the Course Description, Lecture Hours/Units, Topical Outline, Course Objectives, Methods of Instruction, and Methods of Evaluation reinforce and justify the Assignment types?
Methods of Evaluation	☑ Do the Methods of Evaluation make sense?
	☑ Are the Methods of Evaluation well integrated with other elements in the COR? In other words, do the Course Description, Lecture Hours/Units, Course Objectives, Topical Outline, Methods of Instruction, and Typical Assignments, reinforce and justify the Methods of Evaluation?
	☑ If DE is a selected method of instruction, all methods of evaluation listed here must also be listed in the DE section, and vice versa.
Course Materials	☑ Do the Course Materials make sense?
	☑ Is the text citation complete?
	☑ Is the ISBN # indicated?
	☑ How old is the textbook? A rationale must be provided for any textbook five years or older. Note: this rational may not show up in the "All Fields" report. Check the "Course Outline" report to verify.
Methods of Instruction	☑ Do the proposed Methods of Instruction make sense?
	☑ Are the Methods of Instruction well integrated with the other elements in

	the COR? In other words, do the Course Description, Lecture Hours/Units, Course Objectives, Topical Outline, Methods of Evaluation, and Typical Assignments, reinforce and justify the Methods of Instruction? ☑ Has Distance Education been selected as a Method of Instruction? If so, review the Distance Education Report carefully, as outlined below.
Distance Education	☑ If the COR includes a proposal to be taught via DE, is there sufficient rationale and are all state mandates and criteria met, as provided in Distance Education? See Distance Ed Report for more information.
Content Delivery and Evaluation Methods	☑ If the COR included a proposal to be taught via DE, this section must be thoroughly filled out—detailed descriptions and examples must be included for each listed method, as required by ACCJC. ☑ Are all Methods of Evaluation listed in the section above also addressed in this section of the DE report?
Distance Ed-Student Interaction	☑ If the COR includes a proposal to be taught via DE, is there sufficient rationale and are all state mandates and criteria met, as provided in Distance Education? See Distance Ed Report for more information.
Feasibility	☑ Are all fields in this section filled out or marked as having "no impact"? Are these responses reasonable and justified?
Teaching Disciplines	☑ Is at least one teaching discipline indicated? Does that discipline include the body of knowledge necessary to teach the course? ☑ If multiple teaching disciplines are listed, does each have the body of knowledge necessary to teach the course? See Prerequisites, Corequisites, and Advisories for more information.

4. **Proposal Impact Report** lets you see all connected degrees and courses. Consult this report for ALL PROPOSALS.

	☑ Are there any connected degrees, certificates, or courses—by way of prerequisite, corequisite, or advisory? If so, have their proposed revisions been submitted at the same time to ensure consistency between them? ☑ If changes have been made to cross-listing status, Units/Lecture Hours, Course Title, or courses in a series, these changes also need to be reflected in all associated degrees, certificates, and related courses; therefore, revisions to all impacted items should come through for committee approval at the same time as this course.

5. **Distance Ed Report** details how DE courses will be delivered. Consult this report for all courses with DISTANCE EDUCATION selected under METHOD OF INSTRUCTION.

Distance Ed Format	☑ Although "Hybrid" is an option in CurricUNET, until it is officially defined and adopted by the Yuba Community College District, this option should not be indicated.
Course Design	☑ Will videos be captioned and will all content be designed for 508 Compliance? No evidence is required here, but it is a check to remind faculty of these requirements.

Contact Delivery and Evaluation Methods	☑ Is regular effective instructor-initiated contact with students indicated in this section? See Regular Effective Contact for more information.
	☑ Are publisher-provided materials being used? If so, they must:
	   o Be available to the students for at least 2 years after class
	   o Be accessed through a secure (non-public) site
	   o Not require names or social security number of students

	o Not replace a faculty member's teaching

Methods of Evaluation	☑ Are publisher-provided materials being used? If so, they must:
	  o Be available to the students for at least 2 years after class
	  o Be accessed through a secure (non-public) site
	  o Not require names or social security number of students
	  o Not replace a faculty member's teaching

Instruction-Student Interaction	☑ Is regular effective instructor-initiated contact with students clearly defined in this section? Is there evidence that it will occur? See Regular Effective Contact for more information.

6. **Course Outline Report:** Check this report to see what the completed course outline looks like.

Overall Format	☑ Check for formatting errors. If there are redundancies or other problems, the information was probably not entered into CurriCUNET correctly.
Proofreading	☑ Double check for typos, spelling errors, and grammatical problem areas carefully—especially in the Course Description. Hopefully, the originators have used the spell check function in CurriCUNET to catch their own mistakes. Nonetheless, a quick way to find obvious errors is to cut and paste the Course Outline Report into MS WORD. The formatting will change a bit, but obvious typos and spelling errors will pop out quickly. ☑ Make sure COR Style Guide conventions are followed.
Scan for anything you may have missed above	Read through the entire COR once more, just to make sure you have caught all possible problems.

Once you have thoroughly reviewed the proposal and the relevant reports, go back to the **My Approvals** page (reports open a new tab, so you can keep them open and toggle back and forth), click the **Action** button, type in your feedback, select an Action and save. **Note that any comments or suggestions that you make will be visible to all.**

COR Inactivation Checklist
(Text goes here)

Degree/Certificate Evaluation Checklist
(Text goes here)

Degree/Certificate Inactivation Checklist
(Text goes here)

Publication of Changes and Maintenance of Records

The Approval Process and Workflow delineates the process from course or program proposal to State approval and "active" status among Yuba College curricula. Because of scheduling timelines, a proposal launched in the fall will be active no sooner than the following fall, and one launched in the spring will be active no sooner than the following spring. Only active courses and programs may appear in the Yuba College schedule of classes and in the Yuba College catalog.

Course proposals and revisions require Curriculum Committee, YCCD Board, and State Chancellor's Office approval. Any course proposal or revision approved between the July and December YCCD Board meetings will not become effective any earlier than the following Fall semester. Any course proposal or revision

approved between the January and June YCCD Board meetings will not become effective any earlier than the following spring semester.

Yuba College develops its schedules of classes one year in advance. Summer and Fall courses are inputted by January of the previous academic year. Spring courses are inputted by July of the previous year. Therefore, the Curriculum Committee must scrutinize the Effective Date of all course approvals. To verify the appropriate Effective Date, consult the following chart, which may be used for future dates by simply advancing each year:

Effective Date	Inputted in Fall 2016 Schedule of Classes	Approved by CCCCO	Approved by YCCD Board of Trustees	Approved by YC Curriculum Committee
Fall 2016	January 2016	December 2015	October 2015	September 2015
Courses approved after September 2015 must have, at earliest, an effective date of Spring 2017				
Effective Date	Inputted in Spring 2017 Schedule of Classes	Approved by CCCCO	Approved by YCCD Board of Trustees	Approved by YC Curriculum Committee
Spring 2017	July 2016	June 2016	April 2016	March 2016
Courses approved after March 2016 must have, at the earliest, an effective date of Fall 2017				

The Curriculum Committee may change the Effective Date of any Course Outline of Record (COR) to align with the timeline as illustrated in the chart above, for auditing purposes, so that the schedule of classes does not conflict with the active CORs in CurricUNET. Managing the Effective Date is essential to ensuring that our publications reflect accurate active course and program information.

Likewise, the Yuba College Catalog ought to reflect the active Courses and Programs in CurricUNET. Yuba College begins preparation of its catalog in January of the former academic year. By April the college Catalog Team will verify CCCCO approval of all courses and programs included in the catalog; double-check Colleague and the draft to ensure alignment, including that of prerequisites, corequisites, course descriptions, and unit values; and verify accuracy of all catalog entries with the District Educational Services Analyst. The catalog is sent to print by the end of April of the former academic year. Therefore, curriculum changes, deletions, and additions will be absent from the next year's catalog, if not approved by the CCCCO by the month of March.

> Curriculum changes, deletions, and additions will be absent from the next year's catalog, if not approved by the CCCCO by the month of March.

State Processes

▶ **Transfer Model Curriculum (TMC)**
In the implementation process for SB 1440 and Education Code section 66746, the Academic Senate of California Community Colleges (ASCCC), in collaboration with the CSU Academic Senate, has developed a Transfer Model Curriculum (TMC) for certain majors that have been identified for students who transfer from a California Community College to a CSU. Each TMC represents a structure developed by intersegmental faculty for establishing the major component of a California Community College degree. According to Title 5, Section 55063, and Education Code, section 66746, the associate degree must include a major or area of emphasis consisting of a minimum of 18 semester units.

TMCs are being developed as a means of facilitating a statewide response to the mandate that all California Community Colleges (CCC) offer "associate degrees for transfer." Once a template is finalized, CCC faculty have the option of developing degrees that align with the TMC. The approved TMC templates are located on the Chancellor's Office Academic Affairs Division website under the Transfer Model Curriculum section.

The designators for these aligned TMC degrees are Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T).

▶ **Course Identification Number (C-ID)**
C-ID, the Course Identification Numbering System, is a faculty-driven system that was initially developed to assign identifying designations (C-ID numbers) to significant transfer courses. C-ID addresses the need for "common course numbers" by providing a mechanism to identify comparable courses. Most C-ID numbers 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).

The C-ID number is a designation that ties that course to a specific course "descriptor" that was developed by intersegmental discipline faculty and reviewed statewide. Once the descriptor for a course has undergone wide discipline review, it is posted for general viewing. Individual college courses are compared to the minimum requirements set by these descriptors. Any community college course bearing the C-ID supranumber meets the published course content, rigor, and course objectives, as determined by intersegmental faculty. The C-ID descriptor also means that any other course elsewhere, bearing the same number will be accepted by the institution.

▶ **Associate Degree for Transfer (ADT)**
Beginning in Fall 2011, community colleges were required by SB 1440 and Education Code section 66746 to develop and offer "associate degrees for transfer" that require students to:
1. Complete 60 semester units that are eligible for transfer to the California State University, including both of the following:
   a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements.
   b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
2. Obtain a minimum grade point average of 2.0.

Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course 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 (AA-T or AS-T).

The benefit for students completing these associate degrees for transfer (AA-T or AS-T) is that the CSU system is required by Education Code section 66747 to "guarantee admission with junior status to any community college student who meets all the requirements" for the associate degree for transfer. CSU is required to grant priority admission for a student with this associate degree "to his or her local [CSU] campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the [CSU] campus to which the student is admitted." The ultimate advantage for students completing these associate degrees is that the associate degree may not require more than 60 semester units; and after transferring into the appropriate program at the CSU, the baccalaureate degree may not require more than 60 additional semester units, for a total of 120 semester units required for the baccalaureate degree. The CSU is prohibited from requiring a transferring student with this associate degree to repeat courses that are similar to those taken at the community college that counted toward the associate degree for transfer.

Beginning Fall 2013, every California Community College was to begin creating an ADT in every major or area of emphasis for which there is a TMC and for which the college offered a degree in that discipline.

▶ **Process Flowchart**
The process begins with downloading a TMC template at the Chancellor's Office Academic Affairs Division website under the Transfer Model Curriculum section. Use the TMC template to align existing courses to create a new AA-T or AS-T. Only courses allowed by the template can be included in the degree

requirements. After reaching consensus in your department in filling in the TMC template, ask for assistance from the college or district articulation officer and begin submitting courses for C-ID designation at https://c-id.net. Finally, with the help of your college or district articulation officer, submit your ADT for approval through the Curriculum Inventory.

| State Chancellor's Office | Download TMC Template | State Academic Senate | Obtain C-IDs for all courses within the degree and submit them for approval. | State Chancellor's Office | Submit ADT proposal and get approval |

All ADT proposals require a narrative, TMC template, and applicable ASSIST reports. The narrative must describe the development of the ADT, addressing two criteria (items 1 and 2 below):
- Item 1. Statement of Program Goals and Objectives
  - o Identifies the goals and objectives for the program
  - o Identifies the CSU baccalaureate degree programs for which students will be prepared to enter upon successful completion of the ADT.
  - o Stipulates the intent of the ADT is to assist students in seamlessly transferring to a CSU.
  - o May include the program level Student Learning Outcomes (SLOs).
  - o If the ADT program goal selected is "Career Technical Education (CTE) and Transfer" – include the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire.
- Item 2. Catalog Description
  - o Includes an overview of the knowledge and skills students will demonstrate upon completion.
  - o Includes ADT completion requirements pursuant to SB1440.
  - o If the ADT program goal selected is "Career Technical Education (CTE) and Transfer" list the potential careers students may enter upon completion.

If the C-ID descriptor for a course is included on the TMC template, then no ASSIST report is required. Ensure that all courses entered on TMC Template are also included on COURSE REPORT and have a Course Outline of Record uploaded to the Curriculum Inventory. Identify those courses that can be potentially double-counted to meet the CSU-GE Breadth or IGETC patterns, and ensure that the total units for each Area does not exceed the limit established for the specific Area.

Where *no* C-ID Descriptor is indicated for a course on the TMC Template, proposals need to include the appropriate ASSIST report as identified on the TMC Template:
- **Articulated courses** – Articulation Agreement by Major (AAM)
- **Transfer courses** – CSU Baccalaureate Level Course List by Department (BCT)
- **General Education courses** – CSU GE Certification Course List by Area or Department (GECC)

Discipline faculty should consult with Counselors or Articulation Officer regarding the transfer and articulation of degree major courses and consider local CSU's major course requirements when selecting their courses in the optional categories.

Refer to the Program and Course Approval Handbook, 5th edition, Appendix B, for specific instructions on application fields, completing narratives, and including appropriate supporting documentation. ADT proposals require CCC Chancellor's Office approval prior to implementation.

Standards and Criteria for Courses and Educational Programs

Title 5, section 55002, outlines general Standards and Criteria for Degree-Applicable, Nondegree-Applicable, Noncredit, and Community Services Courses. The following subsections offer specific Standards and Criteria for approval of Yuba College courses and educational programs.

New Course Approval and Criteria

A new course proposal must be submitted through the CCC Curriculum Inventory and be approved, not only by the Yuba College Curriculum Committee and the YCCD Board of Trustees, but also the CCCCO before it can be offered. The appropriate numbers for different levels of instruction are as follows:

1 - 49	Courses intended to transfer to the CSUC and UC systems and will be listed on the Transfer Course List.
50 - 99	Courses intended to count toward the Associate Degree but not designed for transfer purposes, although some transfer institutions might accept them.
100-199	Courses of a remedial nature not intended for Associate Degree credit.
200-300	Courses designed at a technical level as a part of a program leading directly to employment.
500	Non-credit courses.
600	Community Service fee classes, not designed for college credit.

▶ **Use of L in Course Number**
An L should only be used in a course number to indicate a laboratory version of the same course that also has a version without a lab. An L should not be used to designate a stand-alone lab course that is associated with another lecture course. Some courses exist with alternative forms, one version with only a lecture and another version that contains the lecture plus a required laboratory portion.

▶ **Use of Other Letters in Course Number**
Other letters may be used to indicate or imply a sequence of courses to be followed. Examples include: Chemistry 1A, 1B, Math 1A, 1B, 2A, 2B, English 1A, 1B. If a sequence is not intended, it is better to avoid letters in course numbering.

Criteria for New Course Approval

The following criteria are derived from a variety of sources including YC curriculum policies and procedures, statute regulations, intersegmental agreements, transfer guidelines, accrediting recommendations, and standards of good practice in curriculum development *(adapted from Program and Course Approval Handbook, March 2012, pg. 17)*

- **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 section 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.

- o The course must be in alignment with the YC Educational Master Plan.
- o The course must be in alignment with the YC 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:
  - o YC Educational Master Plan
  - o Program Review
  - o Transfer applicability for major preparation or GE
  - o CTE Regional Consortium
  - o External or regulating body
  - o Other compelling evidence of community and/or student need

- **Quality**
  - o The Course Outline of Record must be complete, well integrated, and adhere to the guidelines set forth in the Curriculum Instructions and Style Guides
- **Feasibility**
  - o 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**
  - o 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 CurricUNET. Note: Emergency exceptions may be made in the event that curriculum approval timelines make compliance with state or regulatory agency mandates unlikely. In the event of an emergency exception, a signed "curriculum update plan" with agreed-upon completion dates must be submitted.
  - o 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.
  - o 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.
  - o Courses that contain a cross-listing proposal must follow the cross-listing policy and come through for review simultaneously.
  - o The design of the course must not conflict with applicable college, district, state or federal policies.

Stand-Alone and Experimental Courses

When a credit course is not part of an approved program, it is "not degree-applicable" or commonly referred to as a stand-alone 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 as a Certificate of Achievement. Locally approved stand-alone courses are submitted to the Chancellor's Office via the CCC Curriculum Inventory to receive a unique course control number and interface with the Chancellor's Office Management Information System (MIS). The college must wait until the course receives a control number before offering it.

One type of stand-alone credit course is the "experimental" course or the course that covers "special topics" in a specific discipline. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a pilot basis. Experimental courses are identified as follows:

47   Exploration of selected areas or topics in a subject matter area. Course is intended for transfer and meets the definition of a Baccalaureate-level course.

97   Exploration of selected areas or topics in a subject matter area. Course is not intended for transfer but is of the Associate Degree level.

197   Exploration of selected areas or topics in a subject matter area. Course not taught at the Associate Degree level.

297   Exploration of subject matter area of a technical nature. Course not taught for Associate Degree credit.

As with all stand-alone courses, the college must wait until the course receives a control number before offering it. Furthermore, after an experimental course has been offered more than once in the same year, it must be submitted to the college curriculum committee for approval as a regular course, or the college must discontinue offering the course as experimental.

The college may not approve a stand-alone credit course that was previously denied approval by the Chancellor's Office. When the college offers a group of stand-alone courses in the same Taxonomy of Programs (TOP) code that total 18 semester units and that are linked to one another as prerequisites or corequisites, the courses are no longer considered stand-alone, and Chancellor's Office program approval is required. This is intended to guard against creating a group of stand-alone courses that are linked into a sequence of courses.

Criteria for New Degree/Certificate Approval

The following criteria are derived from a variety of sources including YC curriculum policies and procedures, statute regulations, intersegmental agreements, transfer guidelines, accrediting recommendations, and standards of good practice in curriculum development (adapted from Program and Course Approval Handbook, March 2012, pg. 17)

- **Appropriateness to Mission and Goals**
  - o The proposing department must show how the new degree or certificate fits into the existing or proposed program as a whole.
  - o The degree or certificate objectives must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. For example, the degree or certificate may address a valid transfer, occupational, or basic skills need—it must not be primarily avocational or recreational.
  - o The degree or certificate must be in alignment with the YC Educational Master Plan.
  - o The degree or certificate must be in alignment with the YC College Goals and Mission Statement
- **Need** --A clear and appropriate need must be established in the rational for the new degree or certificate. The rational may include specific evidence from the following:
  - o YC Educational Master Plan
  - o Program Review
  - o Transfer applicability for major preparation or GE
  - o CTE Regional Consortium
  - o External accrediting or regulatory body
  - o Other compelling evidence of community and/or student need

- **Quality**
  - o The Degree or Certificate proposal in CurricUNET must be complete and adhere to the guidelines set forth in the Degree/Certificate Instructions and Style Guide.

- **Feasibility**
  - o The feasibility section of the proposal in CurricUNET must demonstrate that the College has the resources to realistically maintain the degree or certificate at the required level, including funding, faculty, and facilities. The college must also commit to offering all the required courses for the degree/certificate at least once every 2 years.
- **Compliance**
  - o Departments requesting approval for a new degree or certificate must present evidence that all existing curriculum is current (or launched for review) in the mandated review cycle and entered accurately into CurricUNET. Note: Emergency exceptions may be made in the event that curriculum approval timelines make compliance with state or regulatory agency mandates unlikely. In the event of an emergency exception, a signed "curriculum up-date plan" with agreed-upon completion dates must be submitted.
  - o New courses that are part of the new degree or certificate 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. In addition, all existing, approved courses that will be included in the new degree or certificate must be within the mandated review cycle.
  - o The design of the degree or certificate must not conflict with applicable college, district, state or federal policies.

New Program Approval

For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for Community and Junior Colleges (ACCJC) must approve the program as a "substantive change." Various federal programs (e.g., financial aid, veteran's benefits, etc.) require that the U.S. Department of Education have documentation that programs have been approved through the state legal and regional accreditation process. To develop a new program, colleges must take the following steps:
1. Seek initial approval through the CCC Curriculum Inventory for the new program award(s), such as an Associate Degree for Transfer.
2. Once a program is approved by the California Community College Chancellor's Office (CCCCO), colleges must follow the steps outlined in the ACCJC Manual. The first step includes formal communication with the ACCJC (email communication is sufficient). ACCJC staff will review the proposed change and determine whether it is substantive.
3. Upon approval from the Chancellor's Office and the ACCJC, colleges can begin to award the degrees without the loss of state apportionment or federal support.

Degree and certificate programs may have the following program goals:
- Career Technical Education (CTE)
- Transfer
- Career Technical Education (CTE) and Transfer
- Other—Designed to meet community needs

A degree or certificate with a program goal of CTE prepares students for employment immediately upon completing the program and/or upgrades employment skills. A degree or certificate with a program goal of transfer prepares students to continue study in the same or similar area at a baccalaureate-granting institution. A degree or certificate with a program goal of "other" is used to develop degree majors or areas of emphasis designed to meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines.

Graduation Requirements

The associate degree represents more than an accumulation of units. Instead, it embodies completion of a well-defined pattern of learning experiences that are designed to develop certain capabilities. Title 5, Section 55061 describes the completion of general education as a learning experience that demonstrates "the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding." In 1993 the Yuba College Curriculum Committee adopted the following philosophy statement:

▸ **Yuba College General Education Philosophy Statement**
General Education at Yuba College is more than a set of required courses. It is a course of study designed to assist the student in beginning an effective lifelong learning process in which the interrelationships of human knowledge and experience are recognized. Embodied in this design is recognition of the student's need to think and communicate effectively, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; to develop the capacity for self-understanding, and to understand the issues related to and the ways in which health and well-being can be maintained.

▸ **General Education Criteria**
A general education course shall:
    a.   Reflect the ideals of the Yuba College General Education Philosophy Statement.
    b.   Fit the definition of the area into which it will be placed.
    c.   Contain a rigorous collegiate-level presentation of theory, abstraction, practical information, and knowledge.
    d.   Expose students to the appropriate exercise of learning skills.
    e.   Expose students to a broad spectrum of beliefs or knowledge of general subject matter area.

Further, a general education course shall generally:
    f.   Require students to make critical comparisons within the general subject matter area.
    g.   Enable students to examine, evaluate, and express individual values.
    h.   Further the understanding of the cultural, scientific, political, and social contributions of women and ethnic minorities.
    i.   Integrate specific information with that of different subject areas.
    j.   Include historical information, technological development, artistic expression, and intellectual ventures and—where appropriate—should consider implications for the future.
    k.   Further the development of students' emotional and physical well-being.

All courses shall meet the first set of criteria listed above (a-e) for general education courses. Courses qualifying for general education may also satisfy one or more of the additional criteria (f-k).

If a course meets the criteria for a general education course, then it may be considered for application toward areas A, B, C, D1, D2, and E. The area definitions from Title V, Section 55806 are as follows:
- **Area A Natural Sciences** - A course of study which is specifically designed to introduce the student to a broad pattern of principles upon which is based the study of the natural world, its life forms, and the transformations of matter and energy, as well as the procedure by which new information is acquired and the scientific method. It shall promote 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.

- **Area B   Social and Behavioral Sciences** - Courses in the social and behavioral sciences are those that focus on people as members of society. They satisfy the general education requirement in social and behavioral sciences, a course shall help the student develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall 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 includes introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

- **Area C   Humanities** - Courses in the humanities are those courses that study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course will 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. This category includes introductory or general interest courses in art, music, religion, literature, and some courses in philosophy, foreign languages, and related disciplines.

- **Area 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.

  - **D1   English composition** - Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

  - **D2 Communication and Analytical Thinking** - Courses fulfilling the communication and analytical thinking requirement can be chosen from approved courses in mathematics, logic, computer literacy, oral communication, statistics, and related disciplines.

- **Area E General Education Electives** - Courses in this category may include those listed in groups A - D and other approved courses that foster the Yuba College General Education Philosophy (e.g., Ethnic Studies, Health Education, Physical Education, and Recreation).

- **Health/Physical Education** – all students are required to successfully complete either: Health 1, Health 13, or Family and Consumer Science 11 OR two physical education activity courses.

- **Multicultural** – all students are required to fulfill the Multicultural Graduation Requirement by completing three or more units.

Course Repetition

Since 2011, the regulations governing course repletion have undergone significant changes. According to the California Community College Chancellor's Office Credit Course Repetition Guidelines, "The changes were made first and foremost to limit the number of times students can enroll in the same or similar physical education, visual arts, and performing arts courses." Therefore, the Chancellor's Office Guidelines put severe limitations on which courses may be designated as repeatable. The general rule is that district policy may not permit a student to enroll again in a credit course if the student received a satisfactory grade on the previous enrollment. There are only three exceptions to this general rule:

1. Courses for which repetition is necessary to meet the major requirements of California State University (CSU) or University of California (UC) for completion of a bachelor's degree

a. This is allowed only when students who do not repeat these courses are not permitted to receive a bachelor's degree in that major.
b. These courses must meet the *lower division* component of the major requirements.
c. As the primary mission of the community colleges is to provide instruction through the first two years of undergraduate education (lower division), the enrollment limitation is not completion of the undergraduate requirements for graduation from CSU or UC, but rather completion of the first two years of those requirements.
d. Repeatable courses may, but need not be, part of a "family" of courses.

2. Intercollegiate athletics
    a. These are courses in which students are enrolled to participate in an organized competitive sport sponsored by the district, OR
    b. These are conditioning courses that support the organized competitive sport.

3. Intercollegiate academic or vocational competition
    a. The course must be designated specifically for participation in non-athletic competitive events.
    b. The competition must be between students from different colleges.
    c. The competition must be sanctioned by a formal collegiate or industry governing body, AND
    d. 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.

While District policy may designate the three types of courses listed above as repeatable, these exceptions are considered "the upper limit" on the number of times and circumstances in which a district may permit a student to enroll in the same course. According to the *Credit Course Repetition Guidelines*, district policy may be more restrictive.

Credit Hours and Units

Title 5, section 55002.5, establishes a minimum of 48 hours on the semester system of lecture, study, or lab work for one unit of credit, regardless of the term length. However, the number of hours varies among institutions, generally within the range of 48-54 hours per unit for colleges on the semester system. Within the Yuba Community College District, one unit of credit is equivalent to 54 hours of lecture, study, or lab work. Course units are calculated by using the following formula (rounding down to the nearest .5):

(Total Lecture Hours + Total Lab Hours + Total Homework Hours) ÷ 54

Homework hours are calculated by multiplying the number of lecture hours by two.

This is different from, and should not be confused with, calculating faculty load. Units awarded to students, as recorded on the Course Outline of Record, do not necessarily reflect the load units for faculty teaching the course. This is because lab hours are worth twice the units to faculty. Faculty load unit calculation is figured using the following formula:

Lecture Hours + (Lab hours x .667) ÷ 18

Note the distinction in the following two tables:

Student Hours: Units used in Course Outline of Record			
Lecture		Lab	
18 hours	1 unit	54 hours	1 unit
36 hours	2 units	108 hours	2 units

54 hours	3 units	162 hours	3 units
72 hours	4 units	216 hours	4 units

Faculty Hours: Units used in Faculty Load Calculation			
Lecture		Lab	
18 hours	1 unit	27 hours	1 load unit
36 hours	2 units	54 hours	2 load units
54 hours	3 units	108 hours	4 load units
72 hours	4 units	162 hours	6 load units
		216 hours	8 load units

Variable Units

There are two types of variable-unit courses:

3. **Single-semester**: A variable-unit course that is offered for a range of units during the same semester. Such a course is always a positive attendance course unless it is an independent study or work experience course.
4. **Multi-semester**: A variable-unit course that may be scheduled in different semesters for different numbers of units, with corresponding changes in contact hours. Such a course may not be a prerequisite for another course or part of a sequence of courses that lead to a degree or certificate.

The COR must clearly designate which kind of variable-unit course is being proposed in the "Explanation" box under Course Standards, along with a breakdown of possible lecture/lab hours and unit values. All variable-unit courses require varying course content and objectives. The course content outline and course objectives must clearly show what content will be covered and which objectives will be achieved for each unit value. For example, what course content will be covered and what course objectives will be met if the student takes the course for 1 unit, 2 units, etc.

Cross-Listed Courses

Although the Curriculum Committee is often charged with overseeing the process, the local college senate has authority for placing courses in disciplines [Title 5, Section 53200(C)(1)]. The guiding principle of course placement is content, not personnel or FTE considerations. Courses should be placed in a discipline based on the body of knowledge necessary to teach the course.

Courses assigned to multiple disciplines need not be listed on more than one course outline of record (COR) or in the catalog under multiple subject codes. For example, a hypothetical course, ART 101, could be taught by faculty with minimum qualifications in either Art or Graphic Arts. Both teaching disciplines could be listed in the "Teaching Disciplines" section of the COR of Art 101, and no separate COR of Graphic Arts 101 need be created.

However, separate CORs for each discipline may be created if the faculty in both disciplines believe the course should be cross-listed. For example, faculty may teach a hypothetical course, Social Psychology, which is recorded on two separate CORs, one as PSYCH 120 and one as SOCIL 120. They would be listed in the catalog under both subject codes, and both would have IDENTICAL CORs.

▸ **Principles for cross-listing courses:**
1. Each discipline includes the body of knowledge necessary to teach the course.
   a. Keep in mind that cross-listing a course might affect its articulation status if a receiving institution asserts that an instructor in a different discipline would not have sufficient concentration in the discipline for which the course is being articulated.
2. The course has a clear and significant place in each department's curriculum.

a. Requests to cross-list will require justification and credible rationale in the COR as outlined in 2a under "steps for cross-listing courses" below.
3. Each department shares responsibility for the course, each updating its COR in tandem with the other, ensuring that their CORs are identical. Whenever a change to a degree or certificate necessitates a change to a cross-listed course, the departments must work together to ensure that any changes are uniform. If the Curriculum Committee determines that each department is not sharing in the responsibility of maintaining the cross-listing of a particular set of CORs, then the committee may uncross-list the course and assign it to only one discipline, notifying all affected departments.

▶ **Steps for cross-listing courses:**
If multiple departments choose to cross-list a course, the following steps need to be taken for approval of the course through the curriculum process each time a course is designed, updated, or revised.
1. Both departments must meet and agree to cross-list a course and mutually share the responsibility of maintaining revisions to CORs, degrees, and certificates.
2. Both departments must submit the identical COR under their respective areas simultaneously to the Curriculum Committee.
   a. The rationale for revision must include:
      i. Explanation of how each discipline includes the body of knowledge necessary to teach the course.
      ii. Explanation of the need for including the course in each department's curriculum.
      iii. Statement of commitment to mutually share responsibilities of teaching the course and maintaining revisions to CORs, degrees, and certificates.

3. Representatives from both departments must be present at the Curriculum Committee meeting, to answer questions and concerns, when the cross-listed COR proposals are considered.

Distance Education

According to Title 5, Section 55200, "Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology." Both credit and noncredit courses may be offered through distance education.

▶ **Standards**
According to Title 5, Section 55202, "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 regard to the course quality judgment." This includes courses referred to as "hybrid" which combine traditional, face-to-face instruction and distance education with either synchronous or asynchronous instructor-student interaction through communication technology.

The institution must be able to establish that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. This can be done through one or more of the following means:
1. All DE courses use the college Learning Management System.
2. All DE courses use a secure login and password or use proctored examinations.
3. The Learning Management System provides a Login Statement, such as the following:
   a. Through the entry of my username and password, I affirm that I am the student who enrolled in this course. Furthermore, I affirm that I understand and agree to follow the regulations regarding academic integrity and the use of student data as described in the Student Conduct Code that governs student rights and responsibilities. Failure to abide by the regulations may result in disciplinary action up to expulsion from the college.
4. Plagiarism Detection Software is made available for faculty use in DE courses.

▶ **Separate Curriculum Approval**
Title 5, Section 55206, requires that any course being offered in a distance education format have

separate review and 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."

▸ **Regular Effective Contact**

Title 5, Section 55204, Subsection (s), requires that governing boards ensure that "any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities."

Title 5 Section 55211, Subsection (a), stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term "regular effective contact" in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record. The Course Outline of Record must document how the instructor initiates regular effective contact. This is done in the Distance Education section of the COR, particularly under the *Content Delivery and Evaluation* and *Instructor-Student Contact* subsections. Specifically, COR evaluators should look for the following:

1. The means by which the instructor will verify student participation
2. The means by which students can ask questions
3. The frequency of instructor-initiated contact with each student. For example:
    a. The instructor will hold eight face-to-face conferences with each student during the semester (OR)
    b. The instructor will provide feedback after each of the ten assignments and require a confirmation that each student received his/her feedback.
    c. The instructor will submit discussion board questions at least weekly, to which all students must reply, and will respond to posted student questions at least three times each week.

▸ **Substantive Change**

A Substantive Report must be submitted to the Accrediting Commission for Community and Junior Colleges if a college approves any of the following changes in its distance education offerings:

1. Change in the intended student population, e.g., the college offers programs or courses online to reach students not included in the student population described in the current mission statement.
2. Addition of a program or course that represents a significant departure from the current programs or curriculum, e.g., a program offered face-to-face is now offered 100% online.
3. Addition of courses that constitute 50% or more of the units offered through a mode of distance education, e.g., the college offers course that make up 50% or more of the credits required for a program through an instructional delivery that is new for the college and/or program.

Labor Market Information (LMI)

Pursuant to Education Code, Section 78015, labor market information (LMI) data are specifically required for new Career Technical Education (CTE) program proposals, where available. Current LMI and analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the college and/or that job enhancement or promotion justifies the proposed curriculum. 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. The proposal must include projections from LMI for the most applicable Standard Occupational Classification (SOC) codes and geographical regions to be served by the program.

An analysis of labor market needs and trends is also required; data sources may include:

- Recent employer surveys
- Industry studies
- Regional economic studies
- Letters from employers attesting to the service area need
- Minutes of Industry advisory committee meetings
- 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

A commonly referenced data source is the Employment Development Department's Labor Market Information website, which provides statistical projections of growth in specific jobs by county (or labor market area). Another 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. The initiate website includes comprehensive reports on emerging occupations, called "Environmental Scans," as well as information about requesting customized reports if no scan has been published.

When strong data (current labor market information and analysis) is not available to demonstrate adequate local employment opportunities for program completers, an employer survey may be submitted. Provide a copy of the survey, including the number of those surveyed, number of responses, and a summary of the results.

Non-Credit Courses and Career Development and College Preparation (CDCP)

Noncredit instruction is one of several educational options authorized by the California Education Code to be offered within California Community Colleges. Students are offered access to a variety of courses at no cost to assist them in reaching their personal, academic, and professional goals. Currently, 10 categories of noncredit courses are eligible for state funding, in accordance with Education Code, Sections 84757(a) and 84760.5, and Title 5, section 58160:

1. ESL
2. Immigrant Education
3. Elementary and Secondary Basic Skills
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-term Vocational
10. Workforce Preparation

No state aid or apportionment may be claimed for noncredit classes in dancing or recreational physical education.

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, culminating in one of the following:

1. Certificate of Competency
2. Certificate of Completion
3. Adult High School Diploma

Of the 10 categories of noncredit courses, four are distinct **enhanced funding** (CDCP eligibility) categories.

1. ESL
2. Elementary and Secondary Basic Skills

3. Short-Term Vocational
4. Workforce Preparation

In 2013-14, community colleges received:
- **$4,636** per FTES for credit courses
- **$3,282** per FTES for "enhanced" noncredit (noncredit courses in Career Development and College Preparation [CDCP])
- **$2,788** per FTES for regular noncredit instruction.

However, with the passage **of SB 860, Section 84750.5**, beginning in the **2015-16** fiscal year, **CDCP FTES** will be funded at the same level as the credit rate. Other noncredit courses will still be funded less per FTES.

As with all noncredit programs, courses must first be approved before the college can submit a proposal for a new CDCP program. In developing a NEW CDCP program, coding and the sequence of selecting codes can be complicated:
1. The new noncredit course must first be submitted to the Chancellor's Office.
2. After Chancellor's Office course approval, the new noncredit CDCP program proposal may be submitted to the Chancellor's Office.
3. After Chancellor's Office CDCP program approval, the college must amend all active associated course records and update each course program status.

Prerequisites, Corequisites, and Advisories

Title 5, Section 55002, requires, for degree-applicable courses, that the college curriculum committee determine whether prerequisites or corequisites are necessary for student success in a course, including prerequisite English or math levels. The curriculum committee may also establish prerequisites or corequisites for Nondegree-applicable credit courses.

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.

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.

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.

▶ **Purposes**
According to Title 5, Section 55003, and reiterated in the Yuba Community College District AP 4260, prerequisites and corequisites may be established only for the following purposes:
1. The prerequisite is expressly required or expressly authorized by statute or regulation
2. The prerequisite will assure that a student has the skills, concepts and/or information needed to succeed (receive a satisfactory grade) in the course for which it was established
3. The corequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) in the course for which it was established
4. The prerequisite or corequisite is needed to protect the health or safety of the student or others

▶ **Determination and Approval**

Prerequisites and corequisites must be made on a course-by-course or program-by-program basis. The Curriculum Committee will determine whether prerequisites and/or corequisites are necessary and appropriate by:

1. Determining whether the prerequisite or corequisite meets one of the four purposes outlined in Title 5, Section 55003, and listed above.
2. Requiring a CONTENT REVIEW from the department proposing the prerequisite or corequisite. This is done under the CONDITIONS OF ENROLLMENT section of the COR in CurricUNET. 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."
   o The CONTENT REVIEW must reflect the average scores of all faculty within the department.
   o The CONTENT REVIEW must address the course objectives.
   o The CONTENT REVIEW must 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.
   o The CONTENT REVIEW must specify the body of knowledge and/or skills that are deemed necessary at entry and/or concurrent with enrollment and match the knowledge and/or skills in the targeted course and those developed or measured by the prerequisite or corequisite.
   o If an interdisciplinary prerequisite or corequisite is being proposed (such as an English prerequisite for a psychology or history course), the CONTENT REVIEW must take into consideration, as far as possible, the diversity of the students in the classroom, including learning styles, prior knowledge, and cultural background.
   o The CONTENT Review must maintain documentation that the steps above were taken. The Curriculum Committee may request to examine this documentation.
3. Determining the impact on student success and whether there is any disproportionate impact on particular groups described in terms of race, ethnicity, gender, age or disability.
   o Title 5, Section 55502(d), states that "'Disproportionate impact' occurs when the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting."
4. Ensuring that the prerequisite and corequisite courses are available or will be available with reasonable frequency to students.
5. Ensuring that no exit test is required to satisfy the prerequisite or corequisite unless incorporated into the grading for the course.

▶ **COR Guidelines**

Prerequisites and Corequisites

Prerequisites and corequisites must be clearly delineated on the Course Outline of Record, which will be held to the following guidelines:
- A course may NOT have a prerequisite that is also a corequisite.
- A course may NOT have a prerequisite English course and a language advisory.
- A course may NOT have a prerequisite math course and a math advisory.

Those who include prerequisites or corequisites on Course Outline of Records, must use the following standard language:

ONLY Placement Exam will meet Prerequisite.	"**Satisfactory Score on the Placement Exam**."
Placement Exam OR Grade of "C" or better in another class.	"**Satisfactory Score on the Placement Exam OR a grade of 'C 'or better in [Class Name]**"
Placement Exam OR Grade of "C" or better in another class OR Equivalent class.	"**Satisfactory Score on the Placement Exam OR a grade of 'C 'or better in [Class Name] OR Equivalent**"
Use of commas in a series of pre-requisites or corequisites.	**Corequisite for [Class Name]: [Class Name], [Class Name], [Class Name], OR [Class Name]**

Since, according to AP 4230, a "D" is passing but less than satisfactory, students who receive a "D" in the prerequisite course may enroll if the prerequisite merely says, "a passing grade in [Class Name]."

Advisories

The (L) designation means that the content of the course is such that the student must have college-level language skills to successfully complete the course. Students may meet the requirements for (L) courses by:

1. Achieving an English placement level of 1005 or higher,
2. Achieving a grade of "C" of better in English 51 or 97,
3. Achieving eligibility to enroll in English 1A, 1B, or 1C, OR
4. Possessing an A.A. or A.S. degree or higher

The (M) designation means that the content of the course is such that the student must have college-level math skills to successfully participate in the course. Students may meet the requirements for (M) courses by:

1. Achieving a math placement level of 2005 or higher,
2. Achieving a grade of "C" of better in Math 50 or 50B,
3. Achieving eligibility to enroll in Math 51, 52, or 58, OR
4. Possessing an A.A. or A.S degree or higher

▸ **Prerequisite and Corequisite Review**
The Curriculum Committee will conduct a review of all prerequisites and corequisites at least once every six years, with the exception of CTE courses, for which a review of prerequisites and corequisites will be conducted at least once every two years, to assure they remain necessary and appropriate. To facilitate such a review the following process will be followed:

<OUTLINE PROCESS OF REVIEW HERE>

▸ **Student Prerequisite and Corequisite Challenge**
Students may show they have met the prerequisite or corequisite requirements through one or more of the following:
• Successful completion of the prerequisite course.
• Appropriate placement score on the Yuba College Placement Examination.
• Official grade report or transcript from another college/school showing successful completion of the prerequisite.
• Approved Prerequisite Challenge Form

Students may obtain the Prerequisite Challenge Form from a counselor, Dean of Student Success, or site administrator. Students who wish to petition their recommended placement or the waiver of a prerequisite should be prepared to give evidence or justification why the exemption should be granted. Reasons for seeking a prerequisite waiver may include one or more of the following:

- Prerequisite course is not available,
- Prerequisite has not been validated,
- Student has the knowledge or ability to succeed in the course without meeting the prerequisite, or
- Student believes the prerequisite is discriminatory or is being applied in a discriminatory manner.

Challenges to prerequisites/corequisites shall be on the approved form and filed at the location where the student registers for the majority of her/his classes. Challenges at Yuba College should be filed with the Dean of Student Success. Challenges at other locations should be filed with the site administrator.

Courses Related in Content / Families

Activity courses that are related in content (such as Ballet I, II, and III or Beginning and Intermediate Golf) must be grouped into Families. Students are limited to taking four classes per family, and each family should contain a minimum of three courses that are related in content. The Curriculum Committee approves the "families" of courses. For more information about creating families see Principles for Developing Families of Courses.

Classes in a Series

Historically, and more recently in response to Title V changes in repeatability, faculty have chosen to develop courses in series (ex. RADT 6A, 6B, 6C etc.). Such series are typically closely related in content so that each course builds on the previous course. In order to ensure that courses in a series are not just repeats for practice but do represent distinct unique classes, the YC curriculum committee has developed the following guidelines.

1. Each course in the series must have a unique course title.
2. Each course in the series must have a unique course description.
   While there can be some overlap, it must be clear to a student reading the catalog what is different among courses in a series based on the description.
   > Option 1. One Unique Paragraph
   > With this option, either the entire paragraph for each course is unique or the first sentence or two is common among all but is then followed up by brief details about what makes it unique.
   > Option 2. One Series Overview Paragraph + One Unique Paragraph
   > If you have a long course description and three or more courses in the series, it may be redundant to repeat the common part of the series courses over and over. In this case, you can write a description that is common to all courses in the series and then a separate paragraph describing what is unique. In the catalog, the first paragraph would appear one time under a general heading (ex. RADT 6) and then the detailed descriptions would fall under each specific course (ex, RADT 6A, 6B, 6C etc.). Functionally in CurricUNET, this means that you will enter two paragraphs in the course description field and that every course in the series would have the same first paragraph and a different second paragraph.

3. Applying consistent approach to use of pre-requisites in the series.
   Often it is logical for each course in a series to have the previous course in the series as a pre-requisite. For example, RADT 6A would be a pre-requisite for RADT 6B. Part of validation of the pre-requisite ("skills analysis"), will help demonstrate a connection between the course objectives of the requisite class and the current class. However, in some disciplines, it may be

better to leave each course in the series open to enrollment without pre-requisites at any level in a series. For example, in PE, a student might already be at an intermediate level and a pre-requisite of the beginning level would complicate enrollment for that student. Be consistent and thoughtful about how pre-requisites are applied.

4. The topical outline must show that the course "varies to a reasonable degree" from the previous course in the series and shows a progression.
    Option 1. Topical outline has two main headings (edited to fit your course):
        I. Review/Common Topics
            Include items that will be reviewed from the previous class or are common to all classes in the series in this section. This section may be the same for all courses in the series.
        II. Additional Unique Knowledge/Skills/Experiences/Activities
            Include 2 or more items to show that the course varies to a reasonable degree from the previous course in the series and is building new items on top of previous ones.
    Option 2. A completely unique topical outline. If appropriate, create an entirely unique topical outline for each course in the series.

5. The course objectives must show that the course varies to a reasonable degree from the previous course in the series and shows a progression.
    Option 1. Common Course Objectives for Series + Unique Course Objectives for the Course
    You may have the same set of course objectives for all the courses in a series. However, in addition, you must have at least 2 additional course objectives related to the additional knowledge, skills, experiences and/or activities that the students will be learning in each specific course in the series. This is a key indicator to the curriculum committee about if the course varies enough to meet the intent of Title V restrictions on repeatability.
    Option 2. Have unique course objectives for each course in the series.
6. Student learning outcomes must be different and unique for each course in a series. Do not include shared SLOs.

A series may or may not be related the "course families" concept. As a best practice, you should begin updating or developing your series with your course objectives for each level and then work backwards to edit or create your topical outline, course description, and course title based on those course objectives.

Program and Services Review

Program and Services Review (PSR) is part of the annual operational planning and budget cycle. However, the PSR also serves as a means of program self-reflection and is instrumental in program planning, providing an opportunity to reflect on curriculum development and assessment. During a PSR, program faculty should do the following:

1. Assess the viability of and student demand for program degrees and/or certificates.
2. Submit degree and/or certificate revision proposals to the curriculum committee as needed.
3. Assess the viability of and student demand for program courses.
4. Submit COR revision proposals to the curriculum committee. All CORs must be updated every six years and every two years for CTE programs.

Because new Program and Service Review questions were developed and approved during the 2014-15 academic year, the 2015-16 academic year is a launch year wherein all programs will conduct a full program review. However, in the following years, full program review and annual updates will follow the cycle as indicated in the table below:

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Full Review: All Programs	Annual Update: All Programs	Full Review: CTE and 1st Half Non-CTE Programs Update: 2nd Half	Annual Update: All Programs	Full Review: CTE and 2nd Half Non-CTE Programs Update: 1st Half	Annual Update: All Programs	Full Review: CTE and 1st Half Non-CTE Programs Update: 2nd Half	Annual Update: All Programs

The following are Yuba College CTE Programs, as of the 2015-16 Academic year:

1. Accounting
2. Administration of Justice
3. Agriculture
4. Automotive Technology
5. Business and Computer Applications
6. Computer Science
7. Cosmetology
8. Culinary Arts
9. Drafting
10. Early Childhood Education
11. Emergency Medical Technician
12. Fire Technology
13. General Business and Management
14. Human Services
15. Manufacturing and Welding
16. Mass Communication
17. Nursing
18. Office Administration
19. Psychiatric Technician
20. Radiologic Technology
21. Veterinary Technician
22. Work Experience and Internship

The following is a list of the "1st Half" of non-CTE Programs:
1. Admissions and Records
2. Anthropology and Social Sciences
3. Art and Photography
4. Beale AFB Outreach Facility
5. Biology and Ecology
6. CalWorks
7. Campus Life
8. Career Center
9. Chemistry
10. Child Development Center
11. Clear Lake Campus
12. College Success Center
13. Communication Studies and Speech
14. Counseling
15. DSP&S
16. Economics
17. Education
18. Educational Talent Search
19. Engineering
20. English and Reading
21. English as a Second Language
22. EOPS-CARE

The following is a list of the "2nd Half" of non-CTE Programs:
1. Financial Aid
2. Foreign and Sign Language
3. History
4. Learning Assistance
5. Library and Learning Resources
6. Mathematics and Statistics
7. MESA
8. Music
9. PE and Health
10. Philosophy and Humanities
11. Physical Science, Geology, and Geography
12. Physics and Astronomy
13. Political Science
14. Psychology
15. Public Events
16. Sociology
17. Sutter County Center
18. Testing and Assessment
19. Theatre Arts
20. Upward Bound
21. Veterans Affairs
22. Writing Language Development Center

Brief Definitions

All faculty, especially Curriculum Committee members, should be familiar with the following definitions:

▶ **Weekly Census Classes**
Classes that meet on a regular basis each week for a full semester (excluding summer) are counted under the Weekly Census procedure. Students are counted on the basis of enrollment, not on actual attendance, on the Monday that is closest to 20% of the way through the semester.

▶ **Daily Census**
Classes that meet on a regular basis for at least five days but do not meet for a full semester (such as late-starting, partial semester, intersession, and summer term classes) are counted under the Daily Census procedure.

▶ **Positive Attendance**
Classes that do not meet on a regular basis or that operate on an open entry/open exit basis are counted under the positive attendance format. Also, by law, all non-credit courses are counted as positive attendance. Under positive attendance, the actual attendance of each student for each hour is counted.

▶ **Unduplicated Headcount**
The actual number of individual students enrolled. A student may be enrolled in several courses during a term, but he or she is counted only once.

▶ **Duplicated Headcount/Enrollment**
The number of students enrolled in all courses combined. Students who are enrolled in more than one course will be counted in each course for the term.

▶ **Full-Time Equivalent Students (FTES)**
The standard statewide measure of student enrollment, a key performance indicator, productivity measure, and funding rate. FTES represents neither unduplicated nor duplicated headcount but is a conceptual measure of student enrollment. One FTES is 525 Contact Hours, or, in other words, two students attending 15 hours per week (e.g., five three-unit classes each) for a semester of 17.5 weeks. The formula to calculate FTES is as follows:

For Weekly Census
When the number of students enrolled in the class = N
And the number of hours the class meets **per week** = H
The Term Length Multiplier (TLM) for Yuba College = 17.5
FTES = (N x H x 17.5) ÷ 525

Example: a class meets 3 hours per week (MWF 9-9:50) for a full semester with 40 students enrolled at census:
FTES = (40 x 3 x 17.5) ÷ 525

For Daily Census:
When the number of students enrolled in the class = N
And the number of hours the class meets **per day** = H
And the number of days the class meets = D
FTES = (N x H x D) ÷ 525

Example: a summer class meets 2 hours per day for 23 days (omitting the July 4th holiday) with 45 students enrolled on census day:
FTES = (45 x 2 x 23) ÷ 525

For Positive Attendance:
When the total hours of attendance for all students = T
FTES = T ÷ 525

▶ **Full-Time Equivalent Faculty (FTEF)**
FTEF is a proxy for instructional cost. In an FTEF, a faculty member's workload is standardized against the teaching load. Thus, FTEF does not represent an actual number of faculty members but is a conceptual measure workload. The formula to calculate FTEF is as follows:

For Fall or Spring Semester: **Total # of Load Units ÷ 15**
For Summer Terms: **Total # of Load Units ÷ 30**.

▶ **Weekly Student Contact Hours (WSCH)**
WSCH is a proxy for revenue generated by a class. It is the total number of hours faculty contacted students weekly.

▶ **Institutional Efficiency (WSCH/FTEF)**
Since WSCH is a proxy for revenue generated by a class, and FTES is a proxy for instructional cost, the ratio is interpreted in terms of cost-efficiency.

▶ **Student Success Rate**
The percentage of students who received a passing grade at the end of the semester.

▶ **Student Retention Rate**
The percentage of students retained in a class at the end of the semester.

▶ **Student Persistence Rate**
The percentage of students enrolled in one term who re-enroll the next term.